10-1961

Report of the San Diego College for Women to the Committee on Accreditation of the California State Board of Education - October 1961

San Diego College for Women

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

October 1961
Report of the SAN DIEGO COLLEGE FOR WOMEN to the COMMITTEE ON ACCREDITATION of the CALIFORNIA STATE BOARD OF EDUCATION

October 1961
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CHAPTER I

INTRODUCTORY STATEMENT

The last visitation of the San Diego College for Women was in February 1959 when a committee representing the Western College Association and one from the California State Board of Education made a joint visitation. At that time the San Diego College for Women was fully approved as a liberal arts institution by the Western College Association, and by the State Board as a teacher education institution to prepare elementary school teachers. The secondary program had just been organized and was then being put into operation, but naturally, it was not yet ready for appraisal or evaluation. Now that the first two groups, though small, have successfully completed the program and entered the teaching profession, the college is asking for an evaluation and possible accreditation as a means of further development and improvement.

Complete copies of the Report of 1959 are on hand for each member of the visiting committee to consult if he so wishes. Much of the report stands today as truly as when written except, of course, for numbers and developments. The aims of the college, its institutional administration and organization, main lines of its student personnel program, its general education program, all hold as much today as they did in 1959. Certain excerpts are herein included to facilitate the work of the visiting team.
The San Diego College for Women was planned as a complete unit. Its buildings and facilities were so ordered as to be able to absorb a gradually increasing student body up to approximately one thousand student enrollment. It had been foreseen that this number might be reached in 1970, but the growth and development has been much more rapid than could have been anticipated. However, by constant watchfulness, detailed study, and careful decisions, the college has provided for the increasing numbers and has rapidly assimilated them into the student body without any shock to the smooth running of the instructional set up.

The original departments as planned when the college was founded, have remained unchanged, except for expansion. Each department had been organized and headed by a staff member with experience in the field. In every case the quota of staff members has been increased to meet the challenge of numbers and new ideas.

It is the desire of the San Diego College for Women to undertake the training of teachers in those fields only where the undergraduate program is well established. The program for the preparation of elementary school teachers has been one of the primary concerns of the college since its foundation. It is now well established and seems to be giving satisfaction to the school officials where the graduates are employed.

The program for the preparation of secondary school teachers is being carried out by the joint efforts of the education department, and of the academic departments whose members are especially interested in the teaching of the subject-matter areas involved. In the fields
of English and the social sciences graduates of the San Diego College for Women are already teaching; in the field of languages, students are currently being prepared and will be ready for teaching in September 1962. The groundwork is being laid for the future preparation of teachers in secondary school science. This, of course, is not for the immediate future, but is in accordance with the policy of the college to prepare well in advance for any program to be undertaken.

The San Diego College for Women is now asking approval for the secondary credential in the fields for which it is qualified to prepare teachers.
CHAPTER II

EXCERPTS FROM REPORT OF 1959

I. INSTITUTIONAL ADMINISTRATION AND ORGANIZATION

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.

B. Organization and Coordination

1. Organizational Chart

```
ADMINISTRATION

FACULTY COUNCIL

Chairman: Honorary President of the College
            President of Board of Trustees

Registrar    Dean    President    Vice-President    Treasurer

Instruc-
    tional    Counselors,
       Staff    Student    House    Maintenance

Health and
    Co-Curricular    Personnel

Activity    Personnel
```
2. Administrative Committees

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. 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. Reverend Mother Rosalie Hill, the Founder of the San Diego College for Women, is also a member of the Council.

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.

3. Faculty Meetings

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 discussions, however, bring 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.
C. 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 reinforcement of teaching personnel is assured for future 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 additional staff.

The first full-time outside appointments were made in 1957 and the number has rapidly increased each year. There are now (November 1961) more lay faculty appointments than religious.

Staff Support

The salary scale for instructors is in the process of upgrading. At present (1961) it is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Median</th>
<th>Maximum</th>
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<tr>
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<td>Associate Professor</td>
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<td>$6,200</td>
<td>$6,500</td>
</tr>
<tr>
<td>Instructor</td>
<td>$4,500</td>
<td>$5,200</td>
<td>$6,000</td>
</tr>
</tbody>
</table>
D. 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 entirely on the value of each class. Instructors are constantly 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 anyone 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. Supervision of Instruction

The dean has frequent conferences 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.

d. 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.

E. 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 sometimes 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 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 professional part of 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. The members of each department have meetings to discuss and evaluate their own program.
II. THE STUDENT PERSONNEL PROGRAM

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. The pre-admission guidance and selective admissions policies are not considered, strictly speaking, a part of the student personnel program, but they are, however, closely and integrally related to it.

A. Pre-Admission Program

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.
B. 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.

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.

C. Personal Counseling Service

1. Organization

a. Some members of the teaching staff are chosen to act as counselors; one for each of the four academic years.

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.
III. GENERAL EDUCATION

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. Program Content

a. Courses (See Bulletin of Information, pp. 25-26)

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.

2.) Required Courses

The humanities, social sciences, languages, natural sciences, physical education are required.

3.) Electives

Restricted electives are possible within the above areas.

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.

4. 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.

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 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.

#### I. Educational and General Fees

<table>
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<th>Items</th>
<th>Estimated Income Last Year</th>
<th>Actual Income Last Year</th>
<th>Proposed Budget</th>
<th>Increase Decrease</th>
</tr>
</thead>
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<td>1) Student Fees</td>
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<td></td>
</tr>
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<td>Tuition</td>
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<td>Others</td>
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<td><strong>Total Educational and General</strong></td>
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<td>2) Gifts</td>
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<td>3) Other Sources</td>
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<td>1,000.00</td>
<td>(375.33)</td>
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#### II. Auxiliary Enterprises

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<th>Actual Income Last Year</th>
<th>Proposed Budget</th>
<th>Increase Decrease</th>
</tr>
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<td>1) Residence and Dining Hall</td>
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<td>2) Book Store</td>
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<tr>
<td>3) Student Activity</td>
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<td>4) Summer School</td>
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<td>5) Fountain and Cafeteria</td>
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<td>6) Workshops and Meetings</td>
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</tr>
<tr>
<td>7) Exchange</td>
<td>10,000.00</td>
<td>12,791.30</td>
<td>15,000.00</td>
<td>2,208.70</td>
</tr>
<tr>
<td>8) Miscellaneous</td>
<td>25,000.00</td>
<td>36,823.51</td>
<td>25,000.00</td>
<td>(11,823.51)</td>
</tr>
<tr>
<td><strong>Total Combined</strong></td>
<td>$385,000.00</td>
<td>$353,419.37</td>
<td>$407,000.00</td>
<td>$53,580.63</td>
</tr>
</tbody>
</table>

**TOTAL COMBINED** | $852,000.00 | $841,367.11 | $1,000,000.00 | $158,632.89
### Expenditures Budget for the Year, 1960-1961

<table>
<thead>
<tr>
<th>Items</th>
<th>Estimated Expenditures</th>
<th>Actual Expenditures</th>
<th>Proposed Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td>I. Educational and General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) General Administration</td>
<td>$ 50,000.00</td>
<td>$ 49,614.96</td>
<td>$ 50,000.00</td>
</tr>
<tr>
<td>General Expense</td>
<td>20,000.00</td>
<td>22,805.68</td>
<td>25,000.00</td>
</tr>
<tr>
<td>2) Instruction</td>
<td>175,000.00</td>
<td>186,198.68</td>
<td>185,000.00</td>
</tr>
<tr>
<td>3) Library</td>
<td>20,000.00</td>
<td>21,272.63</td>
<td>20,000.00</td>
</tr>
<tr>
<td>4) Physical Plant Operation</td>
<td>60,000.00</td>
<td>73,112.28</td>
<td>75,000.00</td>
</tr>
<tr>
<td>Total Educational, General</td>
<td>325,000.00</td>
<td>353,004.23</td>
<td>355,000.00</td>
</tr>
<tr>
<td>II. Auxiliary Enterprises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Residence and Dining Hall</td>
<td>150,000.00</td>
<td>152,258.59</td>
<td>160,000.00</td>
</tr>
<tr>
<td>2) Book Store</td>
<td>20,000.00</td>
<td>23,523.90</td>
<td>25,000.00</td>
</tr>
<tr>
<td>3) Miscellaneous</td>
<td>20,000.00</td>
<td>19,854.25</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Total Auxiliary</td>
<td>190,000.00</td>
<td>195,636.74</td>
<td>205,000.00</td>
</tr>
<tr>
<td>III. Other Non-educational, Activity</td>
<td>15,000.00</td>
<td>13,580.00</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Scholarships, Student Aid</td>
<td>30,000.00</td>
<td>28,294.00</td>
<td>30,000.00</td>
</tr>
<tr>
<td>Community</td>
<td>12,000.00</td>
<td>12,506.18</td>
<td>12,000.00</td>
</tr>
<tr>
<td>Total Non-educational</td>
<td>57,000.00</td>
<td>54,380.18</td>
<td>57,000.00</td>
</tr>
<tr>
<td>IV. Capital Betterments and Additions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Payments</td>
<td>100,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td>75,000.00</td>
<td>207,194.96</td>
<td>250,000.00</td>
</tr>
<tr>
<td>Furnishings and Equipment</td>
<td>45,000.00</td>
<td>21,636.94</td>
<td>50,000.00</td>
</tr>
<tr>
<td>Total Capital Betterments</td>
<td>220,000.00</td>
<td>228,831.90</td>
<td>300,000.00</td>
</tr>
<tr>
<td>TOTAL COMBINED EXPENDITURES</td>
<td>$792,000.00</td>
<td>$831,853.05</td>
<td>$917,000.00</td>
</tr>
</tbody>
</table>
II. Statistical Data

A. Enrollment Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Full time</th>
<th>Part time</th>
<th>Hospital Affiliates</th>
<th>Semester Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1952</td>
<td>4</td>
<td>29</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>1952-53</td>
<td>46</td>
<td>66</td>
<td></td>
<td>112</td>
</tr>
<tr>
<td>1953-54</td>
<td>91</td>
<td>101</td>
<td></td>
<td>192</td>
</tr>
<tr>
<td>1954-55</td>
<td>114</td>
<td>73</td>
<td></td>
<td>193</td>
</tr>
<tr>
<td>1955-56</td>
<td>168</td>
<td>102</td>
<td></td>
<td>270</td>
</tr>
<tr>
<td>1956-57</td>
<td>192</td>
<td>101</td>
<td></td>
<td>293</td>
</tr>
<tr>
<td>1957-58</td>
<td>245</td>
<td>108</td>
<td></td>
<td>353</td>
</tr>
<tr>
<td>1958-59</td>
<td>282</td>
<td>109</td>
<td>64</td>
<td>455</td>
</tr>
<tr>
<td>1959-60</td>
<td>337</td>
<td>124</td>
<td>94</td>
<td>555</td>
</tr>
<tr>
<td>1960-61</td>
<td>361</td>
<td>115</td>
<td>97</td>
<td>573</td>
</tr>
<tr>
<td>1961-62</td>
<td>497</td>
<td>153</td>
<td>108</td>
<td>758</td>
</tr>
</tbody>
</table>

A study of enrollment figures during the first ten years of the San Diego College for Women shows a rapid growth percentage-wise. The present (October 1961) full-time registration of 497 is an increase of 37% over last year, and an increase of 76% for the three-year period, 1958 to 1961. Since 1957 the number of full-time students has more than doubled.
**Table II. Full-time Enrollment by Classes**
(as of October 1 each year)

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957 - 58</td>
<td>109</td>
<td>53</td>
<td>38</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>1958 - 59</td>
<td>125</td>
<td>72</td>
<td>50</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>1959 - 60</td>
<td>138</td>
<td>85</td>
<td>60</td>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td>1960 - 61</td>
<td>147</td>
<td>103</td>
<td>57</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>1961 - 62</td>
<td>223</td>
<td>109</td>
<td>91</td>
<td>66</td>
<td>8</td>
</tr>
</tbody>
</table>

Table II shows the development of enrollment according to classes. The present freshman class, composed of 223 full-time students and a very small group of part-time students, shows an increase of 51% over last year's class. The table reveals a moderate and somewhat even growth in the freshman classes prior to this year of 1961. September 1960 showed a considerable growth in the sophomore class, 103 as compared to 85 the previous year, or an increase of 21%. The present junior class shows a marked increase over last year, 91 as compared to 57, or an increase of 59%. All these indications are helpful in the planning for the future.

The administration has decided to keep the enrollment of the freshman class next year at approximately the present number of 223 students or thereabouts. It is quite evident that for the next two years the college will thus increase on the upper-division level rather than for on the lower level. This seems the desirable objective at the time being. The growth can in this way be controlled and guided in the best interests of the college and of students.
B. Some Class Statistics

A comparative study of enrollment in the various classes and fields has been a continuous process during these first ten years of the San Diego College for Women. Special studies have been made of the fields chosen for the preparation of secondary-school teachers, namely, English, the social sciences and languages. The results of some of these studies are shown in the following tables.

Table III. Enrollment in Upper Division Classes of Selected Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>History</th>
<th>Political Science</th>
<th>Sociology</th>
<th>Spanish</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>60</td>
<td>9</td>
<td>37</td>
<td>17</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1947</td>
<td>61</td>
<td>43</td>
<td>44</td>
<td>12</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>62</td>
<td>58</td>
<td>35</td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td>65</td>
<td>51</td>
<td>43</td>
<td>16</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>68</td>
<td>37</td>
<td>47</td>
<td>9</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>113</td>
<td>90</td>
<td>42</td>
<td>66</td>
<td>28</td>
<td>16</td>
</tr>
</tbody>
</table>

Table III shows a rather even trend in upper division classes until 1961. The large increase in all fields this year stems from the large increase in upper division students, 46% since last year, and the increase in faculty personnel. A steady increase in the number of juniors and seniors is expected to continue for the next few years. This prediction is substantiated by the next table.
The growth in the elementary and intermediate language classes has been steady, with a sharper rise currently. This fact makes it evident that an increase in the advanced language classes is assured.
### Table V. Number of Graduates in Selected Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>History and Political Science</th>
<th>Sociology</th>
<th>Spanish</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1955</td>
<td>4</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1956</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>14</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1959</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>1960</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1961</td>
<td>9</td>
<td>9</td>
<td>13</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>1962</td>
<td>14 (expected)</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>78</td>
<td>54</td>
<td>65</td>
<td>21</td>
<td>8</td>
</tr>
</tbody>
</table>

The number of graduates is more or less what could have been expected. The growth in the current year is in the field of science and does not show on these studies. The trends in science at the San Diego College for Women will be the matter of special study in the course of this year.
CHAPTER IV.

THE LIBRARY

A. General Information

1. The Service Load

Lower division student (equivalent full time) \(1 \times 392 = 392\)

Upper division student (equivalent full time) \(2 \times 181 = 362\)

Graduate (equivalent full time) \(4 \times 23 = 92\)

Faculty (equivalent full time) \(5 \times 38 = 190\)

The service load of this library is 1036 units

2. Quantitative Appraisal

a. Book collection for the library of the San Diego College for Women:

50 volumes for each unit of first 800 units = 40,000

25 volumes for each unit of 236 units = 5,900

45,900

b. Actual total of catalogued books in this library: 41,000

This number is an increase of 8,000 since the last visitation in the spring of 1959. Another 1,000 and more volumes are on order and expected soon.

3. Services

a. The library is open for service on all week days and on Sundays:

A.M. 8:30 to 12:00 (On Sundays, 9:00 - 12:00)

P.M. 12:30 to 6:00

7:00 to 9:00
b. The loan service to the faculty is unlimited. It is a non-circulating library. The students use the books in the library. Each instructor may place books on reserve for the greater convenience of the students.

c. 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. Housing

a. Reading Rooms

An adequate supply of tables and chairs have 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.

b. Stacks

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

c. Maps

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

e. 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.

B. Library Report for Graduate Division and Credential Program

A very considerable work has been done with the periodicals since the last inspection in 1959. The number of subscriptions has been brought up to 245 with consideration for each department.

The collection of useful unbound periodicals has been bound, a work made possible by a generous donation for this purpose. A sum of $8,000.00 has already gone into the binding, and there remains a reserve to bring all current materials and back-number acquisitions to date. All of these periodicals are now processed and are available for use. They are housed on the mezzanine floor of the library, are easy of access, and tables and chairs have been installed.

The holdings of the library have been increased considerably in view of graduate students. Lists were carefully compiled by all the departments, the books purchased and made available for immediate use.
Scholarly critical and out-of-print works have been secured by the library in addition to the requests from instructors.

Among such items are those given by the late General Harold S. Fiske. These books were used by General Fiske while he was on the staff of General Pershing. General Fiske was stationed at Fort Leavenworth where he trained our men for over-seas combat. These trainees are reputed to have been the best prepared of any men sent. (An account of General Fiske is in "American Biography.") After his death his decorations and some documents were sent to West Point, but much has come to the library of the San Diego College for Women.

Other items include: "The War of the Rebellion," a compilation of the official records of the Union and Confederate armies, prepared under the direction of the Secretary of War and published pursuant to Act of Congress, June 16, 1880.

Works relative to World Wars One and Two are in the library, (Series I, Volumes 1 - 53) of which many are presentation copies and are signed by the authors. As they are in constant use by upper division and graduate students they are housed in the stacks. Some of great value are in glass cases in the reading room and may be had by request.

Besides the Fiske collection, the library possesses much valuable material on the Civil War. To mention a few items:

1) Official Records of the Union and Confederate Navies in the War of the Rebellion, published under the direction of Honorable H. A. Herbert, Secretary of the Navy, by authority of an act of Congress approved July 31, 1894. (Series I, 27 volumes) These were received and used in the Commandant's office, U. S. Navy Yard, Portsmouth, in 1894.
2) Messages and documents of the Navy Department, 1864 - 1865.
3) Navy dispatches, 1865.
4) Another compilation of the Official Records of the War of the Rebellion used by General A. A. Green and presented to the library by Mr. J. R. Miller.
For the **History Department**, there are many rare and valuable works including:

1) **Writings of the Greek and Latin historians in both English and Latin.** The Latin is the rare and difficult to procure Delphin edition.

2) **Documents inédits sur l'histoire de France (27 v.)**

3) **Records of the French Court Trials**

4) **Court Trials for Treason in England from Richard Coeur de Lion to George II (very rare)** contains a book plate of the great Shakespearean actor, David Garrick, to whom the book formerly belonged.

5) **Jesuit Relations and allied documents - Complete.**

There is a Bible collection of considerable value.

The **Annual Register - London, 1750 - 1895. Bound.**

**Punch - London, 1841 - 1895. Bound**

For **Literature references:**

1) **Latin authors.**

2) **Some rare Shakespeare volumes - among them the Edwin Booth memorial edition for the use of actors.**

3) **The Estes and Lauriat de Luxe, limited edition of the works of Charles Dickens.** In it are the original illustrations and every known portrait of Dickens in vignettes.

4) **The Spectator, a rare set, the first complete edition published after the death of Addison.**

In the **TINA HILL BRISTED collection**, books presented by the late **MRS. CHARLES ASTOR BRISTED**, are fine and rare editions of historical and literary works.

5) **A collection of children's books of 1880's and 1890's contains what are considered the finest examples of this great era of children's books.**

6) **The Art Journal, Bound, London, 1848 - 1866. Fully illustrated; articles signed by the greatest art critics of 19th century.**

7) **The HAROLD BECKET GIBBS collection:**

   The late Doctor Harold Becket Gibbs was educated at the Arundel Choir Boy's School, and later under the greatest choir masters of Europe. He held every known degree in music. A great choir master in the Anglican Church, he entered the Catholic Church and was appointed by Pius X to teach plain chant in the Catholic dioceses of the United States.
Other rare and interesting books that are being made available
to graduate students are:

Lettres de Madame de Sévigné, Paris, 1754, 8 volumes, rare.
Chroniques de Froissart, illustrated, Paris, 1824, 16 volumes,
rare and very beautiful.
Galleries historiques de Versailles, folio, 4 volumes, very rare.
Molière's works in English, de luxe, translated and edited
by Barrie and Sons, Philadelphia.
Trésor de Notre Dame de Paris. Beautiful.
Nouveau Dictionnaire Français, Espagnol, by the King's
Several editions of Goethe, Schiller, Heine, and other
German writers.
The Vatican, folio, very fine illustrations and history of
the art treasures.
Old illuminated works - Books of Hours, etc.
de Silva, O.S.F., and Arthur Bienbar. Done at Mission Santa Barbara.

The THOMAS MORE LIBRARY, a collection of 7,000 volumes, given
to the College by DR. JULIA METCALF, has been added to, many volumes
rebound, and the whole catalogued and made completely available. It
is the most used collection which the library possesses.

In the stacks open to all, both graduate and under-graduate,
are the standard classics, in translation and original: Latin, French,
German, Italian, and Spanish.

Work has been done and files organized to make available
pamphlet material which is used considerably.

A book-plate collection, well arranged, often arouses interest
and links persons to history. Our collection is good.

Different departments find the postal collection valuable
in lending life and color to art, history and other lectures. A large,
beautiful, and valuable collection of postals has just been given the
library and is being filed for use.

New racks and housing space were provided some months ago
for the excellent and much used collection of records.
For the English Department the library now subscribes to most of the well-known literary journals, in English, American, and comparative literature, as well as in speech and drama, and the poetry magazines. Over twenty-five regular subscriptions are carried. In addition, the library has acquired some back issues, including a complete listing of Victorian Studies from its inception; this acquisition of back issues continues.

Certain areas have been improved greatly with regard to English holdings, partially as a result of graduate courses given in these areas. A list compiled recently by the English Department shows a significant increase in the best scholarly and critical works, as a result of purchase of current works and valuable out-of-print titles. (Exhibit on hand.) Besides the scholarly and critical works shown on the list, there have also been important additions to source material. For example: scholarly editions of the major medieval writers; the complete poems and dramas of Fulke Greville; valuable but difficult-to-procure sets such as Ker's edition of Dryden's essays and the letters of Robert and Elizabeth Barret Browning; the Yale edition of the Boswell papers as far as the edition has progressed in its publication; the complete works of a number of twentieth-century poets and critics, especially American. The effort has been to strengthen the holdings in each period each time an upper division or graduate course is offered in this period or area. This has been done consistently for some years, with tangible results in improving already- valuable holdings of source material, and significant betterment of an area which had been less strong, that is holdings in the best scholarly and critical books.
CHAPTER V.
SOME MAJOR FIELDS

A. Division of Social Sciences

Academic Major

Teaching Major for Secondary Credential

Program for Majors

Each major program in the social sciences provides a lower division preparation for the major of from nine (9) to twelve (12) hours, ( Cf. Bulletin, History p. 42, Political Science p. 43, Sociology p. 45) and twenty-four (24) hours of upper division work as specified on the above mentioned pages (42, 43, 45).

The lower division requirements give an integrated background in both European and United States history in the three-semester course in Western Civilization (4A - 4B, 43), and in the introductory courses in political science, economics, and sociology (Political Science 9, 10; Economics 1A - 1B; Sociology 2, 7). The upper division program provides for certain required courses in each major subject, and allows for electives.

Courses recently introduced to enrich the academic major and which should prove of special value to the teacher of the social sciences are:

- in history: Recent History of the United States (168), The Far East (190), The Near East (191)
- in political science: Comparative Governments (123 - 124), International Organization
in economics: Economic History of the United States (116), Economic History of Europe (115)
in sociology: Cultural Anthropology (113) and Problems of Modern Culture (114).

All students majoring or minoring in any of the social sciences are strongly urged to elect courses in the other social sciences. Candidates for the secondary credential must do so. These candidates must, also, stress American history and government in their program planning. A year course in United States history (170A - 170B) on the upper division level is being introduced specifically for these candidates. The course in Current Affairs is offered each semester. A course in Geography is also available to them. Instructors in all the social sciences make every effort to relate the course matter to that of the other social sciences.

Besides course requirements students must maintain good standing in the department concerned (at least a C/ average) and give evidence of ability to do independent research in the form of term papers and field reports.

Faculty departmental advisors and the dean of the college work closely together to plan a balanced program for prospective teachers. Achievement in the lower division courses and interest and ability therein indicated are guides in screening for the major and the minor. Successful completion of initial upper division courses and maintenance of good standing lead to approval for the major and the minor.
Faculty

The faculty in the social sciences consists of seven instructors, ranking from professor to instructor. Four have the doctor's degree; three, the master's degree. Six are full time; one is part time. The teaching load averages from twelve to fourteen hours.

Classes

Lower division sections in Western Civilization average thirty students. Upper division classes average about twenty each. These figures indicate a growth which would naturally follow from increased enrollment. They indicate, also, an increasing interest in the social sciences. The number of majors in the social sciences has shown steady increase: see Table III, page 30, and Table V, page 32, in this report. The major in political science has been introduced. The major in Social Science, dropped temporarily, has been revived.

Evaluation

Strong elements:

1. the preparation and varied experience of the faculty, on which seven major universities of the East, Middle West, and Far West are represented.

2. the excellent spirit of cooperation among the members of the division and with the administration.

Greatest need for improvement:

1. the honors section in Western Civilization

2. period courses in United States history.
Recent Improvements:

1. The integrated three semester course in Western Civilization.
3. Field trips, and practical experience in social work.
4. Additional visual aids, especially maps, physical and for Hispanic American history.
5. Additions to the library, especially in the United States history and modern European history fields.
6. Use of the campus radio for discussion of current world crises, e.g., on analysis of the situation in Laos by faculty members, discussion of the Algerian crisis by students. Active participation of majors in the International Relations Club, in developing study and discussion of the new nations of Africa, and currently, of key countries of South America. Participation of students in the College Model United Nations.
7. Student Congress on "True Americanism," which several hundred high-school students attended (Spring, 1961).

Planned Improvements:

1. the two-semester course in United States history specially designed for secondary teachers.
2. further period courses in United States history, e.g., the Civil War, Age of Jackson, Course in the Social History of the United States.
Aims

1. To develop in the students a sense of responsibility in civic and social life:
   a.) by imparting a sound knowledge of the history of their own country and of its political, social, and economic institutions, stressing the American democratic way of life.
   b.) by an integrated knowledge of the history of the past and of its institutions.
   c.) by providing opportunities in class and in co-curricular activities for application of this knowledge in discussion of national and international problems.

2. By this knowledge and training to develop the students as
   a.) leaders in their communities
   b.) qualified teachers of the social sciences
   c.) qualified students for graduate study.
A. Curricular Organization

Aims: Specifically, the aims of the English Department are:

1) To acquaint the students with specified areas of English, American, and world 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.

Both lower division and upper division courses stress the above objectives; thus, all students in the college profit from the program through their general education courses; academic majors benefit additionally by the continuity between their preparation and their advanced work.
Course Requirements:

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)

This lower division program, now in its sixth year, retains the same amount of composition work as had been required in the former courses (English IA and IB), but relates this composition work to readings in World Literature. Student assignments include such types of writing as thesis criticism, precis writing, exposition of an idea, comparison, development of a given statement; the written assignments are corrected stringently for paragraphing, organization, and mechanics. Besides this, the students are assigned work in outlining and in letter and note-writing; frequent quizzes train students in the writing of answers to essay questions. During the second semester, four to six weeks are set aside during which the student learns the techniques of the research paper, and writes such a paper under the supervision of the instructor. The writing of a poem and several poem evaluations are also required in connection with the work on poetry of the Middle Ages and the Renaissance.

The training in composition described above continues throughout the third and fourth semesters of the World Literature course, as well as during the Freshman year.
2) Upper division program

a.) Requirements: the twenty-four units of upper division work includes a course in Shakespeare, three period courses, American Poetry, and one other course in American literature.

b.) Sequence of courses: the period courses follow chronological sequence, that is in the same year, Victorian Age succeeds the Romantic Movement; Age of Elizabeth is offered the first semester and the Seventeenth Century the second semester in alternate years; Shakespeare is offered each spring semester, following Chaucer in the first semester.

c.) Program advising: students are advised to follow the courses in sequence as indicated above. All students now follow two courses in American literature; in addition, students in the program leading to the secondary credential are strongly advised to take an additional course in American literature during the Fifth Year, since their student teaching and early teaching years are likely to be in classes which require of them a knowledge of American literature; thus, they will have had material in American Poetry, American Prose, and American Novel.

Students working towards the secondary credential will also be required to take additional composition work in the upper division, to prepare them further for teaching in this area.
Staff and Instruction

Growth in the department in the three years since the last report has resulted in enlargement and strengthening of the department staff. Four members of the department hold doctoral degrees, with two of these holding in addition doctoral minors in American literature. Two other staff members hold the Master's degree, one of the latter having almost completed work towards the doctorate. Another staff member has graduate work beyond the bachelor's degree, as well as considerable teaching experience in the public secondary schools.

The college supervisor of secondary student teaching, who is also an instructor in methods and guidance courses, holds an English major in her undergraduate work.

Staff load averages from six to twelve units, depending on whether the instructor is full-time or part-time, on size of classes, and on other assignments, such as counseling.

Class size varies from lower division to upper division. Lower division English classes are sectioned in order that class size may not exceed thirty or thirty-five. All upper division English courses this semester have enrollments in excess of twenty, the largest being twenty-seven.
Evaluation

1. The best elements of the English Department are:
   a.) formation of the 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. The English Department has been strengthened in the past three years in the following areas:
   a.) Addition of a course in Modern Novel. This course will help prospective secondary teachers in acquainting them with contemporary fiction which is of such interest to today's secondary students. Acquaintance with modern poetry is gained in the required American Poetry course, as well as in the fourth semester of world literature. Modern short fiction is stressed in American Prose, in a new upper-division course in the Development of the Short Story, and in English 44 (required of all). Thus, students whose major is English are prepared to teach the best aspects of contemporary literature.
   b.) Expansion of the American literature requirements for all English majors, including secondary teachers.
   c.) Strengthening of the lower division program by the inauguration of Honors sections in the required English 41 to 44 sequence. Honors courses cover the same material as other sections, with additional readings, more discussion, greater depth. Several members of the first Honors group, now in the upper division, have
already applied to enter the program leading to the general secondary credential.

d.) Addition of more sections in the required English 41 - 44 sequence. In the fall of 1958, there were three sections of English 41, one section of English 43; this semester there are seven sections of English 41, and four sections of English 43. Thus, expansion of the college has not been detrimental to the individual development of each student.

e.) Addition of a course, offered for the first time during the second semester of the current year, in the History of the English Language (see Bulletin, p. 32). It is anticipated that this course will prove most beneficial to prospective secondary teachers, as well as to prospective graduate students.

3. Other departments in the Humanities division have also been improved. More Speech and Drama courses are offered, and joint Men's College - Women's College productions increase opportunities for dramatic participation, so helpful in speech training.

Last year saw the inauguration of the bi-weekly closed circuit radio program, Station WCSD (Women's College San Diego), student-written and produced, by members of the radio class. Some of those who have applied for admission to the program leading to the secondary credential have already participated actively in this radio programming, in announcing, acting, and writing capacities.
4. Every classroom is well equipped for the use of instructional aids, as:

   a.) there are bulletin boards for pictures, movable hooks for maps, slide-files, etc.

   b.) there are outlets for electrical equipment, black curtains for windows, and a portable movie screen.

   c.) there is a growing record collection in the library -- symphonies, plays, etc. English 42, for example, regularly uses recordings of Marlowe's *Dr. Faustus* in the teaching of this play. Recordings of poetry and readings in Middle English are also available.

5. Recent projects and further developments planned:

   a.) The quality of the annual literary journal improves yearly.

   b.) Newspaper columns in diocesan weekly and Sunday issue of San Diego daily paper are written regularly.

   c.) Entries are submitted for short story and poetry contests, with local and state winners almost yearly.

   d.) A discussion course (upper division) in contemporary literature, fiction and non-fiction, is under consideration for next semester. Recent library acquisitions justify a new course in 20th-century criticism.

   e.) Library facilities have been strengthened in both books and periodicals, as the library report indicates.
C. FOREIGN LANGUAGE DEPARTMENT

ACADEMIC MAJOR

TEACHING MAJOR FOR SECONDARY CREDENTIAL

A. Curricular Organization

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 course (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.

3) Italian 123A, 123B, in which the students read the DIVINA COMEDIA in the original.

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.

f. Elementary Russian is now being offered.

B. Staff

Six of the seven members of the staff are teaching their mother tongue. The other has lived and 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 work in linguistics. Plans are in progress to introduce courses in this field.

C. Evaluation

1. A study has been made of the recommendations made by the two-day Conference held in New York by the Modern Language Association January 14 and 15, 1961, in partial fulfillment of a contract with the United States Office of Education, Department of Health, Education and Welfare. It was interesting to note that the language program at the San Diego College for Women follows the same pattern. The recommendations are as follows:

   a. FIRST YEAR: Use the foreign language in class, and English only in certain types of pattern drills, and in cases where an occasional English word for clarification will be more economical and time saving than a long paraphrase in the foreign language.

   b. SECOND YEAR: Give all students a serious training in all four skills (hearing, speaking, reading, writing) at every level.

   c. FOR MAJORS: The program should be carefully integrated within itself and also with a study of such cognate fields as English Literature, history, political science, philosophy, and the arts.
2. A great advance has been made in audio-visual materials. The students have access to these at fixed times under student assistants. The college hopes to have a Language Laboratory in the not too distant future. This is the greatest need of the department. 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.

3. The most important improvements of the Foreign Language Department in the last three years have been:

   a. A more numerous staff. The increase of enrollment in the Foreign Language Department shows the necessity for a larger staff.

   b. Valuable additions to the library. There is a need for more works of literary criticism. These the library is striving to obtain.

   c. The strengthening of the background of language majors by means of a World Literature Course given to all freshmen and sophomores. Because of the splendid work being done in the English Department through the World Literature course, in all sections, but especially in the Honors section, there is need of revamping the survey courses in the Modern Languages.

4. The emphasis now being placed on Foreign Languages in the Elementary school as well as in high school points out the importance of greater stress in this area, and the need of introducing courses in Methods for both levels.
5. The foreign language department is considering making the Graduate Record Examination a requirement for all foreign language majors.

6. The foreign language department of the San Diego College for Women offers a normal college program. It is gratifying to see that French and Spanish students are able to converse with relative ease and accuracy at the end of three semesters of college work. It is a joy to form students with a foreign background into excellent teachers of their language.
CHAPTER VI.
GENERAL SECONDARY TEACHING CREDENTIAL

A. THE PROFESSIONAL PROGRAM IN EDUCATION

1. Credentials Sought

a. The San Diego College for Women was first 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. These accreditations were reaffirmed in the spring of 1959.

b. Accreditation is now sought for the general secondary credential program in the fields for which it is qualified to prepare teachers. At present these are English, Social Studies, and some foreign languages.

2. The Credential Program

The San Diego College for Women believes that all students, but above all those who aspire to teach and guide the youth of our country during the critical years of adolescence, should have a strong foundation in general education before beginning to specialize. The requirement in general education for the first two years approximates 66 units in the following fields: Theology, Philosophy, English, History, Science, Language, Communication Arts, and Physical Education. For distribution of units and further description of these requirements, see College for Women Bulletin, 1961 - 62, pp. 25 and 26.)
In the Junior year, the teacher-aspirant is guided in the choice of appropriate major and minor, and specialization according to her talents and attractions is begun. In the second semester of the Junior year, the student eager to begin her professional training, may get a foretaste of teacher-lore in the course Education 110, Educational Psychology. The remainder of the curricular organization may be summarized as follows:

**Required courses in professional sequence:**

<table>
<thead>
<tr>
<th>Junior year, 2nd semester:</th>
<th>Education 110, Educational Psychology (3 units)</th>
<th>Admin. Code, Sec. 241 (d) (2)</th>
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<tbody>
<tr>
<td>Senior year:</td>
<td>Education 170, Secondary Education (3 units), Admin. Code, Sec. 241 (d) (1) and (4)</td>
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<td></td>
<td>Education 112, Psychology of Adolescence (2 or 3 units), Admin. Code, Sec. 241 (d) (2)</td>
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<td></td>
<td>Education 300, General Methods in Secondary Education, with directed Observation of Teaching (3 units)</td>
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<tr>
<td>Graduate Year:</td>
<td>Education 301, Special Methods in the Secondary School, (1 or 2 units), with Observation of Teaching in the San Diego Public Schools.</td>
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<td>Education 167, Counseling and Guidance (2 or 3 units), Admin. Code, Sec. 241 (d) (3)</td>
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<td></td>
<td>Education 306, Supervised Teaching in the Secondary School (3-3 or 6 units), Admin. Code, Sec. 241 (d) (5)</td>
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</table>

Other courses in Education may be chosen to complete the required number (22) of units.
Staff members in the program:

Mother A. Rossi, Ph.D., Director of Teacher Education

Mother M. Guest, Ph.D., Director of Student Teaching; Principles of Education, Child Growth and Development

Mother I. Lawrence, Ph.D., Educational Sociology


Francis Sweeney, Ph.D., Psychology of Education, Psychology of Adolescence

Mildred Hagan, M.A., Audio-Visual

-- -- -- The Secondary School, Appointment pending.

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. The counselors are invited to visit the college. 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.

Students make application to enter the program at the beginning of the Junior year. Initial screening takes place at that time. During the current year, twelve students were accepted.

b. Continuing appraisal of students in the program:

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
Committee. This Committee is 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 have been 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.

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<tr>
<th>Col.1</th>
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<tbody>
<tr>
<td>Democratic ideas and ideals of government:</td>
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<tr>
<td>1.1 Structure and functioning of local, state, national, and international government.</td>
<td>Pol.Sc. 10</td>
<td>Soc.7 Pol.Sc. 148</td>
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<tr>
<td>1.2 Current social problems (international relations, crime, leisure, etc.)</td>
<td>Ph. 104</td>
<td>Soc.2 Soc.7 Soc.182</td>
</tr>
<tr>
<td>1.3 Attitudes basic in a democracy: respect for law, freedom, justice, tolerance, etc.</td>
<td>Eng. 41-44 Hist. 70</td>
<td>Eng.177 Eng.130 Soc.7</td>
</tr>
<tr>
<td>1.4 The American family; child welfare</td>
<td>Theo. 144</td>
<td>Soc.7 Soc.121</td>
</tr>
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<td>Types of work through which American citizens gain their livelihood:</td>
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<tr>
<td>2.1 Types of work demanded in process of production, distribution, and consumption of commodities.</td>
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<td>Hist. 116 Ec. 1A-B</td>
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<tr>
<td>2.2 Distribution of income to various economic groups and relation between conditions of living and income</td>
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<td>Hist. 116 Ec. 1A-B</td>
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<tr>
<td>2.3 Relationship between capital &amp; labor</td>
<td>Ph.104</td>
<td>Ec.1A-B Soc.150 Soc.125</td>
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3. Basic laws of physical and mental health:

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<td>Bio.24</td>
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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:

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4.1 Ability to read with speed and comprehension

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4.2 Ability to express ideas in acceptable oral and written English

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<td></td>
<td>Eng.</td>
<td>Speech</td>
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4.3 The ability to suspend judgment when confronted with a problem, to collect data, make decisions based on evidence

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<tr>
<td></td>
<td>Ph. 32</td>
<td>All science courses</td>
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4.4 Ability to use and interpret elementary mathematical concepts

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<td>Alg.</td>
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<td>Math.</td>
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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.

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<tr>
<td>Hist.</td>
<td>All Lit.</td>
<td>All</td>
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5. The social understanding and appreciation of fine arts (art, drama, music, lit.):

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<td>Eng.</td>
<td>Eng. 1</td>
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5.1 The fine arts as media for expression of thoughts, feelings, and ideals.

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<td>Eng.</td>
<td>Mus.</td>
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5.2 The significance of fine arts in every-day life.

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<tr>
<td>Eng.</td>
<td>Art</td>
<td>Fine Arts</td>
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5.3 The role of science in improving welfare:

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<td>Bio.1,lab</td>
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6.1 Understanding common phenomena in fields of biological and physical science

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<td>choice</td>
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6.2 Effects of science on man's social environment, institutions, ideals.

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6.3 Skill in use of scientific method

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|       |       |       |
D. The Professional Sequence, Prior to Student Teaching

1. Student Observation and Participation
   a. Any of the San Diego City High schools and junior high schools are available for student observation and participation prior to student teaching. These fall into the classification of off-campus, cooperating schools. They are easily accessible by bus or automobile.
   b. Observation and participation experiences are scheduled for second-semester seniors (or for first-semester graduates, if these are newly entering the program) in connection with the general methods course. Each student observes one full period twice a week, in more than one area of the curriculum. A detailed Observation Report (see Exhibit #1) is made out, which serves as a basis for discussion in the methods course, and as a guide for demonstration "lessons" in the same course. Students may participate in such teaching-related tasks as correcting papers, preparing bulletin boards, supervising study, and assisting in research activities.

2. Instructional Procedures
   a. Evaluation and Improvement

   Experiences of one or two of our student teachers have shown up the need for greater emphasis upon building background in American Literature for our English majors. Upper division courses are offered separately in American prose (exclusive of novel), poetry, and novel. A requirement has been laid down that all English majors must take two of these courses. Candidates for the credential are strongly advised to take the third course during the graduate year.
Instructors of Education courses, which occur early in the required sequence, have noted a tendency for some students to forget -- or to cease to practice -- some of the grammatic and compositional principles strongly emphasized in the required lower-division English courses. Acting upon the hypothesis that students in the program are more mature, and that a felt practical need (for efficiency in the classroom) would make for strong motivation, the staff has requested and obtained the requirement of an upper-division course in Advanced Composition for applicants who give evidence of this need.

The practice of requiring student presentations of demonstration lessons in conjunction with the methods courses, but apart from observation and participation experiences, was found to be impracticable. Students now observe, make out lesson plans on the basis of what they have seen, and present demonstrations. Students are enthusiastic about the values to be gained from this mode of procedure.

Until now, the student has had the option of doing her cadet teaching, which must be done at two grade levels, either in one semester or in two. Students have found difficulty in the student-teaching of two classes in the same semester. For this reason the faculty is now weighing the feasibility of regulating that student teaching, except in rare cases, must be done in two semesters.

In the various courses, students are given guidance and practice in the construction of objective and essay-type tests covering the course materials. These tests are then taken by the students and analyzed for appropriateness.
b. Audio-Visual Facilities and Resources

(See Exhibit 2 for inventory of Equipment)

(See Exhibit 3 for catalog of materials)

A continuing Audio-visual practicum has been set up for students in both Elementary and Secondary credential programs. Two 1-2 hour regular weekly periods allow students to gain instruction and practice in the use of the projectors and records (or record-players) commonly found in the schools. (See Exhibit 4 for proficiency requirement list.)

1. Instruction and training in the use of audio-visual aids is given in the methods courses, Education 300 - 301.

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

3. A survey for free and inexpensive teaching aids is undertaken by each student.

4. Sources of free and inexpensive materials are posted and utilized. Catalogs may be consulted in Main Library.

5. The college supervisor conducts the student teachers through the city schools' Education Center and acquaints them with the extensive supply of instructional aids of all types available to teachers in the city schools. These are made use of in Education 300, 301, 306.

6. San Diego City and County Schools' audio-visual catalogs are available for student reference in the Curriculum Library.

7. A curriculum library has been 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.

E. Student Teaching

1. General Plan
   a. Student teaching is done in the graduate year, one teaching period daily for a year or two periods daily for a semester. Students have experience at both the junior high and the senior high levels.
   b. The staff member coordinating the program is Mother M. A. Rossi, Dean of Studies, Ph.D. (Stanford).
   c. The number of students in the Secondary credential program for 1961-1962 is: 17: Graduates, 9; Seniors, 3; Juniors, 6.
   d. 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 this year (1961-1962), seven laboratory-school classes are being used for the four students doing their cadet teaching.
   d. The maximum number of students assigned to a single classroom during the same semester has been, and will continue to be, one.
There is a written contract between the college and the cooperating schools, i.e., the San Diego Unified School District, which specifies that:

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

2) The college shall take full charge of supervision

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

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 offer 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, pupil social affairs, assemblies, and pep rallies.

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.

The Supervisor of student teachers is Miss Kathryn Markey, A.B. (University of California at Los Angeles); M.A. (Claremont College); graduate work, U.S.C., U.C.L.A., Columbia, and University of Washington. She has had fifteen years teaching experience at all levels in San Diego City and County Schools, and fifteen years administrative experience at Secondary level in San Diego City Schools.
The average number of hours per semester spent by the college supervisor with a given student teacher is as follows:

1) Observing the teaching of the student teacher: 12 hours
2) Conferences with student teacher at laboratory school: when feasible
3) Conferences at college: 16 hours (weekly 60-minute conferences)
4) Accompanying one or more of the student teachers to meetings of educational groups, workshops, etc.

The college supervisor meets with the resident teachers after each visitation. A handbook is issued for the direction of secondary resident teachers. (See Exhibit F 1 - 5)

**Student Teacher Experiences**

The average number of clock hours during which the student teacher is actually in charge of a class is 160. (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.
E V A L U A T I O N

1. Best Characteristics

   a. The San Diego City Schools provide laboratory classrooms for observation prior to cadet teaching, and for student teaching. The curriculum and visual aids libraries are available for use by the student teachers. The Guidance Bureau and counseling resources are available. Curriculum consultants and supervisors come to the college classes for conference and discussion with the student teachers.

   b. The college supervisor has worked with the city school system in the capacity of teacher and administrator and enjoys the personal friendship and esteem of many members and officials of this system.

   c. Candidates are carefully screened through tests and preliminary education courses before they are allowed to do practice teaching.

   d. The college supervisor meets with each student for an hour each week in special methods courses for an appraisal of her student teaching, and to assist her in her planning and research activities.

   e. All the student teachers meet together once a week to share ideas and discuss problems and successes.

   f. Students have opportunity to observe in several situations before deciding in what area they wish to do their student teaching.

2. Least Adequate Aspects: a. Lack of a special room for the exclusive use of the secondary school students, and b. Need of more space for display material and bulletin boards.