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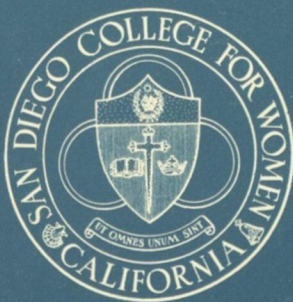
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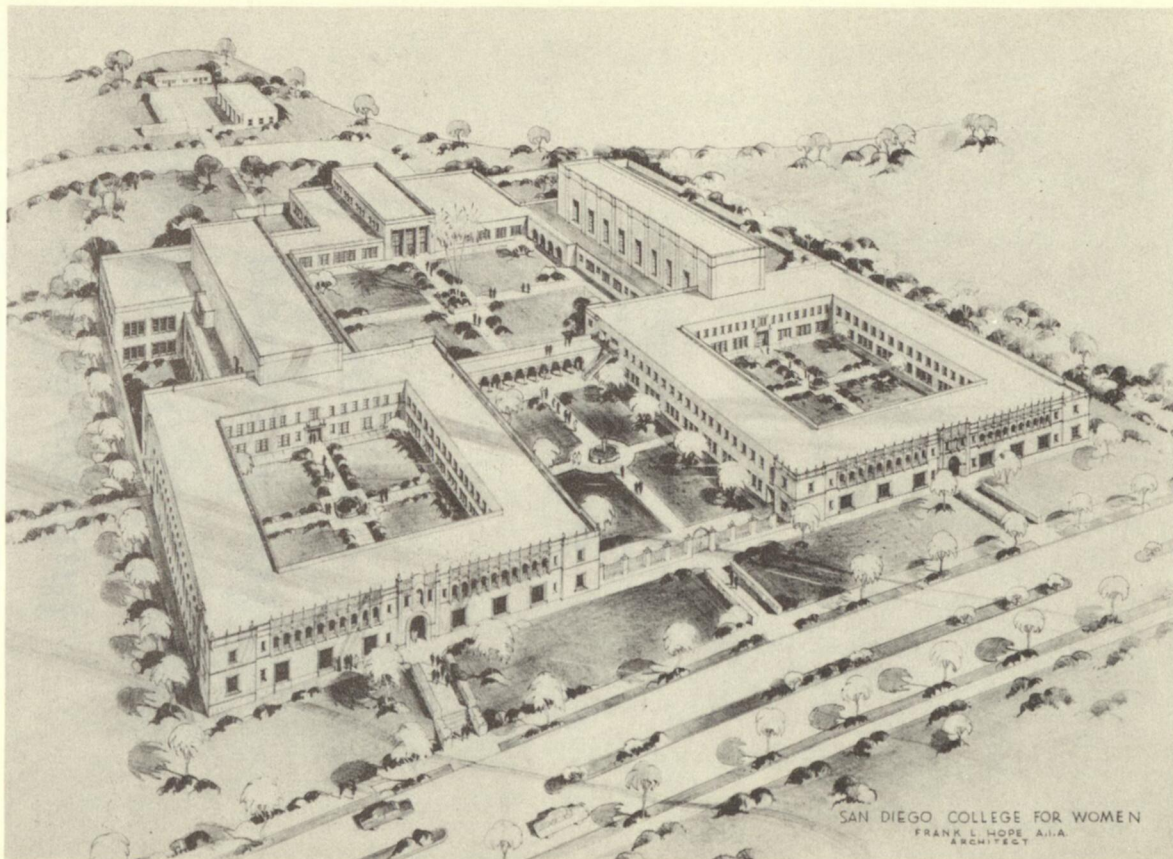
University of San Diego

College for Women



Bulletin of Information

1958-1959



SAN DIEGO COLLEGE FOR WOMEN
FRANK L. HOPE A.I.A.
ARCHITECT

Bulletin of the
San Diego College
for Women
1958-1959



General Information
Degrees and Requirements
Courses of Instruction



August 1958

SAN DIEGO COLLEGE FOR WOMEN

ALCALA PARK

SAN DIEGO 10, CALIFORNIA

CORRESPONDENCE

For general information regarding the admission of students and for matters of a personal nature, address the President.

For information regarding studies and scholastic standing of students, address the Dean.

For transcripts, address the Registrar.

For business matters and expenses, address the Treasurer.

TELEPHONES

| | | |
|------------------------|-----------|----------------|
| Administration Offices | - - - - - | CYpress 6-6113 |
| Resident Students | - - - - - | CYpress 6-9409 |
| | | CYpress 6-9355 |
| | | CYpress 6-9347 |
| Academic Hall | - - - - - | CYpress 6-9458 |

OFFICIAL RECOGNITION

The San Diego College for Women is conducted by the Religious of the Sacred Heart. It is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is also empowered by the California State Board of Education to recommend candidates for the General Elementary Credential.

It is accredited by

THE WESTERN COLLEGE ASSOCIATION

and it holds membership in the

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

AMERICAN COUNCIL ON EDUCATION

NATIONAL COMMISSION ON ACCREDITING

ASSOCIATION OF AMERICAN COLLEGES FOR TEACHER
EDUCATION

COLLEGE CALENDAR

1958

| | |
|--|---|
| Mon., September 8 | Orientation for freshmen |
| Tues., September 9 | Registration, 1 to 4 p.m. |
| Wed., September 10 | General Assembly, 9 a.m. |
| | Classes begin |
| Fri., September 12 | Mass of the Holy Spirit |
| Sat., November 1 | All Saints—holyday, no classes |
| Nov. 3 to Nov. 11 | Midterm examinations |
| Wed., Nov. 26 to Nov. 30 (both inclusive) | Thanksgiving holidays |
| Mon., December 1 | Classes resume |
| Mon., December 8 | Feast of the Immaculate Conception — holyday, no classes |
| Fri., December 19 | Christmas holidays begin at noon |

1959

| | |
|---|--|
| Mon., January 5 | Christmas holidays end |
| Tues., January 6 | Classes resume |
| January 17 to 24 | Final examinations |
| Mon., January 26 to 29 | Annual Retreat |
| Thurs., January 29 | Registration for second semester at 10 a.m. |
| Mon., February 2 | Classes begin |
| March 17 to 24 | Midterm examinations |
| Wed., March 25 to Mar. 30 (both inclusive) | Easter holidays |
| Tues., April 1 | Classes resume |
| Thur., May 7 | Ascension day—holyday, no classes |
| Fri., May 22 to May 30 | Final examinations |
| Sun., May 31 | Commencement |

Summer, 1959

| | |
|----------------|--|
| Mon., June 29 | Registration for summer session |
| Tues., June 30 | Summer classes begin |
| Fri., August 7 | Final examinations for six weeks' session |

1959-1960

| | |
|---------------------|--------------------------|
| Tues., September 8 | Orientation for freshmen |
| Wed., September 9 | Registration |
| Thur., September 10 | Classes begin |

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OFFICERS OF ADMINISTRATION

| | | |
|--------------------------------------|-------|--------------------|
| Reverend Mother Rosalie Hill, L.H.D. | - - - | Honorary President |
| Mother Frances Danz, Ph.D. | - - - | President |
| Mother Genevieve Clarke, M.A. | - - - | Vice-President |
| Mother Aimée Rossi, Ph. D. | - - - | Dean |
| Mother Suzanne de Leon, A.B. | - - - | Treasurer |
| Mother Mariella Bremner, Ph. D. | - - - | Registrar |

FACULTY

- Oscar W. Baird
A.B., University of Wisconsin; M.A., University of California at Berkeley.
Professor of Physics
- P. Bruno Bragato
Ph.D., University of Padua.
Instructor in Classical and Romance Languages
- T. Malcolm Brown
B.S., University of Minnesota; M.A., University of California at Berkeley.
Consultant in Secondary Education
- Mother Mariella Bremner
A.B., Manhattanville College of the Sacred Heart; M.A., Ph.D., Loyola University, Chicago.
Professor of French and Psychology
- Mother Susan Campbell
A.B., Duchesne College, Omaha; M.A., Ph.D., Stanford University.
Assistant Professor of English
- Mother Genevieve Clarke
A.B., M.A., Loyola University, Chicago; Certificate in Librarianship, Loyola University, Chicago.
Director of the Library
- May A. Clarke
A.B., University of Munich; Certificate in Neo-Philology, University of Munich.
Reference Librarian
- Mother Frances Danz, R.N.
Diploma, Providence School of Nursing, Seattle; B.S. in Nursing Education, San Francisco College for Women; Ph.D., Stanford University.
Professor of Microbiology
- Joseph K. Doliva
B.S., University of Pennsylvania; M.A., Architectural Engineering, Ecole Polytechnique, University of Warsaw, Poland.
Instructor in Art and Architecture

Florence M. Farrell

A.B., San Diego State College; Graduate study, San Diego State College.

Supervisor of Elementary Student Teaching

Betty J. Fellows

A.B., Iowa State Teachers College; graduate study at University of Colorado.

Instructor in Physical Education

Mother Bernice Farrens

A.B., Linfield College, Oregon; M.A., Ph.D., Stanford University.
Associate Professor of Biological Science

Mother Sally Furay

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

Assistant Professor of English

Mary Weigand Fusco

A.B., College of Mount St. Joseph on-the-Ohio; M.A., Xavier University.

Instructor in English

Mother Margaret Guest

A.B., Seattle University; M.A., Ph.D., University of California at Berkeley.

Assistant Professor of Education

Mildred Cecelia Hagan

B.S., M.A., Teachers College, Columbia University; Graduate study, University of Southern California, University of California, Purdue University.

Instructor in Physical Education

Mary Jo Harsy

A.B., Maryville College of the Sacred Heart, St. Louis; M.A., Marquette University.

Instructor in Philosophy

Rozetta E. Hill

B.S., Cleveland School of Art, Western Reserve University; M.A., Western Reserve University.

Instructor in Art

Mother Lucille Kraemer

A.B., San Francisco College for Women; M.A. Stanford University.

Instructor in Music

Mother Irene Lawrence

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

Assistant Professor of Social Sciences

Rudolph Martin Lippert

A.B., Albright College, Reading, Penn.; F.R.A.S., Fellow of Royal Astronomical Society of Great Britain, Fellow of British Interplanetary Society, Fellow of International Lunar Society.

Instructor in Astronomy

John J. Lynch

A.B., St. Joseph's Seminary, New York; M.A., Fordham University; Ph.D. candidate, Fordham University.

Instructor in Mathematics

Kathryn M. Markey

A.B., University of California at Los Angeles; M.A., Claremont College.

Supervisor of Secondary Student Teaching

Mother Catherine McShane

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

Professor of History

Mother Agnes Murphy

A.B., Barat College, Lake Forest; M.A., Loyola University, Chicago; Ph.D., Catholic University of America.

Associate Professor of Philosophy and History

David Nolan

B.S., University of Buffalo; M.S., St. John's College, University of Cambridge; further graduate work, University of Cambridge, Kansas City University, University of California at Los Angeles.

Instructor in Mathematics

David Nyvall, Jr.

Studies at University of Washington, University of Minnesota; B.M., M.M., American Conservatory of Music, Chicago.

Choral Director and Instructor in Piano

Katherine Pappas

B.S., Northwestern University School of Speech; M.A., Northwestern University.

Instructor in Speech and Theater Arts

Mother Gertrude Patch

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

Instructor in English

Eva Perry

B.S., M.A., Loyola University, Chicago; Certificate in Librarianship, University of Chicago.

Librarian

Mother Margaret Redman

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

Professor of History and Political Science

- Mother Margaret Reilly
A.B., M.A., Ph.D., Loyola University, Chicago; Graduate study
at the Illinois Institute of Juvenile Research.
Professor of Education and Psychology
- Marjorie Rohfleisch
A.B., Pomona College; Graduate study, University of California,
Mills College, San Diego State College.
Instructor in English
- Mother Aimée Rossi
A.B., M.A., Loyola University, Chicago; Ph.D., Stanford University.
Professor of Education
- Mother Alicia Sarre
A.B., Barat College, Lake Forest; M.A., Marquette University;
Ph.D., Stanford University.
Professor of Romance Languages
- Mother Agnes Schmit
A.B., University of South Dakota; M.S., St. Louis University;
Ph.D., Stanford University.
Professor of Chemistry
- Karena Shields
B.S. in Education, San Jose State College; A.B., University of
Southern California; M.A., University of Mexico.
Instructor in Social Sciences, Spanish
- Hans Nordewin Freiherr von Koerber
Graduate of University of Berlin; graduate studies, Universities of
Bonn, Marburg and Cambridge; Ph.D., University of Marburg.
Professor of Asiatic Studies, German
- Mother Susanne Wilson
A.B., San Francisco College for Women; M.A., Ph. D., Stanford
University.
Assistant Professor of Romance Languages
Assistant Librarian



STUDENT COUNSELORS

| | | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|---|-----------------|
| Mother McShane | - | - | - | - | - | - | - | - | - | Senior Class |
| Mother Kraemer | - | - | - | - | - | - | - | - | - | Junior Class |
| Mother Campbell | - | - | - | - | - | - | - | - | - | Sophomore Class |
| Mother Furay | - | - | - | - | - | - | - | - | - | Freshman Class |

ASSISTANTS

| | | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|---|---|---------------------------------|
| Maureen Herrill | - | - | - | - | - | - | - | - | - | Secretary to the President |
| Ida L. Mercado | - | - | - | - | - | - | - | - | - | Assistant in Physical Education |
| Two graduate nurses in residence | | | | | | | | | | |





GENERAL INFORMATION

HISTORY

The San Diego College for Women is a unit of the UNIVERSITY OF SAN DIEGO, inaugurated by His Excellency, the Most Reverend Charles F. Buddy, Bishop of San Diego. The University is composed of the School of Theology, the School of Law, the College for Men, and the College for Women, all located on the Alcalá Park Campus. While the instruction is separate, the social activities are planned together.

The College for Women was erected, financed, and equipped by the Society of the Sacred Heart in 1952. Classes began in February, 1952.

The Society of the Sacred Heart, which staffs the College for Women, was founded by St. Madeleine Sophie Barat in France in 1800. It was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

AIMS

Ut Omnes Unum Sint

The San Diego College for Women, conducted by the Religious of the Sacred Heart, is a Catholic college of liberal arts which endeavors:

- to provide young women with an education predominantly intellectual in content, based on a broad foundation of humanistic studies.
- to inform and lead their minds to the point of competence in one field, which may serve as a preparation for graduate work or as the basis of professional training in the field of teaching.
- to train their characters according to an ideal which forms the whole woman and enables each student to take a significant place in the world today.
- to give purpose to their wills, teaching them to discipline the desires of their hearts.
- to deepen their knowledge of the good and the true and refine their tastes through an appreciation of beauty.
- to prepare them for effective participation in social, political, and economic life as loyal citizens of the United States.
- to guide them in a wise vocational choice, awaken them to an interest in others, and inspire them to leadership in service.
- to impart to them an understanding and love of Truth that will enable them to achieve not only personal integrity but also union with their fellowmen in justice and charity.

CAMPUS

The college grounds consist of sixty-five acres lying across a hilltop that overlooks the Pacific Ocean to the west, San Diego Bay to the southwest, Mission Bay to the northwest, and the city of San Diego to the south and east. In every direction stretches a magnificent panorama of land, sea, and sky. In this land of sunshine where out-of-door living is delightful the year round, there is abundant provision for open-air sports, especially for tennis; volley ball and basket ball courts are also provided. Near the courts a parking lot provides ample accommodation for cars on campus.

In harmony with San Diego's background of Spanish influence, the college buildings are an adaptation of Spanish Renaissance architecture to modern needs. The arched cloisters and the semi-tropical patios might have known the presence of St. James of Alcalá, but the educational facilities are the best the twentieth century has to offer.

The buildings include a library with a capacity for 250,000 volumes, a beautifully appointed theatre, a large dining hall, fully equipped laboratories, lecture halls, pleasant residence quarters, reception rooms, snack-bar, and lounges. Easily accessible to all students is an inspiring chapel.

ACCESSIBILITY

The San Diego College for Women may be reached by many bus lines. Route V, which passes Alcalá Park, runs from Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Point Loma, Loma Portal, Ocean Beach, Monterey Heights, Spring Valley, Lemon Grove, Rolando, La Mesa, Grossmont, El Cajon, Kensington Heights, Mission Hills.

STUDENT HEALTH SERVICES

The primary aim of the Health Services is to maintain conditions of sound mental and physical health. The facilities include comfortable infirmary rooms, a doctor's office and examining room. Two registered nurses are on duty at all times.

A medical examination and a certificate of health are required of each student. Chest X-rays are available for all students each fall.

Instruction in personal hygiene is included in the physical education program obligatory for all freshmen.

STUDENT ORGANIZATIONS

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual formation of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world. Admission into this congregation is the highest privilege that can be accorded a student. Membership continues through life.

The SPEAKERS' BUREAU is a Christopher Movement dedicated to the apostleship of speech. It provides its members with opportunities to express themselves, to exchange ideas, to develop poise, and to practice leadership. It sponsors student congresses for college and high school students, carries on an active public relations program with high schools, and provides speakers for both civic and parish organizations.

The department of Natural Sciences sponsors a SCIENCE CLUB for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institute of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The INTERNATIONAL RELATIONS CLUB gives students an opportunity for analysis and discussion of current problems with the objective of developing intelligent, alert citizens.

The purpose of the ALCALA PARK PLAYERS is twofold. It offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in drama courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

THE CHORAL CLUB is composed of members of the choral class. It prepares several musical, or combined musical and dramatic performances each year. It produces the annual Christmas Pageant conjointly with the Alcalá Park Players and offers a program of choral music during the spring semester.

The WOMEN'S ATHLETIC ASSOCIATION affords an opportunity for wide participation in a varied program of sports. This includes tennis, dancing, sailing, bowling, archery, golf, swimming, and horseback riding.

All students belong to the ASSOCIATED STUDENT BODY, the constitution of which provides for a cooperative form of government. Under the leadership of an elected Student Council, the students plan and manage all student affairs. In this manner, they acquire direct experience in government, both of themselves and of others.

ADMISSION

Admission to the San Diego College for Women is based upon evidence of the applicant's intellectual, moral, and physical fitness for college. A careful study is made of her high school record, letters from the faculty of the high school attended, scores achieved on Entrance Examinations. The College Entrance Examination Board tests are strongly recommended. An interview with the president and dean of the college is required, if possible.

ADMISSION TO FRESHMAN STANDING

Plan A Admission by Recommended Grades

1. The student must have been graduated from an accredited high school with the satisfactory completion of 15 units of credit in selected subjects.
2. She must have followed in high school such academic subjects as will have prepared her for the specific work she will undertake in college. Ordinarily these courses would include:
 - a. English: 3 units
 - b. History: 1 unit
 - c. Mathematics: 2 units (algebra and geometry)
 - d. Science: 1 year of laboratory science in the eleventh and twelfth grade
 - e. Language: 2 years of one language
 - f. Electives: 7 units, of which at least 4 are in academic subjects

Note: The program given above lists the *minimum* requirements for admission. Candidates are urged to present 16 units and to include in their electives, if possible, an additional unit of English and two or more in history.

Plan B Admission by Examination

The distribution of entrance credits as outlined above has been found to ensure a sound preparation for work in a liberal arts college and should be met if possible. But in accordance with the college's policy of not excluding any capable student, an applicant whose preparation varies in some respect from that outlined in Plan A may be considered for admission if she earns a sufficiently high score on the Scholastic Aptitude Test, either that of the College Entrance Examination Board or that of the San Diego College for Women.

PLACEMENT EXAMINATIONS

All entering students must pass an examination in English and make an acceptable score on a standard psychological test, either that given by the San Diego College for Women or by the College Entrance Examination Board. These examinations are used for placement purposes.

ADMISSION TO ADVANCED STANDING

To qualify for admission to advanced standing, a student who transfers from other colleges must present her credentials in advance. These must include:

1. A statement of honorable dismissal from the last college attended.
2. Official transcripts of the high school and of all colleges attended.

The applicant must also have satisfied the requirements prescribed for admission to freshman standing and must have attained an average grade of C or better in all college courses taken. No credits will be accepted in which the grade is less than C. Confirmation of the tentative credits granted at the time of admission will depend upon the work of the first semester after entrance.

APPLICATION FOR ADMISSION

Application for admission is made through the Office of Admissions. To ensure admission, forms should be completed and filed together with transcript of credits as far in advance as possible. Appointments should be made for interviews with the president and the dean of the college.

The procedure for application is as follows:

1. A candidate should procure the necessary application forms from the Office of Admissions and return them with the non-refundable registration fee of \$10.
2. A candidate should herself apply to the registrar of the high school (and college, if any) for transmittal of the official transcript of credits.
3. Reports of the College Entrance Examination Board tests should be forwarded to the college at the request of the student. When these have not been taken, the applicant should arrange to take the entrance examinations given at the San Diego College for Women.
4. When the above data are filed, the applicant will be informed of the preliminary action on her application.
5. Resident students should then send a reservation deposit of \$100 before July 1st. After that date it is not refundable unless admission data are judged unsatisfactory by the Admissions Committee. The deposit is credited to the student's account.
6. The student will then receive information concerning college regulations and a health form to be filled out by a physician and returned before the opening of the semester.
7. Definitive acceptance is made only after the report of the final examinations of the secondary school has been sent to the college.

ACADEMIC REGULATIONS

Each student is responsible for maintaining a satisfactory standard of scholarship. She is also held responsible for all requirements printed in this Bulletin of Information, for all official notices posted on the bulletin boards, and for important explanations made at the dean's assembly.

Registration

Students are expected to register at the time specified. Late registration entails a fee of \$5. A change in the study list or withdrawal from a course may be made with the approval of the dean within a specified time. It must then be recorded in the registrar's office. A course dropped without authorization is recorded as a failure.

Attendance

Students are expected to attend regularly and promptly all classes and laboratory periods for which they register. There is no specified number of allowed absences. An excessive number of absences will incur a lowering of grade and possible loss of credit. Students are likewise expected to attend assemblies, the annual retreat, and all official religious and academic functions.

Scholarship Requirements

At the end of each semester a student's work in each course is recorded with one of the following grades: A, excellent; B, superior; C, satisfactory; D, passing; F, failure; WF, withdrawal failure; WP, withdrawal passing; inc., incomplete. A student may remove an incomplete grade by completing the work not later than the following semester in residence.

Grade points are assigned to the above grades as follows:

A—3 points for each unit

B—2 points for each unit

C—1 point for each unit

D or F—0 points for each unit

A plus or minus raises or lowers the class grade point by one point.

In order to qualify for a degree the student must earn a number of grade points equal to the total number of units completed; i.e., the general average must be C.

Examinations

Final examinations are held in all courses at the end of each semester and are taken in all courses at the scheduled time. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the dean. A fee of \$5 is charged for all make-up examinations.

At the end of each semester formal reports are sent to the parents of the students or to the person assuming the financial responsibility for the student. Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of both semesters.

Transcripts

Any student may request one official transcript of her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the registrar.

GRADUATION HONORS

Degrees with honors are conferred upon students who, throughout their college career, have maintained a superior scholastic record and have been distinguished for character and influence.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic Colleges for Women. No more than ten percent of the seniors may be awarded this honor.

CLASS HONORS

Students who merit a grade of A- in their courses throughout the year and who have been distinguished for cooperation in college affairs are awarded "Honors" at the end of the scholastic year.

SUMMARY OF COURSE REQUIREMENTS

| I. Bachelor of Arts or Sciences | | Units |
|-------------------------------------|----------|-----------|
| General Education - - - - - | | 66 |
| Religion (for Catholic Students) | 8 | |
| Philosophy | 18 | |
| English | 12 | |
| History | 10 to 12 | |
| Science | 6 to 9 | |
| Language | 8 to 12 | |
| Communication Arts | 4 | |
| (Speech, Art, Music, or Drama, | | |
| Physical Education — Four Semesters | | |
| Fields of Interest - - - - - | | 30 |
| Major Field (Upper Division) | 24 | |
| Minor Field | 6 to 15 | |
| Further Electives | | 32 |
| | | Total 128 |

| II. Bachelor of Science in Nursing | | Units |
|------------------------------------|----|-----------|
| General Education - - - - - | | 48 |
| Religion (for Catholic Students) | 4 | |
| Philosophy & General Psychology | 15 | |
| History & Sociology | 12 | |
| English | 9 | |
| Science | 8 | |
| Major Field | | |
| Credit for nursing program | | 30 to 56* |
| Post graduate courses in nursing | | 6 |
| 1st Minor Philosophy (as above) | | |
| 2nd Minor Sociology | | |
| or | | |
| Psychology | | 12 |
| or | | |
| Science | | |
| Electives | | 30* |
| | | Total 128 |

* This depends on individual evaluation of basic program, grades, experience, and score on tests.

GRADUATION REQUIREMENTS

1. Satisfactory fulfillment of the general education program.

General Education

The San Diego College for Women believes that all students should have a strong foundation in general education before beginning to specialize in any field. Consequently, specialization is deferred until at least the junior year. The courses which are deemed basic to general culture and necessary as a basis for subsequent work are required of all students:

| | |
|---------------------|---|
| Religion— | Two hours weekly throughout four years |
| Philosophy— | Logic, Philosophy of Man, General Psychology in lower division; Ethics and Metaphysics in upper division. |
| Literature— | World Literature, four semesters; freshman year, from Homer to Shakespeare; sophomore year, from Milton to twentieth century. |
| History— | Survey of the History of Western Civilization. A course (or its equivalent) in American History and American and California Government. |
| Languages— | A reading knowledge of one modern language. At least one year of Latin (or two in high school). |
| Science— | From six to twelve units, depending upon the amount and the quality of the work done in high school. |
| Communication Arts— | A course in speech, drama, music, or art |
| Physical Education— | Four semesters |

2. 128 semester units of credit, with a general average of C or better, and a grade of C in all upper division courses in fulfillment of the requirements for the major.
3.
 - a) A major field which will include 24 units of upper division work.
 - b) A minor field which will include at least 15 units of work, of which 6 or more units must be in upper division courses.
 - c) A minor in philosophy.
4. Candidates for a degree must fulfill the residence requirement of one collegiate year in the two consecutive semesters of the senior class. This residence requirement consists of thirty semester units, twenty-four of which must be in upper division work.

SCHOLARSHIPS

A limited number of partial scholarships are available to qualified students. These scholarships are awarded on the basis of scholastic record, recommendations of high school principal and one teacher, and financial need. Competitive honor scholarships based on achievement in the College Entrance Examination Board tests and transcript of credit are also awarded.

Applicants should forward a transcript of credits completed to date, two letters of recommendation, and a personal letter of application stating the need, to the Office of Admissions of the San Diego College for Women before March 10. Scholarships will be awarded early in May and the recipients and schools notified by May 15. Candidates who accept scholarships elsewhere are asked to notify the San Diego College for Women as soon as this occurs. The same courtesy should be shown to other colleges, so that the best use may be made of available scholarships in the interest of Catholic higher education.

WORK OPPORTUNITIES

Students who need assistance in financing their education may work on campus. There are opportunities for employment in the library, laboratories, administration offices, and bookstore.

Veterans can have their Certificate of Eligibility honored at the San Diego College for Women.

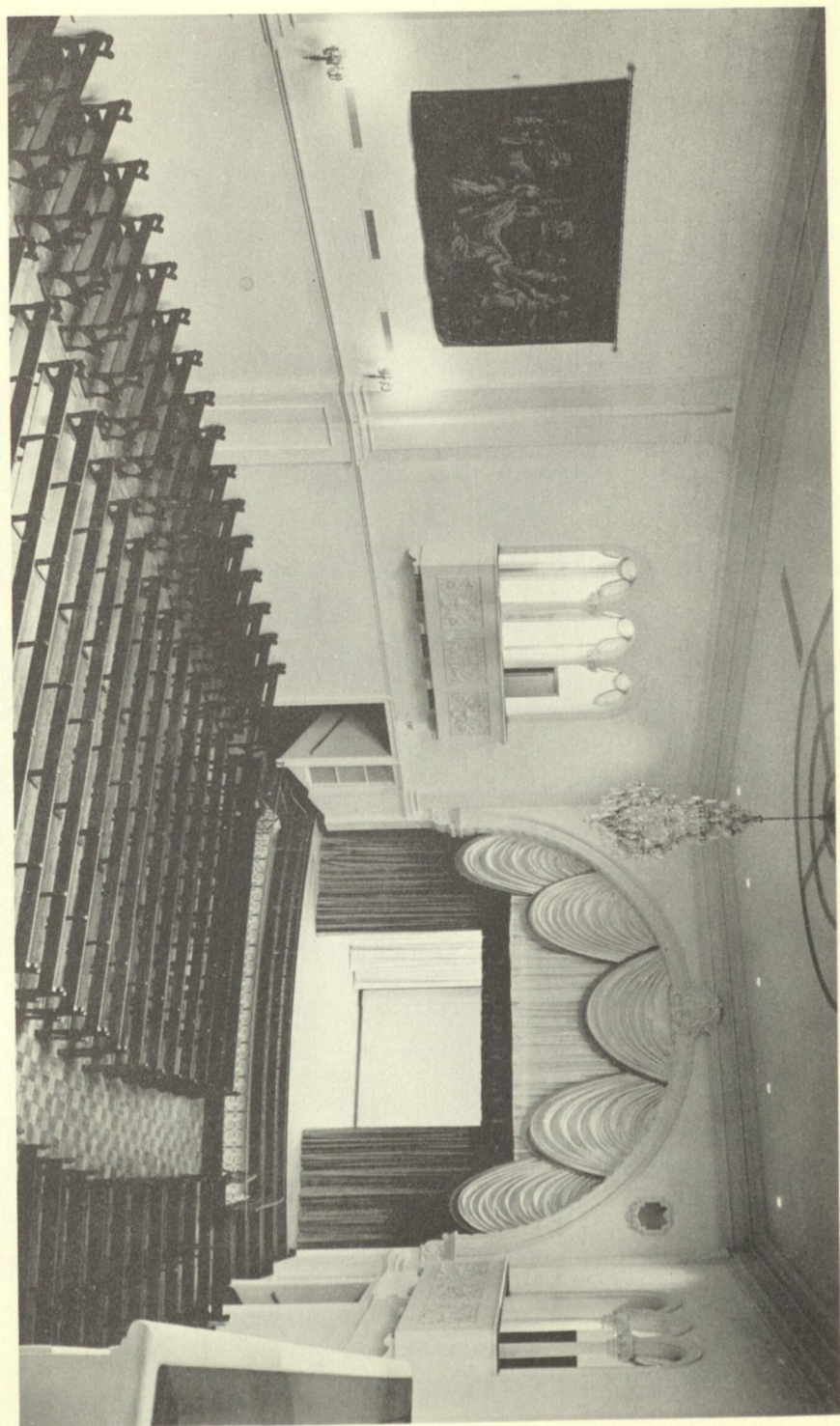
SEMESTER EXPENSES

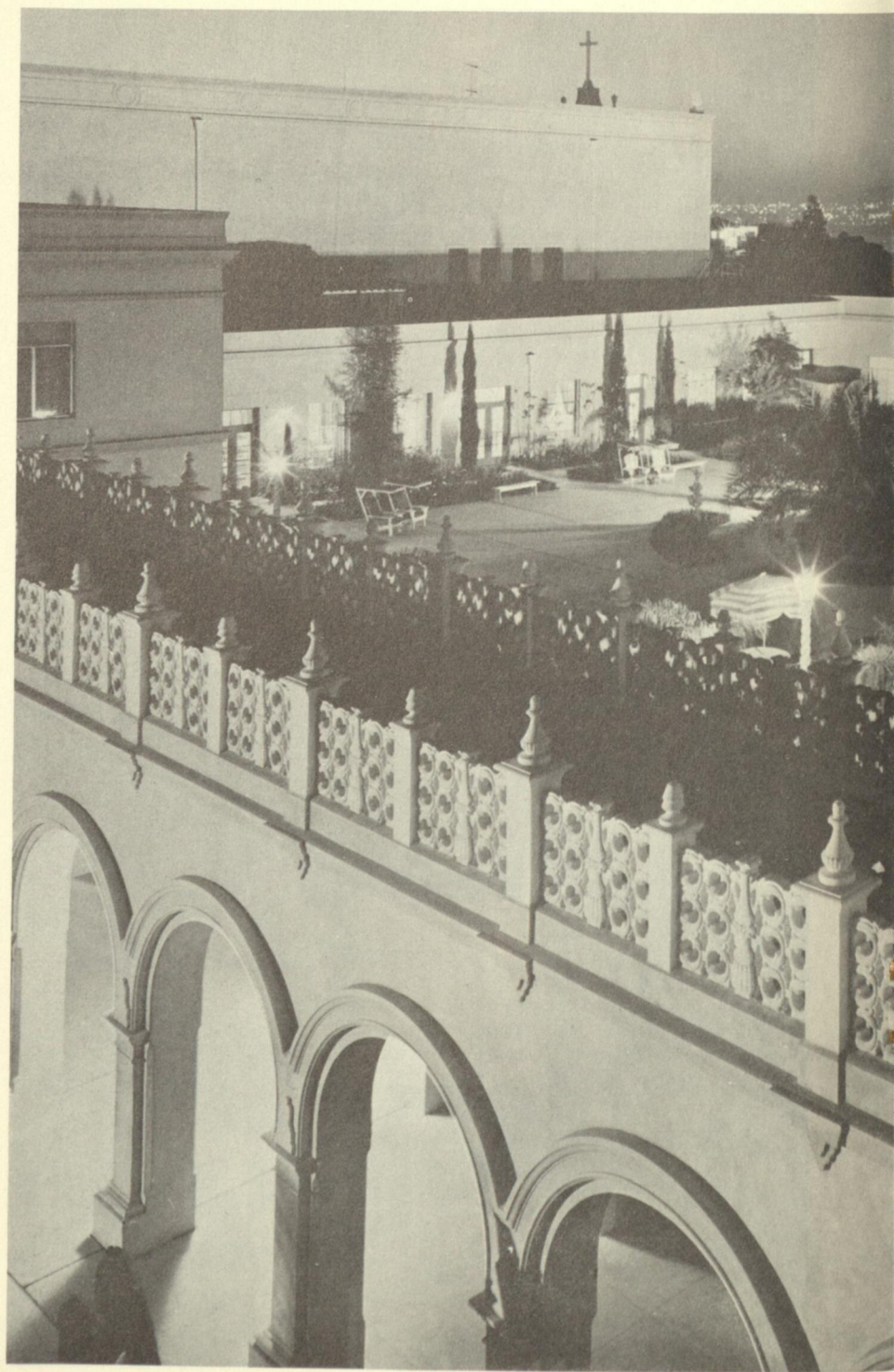
| | |
|---|----------|
| APPLICATION FEE, payable when application is made for admission. This fee is not refundable. It must be paid by all students. | \$ 10.00 |
| DAY STUDENTS, tuition and luncheon, payable at registration for each semester. | 350.00 |
| RESIDENT STUDENTS, payable each semester at registration | |
| Tuition and board - - - - - | 800.00 |
| Room: Single Room - - - - - | 250.00 |
| Double Room - - - - - | 150.00 |
| Room for Three or Four - - - - - | 75.00 |
| Room and board during vacation (per week) - - | 50.00 |
| Room deposit fee, payable when application is made and credited to account at the time of registration - - - - - | 100.00 |
| PART-TIME STUDENTS, (limited to 10 units) | |
| Tuition per unit - - - - - | 16.00 |
| Library & Syllabus Fee - - - - - | 5.00 |
| SPECIAL FEES: | |
| Laboratory Fees: Bacteriology - - - - - | 20.00 |
| Biology, Chemistry, Physiology - - - - - | 15.00 |
| Physics, Psychology - - - - - | 10.00 |
| Library and Syllabus Fee - - - - - | 10.00 |
| Music: Applied Music Lessons, per semester - - | 60.00 |
| Music Practice Fee per semester - - - - - | 15.00 |
| Late Registration - - - - - | 5.00 |
| Special Examinations - - - - - | 5.00 |
| Cadet Teaching - - - - - | 35.00 |
| STUDENT BODY FEE, (for all students) - - - - - | 20.00 |
| GRADUATION FEE - - - - - | 25.00 |

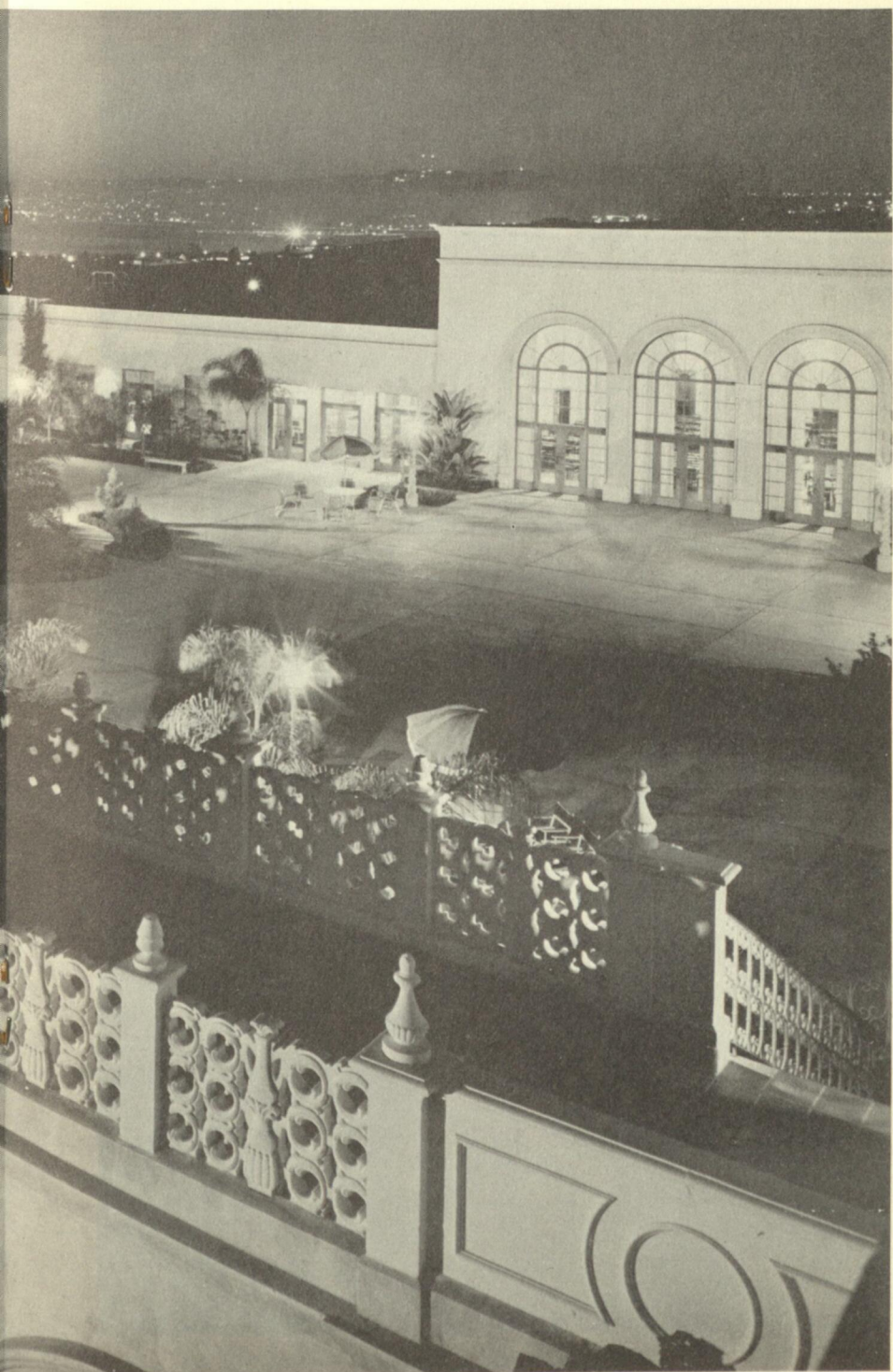
Charges for tuition and board must be paid on or before registration day. Tuition and fees, except application fee and laboratory fee, will be refunded in full if the student withdraws officially within one week after the first class period. After this, the refund will be as follows: 60% within a month, 30% within six weeks; after six weeks no refund.

A deposit of \$100.00 must be paid by a resident student for the reservation of a room. This sum is credited on the student's account when she registers. If she fails to register as a resident student, the amount is forfeited.

The Faculty Council reserves to itself the right to dismiss students whose scholastic standing or personal conduct fails to meet the required standards.









Library Reading Room

COURSES OF INSTRUCTION

The San Diego College for Women offers major programs in Philosophy, English, History, Sociology, French, Spanish, Art, Drama, Music, Biology, Chemistry, Medical Technology, Psychology, and Education. Other fields will be added as required.

COURSES OF INTEGRATION: Theology, Philosophy

HUMANITIES: English, Drama, Speech, Journalism, Art, Music

SOCIAL SCIENCES: History, Sociology, Economics, Political Science, Psychology

LANGUAGES: Spanish, French, German, Italian, Latin

NATURAL SCIENCES AND MATHEMATICS: Biology, Chemistry, Physics, Mathematics

COMMUNITY SERVICE: Education, Nursing

Courses numbered 1 to 99 are lower division and are offered yearly.

Courses numbered 100 to 199 are upper division. Many are offered yearly; others are offered in alternate years, or when there is a demand for them. The courses not to be offered in 1958-1959 are so indicated.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit. The Roman numeral indicates the semester when given.

The College reserves the right to cancel any course for which there is not a sufficient registration.

COURSES OF INTEGRATION

THEOLOGY

1A-1B—Survey of Catholic Doctrines (1-1) Year

Essentials of Christian Doctrine. Prescribed for students who do not present high school credits in religion.

2A-2B—Christ and His Church (1-1) Year

An introduction to theology. The authenticity of the Scriptures; the revelation of God in the Old and in the New Testament regarding Himself, His Christ, and His Church.

142A-142B—Dogma (1-1) Year

A study of the basic theological truths. First Semester: The nature of faith, the unity of God, His attributes, the Blessed Trinity. Second Semester: Creation, original justice, the trial and the fall of man.

143A-143B—The Life of Grace (1-1) Year

The Incarnation and Redemption.

Christ, the Head of the Mystical Body and the Source of all grace; Mary, the Mother of the Mystical Body and the Queen of all Saints; the communication of divine life through grace.

144A-144B—Moral Theology (1-1) Year

The doctrinal and moral aspects of the sacraments. The moral law, the virtues in general, the virtues in particular; life problems.

PHILOSOPHY

Preparation for the Major: Philosophy 32 and 35 and Psychology 1.

The Major: The twenty-four units of upper division work should include general metaphysics, ethics, and 6 units of history of philosophy.

32—Logic (3) I and II

A required course in the basic principles of formal reasoning, embracing the three acts of the mind and their verbal expression.

35—The Philosophy of Man (3) II

A required course presenting a synthesis of the philosophical principles relating to man.

103A-103B-103C—History of Philosophy (3-3-3)

An exposition of the major philosophical opinions, systems, and schools of thought, in the light of their political and cultural setting.

Part A—Ancient Philosophy

Part B—Medieval Philosophy

Part C—Modern Philosophy

104A-104B—Ethics (3-3) Year

A required course in the fundamental principles of morality (General Ethics) and their application to man's conduct as an individual and as a social being (Special Ethics).

106—Thomism (3) Summer

A consideration of special major problems in the philosophy of St. Thomas Aquinas.

109—Leading Figures (2) I or II

An intensive study of certain of the principal thinkers in philosophy, the selection depending on needs and interests.

140—Epistemology (3) I

An investigation of the validity of knowledge, including a study of truth and certitude. (Offered in 1959-1960).

141—Metaphysics (3) I

A required course in the philosophy of being, giving the concept, divisions, fundamental principles, and transcendental attributes of being.

143—Theodicy (3) II

A study of the nature, existence, and operations of God as discovered by reason alone. (Offered in 1959-1960).

154—The Ideology of Communism (3) II

An analysis of the theory of Communism.

THE HUMANITIES

ENGLISH

Preparation for the Major: English 41, 42, 43, and 44.

The Major: The twenty-four units of upper division work should include a course in Shakespeare, one in American literature, and three period courses.

1—Practice in Composition (1 or 2)

For those who need it, additional training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses.

41-42-43-44—Literary Masterpieces of Western Culture

A study of Greek and Latin literature, with emphasis on Homer, Greek dramatists, Virgil, St. Augustine. Related study of types of expository writing.

A study of medieval and Renaissance literature, with emphasis on the epic, the drama, and the elements of poetic theory. Application of the techniques of the research paper. (41 and 42 are required of freshmen.)

A study of neo-classical and early romantic writings of Europe and America, with related work in criticism.

A study of nineteenth-century and modern literature, with emphasis on poetry and the short story. (43 and 44 are required of sophomores.)

53A-53B—English for Foreign Students (3-3) Year

Speaking, reading, and writing of English; composition, conversation, and vocabulary.

106—Creative Writing (3) I

A study of the theory and practice of (a) the modern and traditional forms of poetry and (b) expository, descriptive, and narrative prose.

109—The Short Story (3)

A study of the theory and practice of the art of fiction. (Offered in 1959-1960).

114—Development of the Drama (3) II

The reading and analysis of representative plays from the genesis of the drama to the present day.

117—Shakespeare (3-3) Year

Development of Shakespeare as a dramatist with reference to the literary, intellectual, and social background of the Elizabethan theatre; detailed study of selected plays.

125—Development of the Novel (3)

The reading and analysis of representative English novels in the nineteenth century. (Offered in 1959-1960)

130—American Literature (3) II

A sectional survey of American Literature; the sections include courses in the Colonial Mind, American Poetry, The American Novel, and a New England Seminar.

151—Chaucer (3) Summer, II

The reading and critical analysis of the principal works of Chaucer, with special emphasis on *The Canterbury Tales*.

156—Age of Elizabeth (3) II

The prose and poetry of the sixteenth century, exclusive of Shakespearean drama.

158—Seventeenth Century Studies (3) I

Prose and poetry of the seventeenth century related to the political, social, intellectual, and religious background. Study of Milton's poetry.

169—The Age of Reason (3) I

A history of ideas as found in the prose and poetry of the eighteenth century from Pope to Johnson.

177—The Romantic Movement (3) I

A study of the rise of romanticism, and the major romantic poets in the light of the principles of the movement; some attention to the prominent essayists of the age. (Offered in 1959-1960)

187—Victorian Period (3) II

A study of Victorian problems as they are reflected in the principal authors of mid-nineteenth century England. (Offered in 1959-1960)

JOURNALISM

20A-20B—News Writing and Editing (1-1) Year

The theory and practice of writing simple news story types; editing the news; copyreading, proofreading.

120A-120B—Practicum (1-1) Year

Practice in writing the news and news story; the complete and special story types.

SPEECH AND THEATRE ARTS

Preparation for the Major: Courses 1 and 10A-10B

The Major: The twenty-four units of upper division work should include a survey of dramatic arts, the development of the drama, and a course in Shakespeare.

1—Basic Principles of Speech (2) I

Preparation of speech materials; techniques in speech — voice, posture, gesture — as applied in communication of ideas to individuals and to groups.

2—Voice and Diction (2) II

Training of the voice for speaking and reading; principles of interpretation and persuasion.

10A-10B—Introduction to Theatre Arts (2-2) Year

Dramatic form and style; historical backgrounds and contemporary influences. Principles of acting; foundation in characterization, pantomime, emotional expression and control.

112A-112B—Survey of Dramatic Arts (3-3) Year

A study of production management including direction, costume, make-up, stage setting and lighting, and scenery construction.

114—Development of the Drama (3) II

Analytical study of representative plays from the genesis of drama to the present day.

117—Shakespeare (3) I

See English 117

154—Play Participation (1 or 2) II

Practical experience in acting offered for credit to those playing leading roles in a major production.

Note: Other courses in Theatre Arts will be added.

ART

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B

The Major: The twenty-four units of upper division work should include courses in aesthetics, oil painting, water color, still life, landscape, and figure drawing.

2A-2B—Drawing and Composition (2-2) Year

An introduction to drawing and composition. Work from still life, landscape, and figure subjects.

6A-6B—Color and Design (2-2) Year

Practice in the creative use of general design, with the development of two-and three-dimensional composition, including a study of the relation of color to design as a whole. Prerequisite: Art 2B or the equivalent.

18A-18B—History of Architecture (2-2) Year

First semester: From early times to the early Christian era. Second semester: From Romanesque to the present time. Emphasis on the influence of historical, geographical, and social factors.

33A-33B—History of Art (2-2) Year

A study of the two-and three-dimensional modes of creative expression of the various cultures from earliest times to the present.

100A-100B—Aesthetics (2-2) Year

General principles for an understanding of the relationships of the various media of expression: architecture, sculpture, painting, literature, and music.

115A-115B—Architectural Drawing (2-2) Year

Architectural and construction detail phases. Use of draughting instruments and introduction to architectural design and rendering. (Offered in 1959-1960)

122A-122B—Lettering and Layout (2-2) Year

A course in the principles of lettering; practice in manuscript writing, poster work, and layout. (Offered in 1959-1960)

127A-127B—Watercolor (2-2) Year

Principles of the use of watercolor as a medium for creative painting; techniques studied and developed. Prerequisite: Art 2A-2B.

139—Art in the Elementary School (3) II

Implications of research in child growth and development for stages in creative expression; functions and organization of the elementary school program; instructional planning and practice; selection of media; evaluation of outcomes.

152A-152B—Interior Design (2-2) Year

A basic course in the art of interior design and decoration with emphasis on decoration of the home. A primary course for those students planning interior design or allied arts as a career. Lectures and practical design projects.

162A-162B—Commercial Art (2-2) Year

Principles and working applications of illustration, layouts, poster work, lettering, and design; study of various techniques for use in advertising art. Prerequisite: Art 2A-2B; 6A-6B.

MUSIC

Preparation for the Major: Music 1, 2, 5A-5B, and 30

The Major: The major should include courses in music history and two music literature courses.

1-2—Harmony (3-3) Year

1-Elementary Harmony: triads and their inversions, simple modulations and transposition; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard work and ear training.

30—Music Appreciation (2) II

A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music.

40—Applied Music (1-1) Year

Piano or voice. Credit is given only in conjunction with a course in history or theory of music.

62—Choral Music (1-1) Year

Training in vocal technique and part singing.

63—String Ensemble (1-1) Year

108—Advanced Harmony (3) II

Exercises in analysis and orchestration dealing with chords built on fourths, bitonality, and polytonality, the twelve-tone system. (Offered in 1959-1960)

120A-120B—History of Music in Western Civilization (3-3) Year

A comprehensive view of the whole field of the music of the western civilization in its historical sequence and development. Prerequisite: Music 2 or the equivalent.

122—Introduction to Gregorian Chant (3) I

The history and development of the chant and its place in the liturgy of the Church; study and practical application of notation, modes, rhythm, and phrasing.

128A-128B—Twentieth Century Music (3-3) Year

A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, choral combinations, and new rhythmic freedom: Debussy to present day composers. An analysis and study of the style and form of selected composers. (Offered in 1959-1960)

136—A Music Curriculum for Elementary Schools (2) II

A practical approach to the presentation of music to children, based on the fundamentals of rhythm, melody, and harmony.

144—Choral Technics (1-1) Year

A course designed for choir directors schooled in music and for school teachers unschooled in the ways of music, with diversified materials and procedures. Many of the technics may be effectively applied in the training of instrumental ensembles. (Offered when there is the demand)

170—History of the Opera (Survey) (3) I

The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century. (Offered in 1959-1960)

176—19th Century Orchestral Music (3) II

An analysis of the outstanding orchestral works of the period with emphasis on style and form.

THE SOCIAL SCIENCES

HISTORY

Preparation for the Major: History 4A-4B; 7; Political Science 101

The Major: The twenty-four hours of upper division work should include two courses in American History and three period courses.

4A-4B—History of Western Civilization (3-3) Year

The basic foundations of western civilization and its development from ancient to modern times.

7—History of the United States (3) I

A survey course of the political and social development of the United States. This course meets the State requirement in American History.

111—Ancient Civilization (3) Summer 1958

A study of the ancient civilizations of the Mediterranean basin and Mesopotamia, with emphasis on Greek and Roman culture and institutions.

121—Medieval Institutions (3) I

A study of the political and cultural forces shaping western European civilization, with analysis of such representative institutions as feudalism, the town, the university, and representative government.

122—Renaissance and Revolt (3) I

A study of the politics and culture of the fifteenth and sixteenth centuries, stressing the influence of the Italian Renaissance and of the Protestant Revolt, and the transition from medieval to modern times. (Offered in 1959-60)

145—Revolutions in Europe (3) II

An analysis of revolution in general and a study of the political, intellectual, and social revolutions of seventeenth and eighteenth century Europe. (Offered in 1959-60).

146—Nineteenth Century (3) I

General meanings of liberalism and nationalism and of other significant movements in nineteenth century Europe.

147—The Twentieth Century (3) II

The principal historical events studied against the background of those cultural, political, economic, and social forces which are largely responsible for the atomic age.

148—International Politics (3)

See Political Science 148.

149—Current Affairs (1-1) Year

Reading and discussion of topics in current history and international relations.

155—History of Russia (3) II

The historical and cultural development of modern Russia with particular attention to her position in the present world community.

163—Latin America (3) II

The cultural, political, and economic development of Latin America from colonial times to the present, with emphasis on the importance of inter-American relations. (Offered in 1959-60)

167—History of the Foreign Relations of the United States (3) I

A study of the factors and forces in the formation of American foreign policy and of her leadership as a world power. This course meets the State requirement in American history and government.

168—Recent History of the United States (2) I

A study of the problems and policies of the United States since 1919.

188—History of California (3) Summer 1958

The Spanish cultural heritage, the significance of California in American history, and its present political and economic condition. This course meets the State requirement in California history and government.

190A-190B—The Land and Peoples of Asia (3-3) Year

An introduction to Asia and its peoples; a study of the mind of Asia and its influence on historical events. A survey of the major movements in the history of these peoples.

Recommended courses in allied fields:

American Government (Political Science 101); International Trade (Economics 195); Ideology of Communism (Philosophy 154).

POLITICAL SCIENCE

101—American Government (3) II

A survey of the powers, structure, and operation of the government of the United States at national, state, and local levels. This course meets the State requirements in United States and California government.

148—International Politics (3) I

A study of the fundamental elements and foundational principles underlying the relations among nations, to enable the student to understand better the issues and problems confronting the United States.

SOCIOLOGY

Preparation for the Major: Sociology 2 and Economics 1A-1B

The Major: The twenty-four units of upper division work should include Family, Urban and Rural Community, Catholic Social Principles, and History of Sociological Theories.

2—Principles (3) I

A study of social interaction, culture, social structure, social institutions, and social change.

7—Social Orientations (3) II

An integrated course which reviews current social thought in the United States and considers the major problem areas in the social, economic, and political life of this country. Satisfies the requirement for American institutions and is highly recommended for majors other than sociology.

106—Social Reform Movements (3) I

Analysis and evaluation of the principal reform movements in the United States since 1865. (Offered in 1959-1960)

121—Family (3) I

A sociological study of the family — types and functions — in the United States and in other countries. (Offered in 1959-1960)

122—Urban and Rural Community (3) II

Foundations of urban and rural society; structure, functions, basic institutions, planning, and improvement. (Offered in 1959-1960).

123A-123B—History of Sociological Theories (3-3) Year

An introduction to the history of social thought and sociological theories from the time of Plato and Confucius to Sorokin and contemporary sociologists.

125—Catholic Social Principles (3) I

An intensive study of Catholic social teaching as found in the encyclicals and other Church documents, with an application of Catholic principles to socio-economic problems of the United States today.

145—Social Psychology (3) II

Analysis of individual behavior in social situations, evaluation of individual and group behavior, and search for ways to improve social adjustments.

182—Criminology and Juvenile Delinquency (3) II

A course which considers the nature of crime, treatment of criminals, and the efforts of society to prevent crime; particular emphasis on juvenile delinquency. (Offered in 1959-1960)

Recommended courses in allied fields:

Genetics (Biology 130); Normal Personality (Psychology 140); Labor Economics (Economics 150).

ECONOMICS

1A-1B—Economics (3-3) Year

An introduction to fundamental economic terms and ideas; an overview of the economy given through a brief investigation of price and output determination, national income, money, banking, labor, and international trade.

6A-6B—Accounting (3-3) Year

An introductory course in which business transactions are analyzed in their effect upon assets, liabilities, and net worth of partnerships and corporations; study of department, branch, and cost accounting.

131—Public Finance (3) I

Governmental revenues, expenditures, and debts; evaluation of fiscal policy.

150—Labor Economics. (3) I

An introduction to labor; general concepts with regard to the labor force, demand and supply of labor, types of unemployment; American unionism.

154—The Ideology of Communism (3) II

See Philosophy 154.

195—International Trade (3) II

An introduction to the principles of international trade—foreign exchange, balance of payments, trade restrictions; brief history of international commercial policies and problems.

PSYCHOLOGY

Preparation for the Major: Psychology 1 and 35, Biology 1

The Major: The twenty-four units of upper division work should include courses in experimental psychology, personality, statistics, child growth and development.

1—General Psychology (3) I

An introductory study of the nature, scope, and methods of psychology; processes involved in perception, imagination, memory, learning, emotion; factors influencing personality development.

35—The Philosophy of Man (3) II

A philosophical inquiry into the nature of man.

106A-106B—Experimental Psychology (3-3) Year

A laboratory course introducing the student to experimental techniques in the field of general psychology.

110—Educational Psychology (3)

See Education 110

111—Child Growth and Development (2 or 3) I

See Education 111

112—Psychology of Adolescence (3) II

The physical, emotional, social, and intellectual aspects of the transition stage between childhood and young adulthood; the main problems raised for teachers, parents, and the adolescent himself.

118—Statistics (3) I

The principal statistical formulae and methods used in psychological and educational research.

119—Psychological Tests and Measures (3) II

See Education 119

120—History of Psychology (3) I

An historical study of the origins of modern psychology. (Offered in 1959-1960)

121—Systematic Psychology (3) I

The writings of representative modern psychologists; reading and discussion. (Offered in 1959-1960)

140—Psychology of the Normal Personality (3)

Theory of personality; dynamics of adjustment; methods of assessment. (Offered in 1959-1960)

145—Social Psychology (3) II

See Sociology 145

167—Counseling and Guidance (3)

See Education 167

168—Psychology of the Abnormal Personality (3) II

The concept of normality; consideration of mental aberrations; patterns of maladjustment; methods of study; principles of psychotherapy. (Offered in 1959-1960)

FOREIGN LANGUAGES

FRENCH

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: The twenty-four units of upper division work should include advanced composition and a survey of French literature.

1, 2—Elementary (4-4) Year

Essentials of French grammar with stress upon pronunciation, reading, and aural comprehension.

3, 4—Intermediate (4-3) Year

The knowledge of the rules of French grammar confirmed and extended by application in specific cases; extensive reading for comprehension.

25—Advanced French (3) I

Oral and written practice in current French idiom.

101—Advanced Conversation and Composition (3) II

Oral and written practice in current French idiom, "*explication de textes*."

107A-107B—Survey of French Literature (3-3) Year

A study of the literary history and principal masterpieces of French literature from the middle ages to the present.

109A-109B-109C—French Drama (3-3-3)

A. A study of the classic dramatists, Corneille, Racine, and Molière through their principal works.

B. The French drama of the eighteenth and nineteenth centuries.

C. The drama of the twentieth century. (Offered in 1959-1960)

111A-111B—The French Novel (3-3) Year

A. The origin and development of the French novel to the nineteenth century.

B. The novel in the nineteenth and twentieth centuries.

126—Lyric Poetry (3) I

A study of the development of French lyric poetry with special emphasis on the nineteenth century. (Offered in 1959-1960)

130—Cultural Backgrounds of French Civilization (3) II

Survey of the social, literary, and artistic manifestations in France from the middle ages to the present.

GERMAN

1, 2—Elementary (3-3) Year

Introductory course in which the essentials of German grammar are presented with stress upon pronunciation and reading comprehension.

3, 4—Intermediate (3-3) Year

Grammar and reading. Intensive oral, aural, and written drills to develop accuracy and fluency in the use of the language.

100A-100B—Readings in German Literature (3-3) Year

Selections from standard German prose writers. (Offered in 1959-1960)

ITALIAN

1, 2—Elementary (3-3) Year

Introduction to Italian: reading, writing, grammar, elementary conversation.

3, 4—Intermediate (3-3) Year

Intensive drill in reading and writing; review of grammar; intermediate conversation.

100A-100B—Readings in Italian Literature (3-3) Year

Selections from standard Italian prose writers. Review of the essentials of grammar.

LATIN

1, 2—Fundamentals (3-3) Year

An introductory course in Latin.

101—Readings in Latin Prose (3) I

Selections from Caesar, Cicero, Livy, Tacitus.

102—Readings from Latin Poetry (3) II

Selections from Ovid, Vergil, Horace, Catullus.

SPANISH

Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (Spanish 4 or the equivalent)

The Major: The twenty-four units of upper division work should include advanced composition and a survey of the literatures of Spain and of Spanish America.

1, 2—Elementary (4-4) Year

Introduction to Spanish: reading, writing, grammar, elementary conversation.

3, 4—Intermediate (4-3) Year

Intensive drill in reading and writing; review of grammar; intermediate conversation.

25—Advanced Spanish (3) I

Oral and written practice in current Spanish.

101—Advanced Composition and Conversation (3) II

Reading, advanced idiom building, original composition, conversation.

107A-107B—Survey of Spanish Literature (3-3) Year

Cursory study of the literary history and outstanding masterpieces of Spanish literature from the middle ages to the present. (Offered in 1959-1960)

109A-109B—Spanish Drama (3-3) Year

A: Drama of the Golden Age; intensive study of the outstanding plays.

B: Modern Drama. Intensive study of the Spanish drama of the XVIII, XIX, XX centuries.

111—Spanish Novel (3) I

Intensive study of representative Spanish novels. (Offered in 1959-1960)

112—Modern and Contemporary Spanish Prose (3) II

Detailed study of the great masters of Spanish prose of the XIX and XX centuries. (Offered in 1959-1960)

145A-145B—Survey of Spanish American Literature (3-3) Year

A cursory study of the history and outstanding works of Spanish American literature with emphasis on the *Modernista* movement and the contemporary novel.

NATURAL SCIENCES

Students interested in the natural sciences may choose their major and minor from the fields of biology, chemistry, and mathematics. In 1959 a major will be offered also in physics.

Those interested in pre-medical preparation can so arrange their program as to include the studies required for entrance to medical school. The program for medical technology is also available.

ASTRONOMY

10—Elements of Astronomy (3) I and II

A one-semester elementary course in astronomy, non-mathematical. It consists of lectures, demonstrations, and telescopic observations.

BIOLOGY

Preparation for the Major: Biology 1A-1B, Chemistry 1A-1B, and Chemistry 8. Physics 2A-2B is strongly recommended.

The Major: The twenty-four units of upper division work should include courses in vertebrate embryology and anatomy, physiology and genetics.

1A-1B—General Biology (4-4) Year

A course in the basic principles of biology. 2 lectures and 2 two-hour laboratory periods each week.

103A-103B—Microbiology (4) I

A course with laboratory designed to give a basic knowledge of the microbial world. A second semester course is offered if there is a demand for it.

105—Vertebrate Embryology (4) II

A course in the principles of vertebrate development; study of preserved whole specimens and serial cross-sections of embryonic animals. 2 lectures and 2 three hour laboratory periods. (Offered in 1959-1960)

106—Comparative Vertebrate Anatomy (5) I

A course in the comparative study of the protochordate and chordate animals. 3 lectures and 2 three-hour laboratory periods.

108—Biochemistry (5) II

(See Chemistry 108)

109—Cell Physiology (4) II

A treatment of chemical, physical, and environmental aspects of living cells by laboratory experiments, and study of literature available in this field. 2 lectures and 2 laboratory periods.

110—Cryptogamic Botany (3)

A study of the structure, development, and relationships of the non-flowering plants. 2 lectures and 1 three-hour laboratory or field trip. (Offered when there is demand)

111—Phanerogamic Botany (3)

A study of the structure, development, and phylogenetic relationships of seed plants.
2 lectures and 1 laboratory period. (Offered when there is demand.)

112—Invertebrate Zoology (3)

A study of the structure, function, and ecological relationships of invertebrates with special emphasis on parasitic forms. 2 lectures and 1 three-hour laboratory. (Offered in 1959-1960)

130—Genetics (3) II

Lecture course in the basic principles of heredity with special emphasis on human aspects. Prerequisite: Biology 1A-1B.

199—Special Problems for Advanced Undergraduates (1-4)

Juniors or seniors with permission of instructor.

CHEMISTRY

Preparation for the Major: Chemistry 1A-1B and 8, Mathematics through calculus, and Physics 2A-2B. Chemistry 1A-1B is a prerequisite for all upper division courses in chemistry.

The Major: The twenty-four units of upper division work should include advanced organic, quantitative analysis, and physical chemistry.

1A-1B—General Chemistry and Qualitative Analysis (5-5) Year

A course in the basic principles of chemistry. The second semester includes qualitative inorganic analysis. 3 lectures and 2 three-hour laboratory periods.

8—Organic Chemistry (4) I

An introductory course in the study of the carbon compounds. 3 lectures and 1 three-hour laboratory period.

102—Organic Chemistry (4) II

A more advanced treatment of the chemistry of carbon compounds. 3 lectures and 1 three-hour laboratory period. Prerequisite: Chemistry 8.

105—Quantitative Analysis (4) I

The principles and techniques of volumetric analysis. 2 lectures and 2 three-hour laboratory periods.

108—Biological Chemistry (5) II

A study of the dynamic chemical changes involved in life processes with laboratory work including qualitative and quantitative clinical chemistry. 3 lectures and 2 three-hour laboratory periods. Prerequisites: Biology 1B, Chemistry 8 and 105.

110A-110B—Physical Chemistry (4-4) Year

A course dealing with the fundamental theories and laws governing chemical and physical phenomena, including illustrative problems. 3 lectures and 1 three-hour laboratory period.

199.—Seminar. Library Research for Chemists (2)

A course designed to give facility in location of information of a chemical nature, and in abstracting and presenting the same. Prerequisite: Senior standing and the consent of the instructor.

PHYSICS

2A-2B—General Physics (4-4) Year

Lecture and laboratory course covering the general properties of matter, mechanics, heat, sound, light, electricity, and magnetism, atomic and nuclear physics.

10—Descriptive Physics (3) II

An introductory survey of the more important phenomena in physics, designed primarily for the non-science majors.

106—Basic Electronics (3) I

Electron emission; motion of charges in an electromagnetic field; conduction in vacuum and through gases; electron tubes, high vacuum and gas-filled; theory of operation of rectifiers, amplifiers, and oscillators.

121—Introduction to Atomic Structure (3) I

Introduction to atomic physics, treating cathodes and positive rays, electrons, thermionic emission, photoelectric effects and structure of the atom. (Offered in 1959-1960)

MATHEMATICS

C—Trigonometry (3) I

Trigonometric functions, logarithms, solutions of triangles, use of the slide rule.

D—Intermediate Algebra (3) II

A one-semester review of the standard topics of first year algebra plus additional material essential for a mastery of the fundamental techniques of algebra, necessary for further study in the sciences or higher mathematics.

1—College Algebra (3) I

A systematic review of the elementary course, followed by work on equations, permutations and combinations, ratio and proportion, progressions, binomial theorem, and determinants.

3—Plane Analytic Geometry (3) II

A study of the conics and higher plane curves by means of their equations; rotation of axes; general equation of the second degree.

4A-4B—Differential and Integral Calculus (3-3) Year

Definition of derivative. Derivation of differentiation of the elementary functions.

Integration as the inverse of differentiation. Derivations of formulae of integration.

Applications to problems in physics and chemistry.

110—Advanced Calculus (3) I

Partial differentiation and applications; vector calculus; convergence of improper integrals; multiple, line, and surface integrals; infinite series; elliptic functions; functions of a complex and real variable.

111—Theory of Equations (3) I

Determinants, complex numbers, theory of algebraic equations, and algebraic solutions of cubic and biquadratic equations.
(Offered in 1959-1960)

115—Theory of Numbers (3) II

Divisibility; prime numbers; congruencies; quadratic residues; algebraic integers; quaternions; theorems of Fermet, Euler, and Wilson.

119—Differential Equations (3) I

An introductory course in the solutions and application of ordinary differential equations.

120—Theory of Probability (3) II

Permutations and combinations; sample space; combinations of events; Baye's theorem; repeated trials; distribution; normal approximation; expectation; laws of large numbers.

140—Mathematical Statistics (3) II

A mathematical study of the principal formulae of descriptive statistics. (Offered in 1959-1960)

GEOGRAPHY

1—Elements (3) I and II

A study of the basic physical elements of geography, covering weather, climate, land forms, soils, natural vegetation, resources, and their relation to man.

COMMUNITY SERVICE EDUCATION

101—History of Education (3) I

The development of educational thought and educational movements from earliest times.

108—Philosophy of Education (3) II

A course offering an analysis and evaluation of current philosophies of education and presenting the application of principles derived from the various philosophical sciences to the main problems of education as a whole.

110—Educational Psychology (3) I

The nature and conditions of learning; the nature and measurement of individual differences. Prerequisite: Psychology I.

111—Child Growth and Development (2 or 3) I

A study of the psycho-physical development of children with special treatment of the developmental aspects of the psychology of learning, and with emphasis on fundamental techniques of dealing with children at the various levels of maturity. Special work with children required of students in the credential program, for which a third unit of credit is allowed.

112—Psychology of Adolescence (3) II

See Psychology 112

119—Tests and Measurements (3) II

Construction and use of tests; survey and critical evaluation of standard tests; organization of a testing program.

130—The Elementary School (4) I

Aims, organization, and functions of the elementary school and its personnel; consideration of current critical issues in elementary education. Observation of classes at each grade level in the public school system. Prerequisite: Education 111.

131-139—Curriculum of the Elementary School (2-14) I or II

A practical presentation of aims, materials, and methods of teaching in specific curriculum areas.

131—Arithmetic in the Elementary School

133—Projects in Curriculum

134—Reading in the Elementary School

135—Language Arts in the Elementary School

136—Music in the Elementary School

138—Social Studies and Science in the Elementary School

139—Art in the Elementary School

Completion of these special methods courses satisfies the audio-visual requirement for the credential.

147—Audio-visual Aids (2)

A study of the main types of audio-visual aids; their construction and use; selection and evaluation of audio-visual aids suitable for the individual teacher's field of interest.

167—Counseling and Guidance (3)

The origin and development of the contemporary guidance movement; the underlying principles of guidance; the techniques of guidance in the public schools of today. (Offered in 1959-1960)

170—Secondary Education (3) I

Organization, principles, and fundamental problems of the secondary school in the United States.

300E—Methods of Teaching English in the Secondary School (3) II

300SS—Methods of Teaching Social Studies in the Secondary School. (3) I

305—Supervised Teaching in the Elementary School (8) II

Cadet teaching is done in selected classrooms in the San Diego City *public school system*.

306—Supervised Teaching in the Secondary School (6) II

**PROGRAM FOR THE ELEMENTARY
TEACHING CREDENTIAL**

Students who wish to be recommended for the general elementary teaching credential must

1. fulfill all the requirements for the A.B. degree.
2. earn at least 10 additional professional units, including 8 units of cadet teaching. These units of professional credit are not part of the degree program.
3. fulfill state requirements for the credential program, which include Education 111 (Child Growth and Development) and most of the courses listed in the Education 130-139 bracket. (See page 55)

NURSING EDUCATION

128—Principles of Teaching in Nursing (2) I or II

An application of basic teaching methods to certain areas of study.

152—Interpersonal Relations in Nursing (3) I

An analysis of human behavior, stressing basic psychological concepts necessary for the professional nurse in meeting adequately the situations involving interpersonal relationships.

Note: These two courses are for graduate nurses.

PHYSICAL EDUCATION

Physical Education is required of all freshmen and sophomores for two periods a week. In addition to the seasonal program, electives are offered and chosen with the advice of the instructor.

The Women's Athletic Association provides opportunity for those who wish to continue in sports through the senior year.

23 — Principles of Healthful Living (1) I or II

Consideration of personal health problems of college students with the purpose of meeting those needs understandingly.

24 — Home and Personal Health (2)

A course designed to familiarize students with the principles of hygiene as applied to the home; special instruction in care of the sick, protection from contagion, care of minor injuries, and happy family relationships. (Offered in 1959-1960).

150 — Theory and Techniques of physical education in the elementary grades (2) II

This course is based on the state program in physical education for the elementary school.

Activity Program (no credit)

a—Seasonal team sports offered are:

Volley ball, volley tennis, basketball, badminton, tennis, and archery.

Arrangements can be made for such individual sports as:

Riding, golf, swimming, and bowling.

b—Fundamental Skills

Practice in rhythmic, graceful body movements; conditioning exercises; balance exercises; self-testing activities.

c—Individual Developmental Exercises

Exercise designed for those students whose health examinations reveal the necessity for further work in a special program.

d—Social Games

Fundamentals of recreational games such as: croquet, horse-shoes, shuffleboard, deck tennis, paddle tennis, handball, ping pong, lawn bowls.

e—Survey of Dance Rhythms

A practical review of the basic steps and simple combinations of steps in tap, folk, square, social, line, ballet, aesthetic, and modern dance. Some time will be given to new materials and composition.

f—Modern Dance

Exploring and analyzing rhythmic and spatial factors of movement, expression and interpretation of ideas creatively.

g—Folk and Square Dance

Basic steps include waltz, polka, schottische, mazurka, fundamental square dance steps, national patterns.

N.B. Freshmen sign for PE11 the first semester

PE 12 the second semester

Sophomores sign for PE 21 the first semester

PE 22 the second semester.

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