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1964

## Bulletin of the San Diego College for Women 1964-1965

San Diego College for Women

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UNIVERSITY OF SAN DIEGO  
College for Women

*Bulletin of Information*  
1964-1965



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1964-65

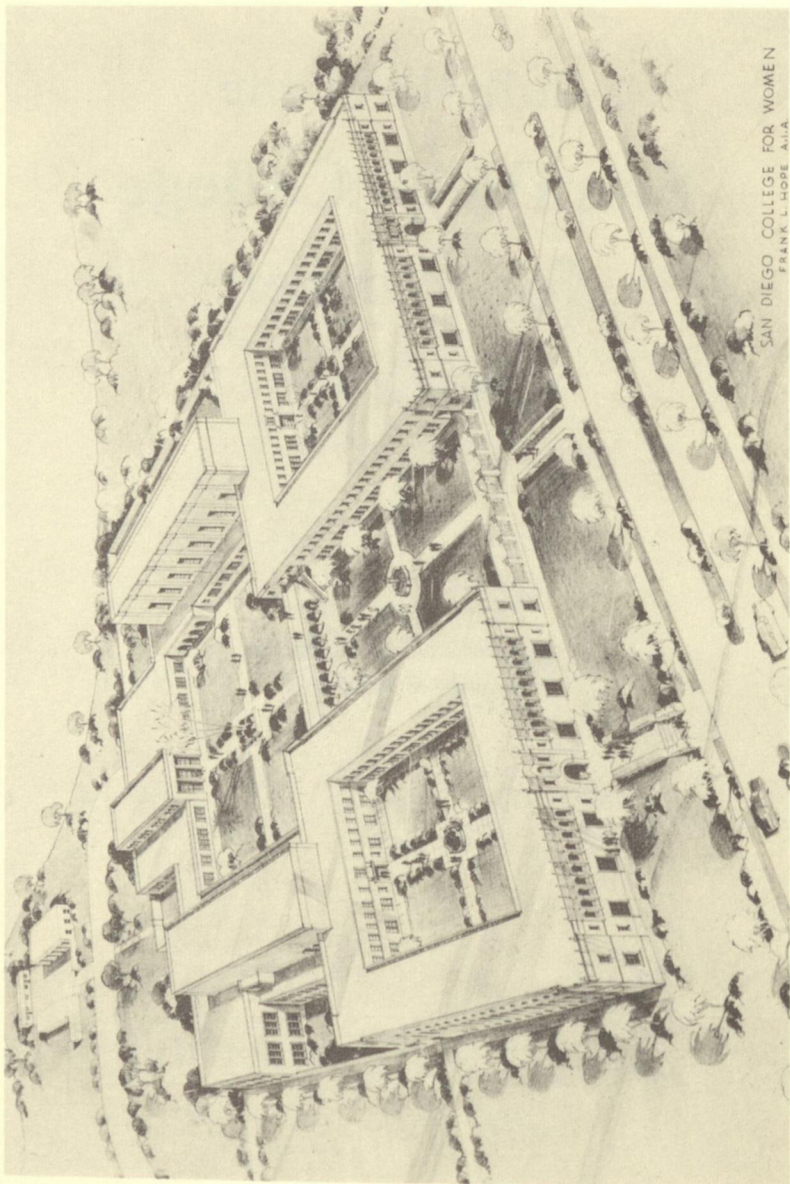
Bulletin of the  
San Diego College  
for Women  
1964-1965



General Information  
Degrees and Requirements  
Courses of Instruction



July, 1964



SAN DIEGO COLLEGE FOR WOMEN  
FRANK L. HOPE ARCHT.

# SAN DIEGO COLLEGE FOR WOMEN

ALCALA PARK

SAN DIEGO, CALIFORNIA 92110

## 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

Area Code 714

Administration Offices	- - - - -	296-6113
Resident Students—Founders Hall	- - - - -	296-9866
Duchesne or		
Mater Hall	- - - - -	296-9409
Barat Hall	- - - - -	296-9355
Stuart Hall	- - - - -	296-9347
Serra Hall	- - - - -	296-9741
Hardey or		
Camino Hall	- - - - -	296-9747
Academic Hall	- - - - -	296-9458

# 1964

<b>MAY</b>	<b>JUNE</b>	<b>JULY</b>	<b>AUGUST</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4	1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
<sup>24</sup> <sub>31</sub> 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	<sup>23</sup> <sub>30</sub> <sup>24</sup> <sub>31</sub> 25 26 27 28 29
<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31

# 1965

<b>JANUARY</b>	<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3
3 4 5 6 7 8 9	7 8 9 10 11 12 13	7 8 9 10 11 12 13	4 5 6 7 8 9 10
10 11 12 13 14 15 16	14 15 16 17 18 19 20	14 15 16 17 18 19 20	11 12 13 14 15 16 17
17 18 19 20 21 22 23	21 22 23 24 25 26 27	21 22 23 24 25 26 27	18 19 20 21 22 23 24
<sup>24</sup> <sub>31</sub> 25 26 27 28 29 30	28	28 29 30 31	25 26 27 28 29 30
<b>MAY</b>	<b>JUNE</b>	<b>JULY</b>	<b>AUGUST</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
<sup>23</sup> <sub>30</sub> <sup>24</sup> <sub>31</sub> 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30 31
<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2	1 2 3 4 5 6	1 2 3 4
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
26 27 28 29 30	<sup>24</sup> <sub>31</sub> 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31

## COLLEGE CALENDAR

### Summer, 1964

Wednesday, June 24	Registration for summer session
Thursday, June 25	Summer classes begin
Wednesday, August 5	Final Examinations
August 10 to 14 inclusive	Reading Workshop

### Fall, 1964

Monday, September 14	Orientation for freshmen
Tuesday, September 15	Registration
Wednesday, September 16	9 a.m. Convocation
	Classes begin
Friday, September 18	Mass of the Holy Spirit
November 7 to 14	Midterm examinations
Wednesday, November 25	Thanksgiving holidays — vacation begins at noon
Monday, November 30	Classes resume
Tuesday, December 8	Immaculate Conception — holyday, no classes
Friday, December 18	Christmas holidays begin at noon

### 1965

Tuesday, January 5	8:30 a.m., classes resume
January 16 to 23	Final examinations
Monday, January 25 to 28	Annual Retreat
Thursday, January 28	10 a.m. Registration for second semester
Monday, February 1	Classes begin
Monday, February 22	Holiday—no classes
March 20 to 27	Midterm examinations
Wednesday, April 14	Easter holidays — vacation begins at noon
Tuesday, April 20	Classes resume
Thursday, May 27	Ascension Thursday — holyday — no classes
Thursday, May 20 to 29	Final examinations
Sunday, May 30	Commencement

### Summer, 1965

Wednesday, June 23	Registration for summer session
Thursday, June 24	Summer classes begin
Wednesday, August 4	Final Examinations

### 1965-1966

Monday, September 13	Orientation for freshmen
Tuesday, September 14	Registration
Wednesday, September 15	Classes begin

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## 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 and General Secondary Credentials.

It is accredited by

THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

It is approved by and holds membership in

THE WESTERN COLLEGE ASSOCIATION

NATIONAL CATHOLIC EDUCATION ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

AMERICAN COUNCIL ON EDUCATION

NATIONAL COMMISSION ON ACCREDITING

THE AMERICAN ASSOCIATION OF COLLEGES FOR  
TEACHER EDUCATION

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

## OFFICERS OF ADMINISTRATION

Reverend Mother Rosalie Hill, L.H.D.	- - - - -	Founder
Reverend Mother Ethel Teegarden, M.A.	- - -	Honorary President
Mother Anne Farragher, Ph.D.	- - - - -	President
Mother Kathleen McDevitt, M.A.	- - - - -	Vice-President
Mother M. Aimée Rossi, Ph.D.	- - - - -	Dean
Mother Suzanne de Leon, B.A.	- - - - -	Treasurer
Mother Mariella Bremner, Ph.D.	- - - - -	Registrar

## FACULTY

Julia G. Andrews

B.A., Northwestern University; M.A., Columbia University; further graduate study, University of Southern California and Harvard University.

Instructor in Art History

Gladys Bartelme

B.A., Lindenwood College, Missouri; M.A., University of Illinois; graduate studies, Oberlin College, Ohio; University of Chile.

Instructor in Spanish

Ralph F. Becker

B.A., Iona College, New Rochelle, N.Y.; M.A., University of Notre Dame; Ph.D., University of Ottawa.

Assistant Professor of Philosophy

Antonio Blanco

B.A., University of Madrid; Ph.L., University of Madrid.

Instructor in Spanish

Jeanne Brink

B.A., Brevet d'enseignement du français aux étrangers, Alliance Française, Paris; M.A., University of Montreal.

Associate Professor of French\*

Mother Mariella Bremner

B.A., Manhattanville College of the Sacred Heart; M.A., Ph.D., Loyola University, Chicago.

Professor of French

Kathleen Brophy

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

Instructor in Theatre Arts and English

Mother Mary Carey, R.N.

Diploma, Mercy College of Nursing, Council Bluffs, Iowa; B.A., Barat College, Lake Forest, Ill.; M.A., San Francisco College for Women.

Instructor in Biological Sciences

\* On leave for study

- Paule Carroll  
Baccalauréat, Algiers; B.S., M.A., University of Houston.  
Instructor in French
- Judith Coleman  
B.A., College of St. Teresa, Kansas City; M.A., University of Kansas  
City; graduate study, University of Arizona.  
Instructor in English
- Richard J. Dalton  
B.S., Massachusetts State College, Westfield, Mass.; M.A., University  
of Connecticut.  
Instructor in History
- Mother Mary Derham  
B.A., Manhattanville College of the Sacred Heart; M.A., Ph.D.,  
Stanford University.  
Professor of Theology and Philosophy
- Joseph K. Doliva  
B.S., University of Pennsylvania; M.A., Architectural Engineering,  
Ecole Polytechnique, University of Warsaw, Poland.  
Assistant Professor of Art and Architecture
- Agnes Engstrand  
B.A., Bethany College, Kansas; graduate study, University of  
Chicago, University of Colorado, Kansas State University.  
Supervisor of Student Teaching
- Mother Anne Farraher  
B.A., San Francisco College for Women; M.A., Ph.D., Stanford  
University.  
Professor of French
- Mother Bernice Farrens  
B.A., Linfield College, Oregon; M.A., Ph.D., Stanford University.  
Professor of Biological Sciences
- Clayton Fox  
B.M.E., Columbia School of Music Education, Chicago; M.M.E.,  
De Paul University.  
Assistant Professor of Music
- Mother Sally Furay  
B.A., Duchesne College, Omaha; M.A., San Francisco College for  
Women; Ph.D., Stanford University.  
Associate Professor of English
- Jeanne Ghilbert  
B.A., University of Puget Sound, Tacoma; M.A., Ph.D. candidate,  
University of Washington.  
Assistant Professor of French

- Graciela Miranda Graves  
M.A., Columbia University; Ph.D., University of Havana.  
Assistant Professor of Spanish
- Mother Margaret Guest  
B.A., Seattle University; M.A., Ph.D., University of California at Berkeley.  
Associate Professor of Education
- Therese T. Hanafin  
B.A., San Diego College for Women; graduate study, Crafts Student League, New York.  
Instructor in Art
- James F. Haskins  
B.A., Morningside College, Sioux City, Iowa; M.S., University of Iowa.  
Lecturer in Mathematics
- Rozetta E. Hill  
B.S., Cleveland School of Art, Western Reserve University; M.A., Cleveland School of Art and Western Reserve University Graduate School.  
Assistant Professor of Art
- W. Roy Holleman  
B.S., M.S., Oklahoma State University; M. S. in L.S., University of Illinois.  
Lecturer in Library Science
- Joseph Jaddou  
B.S., Detroit Institute of Technology; graduate studies, University of Detroit.  
Instructor in Mathematics
- Mildred Jeffers  
B.S. in Education, Ohio State University; M.E., University of Arizona.  
Instructor in Education, Supervisor of Student Teaching
- Jannette Jensen, R.N.  
B.A., George Washington University; graduate studies, George Washington University; M.A., San Diego College for Women.  
Instructor in Social Sciences
- Gordon R. Johnston  
B.S., M.S., University of Portland; Ph.D., University of Illinois; Post-doctoral Research Fellow, California Institute of Technology.  
Assistant Professor of Chemistry
- Mary Jane Jones  
B.S. in Ed., Slippery Rock State College, Pennsylvania; B.S. in Library Science, Syracuse University.  
Assistant Librarian
- Josef Kalvoda  
B.A., Hunter College, New York; M.A., Ph.D., Columbia University.  
Professor of Political Science and History

Marcia Bowman Klein

B.A., University of Oregon; M.A., University of Oregon; two years graduate work, University of Illinois.

Assistant Professor of English

Roman Kocourek

B.A., College of St. Thomas; M.A., University of Minnesota; Ph.L., Ph.D., University of Laval.

Professor of Philosophy

Henry Kolar

B.M., DePaul University; M.M., Northwestern University; graduate studies, Vienna.

Instructor in Violin

Mother Irene Lawrence

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

Associate Professor of Social Sciences

Rudolph Martin Lippert

B.A., 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.

Assistant Professor of Astronomy and Geography

Lloyd J. Lockwood

B.S., M.S., The Creighton University, Omaha, Nebraska.

Instructor in Biological Sciences

Mother Kathleen McDevitt

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

Librarian

Mother Helen McHugh

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

Professor of English

Mother Catherine McShane

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

Professor of History

Ida L. Mercado

B.A., San Diego College for Women.

Instructor in Physical Education

Paula Mrvosh

B.A., Loyola University, Chicago; M.A., Marquette University.

Instructor in History

Mother Agnes Murphy

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

Professor of Philosophy and History

- Wilma J. Palik  
B.A., M.A., University of Michigan; B.S. in Library Science, University of California at Berkeley.  
Assistant Librarian
- Mother Gertrude Patch  
B.A., M.A., San Francisco College for Women; Ph.D., Stanford University.  
Associate Professor of English
- Lindsay Phillips  
B.S., University of Texas; graduate studies, San Diego State College.  
Instructor in Physics
- Louis C. Phillips  
B.A., St. Joseph's College, Philadelphia; M.A., University of Notre Dame; M.F.A., State University of Iowa.  
Assistant Professor of English
- Mother Marie Anais Pugh  
B.A., San Diego State College; M.A., San Francisco College for Women.  
Instructor in English
- Marjorie Rohfleisch  
B.A., Pomona College; graduate study, University of California, Mills College, San Diego State College.  
Instructor in Music
- Mother M. Aimée Rossi  
B.A., M.A., Loyola University, Chicago; Ph.D., Stanford University.  
Professor of Education
- Joseph F. Rossi  
B.A., St. John's University; M.Ed., De Paul University; Mus. D., Metropolitan University.  
Lecturer in Music
- Daria Rothe  
B.A., M.A., University of Michigan.  
Instructor in German
- Mother Agnes Schmit  
B.A., University of South Dakota; M.S., St. Louis University; Ph.D., Stanford University.  
Professor of Chemistry
- Mother Patricia Shaffer  
B.A., San Francisco College for Women; M.S., Stanford University.  
Instructor in Chemistry
- Karena Shields  
B.S. in Education, San Jose State College; B.A., University of Southern California; M.A., University of Mexico; 15 years research *en situ*, Middle American ethnological studies.  
Assistant Professor of Social Sciences
- Reverend William D. Spain  
B.S., Loyola University; M.A., Catholic University of America.  
Lecturer in Theology

Tatiana I. Vacquier

B.A., University of St. Petersburg (now Leningrad); M.A., University of Wisconsin; Ph.D., University of Wisconsin.

Associate Professor of Russian

B. R. Van Vleck

B.A., San Jose State College; M.A., Stanford University; graduate studies, University of California at Berkeley and Stanford Radio Institute.

Assistant Professor of Speech and Theatre Arts

Luisa Vergani

Graduate of Istituto Magistrale, Milan, Italy; Ph.D., University of Milan.

Assistant Professor of Italian

Mary Jane Warren

B.A., San Jose State College; M.A., Ohio State University; graduate studies, University of California, Berkeley.

Assistant Professor of Psychology

Walter L. Wilkins

B.A., Loyola University, Chicago; M.A., Ph.D., Northwestern University.

Lecturer in Psychology

Henry Wilson

B.A., West Virginia State University; M.A., University of Wisconsin; graduate studies, University of California at Berkeley.

Instructor in Economics and History



### STUDENT COUNSELORS

Mother McShane - - - - - Senior Class

Mother Furay - - - - - Junior Class

Mother Patch - - - - - Sophomore Class

Mother Shaffer - - - - - Freshman Class

### ASSISTANTS

Mrs. Joseph B. Dickinson, B.A. - - - - Secretary to the President

Mrs. Dennis Belson - - - - - Receptionist

Mrs. D. J. Woody - - - - - Receptionist

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. 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 or social work.
- 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.

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

## STUDENT ACTIVITIES

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.

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 student affairs. In this manner, they acquire direct experience in government, both of themselves and of others. The ASB constitution operates through various standing committees: the Welfare Committee; the Residence Committee; the University Social Council, composed of representatives from the Men's and Women's Colleges and the School of Law; the Fine Arts Committee, which fosters a love of all the arts; and the Public Relations Committee, which handles press relations for the student body.

The San Diego College for Women is an affiliate college of KAPPA GAMMA PI, the National Scholastic and Activity Honor Society for Catholic College Women. Students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership.

Several campus organizations provide their members with opportunities to express themselves, to exchange ideas, to develop poise, and to practice effective leadership. The SPEAKERS' BUREAU is a Christopher Movement dedicated to the apostleship of speech. OPERATION ACTION studies the peril of Communism, and actively promotes means to preserve our democracy.

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. Many members participate in the annual Model United Nations Session.

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 theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

Several musical groups are organized on campus. The CHORAL CLUB is composed of the choral classes. It prepares several musical, or combined musical and dramatic performances, each year. It produces the annual Christmas program conjointly with the Alcalá Park Players and offers a program of choral music during the spring. A UNIVERSITY ORCHESTRA, including first and second violins, violas, cellos, and bass viol, also offers performances each year.

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

College publications are the annual, ALCALA; the literary journal, UNUM; the IMPETUS, a monthly periodical for exchange of ideas concerning the Humanities and the Fine Arts; and UT OMNES UNUM SINT, the monthly periodical of the French Club.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first language club in operation; the Spanish Club is the second.

The CONTEMPORARY LITERATURE DISCUSSION GROUP gives students the opportunity to examine together and to evaluate current works of drama, fiction, or poetry.

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## 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 required. 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 or 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 given by the College Entrance Examination Board.

## 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.

## ADMISSION TO GRADUATE STANDING

For all information pertaining to the graduate school, please see pages 69 to 79.

## APPLICATION FOR ADMISSION

Application for admission is made through the Office of Admissions. To ensure admission, forms should be complete and filed together with transcript of credits as early 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 the completed form with the fee of \$10.00.
2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the college at the end of the sixth or seventh semester of high school.
3. Reports of the College Entrance Examination Board tests should be forwarded to the college at the request of the student.
4. The applicant should arrange to have three letters of recommendation: personal, educational, and financial (certification that financial obligations are met) sent directly to the college. She should send a recent photograph.
5. When the above data are filed, the Committee on Admissions will inform the student of the action taken on her application.
6. Resident students should send a room reservation of \$100.00 as soon as accepted. The deposit is credited to the student's account. Day students should send their \$25.00 ASB fee as soon as accepted, to reserve a place in the student body.
7. 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 semester.
8. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
9. As early as possible in the spring, the student should make an appointment with the Office of the Dean to plan her individual program under proper guidance.

## 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 \$5.00. 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 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. This must be done within six weeks after the end of the semester; otherwise the incomplete grade becomes an F.

Grade points are assigned to the above grades as follows:

A — 4 points for each unit

B — 3 points for each unit

C — 2 points for each unit

D — 1 point for each unit

F — 0 points for each unit

The 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 double 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 \$5.00 is charged for each make-up examination.

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 College Women. No more than ten percent of the seniors may be awarded this honor.

## CLASS HONORS

At the end of each semester, the Dean's Office publishes the names of honor students; categories include the Dean's List, requiring a grade point average of 3.5 for the semester, and the Honor List, requiring a grade point average of 3.0 for the semester.

At the Honors Convocation, a solemn year-end assembly, an award is presented to the student in each class who has maintained the highest scholastic average. Other awards are the Kappa Gamma Pi medal given to a sophomore outstanding for leadership and scholarship; the chemistry, physics, and mathematics awards; the Associate in Arts certificates; and departmental honors such as dramatic achievement awards. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.

## SUMMARY OF COURSE REQUIREMENTS

I. Bachelor of Arts or Sciences	Units
General Education - - - - -	65
Theology (for Catholic Students)	8
Philosophy	15 to 18
English	12
History and Government	12
Science	6 to 12
Language	8 to 12
Communication Arts (Speech, Art, Music, or Theatre)	4
Physical Education—Four Semesters	
Fields of Interest - - - - -	30
Major Field (Upper Division)	24
Minor Field	6 to 15
Further Electives	33
	Total 128
II. Bachelor of Science in Nursing	Units
General Education - - - - -	46
Theology (for Catholic Students)	4
Philosophy and General Psychology	15
History and Sociology	10
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	15
or	
Science	
Electives	31*
	Total 128

\*This depends on individual evaluation of basic programs, 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:

Theology —	Two hours weekly throughout four years. (Required for Catholics, optional for others.)
Philosophy —	Logic and Philosophy of Nature in lower division; Philosophy of Man, Ethics, and one elective in upper division.
Psychology —	General Psychology, or its equivalent.
Literature —	World Literature, four semesters; freshman year, from Homer to Shakespeare; sophomore year, from Milton to twentieth century.
History —	History of Western Civilization, including United States history; United States and California Government.
Languages —	A general 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 first minor which will include at least 18 units, of which 6 or more units must be in upper division courses.
  - c) A second minor which will include at least 15 units, of which 6 or more units must be in upper division courses.
- One of the minors must be 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 from high school principal and one teacher, and financial need. For the most part, financial scholarships are reserved for students from Southern California. The awards are for tuition only.

A student who applies for a scholarship is asked to

1. Fill out the application form and return it with the fee and a recent photograph.
2. Send the three letters of recommendation requested on the application form.
3. Send a transcript of high-school credits at the end of the sixth or seventh semester of high school.
4. Take the Scholastic Aptitude Section of the College Entrance Examination Board Tests and have the results forwarded to the Office of Admissions.
5. Write a personal letter of application, stating
  - a. Why she may need or want a scholarship
  - b. Whether or not she intends to finish four years of college
  - c. What her major academic interest is
  - d. What her outstanding extra-curricular activities have been during high school
  - e. What honors she may have received in the past.

Advice should be sought from a high-school counselor regarding available California State Scholarships and other scholarships which can be applied to the San Diego College for Women.

All of the above information should be directed to the Office of Admissions 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.

Honor scholarships: a certain number of highly qualified students are awarded Honors at Entrance, based on achievement in the College Entrance Examinations and transcript of credits.

## 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, bookstore, and elsewhere.

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, payable at registration for each semester.	450.00
RESIDENT STUDENTS, payable each semester at registration	
Tuition and board - - - - -	900.00
Room: Single Room - - - - -	350.00
Double Room - - - - -	250.00
Room for Three or Four - - - - -	200.00
Linen Supply - - - - -	20.00
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
SPECIAL FEES:	
Laboratory Fees: Bacteriology, Anatomy, and Physiology -	20.00
Biology, Chemistry - - - - -	15.00
Physics, Psychology, Astronomy - - - - -	10.00
Languages - - - - -	10.00
Library and Syllabus Fee - - - - -	10.00
Music: Applied Music Lessons, per semester - - - - -	75.00
Music Practice Fee, per semester - - - - -	15.00
Late Registration - - - - -	5.00
Special Examinations - - - - -	5.00
Cadet Teaching - - - - -	50.00
STUDENT BODY FEE, (for all students; includes student publications) - - - - -	25.00
GRADUATION FEE - - - - -	30.00
PART-TIME STUDENTS, (limited to 10 units)	
Tuition per unit - - - - -	30.00
Library and Syllabus Fee - - - - -	10.00

All expenses must be paid on or before registration day. No deduction or refund is made for delay in returning at the beginning of the term, for absence after entering, for withdrawal or dismissal.

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.

## COURSES OF INSTRUCTION

The San Diego College for Women offers major programs in art, biology, chemistry, education, English, French, history, mathematics, medical technology, music, philosophy, political science, psychology, sociology, Spanish, speech and theatre arts.

COURSES OF INTEGRATION: Theology, Philosophy.

HUMANITIES: English, Speech and Theatre Arts, Music, Art, Journalism.

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

LANGUAGES: Spanish, French, German, Italian, Latin, Russian.

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

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 1964-1965 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

Chairman: Roman Kocourek

- The Major: Philosophy 32, 62, 114, 118, and twenty-four additional units in philosophy courses numbered above 100, including Philosophy 101, 103, 128, 150, 156, 158, 164.
- 32—Logic (3) I and II  
A study of the art of directing the three acts of the intellect in order to define correctly and to reason accurately; signification; the universal; the art of defining; truth and falsity; the proposition and its properties; the syllogism, induction, and fallacies. A prerequisite to all other courses in philosophy.
- 62—The Philosophy of Nature (3) I and II  
An introduction to the study of the material world. The analysis of change; potency and act, nature, the causes, chance, finality, place and time. A consideration of the unmoved mover and the place of man in the world. A prerequisite to all courses 100 and above.
- 101—Ancient and Medieval Philosophy (3)  
An analysis and critique of the major teachings on physical, metaphysical, and moral problems from the pre-Socratics to the fourteenth century, with emphasis on philosophers other than Aristotle and St. Thomas Aquinas. (Offered in 1965-1966.)
- 103—Modern Philosophy (to Kant) (3) I  
The origins of modern philosophy in fourteenth-century scholasticism and the Renaissance; analysis and critique of authors including Nicholas of Cusa, Descartes, Locke, Leibniz, Hume, and Kant; emphasis on the problem of knowledge, the use of mathematics, and the study of nature.
- 114—Philosophical Psychology (3) I and II  
The principle of life; definition of the soul; common properties; division into vegetative, sensitive, and rational; the immortality of the soul; the active and passive intellects, free will.
- 118—Ethics (3) I and II  
The method and certitude proper to moral philosophy; the division of moral science; ethics and moral theology; ethics and psychology; the problem of man's ultimate end; the morality of human acts; the acquired virtues; law.
- 128—The Philosophy of Education (3)  
A consideration of education in the broad sense as well as the particular goals; the rights and duties of those involved in education with emphasis on the education of Christian youth. (Offered in 1965-1966.)



141—Metaphysics (3) I and II

An introduction to the science of being. A study of the principle of contradiction, substance and accident, potency and act. A survey of the proofs for the existence of God. His attributes; the notion of good, unity, knowledge, Divine Will and Providence.

145—Contemporary Philosophy (3) II

An analysis of contemporary movements in philosophy. Special attention is given to Existentialism, Phenomenology, and philosophical analysis.

150—Logic of Demonstration and Dialectics (3) I

The proper study of logic; the necessity, definition, matter, form, and division of the demonstrative syllogism; the unity and distinction of sciences; certitude; the sources and structure of probable arguments.

154—The Ideology of Communism (2) II

The fundamental principles of Communism; their origin in Hegel and Feuerbach, their development by Marx, Engels, Lenin, and Stalin; the papal encyclical *On Atheistic Communism*.

156—Advanced Philosophy of Nature (2) II

A more intensive study of the principal topics of Phil. 62 with emphasis on the arguments of the ancient philosophers; local movement, the problem of eternity of the world; generation, corruption, and alteration; the principle of individuation.

158—Advanced Metaphysics (2)

The principal problems in the science; the meaning of fundamental terms; material substance as being; substance and accident; potency and act; essence and existence; the properties of being. (Offered in 1965-1966.)

164—Political Philosophy (3)

A discussion of the philosophic and ethical basis of political life and institutions; natural law; the idea of man; the origin, nature, and end of the state; the origin and justifications of Church and State. (Offered in 1965-1966.)

175—Readings in the Philosophy of the Arts (2)

Authors including Aristotle, Dewey, Ortega, Santayana, Collingwood, Langer, and Stravinsky are read on the place of the arts in human knowledge and activity; the division of the arts; the meaning of imitation, and the problem of morality and art. Prerequisite: Phil. 118 and at least one course in literature, music, or the visual arts. (Offered in 1965-1966.)

## THE HUMANITIES

### ENGLISH

Chairman: Mother Sally Furay

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, three period courses, American Poetry, (133 or 193), and one other course in American literature.

#### 1—Basic Composition (2 or 3) I and II

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—Literature of Western Culture (3 each semester)

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.)

Successful completion of English 41-42 satisfies the 3-unit composition requirement (English 1A) of the University of California. The other three units are credited as Introduction to Literature.

#### 41H-42H-43H-44H

The same program as above, on a more advanced level for Honors students.

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

Speaking, reading, and writing of English; composition, conversation, and vocabulary. Intensive work in language laboratory.

#### 54A-54B—Continuation of English 53 (2-2) Year

#### 105—Advanced Composition (3) I

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

#### 106—Creative Writing (3) II

#### 109—The Short Story (3) II

A study of the theory and practice of the art of fiction. (Offered in 1965-1966.)

- 110—**History of the English Language (3) II**  
The characteristics of the English language from Old English to the present; sources of vocabulary, development of dialects, rise of standard English. (Offered in 1965-1966.)
- 112—**Adolescent Literature (2) II**  
A survey and analysis of literature suitable for adolescents. (Offered in 1965-1966.)
- 117—**Shakespeare (3) I**  
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—**The English Novel (3) I**  
The reading and analysis of representative English novels to the twentieth century. (Offered in 1965-1966.)
- 126—**The Modern Novel (3) I**  
A study of representative English and American novels of the twentieth century.
- 132—**American Prose (3) I**  
A study of American prose, exclusive of the novel, from the seventeenth century to the present. (Offered in 1965-1966.)
- 133—**American Poetry (3) I**  
A survey of American poetry from its inception, with emphasis on the major trends in the nineteenth and twentieth centuries.
- 135—**The American Novel (3) II**  
Reading and analysis of the major American novels of the nineteenth and early twentieth centuries.
- 144—**Development of the Drama (3) II**  
The reading and analysis of representative plays from the genesis of the drama to the nineteenth century. (Offered in 1965-1966.)
- 145—**Modern Drama (3) II**  
A study of dramatic literature from Ibsen to the present day, with emphasis on English, Irish, and American works.
- 151—**Chaucer (3) I**  
The reading and critical analysis of the principal works of Chaucer, with special emphasis on *The Canterbury Tales*. (Offered in 1965-1966.)
- 156—**Age of Elizabeth (3) I**  
The prose and poetry of the sixteenth century, exclusive of Shakespearean drama.

- 158—**Seventeenth Century Studies (3) II**  
 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 1965-1966.)
- 187—**Victorian Era (3) II**  
 A study of Victorian problems as they are reflected in the principal authors of middle and late nineteenth-century England. (Offered in 1965-1966.)
- 190—**Contemporary Poetry (3) SS 1964**  
 A study of important twentieth-century British and American poets.
- 193—**Catholic Literary Revival (3) II**  
 Resurgence of Catholic thought in the modern world, with analysis of literary texts embodying this resurgence; description of the role of the revival in the contemporary intellectual scene.

Note: For graduate courses in English, see Page 76.

## 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.
- 115—**Public Opinion and Propaganda (2) I**  
 See Political Science 115.
- 120A-120B—**Practicum (1-1) Year**  
 Practice in writing the news and news story; the complete and special story types. (Offered in 1965-1966.)

## SPEECH, THEATRE, RADIO

Chairman: B. R. Van Vleck

Preparation for the Major: Courses 1 and 2. Courses 10, 30, and 40 are recommended.

The Major: The twenty-four units of upper division work may include English 117, 144, and 145.

### 1—Basic Principles of Speech (2) I

Vocal communication and listening, audience analysis, speech preparation and delivery are practiced. Gesture, movement, and eye contact are developed.

### 2—Voice and Diction (2) II

Voice training for speaking and reading of prose and poetry. Isolated sounds, pronunciation, and vocabulary building are considered. Helpful for bi-lingual students also.

### 5—Speech Clinic (2) I or II

For students with articulation, voice, or other speech or hearing problems. Also for students with foreign accents.

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

History of the theatre, production methods, types and structure of drama; critical analysis of plays and their contemporary influence.

### 30A-30B—Acting Workshop (2-2) Year

Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance.

### 40A-40B—Radio (2-2) Year

Techniques, equipment, terminology, music, copy, narration, and programming. Closed circuit station WCSD will be utilized.

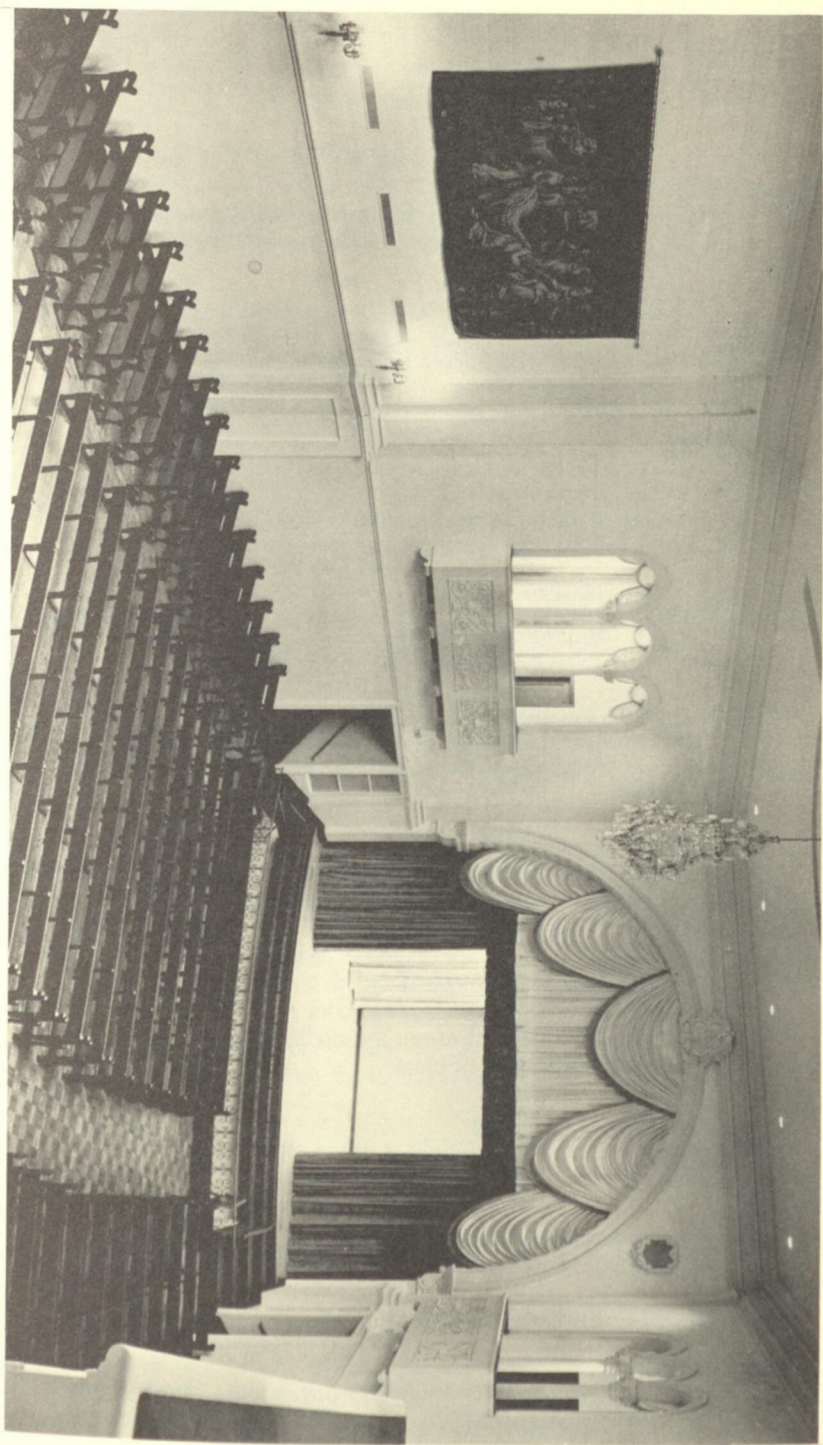
### 54—Play Participation (1 or 2)

Credit to those playing roles in dramatic production. Also for students involved in technical phases of dramatic production. (A minimum of 36 hours per unit.)

### 100—Public Speaking (2) I

Advanced speech study, composition, and delivery. Outstanding speakers and speeches will be studied.

- 105—Discussion (2) II  
Study and practice of various organized methods of discussion. Great historic and contemporary issues will be considered.
- 113—Oral Interpretation (2) I  
Oral interpretation of the written work: prose, poetry, and drama.
- 114—Acting (2) II  
Acting: voice, movement, gesture; creation and projection of character. Universal theories will be studied and practiced.
- 115A-115B—Playwriting Workshop (2-2) Year  
Study of the theories and techniques of dramas, and the writing of original plays for theatre and television.
- 140—Advanced Radio (2-2) Year  
Emphasis on programming, studio management and preparation of shows for off-campus presentation. Critical analysis of radio and television. For mature students. (With permission of instructor.)
- 150—Theatre Practice (2)  
Theatre organization, casting, rehearsal, directing, play analysis. (Prerequisite for Directing.)
- 154—Play Participation (1 or 2)
- 155A-155B—Theatre Workshop (2-2) Year  
Production techniques in theatre; translation of ideas into ultimate dramatic form; creation and participation in original dramas. (A laboratory course.)
- 190—Directing (2 or 3)  
By arrangement. For particularly qualified, mature, and well trained theatre students. (With permission of instructor.)



## MUSIC

Chairman: Clayton Fox

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work should include courses in music history and two music literature courses.

### 1-2—Harmony (3-3) Year

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

### 3—Intermediate Harmony (3) I

Modulation, transposition, harmonic alteration, continued analysis, keyboard and ear training.

### 4—Counterpoint (3) II

The art of combining melodies, based on sixteenth-century polyphony, and introduction to baroque polyphony.

### 10—Fundamentals of Music (1-1) Year

Elementary music theory, including notation, meter, rhythm, scales, intervals, sight singing, ear training, and dictation. Meetings twice weekly.

### 20—Class Piano Instruction (1-1) Year

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly.

### 30—Music Appreciation (2) I and 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, violin, 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.

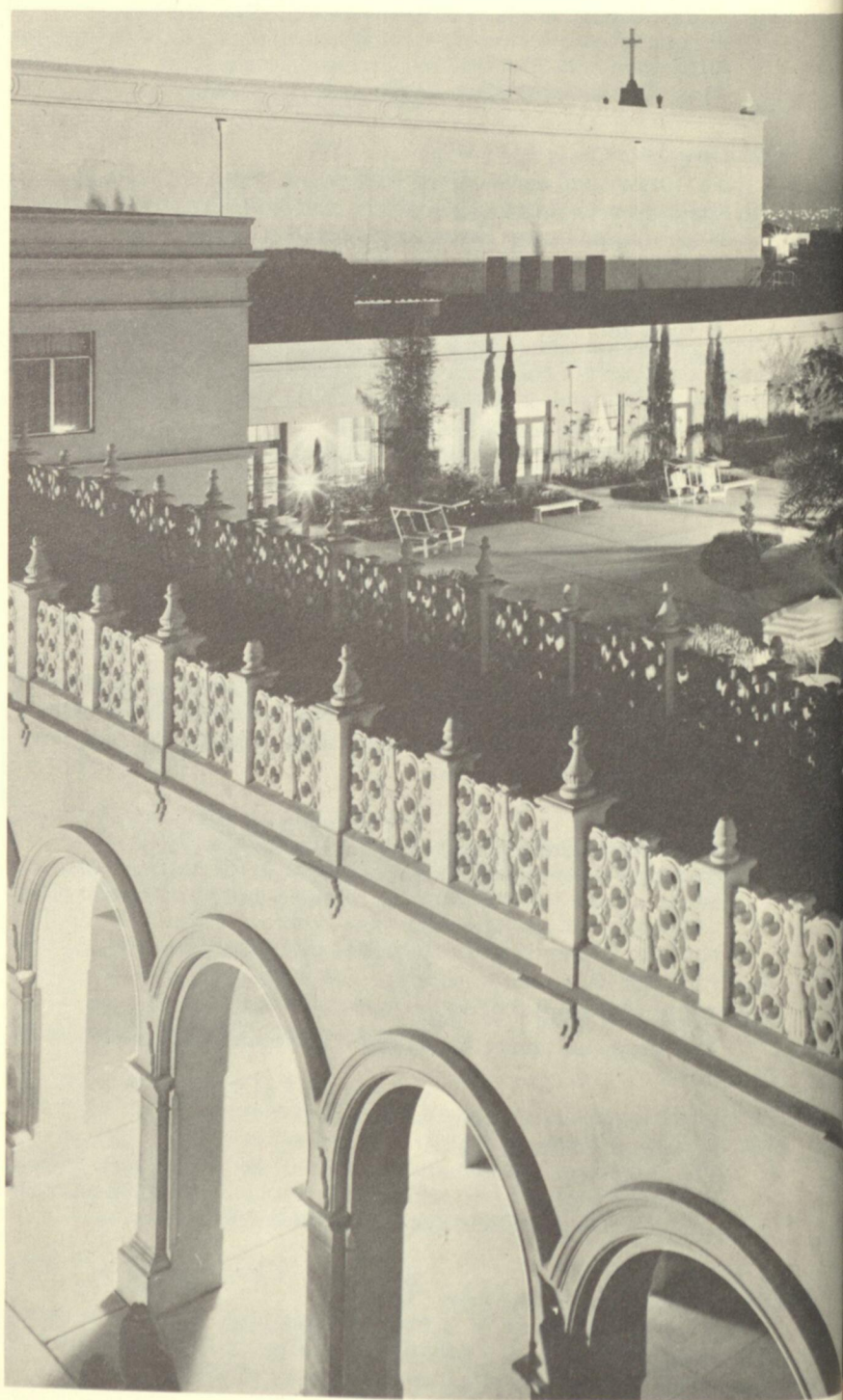
### 63 (163)—String Ensemble (1-1) Year

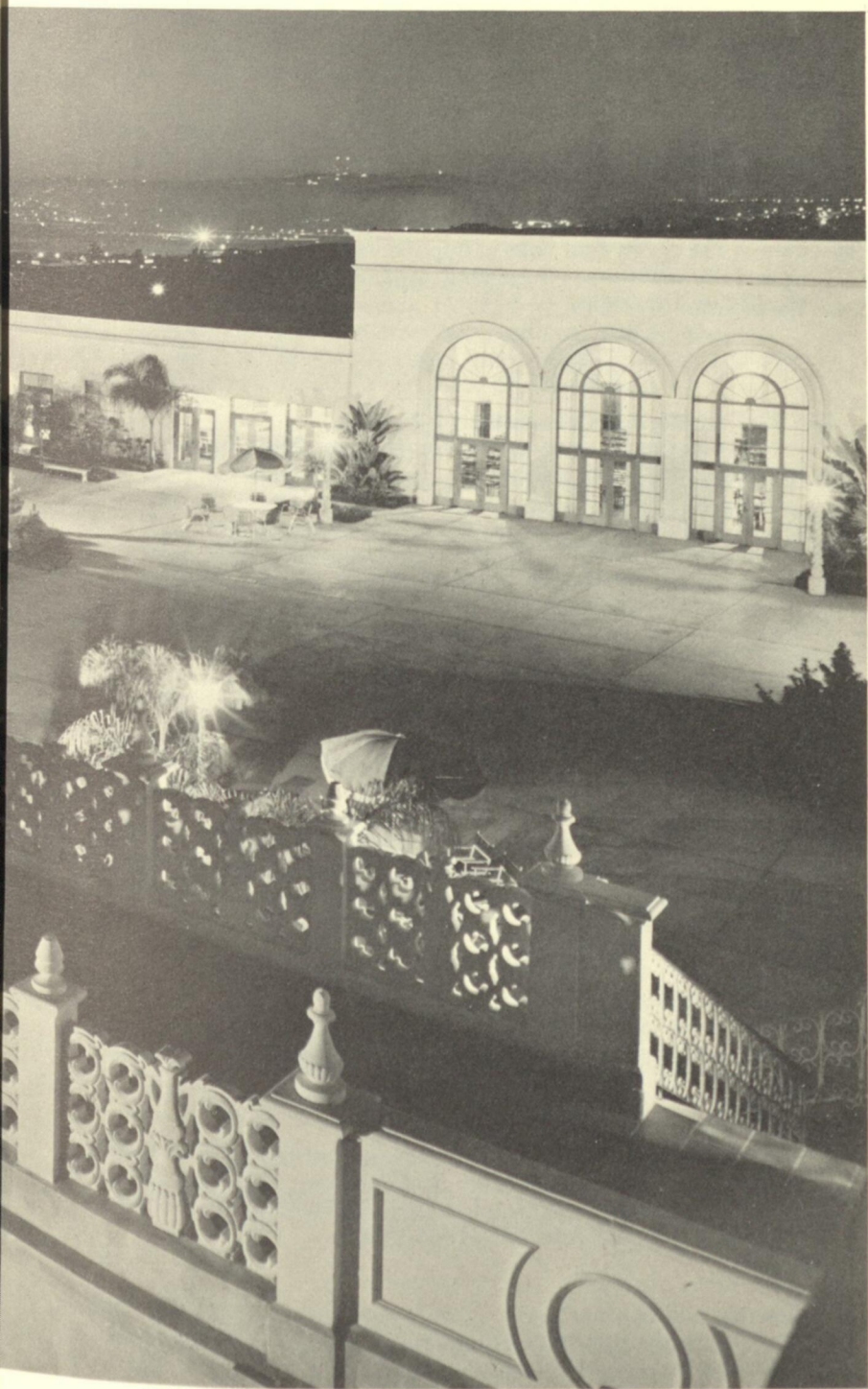
### 108—Advanced Harmony (3) I

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



- 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. (Offered in 1965-1966.)
- 122—Gregorian Chant and Polyphony (3) II**  
 The history and development of Chant and Polyphony. Study and application of Gregorian notation. Study of the Italian, Spanish, French, English, and Netherlands Schools of Polyphony.
- 125—Music of the Baroque and Classical Period (3) SS 1964**  
 A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings.
- 126—Music of the Romantic Period (3) II**  
 A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings.
- 128—Twentieth-Century Music (3) I**  
 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.
- 135—Repertoire and Conducting of Children's Song Literature (2) I**  
 Participation in individual and group performance of children's song literature. Experience in conducting. Teaching music reading. Treatment of the child voice.
- 136—A Music Curriculum for the Elementary Schools (2) II**  
 A practical approach to the presentation of music to children, based on the fundamentals of rhythm, melody, and harmony. Techniques of teaching rote, note reading, and part songs. Prerequisite: Music 10 or its equivalent, or Music 135.
- 162—Advanced Choral (1-1) Year**  
 The group is limited in number. Prerequisite: the consent of the director.
- 170—History of the Opera (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 1965-1966.)
- 178—Chamber Music Literature (3)**  
 Analysis and study of instrumental ensemble repertoire from the sixteenth to the twentieth century. Music will be illustrated by recordings and live concerts. (Offered in 1965-1966.)





## ART

Chairman: Rozetta Hill

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.

### 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.

### 118A-118B — History of Architecture (2-2) Year

A study of architectural styles developed by the various world cultures from prehistorical times to the present. Historical, socio-economic and geographical influence on architecture will be evaluated and interpreted. (Offered in 1965-1966.)

### 122 — Lettering and Layout (2) II

A course in the principles of lettering; practice in manuscript writing, poster work, and layout.

**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.

**128A-128B — Oils (2-2) Year**

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

(Offered in 1965-1966.)

**139 — Art in the Elementary School (2) 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.

**140 — Portraiture (2-2) Year**

A course designed to develop the ability to portray the human head with the media of charcoal, pastel, and oil; individual technique and character interpretation of the subject; a sound understanding of structure and composition. (Offered in 1965-1966.)

**144 — Figure Drawing (2-2) Year**

A laboratory course leading to the competent rendering of the human body as drawn from the live, dressed model; and stressing the depiction of expressive motion.

**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 course for those students planning interior design or allied arts as a career. Lectures and practical design projects.

**154 — History of Furniture (2) I**

The history of furniture and home furnishings.  
(Offered in 1965-1966.)

**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.

**173 — Analysis of Paintings (2) II**

An analysis of the elements of pictorial form with reference to master works.

**199 — Independent Study (2) I or II**

Advanced courses will be offered in drawing, design, commercial art, and painting for qualified students.



THE SOCIAL SCIENCES  
HISTORY

Chairman: Mother Catherine McShane

Preparation for the Major: History 4A-4B; 43; Political Science 10.

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

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

The basic foundations of western civilization and its development from ancient times to the nineteenth century.

**4A-4B — Honors**

Same as above, on a more advanced level for Honors students.

**43 — Western Civilization, Part III (3) I and II**

This third part of the course in Western Civilization continues the development from 1815 to the present day. The growth of the United States within this framework is stressed. This course satisfies the State requirement in United States history.

**70 — History of the United States (3) II**

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

**101 — Historical Method and Bibliography (3) I**

A study of the methods and instruments of history. Preparation of critical paper from source materials. Required of history majors in the junior year.

**111-112 — Greek and Roman Civilization (3-3) Year**

A study of the ancient civilizations of the Mediterranean basin and Mesopotamia, with emphasis on Greek and Roman culture and institutions. (Offered when there is demand.)

**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 Reformation (3) II**

A study of the politics and culture of the fifteenth and sixteenth centuries, stressing the influence of the Italian Renaissance, the Protestant Revolt, and the Catholic Reform.

**145 — Seventeenth and Eighteenth Centuries (3) I**

An analysis of the political, intellectual, and social movements of seventeenth and eighteenth century Europe. (Offered in 1965-1966.)

**146 — Nineteenth Century (3) I**

The development of the significant movements in nineteenth-century Europe, with emphasis upon liberalism and nationalism.

- 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.
- 152—East Central Europe (3) II  
A survey of political and social developments in the states of East Central Europe since World War I. Installation of the Soviet régimes and gradual Sovietization of the area. (Offered in 1965-1966.)
- 155 — History of Russia (3) II  
Kievan Russia, the Mongol invasion and its impact on cultural and political developments; the tsardom of Moscow, the Russian Empire, the revolutions and the Soviet era.
- 163 — Latin America (3) I  
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 1965-1966.)
- 167 — History of the Foreign Relations of the United States (3) II  
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 United States history and government.
- 168 — Recent History of the United States (3) II  
A study of the problems and policies of the United States since 1919. (Offered in 1965-1966.)
- 171-172 — History of the United States (3-3) Year  
The development of United States history from colonial times to the present day. Designed for, but not limited to, students preparing for the secondary credential. (Satisfies requirement for U.S. history and government.)
- 188 — History of California (3) SS 1964  
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.
- 190 — The Far East (3) I  
A history of China, Japan, and the powers of the modern Far East.
- 193 — The Near East (3) II  
History of the Near East, with particular emphasis on the modern period. (Offered in 1965-1966.)

Recommended courses in allied fields:

Comparative Government (Pol.Sci.141-142); International Politics (Pol.Sci.148); International Organization (Pol.Sci.150); Governments of the Far East (Pol.Sci.191); International Trade (Econ. 195).

Note: For graduate courses in Social Sciences, see Pages 77-78



## POLITICAL SCIENCE

Chairman: Josef Kalvoda

Preparation for the Major: Political Science 9-10; History 4A-4B, 43.  
Economics 1 is strongly recommended.

The Major: The twenty-four units of upper division work should include two courses in American political institutions, Political Theory, and Comparative Government.

9—Introduction to Political Science (3) I

The nature and methodology of political science. Analysis of all the major concepts used in the study of government, constitutional law, international relations and political theory.

10—American Government (3) I and 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.

110—Parties, Pressure Groups, and Politics in the United States (3) I

An examination of the nature, origin, structure, and operation of American political parties and pressure groups, and their place in the governmental process. (Offered in 1965-1966.)

112—Constitutional Law (3) II

A study of constitutional principles and leading decisions of the United States Supreme Court in the fields of civil liberties, federalism, and economic affairs. Designed for, though not limited to, students who intend to enter law school. (Offered in 1965-1966.)

115—Public Opinion and Propaganda (2) I

A study of public opinion in the United States, its molding and measurement; the role of the media of communication as vehicles of public opinion formation, and the techniques of propaganda. (Same course as Journalism 115.)

118A-118B—Political Theory (3-3) Year

Analysis and discussion of the major political thinkers, their contributions and influence on the development of political, economic, and social institutions of nations. (Offered in 1965-1966.)

**141-142—Comparative Government (3-3) Year**

A comparative study of constitutional principles, constitutions, governmental institutions and politics in Great Britain, France, Switzerland, Italy, Germany, and the Soviet Union.

**148—International Politics (3) I**

Theories and practice of international politics; elements of power; means and methods of foreign policy in the age of conflict.

**150—International Organization (3) II**

The historical development of international organization through the League of Nations to the United Nations. International law. Analysis of the functions and problems of international organization in the context of the political situation in the world.

**152—East Central Europe (3) II**

A survey of political and social developments in the states of East Central Europe since World War I. Installation of the Communist régimes and gradual Sovietization of the area. (Offered in 1965-1966.)

**191—Governments of the Far East (3) II**

Political and institutional developments in the area of the Far East, with emphasis on: a) the imperial heritage and practice of democracy in postwar Japan; b) the revolution, the Kuomintang, and the Communist régime in China. Consideration of governments in South-East Asia.

**Recommended courses in allied fields:**

History of Russia (Hist. 155); Latin America (Hist. 163); Foreign Relations of the U.S. (Hist. 167); History of the United States (Hist. 171-172); The Far East (Hist. 190); The Near East (Hist. 193); International Trade (Econ. 195).

**Note:** For graduate courses in Social Sciences, see Pages 77-78.

## SOCIOLOGY

Chairman: Mother Irene Lawrence

Preparation for the Major: Sociology 1, Economics 1, Psychology 1. Anthropology 1 is recommended.

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

### 1—Principles (3) I and II

An introductory study of society: groups, social processes, status-role; and a beginning analysis of culture: behavior patterns, social institutions.

### 107—Sociological Approach to Government (3) II

Study of man's efforts to govern himself, from first unwritten "laws" to present differing mores and formal political institutions. Influence of authority, leader-follower concepts on socio-economic developments in clan, nation, empire.

### 112—Human Geography (3) II

A study of man's cultural developments by geographical areas, including economic developments, racial and ethnic groupings. Prerequisites: Geography 1, Economics 1. (Offered in 1965-1966.)

### 113—Cultural Anthropology (3) I

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) tribes. Prerequisite: Sociology 1.

### 114—Problems in Modern Culture (3) I

Ethnic shifts in our world today. A study of the interchange of cultures and its effects on mankind. The emphasis is on values in varying cultures and problems in acculturation. (Offered in 1965-1966.)

### 116—Ethnological Study (3) Summer

Field trip study of three Mayan ethnic groups in Chiapas, Mexico.

### 117—Comparative Cultures (3) I

A comparative study of four great cultures: Sumeria-Babylonia-Early Persia and the Mayan Empires; Egypt of the Pharaohs and early Chinese Empires. Emphasis on social structure and the effect of art, music, literature, and science on the development of social concepts, family life, and religious perception.

### 118—Comparative Civilizations and Societies (3) II

A comparative study of the basic concepts, social forces, and value systems of the Iberian and Amerindian civilizations, as these have culminated in the various Latin American societies and cultures, and as expressed in social institutions, literature, music, and arts.

- 121—The Family (3) I  
A study of the family as a social system: structure, social interaction, and relationship with other social systems. Emphasis is placed upon American family life.
- 122—Urban and Rural Community (3) II  
An analysis of urban and rural communities: structural parts, historical background, functioning, basic institutions, planning and improvement. (Offered in 1965-1966.)
- 123—History of Sociological Theories (3) I  
History of sociological theories from August Comte to contemporary European and American sociologists.
- 124—Research Methods in Sociology (3) II  
An introduction to a wide range of methods now available for collecting, analyzing, and interpreting sociological data.
- 125—Catholic Socio-Economic Principles (3) II  
An intensive study of Catholic social teaching as found in the encyclicals and other Church documents, with an application of this teaching to socio-economic problems in the United States. Prerequisite: Economics 1.
- 145—Social Psychology (3) I  
Analysis of individual behavior in social situations, and of group phenomena.
- 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 1965-1966.)
- Recommended courses in allied fields:**  
Psychology of Personality (Psych. 140); Labor Economics (Econ. 150); Reform Movements (Econ. 106); Human Relations (Psych. 152); Community Health (Nurs. Educ. 146).

## SOCIAL WELFARE

Students who complete in advance their work in Sociology for graduation, are allowed to acquire professional field experience in social work. In a field work setting, they learn the philosophy, organization, and procedures of a social work organization.

- 301—Field Work (2-4 units)  
Group work with children's social agencies.
- 302—Field Work (2-5 units)  
Case work in correctional agencies.

## ECONOMICS

### 1-2—Principles of 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. (Offered in 1965-1966.)

### 106—Reform Movements (3) I

An analysis and evaluation of the principal economic reform movements since 1865.

### 115—Economic History of Europe (3) I

A history of Europe's economic life during ancient, medieval, and modern times. Emphasis is placed upon the history of capitalism. (Offered in 1965-1966.)

### 116—Economic History of the United States (3) II

A history of the economic institutions of the United States from colonial days to the present. (Offered in 1965-1966.)

### 125—Catholic Socio-Economic Principles (3) II

See Sociology 125.

### 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. (Offered in 1965-1966.)

### 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

Acting Chairman: Mary Jane Warren

Preparation for the Major: Psychology 1 (prerequisite to any upper division psychology course), Philosophy 114, Biology 1 or 21.

For students planning to do graduate work in the field, Physics 2 and Mathematics 5 are strongly recommended.

The Major: The twenty-four units of upper division work must include Psychology 106, 118, 120, 140.

### 1—General Psychology (3) I and II

An introduction to the nature, scope, and methods of psychology; of the processes involved in perception, imagination, memory, and emotion.

- 106—**Experimental Psychology (3) II**  
An introduction to the experimental method in psychology. Emphasis is on the experimental study of learning and perception. One lecture and four laboratory hours weekly. Prerequisite: Psychology 118.
- 108—**Motivation (3) I**  
Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. (Offered in 1965-1966.)
- 114—**Philosophical Psychology (3) I and II**  
See Philosophy 114.
- 118—**Statistics (3) I**  
Fundamentals of statistical analysis in the social sciences. Includes central tendency, variability, cumulative distributions, graphs and percentiles, the normal distribution, linear correlation, regression and prediction.
- 120—**Psychological Tests (3) I**  
The critical evaluation of selected tests of intelligence, personality, aptitude, interest, and achievement. Major emphasis is on group tests. Prerequisite: Psychology 118.
- 140—**Psychology of Personality (3) I**  
Theories of personality; dynamics of adjustment; methods of assessment.
- 141—**Psychology of the Abnormal Personality (3) II**  
Dynamics, etiology, symptoms, treatments, and prevention of the more severe personality and behavior disorders, and their bearing on our understanding of the normal individual.
- 145—**Social Psychology (3) I**  
See Sociology 145.
- 152—**Human Relations (3) I**  
An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving interpersonal relationships.
- 161—**Psychological Foundations of Education (3) I**  
A consideration of the psychological foundations of education with emphasis on the adolescent years; stresses principles of education and adjustment during this period of development.
- 167—**Counseling and Guidance (3) II**  
Introduction to the theories and techniques of guidance with an emphasis on guidance in the public schools of today.
- Courses in allied fields accepted for the major:  
Psychological Foundations (Ed. 111); Tests and Measures (Ed. 119)

## FOREIGN LANGUAGES

The elementary and intermediate language courses make intensive use of the language laboratory.

### FRENCH

**Chairman: Mother Mariella Bremner**

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: Twenty-four units of upper division work should include French 101, 103, and 104 or their equivalent.

**1, 2—Elementary (4-4) Year**

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

**3, 4—Intermediate (4-3) Year**

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice.

**25—Composition and Conversation (3) I**

Oral and written practice in current French idiom.

**101—Advanced Composition (3) II**

Oral and written practice in current French idiom, "explication de textes." Prerequisite for all advanced courses, except French 103 and 104.

**103—Cultural Backgrounds of French Civilization (3) I**

Survey of the social, cultural, and artistic manifestations in France from the middle ages to the present. Prerequisite: French 25 or the equivalent.

**104—Introduction to French Literature (3) II**

A study of the literary history and principal masterpieces of French literature from the middle ages to the present. Prerequisite: French 25 or the equivalent. (Offered in 1965-1966.)

**121—Early French Literature (3) I**

French literature from its origins to the end of the sixteenth century. Reading and interpretation of representative texts.

**122—The Seventeenth Century (3) II**

A study of classical masterpieces.

**123—French Literature in the Eighteenth Century (3) I**

Reading, interpretation, and discussion of representative texts.

**124—The Nineteenth Century (3) II**

Reading, interpretation, and discussion of representative poems, plays, and novels.

**125—French Literature in the Twentieth Century (3) I**

Outstanding writers of the prewar period, and contemporary French dramatists and novelists. (Offered in 1965-1966.)

**135—History of the French Language (3) II**

(Offered in 1965-1966.)

## GERMAN

- 1, 2—Elementary (3-3) Year  
Introductory course in which the essentials of German grammar are presented together 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.

## ITALIAN

- 1, 2—Elementary (3-3) Year  
Introduction to Italian: reading, writing, grammar, aural comprehension, 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. (Offered in 1965-1966.)

## LATIN

- 1, 2—Fundamentals (3-3) Year  
An introductory course in Latin.
- 3, 4—Intermediate (3-3) Year  
Intensive drill in grammar. Selections from Cicero's Orations; selections from Virgil's *Aeneid*.
- 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.
- Courses in Juvenal, Livy, Plautus and Terence, Latin Composition, and the Latin Fathers are offered according to need.

## RUSSIAN

- 1, 2—Elementary (3-3) Year  
An introductory course in the Russian language.
- 3, 4—Intermediate (3-3) Year  
Grammar and reading; intensive aural, oral, and written practice to develop accuracy and fluency in the use of the language.



## SPANISH

Chairman: Graciela Graves

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, pronunciation, elementary conversation.

3—Intermediate (4) I and II

Complete review of grammar and syntax. Oral and written practice in idiomatic Spanish. Laboratory practice. Intermediate conversation and composition.

4—Intermediate (3) I and II

Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition.

101—The History of Spanish Civilization (3) I

An introduction to the study of the main aspects of the historical and cultural development of Spain.

102—The History and Civilization of Spanish America (3) II

An introduction to the study of the main aspects of the historical and cultural development of the Spanish American countries.

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 1965-1966.)

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 eighteenth, nineteenth, and twentieth centuries.

111—Spanish Novel (3) I

Intensive study of representative Spanish novels.  
(Offered in 1965-1966.)

112—Modern and Contemporary Spanish Prose (3) II

Detailed study of the great masters of Spanish prose of the nineteenth and twentieth centuries. (Offered in 1965-1966.)

125—Spanish Poetry (3) I

Poetry of the fifteenth, sixteenth, and seventeenth centuries. (Offered in 1965-1966.)

126—Spanish Poetry (3) II

Representative Spanish poets of the eighteenth, nineteenth, and twentieth centuries. (Offered in 1965-1966.)

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.

Note: For graduate courses in Spanish, see Page 79.

## THE NATURAL SCIENCES

Students interested in the natural sciences may choose their major and minor from the fields of biology, chemistry, physics, and mathematics.

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.

### ANTHROPOLOGY

#### 1 – General Anthropology (3) I and II

Analysis of man's place in nature, his racial variability and cultural origins. Includes the use of archeology in establishing a scientific basis for our knowledge of original forms of language, art, technology, and social concepts.

## BIOLOGICAL SCIENCES

**Chairman: Mother Bernice Farrens**

Preparation for the Major; Biology 1A-1B, Chemistry 1A-1B, Chemistry 101, and Physics 2A-2B.

The Major: The twenty-four units of upper division work must include courses in vertebrate embryology and anatomy, cell physiology, genetics, and current problems seminar.

#### 1A-1B – General Biology (4-4) Year

A course, primarily for science majors, in the basic principles of botany and zoology including structure, physiology, heredity, embryology, and evolutionary mechanisms. 2 lectures and 2 laboratory periods.

#### 21 – Anatomy and Physiology (4) I

A study of the structure and function of human body systems. Study of the human skeleton and dissection of the cat in the laboratory.

#### 22 – Introductory Microbiology (4) II

A course stressing microbial organisms as causative agents of disease, together with the principles of immunology and techniques of identification, culture, and control. 2 lectures and 2 laboratory periods.

#### 101 – Microtechnique (2) I

Methods of killing, fixing, sectioning, and staining of tissues and organs. Assignments of special materials. Two 2-hour laboratory periods.

- 103—**General Microbiology (4) I**  
A course in the fundamentals of micro-organisms for students who will enter the field of microbiology professionally, and those who wish to use the microorganism as an experimental tool for study of metabolism and of biochemical genetics. 2 lectures and 2 laboratory periods. Prerequisites: Bio. 1A, and Chem. 1A-1B, 101.
- 105—**Vertebrate Embryology (4) I**  
A course in developmental vertebrate anatomy. Emphasis on mammalian development in lecture. Microscopic examination of frog, bird, and pig embryos in laboratory. 2 lectures and 2 laboratories. Prerequisites: Bio. 1A-1B. (Offered in 1965-1966.)
- 106—**Comparative Anatomy, Vertebrate (5) II**  
A comparative study of the functional anatomy of mammals and related vertebrates. The shark, necturus, and cat are used for laboratory dissection with major emphasis on structural and functional relationships between cat and man. 3 lectures and 2 three-hour laboratory periods. Prerequisites: Bio. 1A-1B. (Offered in 1965-1966.)
- 108—**Biochemistry (3-3) Year**  
See Chemistry 108.
- 109—**Cell Physiology (4) II**  
An investigation of the dynamic phenomena of the living cell as the basic unit of life: the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. 2 lectures and 2 three-hour laboratory periods. Prerequisites: Bio. 1A-1B, Chem. 1A-1B, and Chem. 101. Physics is strongly recommended.
- 111—**Plant Structure and Function (3) II**  
A course in the structure and functions of the organs and organelles of higher plants; water relations, mineral nutrition, movement of materials, respiration and photosynthesis. 2 lectures and 1 laboratory period. Prerequisites: Bio. 1A, and Chem. 1A-1B.
- 112—**Ecology (3) I**  
A study of the structure, function, and environmental relationships of organisms with special emphasis on zoological forms. 2 lectures and 1 three-hour laboratory. Prerequisites: Bio. 1A-1B.
- 130—**Genetics (3) I or II**  
Lecture course in the basic principles of heredity with special emphasis on human aspects. Prerequisites: Bio. 1A-1B.
- 139—**Radiation Biology (2)**  
(Offered in 1965-1966.)
- 197—**Current Biological Problems Seminar (2)**  
Discussion of current biological literature. Required of majors.
- 198—**Research Seminar (2-4)**  
Students who show potential for graduate research are introduced to the methods used, and permitted to use research facilities such as the Warburg Apparatus in order to follow through a problem on the undergraduate level.

## PHYSICAL SCIENCES

Chairman: Mother Agnes Schmit

### CHEMISTRY

Preparation for the Major: Chemistry 1A-1B and 5, Mathematics through one year of differential and integral calculus, and Physics 2A-2B. Chemistry 1A-1B and 5 are prerequisites for all upper division courses in chemistry.

The Major: The twenty-four units of upper division work should include Chemistry 101, 102, 103 (or 107), 104, and 110.

#### 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.

#### 5—Quantitative Analysis (4) I

A basic course in the principles and techniques of quantitative chemical analysis. 2 lectures and 2 three-hour laboratory periods.

#### 101—Organic Chemistry (4) II

The study of carbon compounds, with emphasis on the aliphatic type. A study of the mechanisms of organic reactions is introduced early and continued throughout the course. 3 lectures and 1 three-hour laboratory period.

#### 102—Advanced Organic Chemistry (3) I

A lecture course emphasizing the ring compounds and more advanced organic reactions of the aliphatic type. Mechanisms of reactions are stressed. Prerequisite: Chemistry 101. Concurrent registration in Chemistry 103 or 107 is required for chemistry majors.

#### 103—Qualitative Organic Analysis (3) II

The systematic identification of organic compounds. Lectures are devoted to problem solving and to the study of the principles used in separation and identification of organic compounds. 1 lecture and 2 three-hour laboratory periods. Prerequisite: Chemistry 102. (Offered in 1965-1966.)

#### 104—Advanced Inorganic Chemistry (3) I

A study of some of the fundamental concepts of inorganic chemistry, including the chemical bond, the bases for periodic classification of the elements, the chemistry of the transition elements and the coordination compounds. Nuclear structure, radioactivity, and the chemical aspects of nuclear transformations. Recommended for those planning to teach chemistry in high school. (Offered in 1965-1966.)

**107—Organic Syntheses (1) I**

A laboratory course in organic syntheses, designed to acquaint the student with advanced organic laboratory techniques. 1 three-hour laboratory period. Prerequisite: Chemistry 101. Concurrent or previous registration in Chemistry 102 is required.

**108A-108B—Biochemistry (3-3) Year**

Chemistry of the important constituents of living matter, proteins, nucleic acids, carbohydrates, lipids, enzymes, hormones, vitamins, minerals, water balance, and the dynamic changes involved in life processes. Laboratory includes isolation, identification, and analytical techniques fundamental to biochemistry. Prerequisites: Chemistry 5 and 102. 2 lectures and 1 three-hour laboratory period.

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

A thorough study of the laws and theories of chemistry, making use of physics and the calculus. Thermodynamics and chemical equilibrium, surface phenomena, the phase rule, electrode phenomena, chemical kinetics, and atomic and molecular phenomena. 3 lectures and 1 three-hour laboratory period.

**112—Radiochemistry (3) I or II**

Principles of radioisotope methodology, measurement and use of radioactive tracers. Prerequisite: Chemistry 110 and/or consent of the instructor. 2 lectures and 1 three-hour laboratory period. (Offered in 1965-1966.)

**150—Enzymology (3) I or II**

Nature and properties of enzymes. Study of methods of isolation, purification, assay, and mechanism of enzyme behavior. Prerequisite: Chemistry 108. Lectures, seminar, and laboratory equivalent to 2 three-hour laboratory periods. (Offered in 1965-1966.)

**199A-199B—Research (2-2) Year**

An honors course designed to give qualified undergraduate chemistry majors an opportunity to apply their understanding of chemistry to the solution of a research problem. 2 three-hour laboratory periods. Prerequisite: Senior standing and consent of the instructors.

**INTERDEPARTMENTAL COURSE**

**12—Molecular Basis of Life (4-4) Year**

A course offered jointly by the Physical and Life Science departments primarily for liberal arts majors desiring a general background in the sciences. The first semester is mainly physical science: chemical evolution and molecular preparation for life. The second semester: organismic evolution of plant and animal life. Required for non-science general elementary credential.

## PHYSICS

Preparation for the Minor: Physics 2A-2B and one year of calculus. The minor consists of Physics 40 and 50, and at least six additional upper division units in Physics.

### 2A-2B—Introductory College Physics (4-4) Year

Mechanics, Heat, Sound, Electricity, Magnetism, Light, and Atomic Physics. Three lectures and one three-hour laboratory period. Prerequisite: Mathematics 2 or the equivalent.

### 4A-4B-4C—General Physics (4-4-4) I-II-I

Mechanics of particles, Rigid Bodies, and Fluids. Thermodynamics and Electricity. Magnetism, Optics, and Quantum Physics. Three lectures and one three-hour laboratory period. Prerequisite: Concurrent registration in Mathematics 5A-5B-5C. (Not offered after 1964-1965.)

### 40—Intermediate Physics (2) I

An elementary but rigorous development of the fundamental notions of Newtonian mechanics, relativistic mechanics, and thermodynamics, using calculus and vector notation. Two lectures per week. Prerequisites: Physics 2A-2B, Mathematics 5A and registration in Mathematics 5B.

### 50—Intermediate Physics (2) II

An elementary development of the electromagnetic field leading to Maxwell's equations in integral form. Two lectures per week. (Offered in 1965-1966.)

### 101—Modern Physics (3) II

Recent developments in atomic, molecular, nuclear, and solid state physics with applications to biology and chemistry. Three lectures per week. Prerequisites: Physics 2A-2B and Mathematics 5C. Chemistry 1A-B is recommended.

### 102—Physical Optics (3) II

An elementary development of the theory of optical phenomena regarding light as a wave, with applications to chemistry and biology. Three lectures per week. Prerequisites: Physics 2A-2B and Mathematics 5C.

### 104—Thermodynamics (3) I

A development of the laws of thermodynamics with an introduction to statistical mechanics and applications to physical and chemical systems. Three lectures per week. Prerequisites: Physics 40 and Mathematics 5C. (Offered in 1965-1966.)

### 105—Mechanics (3) II

A critical analysis of the foundations of Newtonian mechanics. Applications to the theory of oscillations, central force motion, rigid-body dynamics and accelerated frames of reference. Three lectures per week. Prerequisites: Physics 40 and Mathematics 5C. (Offered in 1965-1966.)

## MATHEMATICS

Preparation for the Major: An adequate knowledge of algebra and one year of calculus.

The Major: The 24 units of upper division work should include modern algebra, differential equations, and a year of advanced calculus.

### 2—Fundamentals of Freshman Mathematics (3) I

An intensive development of the fundamental operations of algebra, including algebraic fractions, exponents and radicals, sets and equations, matrices, inequalities, functions and relations; algebraic, exponential, and logarithmic functions; trigonometric functions; an introduction to analytic geometry and differential and integral calculus. Prerequisite: Three years of high school mathematics and a satisfactory score in the College Mathematics Placement Test.

### 5A—Introduction to Calculus (3) I

The rate of change of a function, derivative of algebraic functions, Rolles theorem, mean value theorem, integration, definite integral, transcendental functions. Prerequisite: Mathematics 2 or equivalent.

### 5B—Analytic Geometry and Calculus (3) II

Methods of integration, determinants and linear equations, plane analytic geometry, hyperbolic functions, polar coordinates, vectors, parametric equations.

### 5C—Complex Numbers and Calculus (3) I

Solid geometry and vectors, partial differential equations, multiple integrals, infinite series, complex numbers and functions, introduction to differential equations.

### 100—Mathematics for Elementary School Teachers (3) I

Pre-number ideas, whole numbers, names for numbers, numeration systems; place value, techniques of algebraic operations; number line; points, lines, and planes; linear and angular measure; factors and primes; rational numbers.

### 110A—Advanced Calculus (3) I

Continuous functions, extension of the law of the mean, functions of several variables, partial differentiation, transformations and mappings, vector fields, double and triple integrals, curves, and surfaces. (Offered in 1965-1966.)

### 110B—Advanced Calculus (3) II

Line and surface integrals, point-set theory, fundamental theorems on continuous functions, theory of integration, infinite series, uniform convergence, power series, improper intervals, complex functions, Fourier series. (Offered in 1965-1966.)

### 112—Introduction to Modern Algebra (3) I

Some fundamental concepts, rings, integral domains, some properties of integers, fields, rational numbers, real numbers, complex numbers. (Offered in 1965-1966.)

### 113—Group Theory and Vectors (3) I

Polynomials, groups, vector spaces, system of linear equations, determinants.

- 115—Theory of Numbers (3) II  
Fundamental theorems on divisibility, least residues, Fermat's theorem, Euler's generalization, Euler's function, theorem of congruences, linear congruences, Chinese remainder theorem, quadratic residues, reciprocity law. (Offered in 1965-1966.)
- 119—Differential Equations (3) II  
Preliminary concepts, differential equations of first order and of first degree, applications, special differential equations of second order, differential equations of the first order and not of the first degree, solution in series.
- 124—Vector Analysis (3) I  
The algebra of vectors, differential vector calculus, integration, some applications in mechanics, dynamics, and geometry. (Offered in 1965-1966.)
- 126—Introduction to Complex Analysis (3) II  
Complex variables, analytic functions, complex integration, Cauchy's theorem, conformal mapping. (Offered in 1965-1966.)
- 128—Differential Geometry (3) II  
Affine coordinate systems and translations; tensors and transformations, reciprocal systems, covariant and contravariant vectors; space curves, lines, planes, quadric cone and conics; curvilinear coordinates and applications to physics. Prerequisites: Analytical geometry and calculus. (A basic understanding of vectors is desirable but not absolutely necessary).
- 140—Mathematical Statistics and Probability (3) I  
Frequency distributions, standard deviation and other measures of dispersion, Poisson distribution, Chi-square test, curve fitting, correlation theory, conditional probability, independent and dependent events, combinations, permutations, and relation of probability to point-set theory.

## ASTRONOMY

- 1—Elements of Astronomy (3) I and II  
A one-semester elementary course in astronomy, non-mathematical. It consists of lectures, demonstrations, and telescopic observations.
- 2—Laboratory Astronomy (3) II  
Practical experience in the use of maps, atlas, almanac, globe, and instruments. The plotting of orbits; the study of solar, lunar, and planetary surfaces; meteors, comets, and stars. One lecture, two seventy-five minute laboratory periods, one in the day time and one in the evening. Class limited to twenty students. Prerequisite: Astronomy 1.

## GEOGRAPHY

- 1—Elements (3) I and II  
A comprehensive study of the physical and climatic environments of diverse regions of the earth, and their relationships to the economic, cultural, and political status of peoples and nations.



COMMUNITY SERVICE  
EDUCATION

Chairman: Mother Margaret Guest

- 101—History of Education (3) I  
The development of educational thought and educational movements from earliest times.
- 110—Educational Psychology (3) I  
The nature and conditions of learning; the nature and measurement of individual differences. Prerequisite: Psychology 1.
- 111—Psychological Foundations for Elementary Teaching (2) II  
The psycho-physical development of children is studied, with emphasis on the developmental aspects of the psychology of learning. Consideration is given to fundamental techniques of dealing with children at the various levels of maturation. This course is to be taken concurrently with Student Teaching, Level One.
- 119—Tests and Measurements (3) II  
Construction and use of tests; survey and critical evaluation of standard tests; organization of a testing program.
- 128—The Philosophy of Education (3) II  
A consideration of the purpose of education, the rights and duties of those involved in education, with special emphasis on the Christian concept of education. Some consideration is also made of the classical writers in the field of education.
- 130A—The Elementary School (2) I  
History, aims, organization, and functions of the elementary school; consideration of current issues in elementary education.
- 130B—Student Teaching, Level Two (2) I or II  
Participation in teaching in a San Diego City Schools classroom; observation of teaching at each grade level of the elementary school.
- 131-139—Curriculum of the Elementary School (2-12) I or II  
A practical presentation of aims, materials, and methods of teaching in specific curriculum areas.  
131—Arithmetic in the Elementary School  
134—Reading and 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 and an audio-visual practicum satisfies the audio-visual requirement.
- 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) II  
The origin and development of the contemporary guidance movement; the underlying principles of guidance; the techniques of guidance in the public schools of today.

- 170—Foundations of Secondary Education (3) II  
Organization, principles, curriculum, and fundamental problems of the secondary school in the United States.
- 181—Educational Sociology (3)  
An analysis of the school as a social system and its relationship to other social systems.
- 300—Methods of Teaching in the Secondary School (2) I  
A general course in theory and observation of the methods and principles of instruction in secondary schools. Considers lesson planning, class control, guidance, student evaluation, teacher ethics. Includes observation of classroom teachers in the San Diego City Schools.
- 301—Special Methods in the Secondary School (2) I and II  
Curriculum, principles, problems, methods and materials of instruction (including audio-visual) in specific subject areas, as taught in secondary schools.
- 305—Supervised Teaching in the Elementary School (8) I and II  
Cadet teaching is done in selected classrooms of the San Diego City *public school system*.
- 306—Supervised Teaching in the Secondary School (6) I and II  
Cadet teaching is done in selected classrooms of the San Diego City *public school system*.

## PROGRAM FOR THE ELEMENTARY TEACHING CREDENTIAL

### I. Admission to the Program

1. A course in Psychological Foundations for Elementary School Teaching, offered in the second semester of the junior year, is considered an exploratory course. Here the student, in the subject matter of the course and in related observation-participation experiences in near-by elementary schools, can test the reality of her interest in working with children. Likewise the faculty is enabled, by the manner in which the student fulfills the requirements of this course, to judge her qualifications for entry into the program.
2. Official admittance into the program is based upon #1, above, and upon the student's making an acceptable score on an Achievement Battery in fundamental subjects, - in arithmetic, reading comprehension, language arts, and work-study skills.
3. If the general score is satisfactory but a fundamental weakness is manifest in one of the basic fields, the student must take a review program in that subject. This necessary review course carries no college credit.

### II. Recommendation for the Credential (Old Type)

The student must

1. Fulfill all the requirements for the B.A. degree with an acceptable academic major.
2. Earn at least 10 additional professional units, including 8 units of cadet teaching. These units of professional credit are not part of the liberal arts program for the degree.
3. Fulfill state requirements for the credential program, which include Education 111 (Psychological Foundations) and most of the courses listed in the Education 130-139 bracket. (See page 63.)

# ELEMENTARY CREDENTIAL PROGRAM

to Meet New State Board Requirements

FRESHMAN YEAR			SOPHOMORE YEAR		
Sem. I Units		Sem. II Units	Sem. I Units		Sem. II Units
1	Theology	1	1	Theology	1
3	English	3	3	Philosophy	3
3	History	3	3	English	3
4	Language	4	3	Social Science (U.S. Hist. & Gov.)	3
4	Natural Science	4	3	Major or Minor Prerequisites	3
1 or 2	Communication Arts Physical Education	1 or 2	3	Psychology 1	
				Mathematics Concepts	3
				Health Education	1
				Physical Education	
16 or 17		16 or 17	16		16 or 17
JUNIOR YEAR			SENIOR YEAR		
1	Theology	1	1	Theology	1
3	Philosophy	3	3	Philosophy	3
6	Major	6		Elective	2
3	Minor	3	6	Major	6
4	Speech, Music, or Art Prerequisites		3	Minor	3
	Psychological Foundations	2	2	Music or Art Prerequisite	
	Observations (S.T., Level 1)	1	3	Student Teaching, Level 2	2
			5	Curriculum and Instructional Procedures, (A)	
17		16	17		17
GRADUATE YEAR			NOTES: Curriculum and Instructional Procedures:		
8	Student Teaching, Level 3		A: Reading and the other language arts; social studies, science, health.		
5	Curriculum & Instructional Procedures (B & C)		B: Art, music, physical education		
	Foundations of American Education	2	C: Arithmetic		
(2)	(Elective) Minor	3			
	Graduate Courses or Second Teaching Minor or Electives	9			
13 or 15		14			

## PROGRAM FOR THE GENERAL SECONDARY CREDENTIAL

### I. Admission to the Program

1. In general, students enter the program in the first semester of their senior year. Qualified college graduates are also accepted.
2. Students must have at least a 1.5 overall average on a three-point scale or a 2.5 on a four-point scale to be admitted into the program. They should have a 1.75 (or 2.75) in their major. This minimum average must be maintained to continue in the program.
3. Students must have a major and a minor in academic subject fields commonly taught in senior or four-year high schools. If the major is in an academic subject not commonly taught in high school, e.g., in philosophy, two minors must be earned in areas commonly taught in the high school.
4. The college offers the program for the teaching of English, history, social sciences, romance languages, and Latin. Other programs will be added as needed.

### II. Recommendation for the Credential

1. The student must have completed a year's work of thirty semester hours of credit after obtaining a bachelor's degree. This post-graduate work should include six semester hours in professional education courses and six semester hours in the major or minor subject fields.
2. English majors are required to take a course in advanced composition designed to lead them to a theoretical and practical mastery in the written use of English.
3. Social Science majors are required to have a strong background in the areas of United States history and government. It is also strongly recommended that they take the course in advanced composition required of English majors.
4. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

## SECONDARY CREDENTIAL PROGRAM

to Meet New State Board Requirements

### FRESHMAN YEAR

Sem. I Units		Sem. II Units
1	Theology	1
3	English	3
3	History	3
4	Language	4
4	Natural Science	4
1 or 2	Communication Arts Physical Education	1 or 2
16 or 17		16 or 17

### SOPHOMORE YEAR

Sem. I Units		Sem. II Units
1	Theology	1
3	Philosophy	3
3	English	3
3	Social Science (U.S.Hist. & Gov.)	3
3	Major or Minor Prerequisites	3
3	Psychology 1	
	Mathematics or Science Physical Education	3 or 4
16		16 or 17

### JUNIOR YEAR

1	Theology	1
3	Philosophy	3
6	Major	6
3	Minor	3
3 or 4	Electives	3 or 4
16 or 17		16 or 17

### SENIOR YEAR

1	Theology	1
3	Philosophy	
	Elective	3
6	Major	6
3	Minor	3
3	Psychological Foundations for Secondary Teachers	
	Foundations of Secondary Education (including Observation)	4
16		17

### GRADUATE YEAR

6	Student Teaching	
4	Curriculum & Instructional Procedures	
	Expansion of the Major*	6
3	Electives	6
	Minor	3
13		15

\* Six units in the major or the minor must be graduate units.

## NURSING EDUCATION

- 128—Principles of Teaching in Nursing (2) I or II  
An application of basic teaching methods to certain areas of study.
- 146—Community Health (2) II  
An introductory course to the concepts of community health, including environmental hygiene, public health needs, activities, and laws, basic community health problems, and community health resources and planning. A field survey and report of an actual community health problem will be required of each student. Prerequisites: Psy.1, Soc.1; also recommended: Soc. 121 and 122.
- 148—Principles of Supervision (2) II  
An introduction to the principles of supervision and employee-counseling and guidance in the social service, community health, social welfare, nursing, and allied medical fields. A field problem will be presented to each student for study and report. Prerequisites: Psy.1, Ed.167.
- 152—Human Relations (3) I  
A developmental course in interpersonal relationships based on a sound understanding of the principles of human behavior and interaction in social situations. Particular emphasis will be placed on human relations in the fields of social problems and pathology, social welfare, nursing, and allied medical areas. Prerequisites: Psy.1, Soc.1. Recommended prerequisite: Psychology 140.

## 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.

- 24—Home and Personal Health (1 or 2) I or II  
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.
- 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.

# Graduate

# Division

## 1964 - 1965

### GENERAL INFORMATION

The San Diego College for Women offers programs of study leading to the Master's degree in four departments: English, History or Social Sciences, Spanish, and Education. The specific departmental requirements for admission to graduate study and the attainment of the Master's degree will be found under the separate departmental announcements in this bulletin.

## COMMITTEE ON GRADUATE STUDIES

### THE PRESIDENT AND DEAN *EX OFFICIO*

Mother Mariella Bremner, Ph.D.  
Mother Bernice Farrens, Ph.D.  
Mother Sally Furay, Ph.D.  
Mother Margaret Guest, Ph.D.  
Mother Catherine McShane, Ph.D.  
Mother Gertrude Patch, Ph.D., *Chairman*

### GENERAL REQUIREMENTS FOR ADMISSION TO GRADUATE STANDING

1. The candidate must hold a bachelor's degree or its equivalent from an accredited four-year college, with satisfactory preparation in the field in which the advanced degree is sought, and sufficient background in a related subject.  
A minimum average of B or its equivalent during the last two years of undergraduate work is required of the applicant.
2. Application blanks for admission to the Graduate Division, catalogues, and all required information may be obtained from the Chairman of the Graduate Division. Transcripts of credits in duplicate, completed application form, and application fee should be in the Office of Admissions one month before registration. The application fee is not refundable.
3. The Graduate Council reviews all applications. Each applicant is notified of admission to graduate standing by the Chairman of the Graduate Division.
4. A satisfactory performance on the Graduate Record Examination (both aptitude and special test) is required. This examination must be taken and the results submitted before the applicant can become a candidate for an advanced degree, that is, within one semester after admission to graduate standing.
5. The student is not considered for candidacy until she has satisfactorily completed one semester of graduate work.
6. The Graduate Council reserves the right to request the withdrawal of a student already in the program for reasons considered adequate by the Council.

### SEMESTER EXPENSES

APPLICATION FEE, for new students	\$ 10.00
RESIDENT STUDENTS, see page 27	
DAY STUDENTS, tuition	450.00
PART-TIME STUDENTS, (limited to 9 units)	
Tuition per unit	30.00
Library and Syllabus Fee	10.00
STUDENT BODY FEE (includes student publications - optional)	25.00
GRADUATION FEE	30.00



## GENERAL REQUIREMENTS FOR THE ATTAINMENT OF THE DEGREE OF MASTER OF ARTS

### Unit Requirement

The candidate must complete a program of work, approved by the department concerned (see departmental announcements), totaling 30 units, of which a maximum of 6 units will be allotted the thesis.

Of the remaining 24 units, 12 must be acquired in strictly graduate (200) courses.

### Transfer of Graduate Credits

Graduate courses completed at other colleges and universities for which credit toward the advanced degree is sought, will be submitted to a committee of the Graduate Council for evaluation. In certain cases, a maximum of 6 units of graduate courses may be credited toward the 30 units required for the master's degree provided these units have been obtained within the past six years.

### Scholarship

Graduate students must maintain a minimum average of B in all courses.

### Language

A reading knowledge of a foreign language satisfactory to the department in which the work is undertaken and pertinent to the field of specialization is required of all candidates.

### Thesis

The student must present a thesis of original content or interpretation, testifying to scholarly research and acceptable style. Special requirements are set in each department.

### Time Limit

All requirements for the master's degree, including the thesis, must be completed within 6 years.

### Responsibility of Students

Failure of students to acquaint themselves fully with regulations may cause difficulties for which the student must accept full responsibility.

### Advancement to Candidacy

The student may make written application for the degree after fulfilling the following requirements:

- 1) Graduate Record Examination
- 2) Foreign Language Examination
- 3) Completion of at least 12 units of graduate work with acceptable grades
- 4) Approval of thesis or project outline

Application for candidacy must be made at least one full session before the student intends to graduate.

## DEPARTMENT OF EDUCATION

### Program for the Master's Degree in Education

Two degrees are given in the Graduate Division of the Education Department: Master of Arts and Master of Science in Education.

#### Prerequisites

A Bachelor's degree with a major or minor in some field acceptable to the department. The undergraduate program must include a minimum of 15 semester units of upper division work in education, with a B average.

#### Requirements

1. Thirty semester units of work, at least 12 of which will be secured in courses restricted to graduates. These units are distributed as follows
  - a. Research Techniques (Education 200) is required of all candidates.
  - b. Courses or seminars including the following areas of study, either in undergraduate preparation or in graduate work:
    - Philosophical Backgrounds of Education
    - Historical Backgrounds of Education
    - Psychological Foundations of Education
    - Sociological Foundations of Education
    - Curriculum Development
  - c. Six or more graduate units in one of the following fields of concentration
    - The Elementary School
    - The Secondary School
    - Educational Psychology
  - d. At least 4 units in a field other than education.
2. A comprehensive examination covering the following areas: 1) history and philosophy of Education; 2) Educational psychology: learning theories, individual differences, tests and measurements, guidance and counseling; 3) Educational sociology, or curriculum.
3. An acceptable thesis, preferably on a subject connected with the field of concentration, and showing proficiency in educational research, independent thought, and power of expression.
4. The passing of an examination in a foreign language.

For the Master of Science in Education degree the requirements are as above with the following exception:

1. In place of the thesis, the candidate registers for course 262 and submits the results of her work on a special problem in her field of concentration.
2. There is no requirement in foreign language.

## GRADUATE COURSES IN EDUCATION

Prerequisite to each of the graduate courses is the appropriate undergraduate (upper division) basic course, or a strong background in the related general-education subject-matter area.

- 200—**Research Techniques in Education (2)**  
A study of various methods of gathering data in education; bibliographical techniques; methods of reporting and interpreting results of research.
- 204—**Historical Backgrounds of Education (2 or 3)**  
Seminar: A study of the factors and forces which have contributed to and influenced the development of the American school system of today. Prerequisite: Ed. 101 or a strong course in Western Civilization.
- 205—**Philosophical Background of Education (2 or 3)**  
Seminar: A study of the systems of thought and other influences which have shaped and are shaping the objectives of education in the United States.
- 209—**Sociological Foundations of Education (2 or 3)**  
A treatment of the relationship between the community and the school; the sociological aspects of the school, such as role, status, formal and informal groups.
- 210—**Psychological Foundation of Education (2 or 3)**  
Seminar: A study of the psychological systems that have influenced modern educational practice.
- 262—**Research Projects in Education (2 or 3)**  
Prerequisite: Education 200.  
Application of research techniques to a study of some specific problem.
- 264—**Thesis (4-6)**

## THE ELEMENTARY SCHOOL

- 231—**Administration and Supervision of the Elementary School (3)**  
The role of the supervisor or principal as professional leader of his school; the administration of such services as the school library, audio-visual education, and remedial work; the role of the principal in school-community relations.
- 232—**Curriculum Problems in the Elementary School (3)**  
Seminar: A study of the principles and problems of organization of the curriculum, of course construction, of basic research in the main subject areas of elementary instruction.
- 234—**Problems of Teaching in the Elementary School (2-8)**  
A study of the causes of learning difficulties, diagnosis of problem cases, analysis of remedial techniques, and the organization of a school improvement plan. (To be given in a cycle.)  
a) Reading  
b) Arithmetic  
c) Language arts  
d) Social studies

## THE SECONDARY SCHOOL

- 271—Administration and Supervision in the Secondary School (3)  
The course deals specifically with the various problems encountered in the administration and supervision of the modern secondary school.
- 272—Curriculum Development in the Secondary School (3)  
For graduate students interested in the principles and aspects of curriculum construction and organization; the program of offerings; trend in curriculum revision; the core and unified studies plan; type of curriculum organization; and text book selection.
- 273—Seminar in Curricular Problems (3)
- 274—Problems of Teaching in the Secondary School (2-4)  
Treatment of such problems as developing units of instruction, the problem method, classroom teaching techniques, co-curricular activities, problems of the under-achievers, adjusting the curriculum to the emerging American and World Scene, innovations in the organization of the secondary school, and provisions for the gifted.

## EDUCATIONAL PSYCHOLOGY

- 214—Theories of Learning (2)  
A study of the principles of learning and motivation; an examination of the major theoretical approaches to learning and instruction. Prerequisite: Ed. 110.
- 215—Differential Psychology (2)  
The origin, nature, and extent of individual differences, with consideration of the psychological and educational significance of such differences.
- 219—Individual Psychological Testing (3)  
Theory and practice of intelligence testing, with emphasis on the administration, scoring, and interpretation of the Stanford-Binet and of the Wechsler Intelligence Scales for children.
- 267—Techniques of Counseling and Guidance (3)  
Sources of materials used in counseling: educational, vocational, and personal; practical problems in setting up and administering a program; depth study—in primary sources—of the three predominant approaches used in guidance: directive, non-directive, and eclectic.

## DEPARTMENT OF ENGLISH

### Admission to Graduate Status

The student seeking a Master of Arts degree in English must present a transcript of credits in English and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in English is required.

### Requirements for the Master's Degree in English

1. Thirty units of work in English at least 12 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
2. Courses or seminars in the following areas of study, either in undergraduate preparation or in graduate work:
  - Chaucer
  - Shakespeare
  - Renaissance Literature
  - 17th-Century Literature
  - 18th-Century Literature
  - Romantic or Victorian Literature
  - American Literature
3. A reading knowledge of one foreign language, preferably French or German, to be tested by examination.
4. A comprehensive examination designed to test the student's knowledge of English literature.
5. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

## GRADUATE COURSES IN ENGLISH

### 201—Research Techniques (3)

#### 213—Middle English (3)

A study of the history and dialects of Middle English, with reading of representative selections from the twelfth to the fifteenth centuries.

#### 215—Medieval English Literature (3)

A study of the various literary types in prose and poetry from the eighth to the fifteenth centuries.

#### 216—Studies in Renaissance Literature (3)

The literature of Renaissance England studied with special reference to the continental Renaissance and the classical backgrounds of English literature.

#### 217—Studies in Shakespeare (3)

Detailed study of selected plays of Shakespeare, with attention to the history of the texts, methods of critical investigation, and special problems presented by certain plays.

#### 219—Seminar: Poetry of the Seventeenth Century (3)

#### 220—Seminar in the Age of Johnson (3)

Various aspects of eighteenth-century life and thought as revealed through Johnson and his circle; investigation of the eighteenth-century shift from discipline and tradition to ideas of sensibility and progress.

#### 221—Studies in the Augustan Age (3)

#### 224—Seminar: Literary Problems of the Nineteenth Century (3)

#### 232—Studies in American Prose (3)

Selected historical, biographical, fictional literature, exclusive of the novel.

#### 245—Seminar in Modern Drama (3)

Trends and schools in dramatic writing from Ibsen to the present day, with readings, lectures, reports on English, Irish, American, and continental writers.

#### 253—The English Lyric (3)

Study of lyric poetry, with schools and movements, from the fifteenth century to the present.

#### 255—Modern Literary Criticism(3)

A study of the main literary theories and developments in modern times; investigations and reports on phases of interest to the individual student.

#### 260—Research Course (3)

Special subject of investigation (not related to the thesis) under the supervision of some member of the department.

#### 264—Thesis (6)

## DIVISION OF THE SOCIAL SCIENCES

A program leading to the Master of Arts degree is available from offerings in history, political science, economics, and sociology.

### Admission to Graduate Status

Students seeking this degree must submit a transcript of credits showing a minimum of 24 units of upper division work in the Social Sciences before being admitted to graduate study.

### Requirements:

1. Thirty units of work in history or the social sciences, at least 12 of which must be in strictly graduate (200) courses; 12 must be in the field of emphasis. A maximum of 6 units will be allotted to the thesis. Research techniques (Soc.Sci. 201) is required of all candidates.
2. A reading knowledge of one foreign language, preferably French or German, to be tested by examination.
3. A comprehensive examination covering the field of emphasis and its relationship to the other social sciences.
4. A thesis giving evidence of a knowledge of the technique of research and of independent thought.

## GRADUATE COURSES

### 201 — Research Techniques in the Social Sciences (3)

A study and application of the scientific method in the social sciences. Required of all M.A. candidates who have not had a comparable course.

### 264 — Thesis (6)

## History

### 235 — Political and Intellectual Trends of the Seventeenth and Eighteenth Centuries (3)

Emphasis is on the English and French Revolutions and the Age of the Enlightenment.

### 246 — Significant Forces in the Nineteenth Century (3)

A study of the intellectual and social forces of nineteenth-century Europe, especially liberalism and nationalism.

### 257 — Twentieth-Century Dictatorships (3)

The political and philosophical background of Fascism, Nazism, and Communism, and their impact on the period between the two World Wars.

### 273 — Studies in Colonial America (3)

Selected aspects of the institutions and life of Colonial America. Intercolonial relations. Imperial control.

### 274 — The Era of the American Revolution (3)

The movement for independence and the establishment of the new nation.

### 278 — The Roosevelt Era: The United States, 1932-1945 (3)

Analysis of the policies of the period and the changes brought about by the New Deal and the Second World War.

## Political Science

- 241—**Governments and Politics of Western Europe (3)**  
A comparative study of the political systems of Britain, France, Western Germany, Italy, and Switzerland, with special attention to the history and practice of parliamentary democracy, party and ideological issues. Consideration will be given to the problems of West European integration and the emerging European political institutions.
- 248—**International Relations (3)**  
A survey of existing international forces and the international policies of important states. The adjustment of interstate conflict through law, diplomacy, organization, and war.
- 250—**Seminar in International Organization (3)**  
A study of the objectives, development, forms, functions, and procedures of international organizations.
- 253—**Political and Social Institutions in Central East Europe (3)**  
Political, social, and institutional developments in Central East Europe; the transformation of "people's democracies" into Socialist and ultimately Communist states.
- 256—**Government of the Soviet Union (2)**  
The development of Soviet political theory and institutions from the Revolution to the present, with emphasis on the seats of power.

## Sociology

- 206—**Reform Movements (3)**  
Study of selected reform movements of the nineteenth and twentieth centuries. A: European economic reformers; B: Reform movements after 1870 in the United States.
- 217—**Comparative Cultures (3)**  
Study and comparison of modes of behavior and institutions in selected societies.
- 222—**American Society and Culture (3)**  
Analysis of American groups, patterns of behavior, and social institutions.
- 227—**Social Theories of the Catholic Church (3)**  
Political, economic, and sociological teaching.
- 231—**Seminar: American Sociological Theory (3)**



## DEPARTMENT OF SPANISH

### Admission to Graduate Status

The student seeking a Master of Arts degree in Spanish must present a transcript of credits in Spanish and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in Spanish is required.

### Requirements for the Master's Degree in Spanish

1. Thirty units of work in Spanish, at least 12 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
2. A reading knowledge of Latin, to be tested by examination.
3. A comprehensive examination designed to test the student's knowledge of the field of Spanish literature.
4. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

## GRADUATE COURSES IN SPANISH

- 212—The MODERNISTA movement in Hispanic Literature (3)  
The nature and development of MODERNISMO in Spanish America and Spain with a critical study of its most important authors and works.
- 218—History of the Spanish Language (3)  
The history and development of the Spanish language.
- 221—Medieval Literature (3)  
From "El Mio Cid" to "La Celestina."
- 225—Early Spanish Poetry (2)  
Cantares de gesta y romancero.
- 227—Cervantes and Don Quijote (2 or 3) I  
An analytical study of Cervantes' works, giving special emphasis to his masterpiece, from a structural and stylistic point of view. The evolution of its critical interpretation.
- 241—The Generation of 1898 (2)  
Its influence on Spanish life and literature.
- 264—Thesis (6)

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