

University of San Diego

Digital USD

San Diego College for Women Course Catalogs

University of San Diego Course Catalogs

1966

Bulletin of the San Diego College for Women 1966-1967

San Diego College for Women

Follow this and additional works at: <https://digital.sandiego.edu/coursecatalogs-cfw>

Digital USD Citation

San Diego College for Women, "Bulletin of the San Diego College for Women 1966-1967" (1966). *San Diego College for Women Course Catalogs*. 14.

<https://digital.sandiego.edu/coursecatalogs-cfw/14>

This Catalog is brought to you for free and open access by the University of San Diego Course Catalogs at Digital USD. It has been accepted for inclusion in San Diego College for Women Course Catalogs by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

UNIVERSITY OF SAN DIEGO
College for Women

Bulletin of Information
1966-1967



Graduate Division

LD
4881
S1565
A496
1966-67

Bulletin of the
San Diego College
for Women

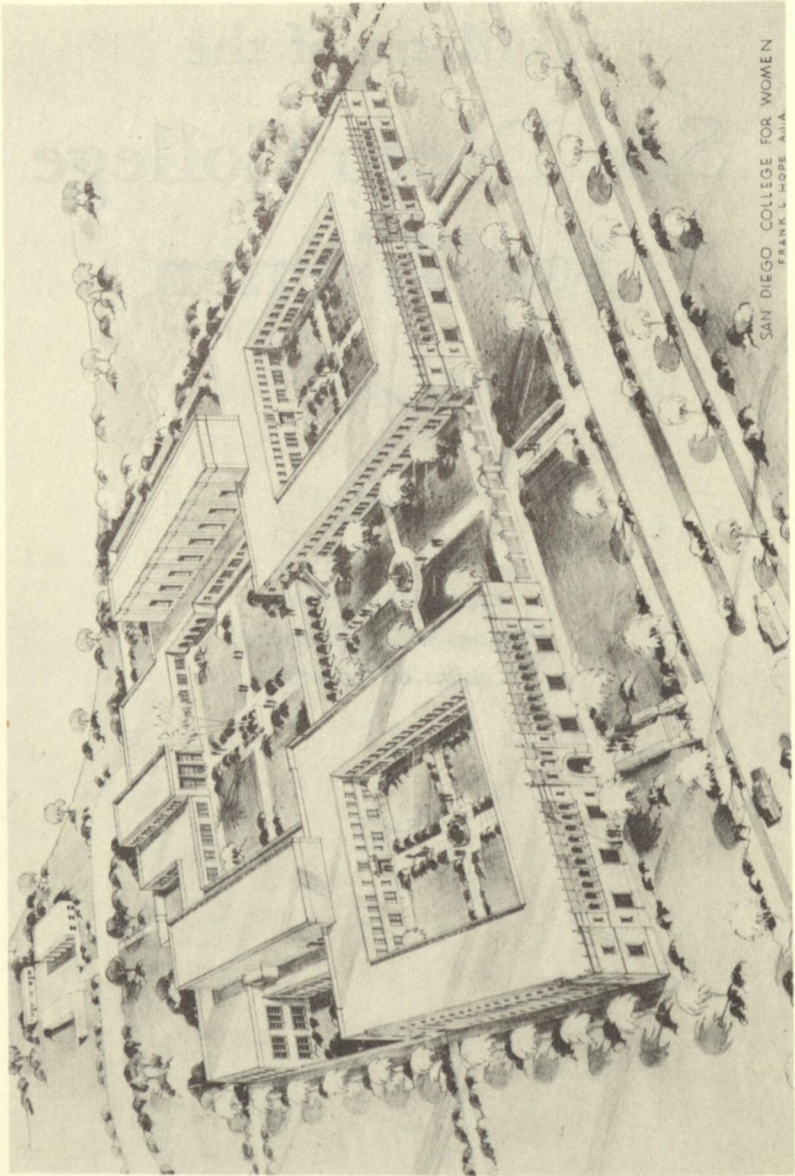
1966-1967



General Information
Degrees and Requirements
Courses of Instruction



August, 1966



SAN DIEGO COLLEGE FOR WOMEN
FRANK L. HOPE AIA

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
Post Office - - - - -	296-9368
Library - - - - -	296-6113

ACADEMIC CALENDAR

1966 - 1967

1966 SEPTEMBER 1966

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- September 10 Registration for Saturday classes
- September 12 Orientation for freshmen
- September 13 Registration
- September 14 9:00 a.m.: Convocation
Classes begin
- September 16 Mass of the Holy Spirit
- September 28 Last day for class changes involving adding of courses

1966 OCTOBER 1966

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- October 20 President's Day
- October 28 Last day to withdraw from classes

1966 NOVEMBER 1966

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- November 1 All Saints—holyday, no classes
- November 2-10 Midterm examinations
- November 16 College Day
- November 23 Thanksgiving holidays begin at noon
- November 28 Classes resume
- November 30 Last day for filing petition for May, 1967, graduation

1966 DECEMBER 1966

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- December 8 Immaculate Conception—holyday, no classes
- December 16 Christmas holidays begin at 3:00 p.m.

1967 JANUARY 1967

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- January 3 Classes resume, 8:30 a.m.
- January 14-21 Final examinations
- January 23-26 Annual Retreat
- January 26 9:30 a.m.: Registration for second semester
- January 30 Classes begin

1967 FEBRUARY 1967

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

- February 13 Last day for class changes involving adding of courses
- February 22 Washington's Birthday—holiday

ACADEMIC CALENDAR

1966 - 1967

1967 MARCH 1967

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- March 10 Last day to withdraw from classes
- March 14-22 Midterm examinations
- March 22 Easter Holidays begin after classes
- March 28 Classes resume

1967 APRIL 1967

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 24	25	26	27	28	29	

- April 4 Honorary President's Day

1967 MAY 1967

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- May 4 Ascension Thursday—holyday, no classes
- May 18-27 Final examinations
- May 28 Commencement

SUMMER, 1967

- Sunday, June 25 Registration for summer session
- Monday, June 26 Classes begin
- Friday-Saturday, August 4-5 Final examinations

FALL, 1967

- Monday, September 11 Orientation for freshmen
- Tuesday, September 12 Registration
- Wednesday, September 13 Classes begin

1967 JUNE 1967							1967 JULY 1967							1967 AUGUST 1967							1967 SEPTEMBER 1967						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3						1			1	2	3	4	5						1	2	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30		23 24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	

CONTENTS

Address, Correspondence, Telephones - - - - -	3
Academic Calendar - - - - -	4
Table of Contents - - - - -	6
Official Recognition - - - - -	7
Officers of Administration - - - - -	8
Faculty - - - - -	8
Student Counselors - - - - -	13
General Information - - - - -	15
History, Aims - - - - -	15
The Campus, Health Services - - - - -	17
Student Activities - - - - -	18
Work Opportunities, Scholarships - - - - -	19, 20
Expenses - - - - -	21
Admission - - - - -	22, 23
Academic Regulations - - - - -	24
Graduation Honors, Class Honors - - - - -	25
Summary of Course Requirements - - - - -	26
Graduation Requirements - - - - -	27
Courses of Instruction - - - - -	28
Courses of Integration - - - - -	28
Theology - - - - -	28
Philosophy - - - - -	30
Humanities - - - - -	32
English - - - - -	32
Speech, Theatre, Radio - - - - -	35
Music - - - - -	38
Art - - - - -	40
Social Sciences - - - - -	44
History - - - - -	44
Political Science - - - - -	46
Psychology - - - - -	48
Economics - - - - -	49
Sociology, Social Welfare - - - - -	50, 51
Social Science - - - - -	51
Foreign Languages - - - - -	52
French - - - - -	52
Spanish - - - - -	53
German, Italian, Latin - - - - -	54
Natural Sciences - - - - -	55
Biology - - - - -	55
Chemistry - - - - -	57
Mathematics - - - - -	59
Physics - - - - -	60
Anthropology, Astronomy, Geography - - - - -	61
Community Service - - - - -	62
Teaching Credential Programs - - - - -	62, 63, 64, 65, 66, 67
Special Education - - - - -	68
Nursing Education, Physical Education - - - - -	69
Library Science - - - - -	70
Graduate Division - - - - -	72
Index - - - - -	84

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 Standard Credential with specialization in Elementary and in Secondary Teaching.

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

AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

OFFICERS OF ADMINISTRATION

Reverend Mother Leonor Mejia, Ph.D.	- - - -	Honorary President
Mother Nancy Morris, M.A.	- - - - - - - - - -	President
Mother Annette Bourret, M.A.	- - - - - - - - - -	Vice-President
Mother M. Aimée Rossi, Ph.D.	- - - - - - - - - -	Academic Dean
Mother Suzanne de Leon, B.A.	- - - - - - - - - -	Treasurer
Mother Mariella Bremner, Ph.D.	- - - - - - - - - -	Registrar

FACULTY

- Charlotte Bond Aldrich
Mus. B., Conservatory of Music, Oberlin College; A.A.G.O. degree
(American Guild of Organists); further study, Curtis Institute of
Music, Philadelphia, San Francisco Conservatory of Music.
Instructor in Voice
- Julia G. Andrews
B.A., Northwestern University; M.A., Columbia University; graduate
study, University of Southern California and Harvard University.
Lecturer in Art History
- Antonio Blanco
B.A., Ph.L., Ph.D., University of Madrid.
Assistant Professor of Spanish
- Margaret E. Booker
B.A., Stanford University; M.A., San Diego College for Women.
Instructor in English
- Jeanne Brink
B.A., Brevet d'enseignement du français aux étrangers, Alliance
Francaise, Paris; M.A., University of Montreal; Doctor of Letters, The
Sorbonne, University of Paris.
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
- Leonard Caners
B.A., University of Manitoba; M.A., University of Manitoba, Univer-
sity of Minnesota; Ph.D., University of Ottawa.
Assistant Professor of Mathematics
- Sebastián Capella
M.F.A., San Carlos School of Fine Arts, Valencia, Spain.
Lecturer in Art

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

Paule Carroll

Baccalauréat, Algiers; B.S., M.A., University of Houston.

Instructor in French

Francis F. Coleman

B.A., Reed College, Portland, Oregon; M.A., University of California at Berkeley; Ph.D., Oxford University, England (Rhodes Scholar).

Assistant Professor of Physics

Alice David

B.A., M.A., Northeast Louisiana State College; graduate study, University of Denver.

Instructor in Special Education

Bernice D. Davin

B.A., San Diego State College; M.A., Claremont Graduate School.

Supervisor of Secondary Student Teaching

Alberto V. DeLeon

B.A., M.A., University of Manila; Graduate School of Public Administration, American University, Washington, D.C.; Graduate School of Business Administration, University of California at Los Angeles; Ph.D., University of Santo Tomas, Manila.

Instructor in Political Science

Mother Mary Derham

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

Professor of Theology and Philosophy

Mother Bernice Farrens

B.A., Linfield College, Oregon; M.A., Ph.D., Stanford University.

Professor of Biological Sciences

Mother Sally Furay

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

Professor of English

Richard J. George

B.A., St. Mary's College, Winona, Minnesota; M.A., University of California at Berkeley; Ph.D., University of Notre Dame.

Assistant Professor of Philosophy

Graciela Miranda Graves

M.A., Columbia University; Ph.D., University of Havana.

Associate Professor of Spanish

- Mother Margaret Guest
 B.A., Seattle University; M.A., Ph.D., University of California at Berkeley.
 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
- Marian Holleman
 B.A., University of Toronto; M.L.S., University of Toronto Library School; M.A., University of Toronto Graduate School.
 Assistant Librarian
- W. Roy Holleman
 B.S., M.S., Oklahoma State University; M.S. in L.S., University of Illinois.
 Librarian—Associate Professor of Library Science
- Joseph Jaddou
 BS., Detroit Institute of Technology; graduate study, University of Detroit.
 Instructor in Mathematics
- Mildred Jeffers
 B.S. in Education, Ohio State University; M.E., University of Arizona.
 Assistant Professor of Education,
 Supervisor of Student Teaching
- Jannette Jensen, R.N.
 B.A., George Washington University; graduate study, George Washington University; M.A., San Diego College for Women.
 Instructor in Social Sciences*
- Marcia Bowman Klein
 B.A., University of Oregon; M.A., University of Oregon; two years graduate study, University of Illinois.
 Assistant Professor of English

*On leave for study, 1966-1967.

Henry Kolar

B.M., De Paul University; M.M., Northwestern University; graduate study, Vienna and University of Southern California.

Assistant Professor of Music

Mother Irene Lawrence

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

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; graduate study, Oregon State University.

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

Judith A. Monahan

B.A., San Diego College for Women; graduate study, Georgetown University; M.A., San Diego College for Women; graduate study, University of California at Los Angeles.

Instructor in History

Mother Nancy Morris

B.A., University of California at Berkeley; M.A., San Francisco College For Women; graduate study, Stanford University, University of San Francisco.

Professor of Theology

Mother Agnes Murphy

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

Professor of History and Theology

Janet H. Murphy

B.A., University of Colorado; graduate study, University of Denver.

Assistant Librarian

- Ilana Mysior
 B.A., University of California at Los Angeles; M.Mus., University of Southern California; graduate study, University of Illinois, Urbana; official accompanist for the San Diego Opera.
 Instructor in Music
- Crystal C. O'Connell
 B.A., Stanford University; M.A., University of Pennsylvania.
 Instructor in History
- Simone Ostrander
 B.A., M.A., San Diego College for Women.
 Lecturer in English
- Patrick F. Pidgeon
 B.A., St. Albert's College, Oakland, California; graduate study, St. Albert's College.
 Instructor in Philosophy
- Mother Marie Anais Pugh
 B.A., San Diego State College; M.A., San Francisco College for Women.
 Instructor in English
- 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.
 Assistant Professor of Music
- Daria Rothe
 B.A., M.A., University of Michigan; graduate study, San Diego State College.
 Assistant Professor of German
- Mother Alicia Sarre
 B.A., Barat College, Lake Forest, Illinois; M.A., Marquette University; Ph.D., Stanford University.
 Professor of Spanish
- 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.
 Assistant Professor of 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

Right Reverend Augustinus Tseu

Graduate of Pontifical Urban University in Rome; S.T.L., Catholic University of America; Ph.D., Loyola University, Chicago.

Visiting Professor of Theology and Philosophy

B. R. Van Vleck

B.A., San Jose State College; M.A., Stanford University; graduate study, 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 study, University of California at Berkeley.

Assistant Professor of Psychology

Walter L. Wilkins

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

Lecturer in Psychology

Joyce Wood

B.A., Pacific Union College, Angwin, Calif.; M.Ed., University of Maryland; graduate study, University of North Carolina.

Lecturer in Psychology

Kathleen Zaworski

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

Instructor in Theatre Arts

STUDENT COUNSELORS

Mother Catherine McShane	- - - - -	Senior Class
Mother Sally Furay	- - - - -	Junior Class
Mother Helen Lorch	- - - - -	Sophomore Class
Mother Patricia Shaffer	- - - - -	Freshman Class

ASSISTANTS

Mrs. Frances D. Ballman	- - - - -	Secretary to the President
Miss Ann Murphy	- - - - -	Secretary to the Academic Dean
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, first 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, under the Chancellorship of the Most Reverend Francis J. Furey, D.D., Ph.D., LL.D., Bishop of San Diego. 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, showing them the power and the value of self-discipline.
- to deepen their knowledge of the good and the true and refine their taste 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 seventy 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-doors living is delightful the year round, there is abundant provision for open-air sports, especially for tennis; volley ball and basketball 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 East Clairemont and Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Pacific Beach, Ocean Beach, Point Loma, Loma Portal, Mission Village, Serra Mesa, Cabrillo Heights, Clairemont, Mission Hills, Hillcrest, University Heights, Normal Heights, Kensington, Talmadge Park, Allied Gardens, La Mesa, Lemon Grove, Spring Valley, Grossmont, Fletcher Hills, El Cajon, Paradise Hills, Palm City, Imperial Beach.

STUDENT HEALTH SERVICES

The primary aim of the Health Services is to maintain conditions of sound mental and physical health. 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.

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 Institution 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 Alcalá Chorale and the Madrigal Singers prepare several musical, or combined musical and dramatic performances each year. They produce the annual Christmas program conjointly with the Alcalá Park Players, and join in a program of choral and instrumental music during the spring. The UNIVERSITY CHAMBER ORCHESTRA, including first and second violins, violas, cellos, and bass viol, and also the STRING ENSEMBLE offer performances each year.

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

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

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 Italian Club the third.

The FILM FORUM, sponsored jointly by the Men's and Women's Colleges, has a twofold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.



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.

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
 - c. 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.

Additional scholarships:

A scholarship in honor of Reverend Mother Rosalie Hill, Foundress of the San Diego College for Women.

The Helena S. Corcoran Scholarship for a resident student.

Partial music scholarships for violin and for piano.

The Domenic P. Verneti Scholarship of \$50.00 for 1966-1967, to be awarded to a student of Italian.

Two Mr. and Mrs. Louis Vattuone Scholarships of \$50.00 each for 1966-1967, to be awarded to students of Italian.

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. 500.00

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 accepted and credited to account at the time of registration	100.00

SPECIAL FEES:

Laboratory Fees: Bacteriology, Anatomy, and Physiology	20.00
Biology, Chemistry, Physics	15.00
Psychology, Astronomy	10.00
Languages	10.00
Library and Syllabus Fee	10.00
Music: Applied Music Lessons per semester	100.00
Music Practice, 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	32.00
Library and Syllabus Fee	10.00

Auditors pay in full.

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 to 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.

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 the Dean of the college is required, if possible.

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.

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 of 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 72 to 83.

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. The general course load is 15 or 16 units; maximum is 18 units.

Program changes involving the adding of courses are permitted with the approval of the Academic Dean within the first two weeks of a regular semester. Thereafter, withdrawal from a course without penalty is allowed until the date specified in the current academic calendar, being then recorded as WP; students who withdraw from courses after this date will receive a grade of WF. The student is responsible to notify the registrar's office, on specially provided forms, of any change. A course unofficially dropped 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, very good; 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 Academic 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.

Graduation

By the date indicated in the current academic calendar, seniors who wish to graduate in May must file in the registrar's office a petition for graduation. This petition must be accompanied by the graduation fee.

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 per cent 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. Class Honors are awarded to those who rank in the upper ten per cent of their class. 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. 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
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 18
Further Electives	33
	Total 128
II. Bachelor of Science in Nursing	Units
General Education - - - - -	46
Theology (for Catholic Students)	4
Philosophy	15
History and Political Science	10 to 12
English	9
Science	8
Major Field	
Credit for nursing program	30 to 42*
Post-diploma courses in nursing	6
1st Minor Sociology	
or	
Psychology	18
or	
Science	
2nd Minor Philosophy (as above)	
Electives	28*
	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, Problems in Philosophy, and Philosophy of Man in lower division. Ethics, and one elective in upper division.
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 minimum of fifteen units of one modern language. This requirement depends upon the amount and quality of work done in high school. At least one year of Latin is required in many fields.
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 in philosophy which will include at least 15 units, of which 6 or more units must be in upper division courses.
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.

COURSES OF INSTRUCTION

The San Diego College for Women offers major programs in art, biology, chemistry, English, French, history, mathematics, music, philosophy, political science, psychology, social science, sociology, Spanish, speech and theatre arts. Minors are offered in the above subjects and in economics, German, Italian, physics, and theology. Pre-professional programs are available in education, law, medicine, medical technology, and pharmacy.

COURSES OF INTEGRATION: Theology, Philosophy.

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

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

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

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

COMMUNITY SERVICE: Education, Special Education, Nursing, Library Science.

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199. Many courses are offered yearly; others are offered in alternate years or when there is a demand for them. The semester when offered is indicated after the course description.

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

2A-2B—Salvation History (1-1) Year

Old Testament: God's revelation of Himself — His nature and attributes, as shown through some of the books of the Old Testament.

New Testament: the revelation of Christ through the Gospels; a deepening understanding of the nature of the Church evidenced in the Acts of the Apostles. Required of freshmen. (Every year.)

142A-142B—The Pauline Epistles (1-1) Year

A study of some major theological concepts which appear in the epistles of St. Paul: faith, the Trinity, Adam and the Fall, justification, the Church, eschatology. Required of sophomores. (Every year.)

143A-143B—Redemptive Incarnation (1-1) Year

A study of Christology: the mystery of the Incarnation, the development of Christological dogma. Meaning of the Mystical Body; Christ as Head and Source of all grace; Mary as Mother; grace as the communication of divine life. Required of juniors. (Every year.)

144—Moral Theology (1) I

The moral law, the virtues in general, the virtues in particular; life problems. Required of seniors. (Fall, every year.)

145—Sacramental Theology (1) II

Scriptural, doctrinal, and moral aspects of the sacraments. Required of seniors. (Spring, every year.)

156—Creation and Re-creation in the Word (3) SS, 1966

161—Old Testament, Part I (3) I

Historical and prophetic books of the Old Testament, with discussion of such topics as: formation of the Bible, authorship, literary forms, inspiration and inerrancy, meaning of history. Themes of salvation history: what they reveal of God, and of man in relation to God. (Fall, 1967.)

162—Old Testament, Part II (3) II

Study of the Wisdom Books, including the Psalms, and of Esther, Judith, Tobias, Daniel. Continuation of the discussion of literary forms and of the development of significant themes of salvation history. (Spring, 1968.)

165—New Testament: Gospels and Acts (3) I

A study of the "gospel form" as it developed in the early Christian community of the Acts of the Apostles. Evaluation of the documents in showing the divinity of Christ and the formation of the Church. (Fall, 1966.)

166—New Testament: The Epistles (3) II

A study of the "epistle" form as applied to St. Paul and the Catholic Epistles; special emphasis on the doctrines of the Church, the Resurrection, the Holy Spirit, and the Christian life. (Spring, 1967.)

172—Man and Morality in Vatican II (3) SS, 1966

PHILOSOPHY

Acting Chairman: Richard J. George

Preparation for the Major: Philosophy 32 and 60, prerequisites for all courses above 100.

The Major: Philosophy 114 and an additional twenty-four upper division units, including Philosophy 101, 103, 104, 118, 141, and 145.

32—Logic (3) I and II

Introduction to philosophical thinking, to the meaning and method of philosophy, by study and discussion of selected texts. Required of lower division students. (Every semester.)

60—Problems in Philosophy (3) I and II

An analysis of perennial questions about man and his relation to the universe and to God; an examination of the principal positions proposed by philosophers. (Every semester.)

101—Ancient and Medieval Philosophy (3) II

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. Open to qualified sophomores. (Spring, 1967.)

103—Modern Philosophy, Part I (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. Prerequisite: Phil. 101 or 114. (Fall, 1967.)

104—Modern Philosophy, Part II (after Kant) (3) II

A study of the nineteenth and twentieth centuries. Prerequisite: Phil. 103. (Spring, 1968.)

114—Philosophy of Man (3) I and II

A philosophical investigation of the soul and its common properties; of man as a body-spirit composite, his faculties, freedom, and social nature. (Every semester.)

118—Ethics (3) I and II

The meaning of ethical statements will be studied, and ethical terms such as "good" and "ought" will be analyzed. Investigation will be made of the standards of ethical conduct and of the proper use of human freedom, with attention being given to the practical bearing of these ideas. (Every semester.)

128—Philosophy of Education (3) I

A study will be made of the educational ideals and norms of representative philosophers. Readings will serve as a basis for discussing the end and nature of education, the relationship between intellectual and moral education, and the establishment of educational values. (Fall, 1967.)

141—Metaphysics (3) I and II

Investigation will be undertaken of the nature of metaphysical knowledge, and within a historical context a critical analysis will be made of both the existential and essential dimensions of being, with special emphasis on the problems of human existence, transcendence, participation, and relations. (Every semester.)

142—Philosophy of Knowledge (3) I

Metaphysical analysis of knowledge in general; the meaning of truth and man's attainment to it. A critical survey of the major epistemological problems with a view to establishing a realistic epistemology. Prerequisite: Phil. 103 or 114. (Fall, 1966.)

145—Contemporary Philosophy (3) II

An analysis of contemporary movements in philosophy. Special attention is given to Existentialism, Phenomenology, and philosophical analysis. Prerequisites: Phil. 104 and 141. (Spring, 1967.)

154—Ideology of Communism (2) II

The fundamental principles of Communism; the origin in Hegel and Feuerbach, their development by Marx, Engels, Lenin, and Stalin; the papal encyclical *On Atheistic Communism*. (Spring, 1968.)

156—Philosophy of Science (3) I

An analysis of the nature of science and its divisions; a study of the relationship between natural science and the philosophy of nature. (Fall, 1967.)

158—Selected Topics in Metaphysics (3) II

A philosophical investigation of the person, freedom, God. (Spring, 1968.)

164—Political Philosophy (3) II

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. (Spring, 1967.)

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), and one other course in American literature. English 105 and 110 are required of credential candidates.

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. (Every semester.)

2—Composition and Literature (3) I

A course for student affiliates. (Fall, every year.)

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. (Every semester.)

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. Prerequisite: English 41. (Spring, every year.) (41 and 42 are required of freshmen.)

A study of seventeenth century, neo-classical, and early romantic writings of Europe and America, with related work in criticism. (Fall, every year.)

A study of nineteenth-century and modern literature. Prerequisite: English 43. (Spring, every year.) (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 as a Second Language (3-3) Year

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

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

- 105—**Advanced Composition (3) I and II**
 A study of the theory and practice of (a) expository, descriptive, and narrative prose and (b) the forms of poetry. Required of credential candidates. (Every semester.)
- 106—**Creative Writing (3) II**
 Prerequisite: consent of the department chairman. (Spring, 1967.)
- 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. Required of credential candidates, who may substitute this for one period course. (Spring, 1968.)
- 115A-115B—**Playwriting Workshop (2-2) Year**
 See Theatre 115A-115B.
- 117—**Shakespeare (3) II**
 Development of Shakespeare as a dramatist with reference to the literary, intellectual, and social background of the Elizabethan theatre; detailed study of selected plays. (Spring, every year.)
- 125—**The English Novel (3) I**
 The reading and analysis of representative English novels to the twentieth century. (Fall, 1967.)
- 126—**The Modern Novel (3) I**
 A study of representative English and American novels of the twentieth century. (Fall, 1966.)
- 132—**American Prose (3) II**
 A study of American prose, exclusive of the novel, from the seventeenth century to the present. (Spring, 1968.)
- 133—**American Poetry (3) I**
 A survey of American poetry from its inception, with emphasis on the major trends in the nineteenth and early twentieth centuries. (Summer and Fall, 1966.)
- 135—**The American Novel (3) II**
 Reading and analysis of the major American novels of the nineteenth and early twentieth centuries. (Spring, 1967.)
- 144—**Development of the Drama (3) I**
 The reading and analysis of representative plays from the genesis of the drama to the nineteenth century. (Fall, 1967.)
- 145—**Modern Drama (3) I**
 A study of dramatic literature from Ibsen to the present day, with emphasis on English, Irish, and American works. (Fall, 1966.)
- 148—**Seminar in Comedy (3) II**
 See Theatre 148.

151—Chaucer (3) I

The reading and critical analysis of the principal works of Chaucer, with special emphasis on *The Canterbury Tales*. (Fall, 1967.)

156—Age of Elizabeth (3) I

The prose and poetry of the sixteenth century, exclusive of Shakespearean drama. (Fall, 1966.)

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. (Spring, 1967.)

169—Eighteenth Century Studies (3) II

The prose and poetry of the eighteenth century from Pope to Johnson. (Spring, 1967.)

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. (Fall, 1967.)

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. (Spring, 1968.)

193—Contemporary Poetry and Criticism (3) I

A study of important twentieth-century British and American poets and critics. (Fall, 1967.)

197—Senior Seminar (3) II

Analysis, research, and discussion of literary theories and problems for students planning graduate work; subjects to be treated selected according to desires and interests of students. Prerequisite: consent of the department chairman.

Note: For graduate courses in English, see Page 78.

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, 145, and 148.

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. (Fall, every year.)

2—Voice and Diction (2) II

Voice training for speaking and reading of prose and poetry. Isolated sounds, pronunciation, and vocabulary building are considered. (Spring, every year.)

5—Speech Clinic (2) I or II

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

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. (Every year.)

30A-30B—Acting Workshop (2-2) Year

Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance. (Every year.)

40A-40B—Radio (2-2) Year

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

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 45 hours per unit.)

100—Public Speaking (2) I

Advanced speech study, composition, and delivery. Outstanding speakers and speeches will be studied. (Fall, 1966.)

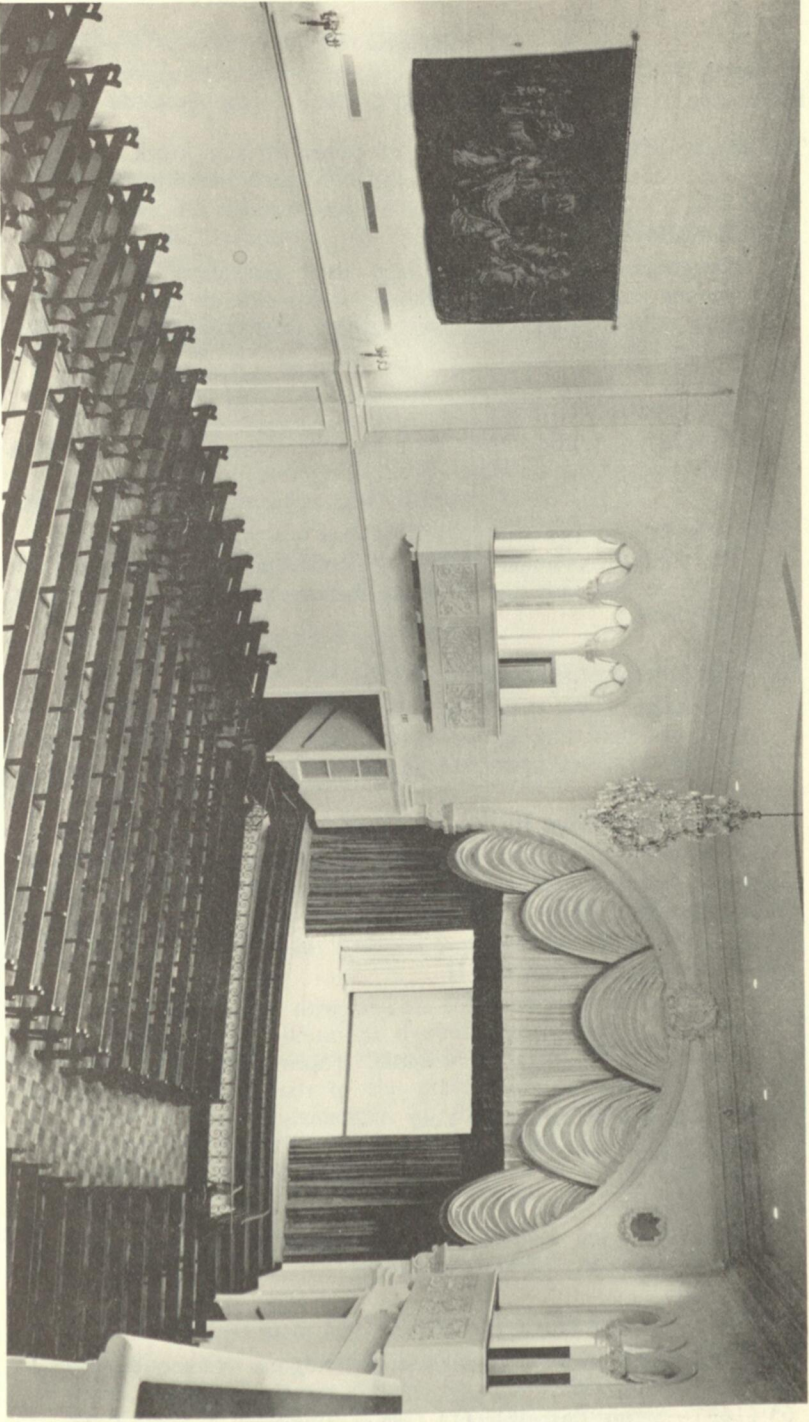
105—Discussion (2) II

Study and practice of various organized methods of discussion. Great historic and contemporary issues will be considered. (Spring, 1967.)

113—Oral Interpretation (2) I

Oral interpretation of the written work: prose, poetry, and drama. (Fall, 1967.)

- 114—Acting (2) II
Acting: voice, movement, gesture, creation and projection of character. Universal theories will be studied and practiced. (Spring, 1968.)
- 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. (1966-1967.)
- 117—Shakespeare (3) II
See English 117.
- 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.) (Every year.)
- 144—Development of the Drama (3) I
See English 144.
- 145—Modern Drama (3) I
See English 145.
- 148—Seminar in Comedy (3) II
A study of the meanings and forms of comedy from Aristotle to Koestler, with a practical application of these theories to specific comedies and tragi-comedies from Aristophanes to the "theatre of the absurd." Prerequisites: English 144, 145, or the equivalent; consent of the instructor; limited to 12 students. (Spring, 1968.)
- 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.) (1966-1967.)
- 190—Directing (2 or 3)
By arrangement. For particularly qualified, mature, and well-trained theatre students. (With permission of instructor.)
- 193—Speech and Language Development for the Handicapped (2) II
Special aspects of training for speech and language development, for children who are mentally retarded, brain-injured, or whose physical handicap impedes their speech and language development. (Spring, 1968.)



MUSIC

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 transpositions; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard and ear training. (Every year.)

3—Intermediate Harmony (3) I

Modulation, transposition, harmonic alteration, continued analysis, keyboard and ear training. (Fall, every year.)

4—Counterpoint (3) II

The study of melodic design and the art of combining melodies, based on the practices of sixteenth-century polyphony. (Spring, every year.)

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. (Offered when there is a demand.)

20A-20B—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. (Every year.)

30—Music Appreciation (2) II

A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. (Spring, every year.)

31-33—Applied Music (1-1) Year

31: Piano
32: Voice
33: Violin

Credit is given only in conjunction with a course in history or theory of music. (Every semester.)

62 (162)—Choral Music (1-1) Year

Training in vocal technique and part singing. (Every semester.)

63 (163)—String Ensemble (1) (Every semester.)

- 65 (165)—University Chamber Orchestra (1)
The study of chamber music literature from the baroque period to the contemporary. (Every semester.)
- 108—Advanced Harmony (3) I
Exercises in analysis and orchestration dealing with chords built on fourths, bitonality, and polytonality, the twelve-tone system. (Fall, 1967.)
- 120A-120B—History of Music in Western Civilization (3-3) Year
A comprehensive view of the whole field of music in western civilization in its historical sequence and development. Prerequisite: Music 2 or the equivalent. (1967-1968.)
- 125—Music of the Baroque and Classical Period (3) II
A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings. (Spring, 1967.)
- 126—Music of the Romantic Period (3) I
A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings. (Fall, 1967.)
- 127—Contemporary American Music (3) SS 1966
- 128—Twentieth-Century Music (3) II
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. (Spring, 1968.)
- 136—A Music Curriculum for the Elementary Schools (2) I
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, Music 20 or equivalent. (Fall, 1966.)
- 144—Choral Conducting (3) SS 1966
- 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. (Fall, 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, figure drawing, lettering and layout.

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

An introduction to drawing and composition. Principles of perspective, work from still life, landscape, and figure subjects. (Every year.)

6A-6B—Design and Color Theory (2-2) Year

Elementary principles of design. Abstract forms and development of motifs from nature. Beginning with anatomy of pattern, problems will include both flat and three-dimensional decoration. Prerequisite: Art 2A-2B. (Every year.)

10—Art Fundamentals for Teachers (2) II

(Spring, every year.)

22A-22B—Lettering and Layout (2-2) Year

Fundamental principles of lettering, including a brief study of ancient and modern forms. Problems will include styles of block, Roman, script, and Gothic alphabets, for manuscripts and modern poster work. Principles of layout will be stressed throughout. (Every year.)

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. (Every year.)

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. (1966-1967.)

122—Lettering and Layout (2) I

Fundamental principles of lettering, including a brief study of ancient and modern forms. Problems will include styles of block, Roman, script, and Gothic alphabets, for manuscripts and modern poster work. Principles of layout will be stressed throughout. (Fall, 1966.)

127A-127B—Watercolor (2-2) Year

Principles of the use of watercolor as a medium for creative painting; techniques studied and developed for rendering landscape, seascape, and still life. Prerequisite: Art 2A-2B, Art 6A-6B. (1966-1967.)

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, Art 6A-6B. (1967-1968.)

133A-133B—Recent Art Movements (2-2) Year

The historical, social, and design dynamics of the modern art movements explored through lectures and projects and gallery tours. (1967-1968.)

139—Art in the Elementary School (2) I

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. (Fall, every year.)

140A-140B—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. (1967-1968.)

144—Figure Drawing (3) SS 1966

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.

146A-146B—Anatomical Drawing (2-2) Year

Study of the structure of the human figure, using basic sculpture as model; rendering the figure in third dimension; developing ability to draw the clothed model from life. Prerequisite: Art 2A-2B. (1966-1967.)

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. (1966-1967.)

162—Commercial Art (2) II

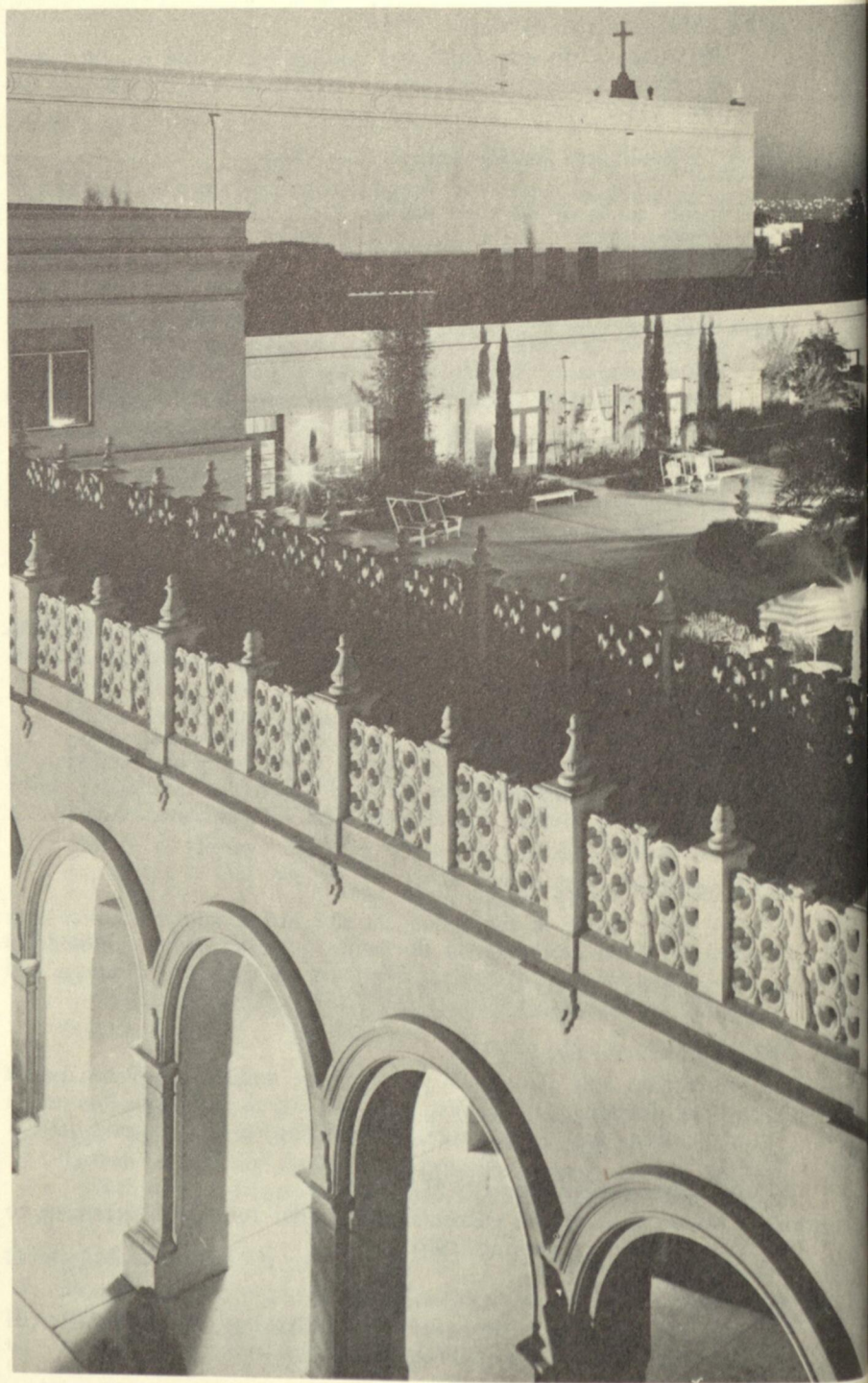
Principles and working applications of illustration, layouts, poster work, lettering, and design; study of various techniques for use in advertising art. Prerequisite: Art 2A-2B; 6A-6B. (Spring, 1967.)

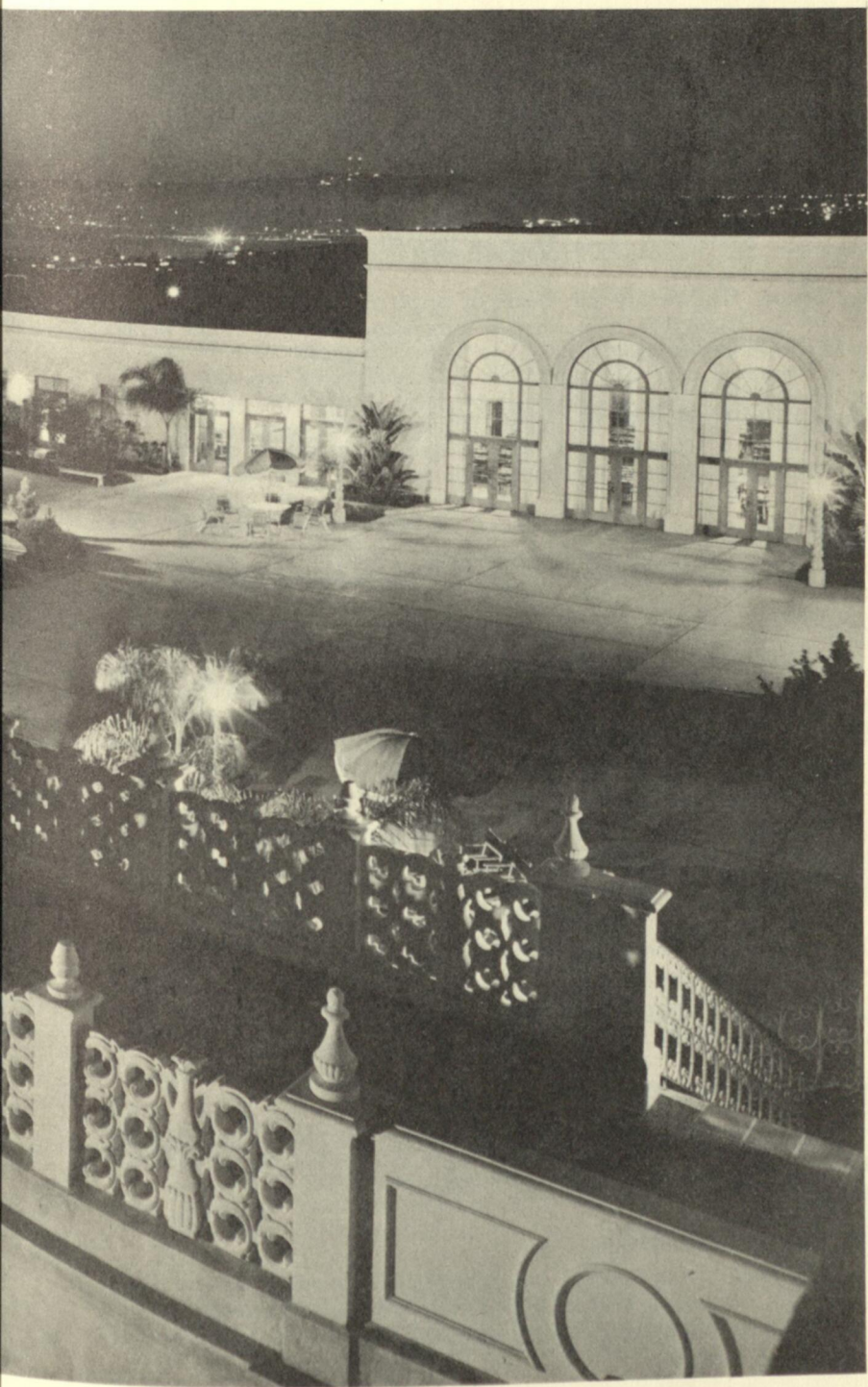
173—Analysis of Painting (2) II

An analysis of the elements of pictorial form with reference to master works. (Spring, 1968.)

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 AND POLITICAL SCIENCE

Chairman: Mother Catherine McShane

History

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

The Major: The twenty-four hours of upper division work should include History 101, two courses in American 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. (Every year.)

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. (Every semester.)

70—History of the United States (3) I and II

A survey course of the political and social development of the United States. This course satisfies the State requirement in United States history. (Every semester.)

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. (Fall, every 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. (Fall, 1966.)

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 and the religious movements of the sixteenth century. (Spring, 1967.)

141—Seventeenth and Eighteenth Centuries (3) I

An analysis of the political, intellectual, and social movements of seventeenth and eighteenth century Europe. (Fall, 1967.)

142—The Revolutionary Era (3) II

A study of the underlying causes and character of the French Revolution and its ideological impact upon European history to 1848. Special attention is given to the resulting rise of liberalism and romanticism and their roots within the revolutionary tradition. (Spring, 1968.)

146—Europe 1848-1918 (3) I

A study of the major movements in Europe during this period with an emphasis upon nationalism and the new imperialism and the background of the first World War. (Fall, 1966.)

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. (Spring, 1967.)

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. (Spring, 1967.)

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. (Fall, 1967.)

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

A study of the factors and forces in the formation of American foreign policy and of her leadership as a world power. This course satisfies the State requirement in United States history. (Fall, 1967.)

168—Recent History of the United States (3) II

A study of the problems and policies of the United States since 1919. (Spring, 1968.)

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.) (Every year.)

188—History of California (3) II

The Spanish cultural heritage, the significance of California in American history, and its present political and economic condition. This course satisfies the State requirement in California history and government. (Summer, 1966, and Spring, 1968.)

190—The Far East (3) II

A history of China, Japan, and the powers of the modern Far East. (Spring, 1967.)

193—The Near East (3) II

History of the Near East, with particular emphasis on the modern period. (Spring, 1968.)

195—History of Africa (3) II

Africa south of the Sahara, from 1850 to the present, with special reference to British rule in Central and East Africa and the development of the new African States. (Spring, 1967.)

199—Directed Research

Note: For graduate courses in History, see Pages 80-81.

Political Science

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. (Fall, every year.)

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. (Every semester.)

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. (Fall, 1967.)

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. (Spring, 1968.)

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. (1967-1968.)

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. (1966-1967.)

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. (Fall, 1966.)

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. (Spring, 1967.)

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 post war Japan; b) the revolution, the Kuomintang, and the Communist régime in China. Consideration of governments in South-East Asia. (Spring, 1968.)

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 80-82.

PSYCHOLOGY

Acting Chairman: Mary Jane Warren

Preparation for the Major: Psychology 1 (prerequisite to any upper division psychology course), Biology 21 or Science 12B. 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. (Every semester.)

106—Experimental Psychology (3) I

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. (Fall, 1966.)

108—Motivation (3) I

Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. (Fall, 1967.)

114—Philosophy of Man (3) I and II

See Philosophy 114. (Every semester.)

118—Statistics (3) II

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. (Spring, 1968.)

120—Psychological Tests (3) II

The critical evaluation of selected tests of intelligence, personality, aptitude, interest, and achievement. Major emphasis is on group tests. Prerequisite: Psychology 118. (Spring, 1967.)

140—Psychology of Personality (3) I and II

Theories of personality; dynamics of adjustment; methods of assessment. (Fall and Spring, 1966-1967.)

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. (Spring, 1967.)

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. (Fall, 1966.)

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. (Fall, every year.)

167—Counseling and Guidance (3) II

Introduction to the theories and techniques of guidance with emphasis on guidance in the public schools of today. (Spring, 1968.)

Courses in allied fields accepted for the major:

Psychological Foundations (Ed. 111A); Tests and Measurements. (Ed. 119.)

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. (Every year.)

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. (1967-1968.)

125—Catholic Socio-Economic Principles (3) II

See Sociology 125.

131—Public Finance (3) II

Government revenues, expenditures, and debts; evaluation of fiscal policy. (Spring, 1967.)

150—Labor Economics (3) II

An introduction to labor; general concepts with regard to the labor force, demand and supply of labor, types of unemployment; American unionism. (Spring, 1968.)

180—American Social Legislation (3) I

Description and analysis of American social legislation including historical background of important laws. (Fall, 1966.)

195—International Trade (3) I

An introduction to the principles of international trade: foreign exchange, balance of payments, trade restrictions; brief history of international commercial policies and problems. (Fall, 1967.)

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: (Every semester.)

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. (Spring, 1968.)

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. (Fall, 1966.)

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. (Fall, 1967.)

116—Ethnological Study (3) Summer

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

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. (Fall, every year.)

122—Urban and Rural Community (3) II

An analysis of urban and rural communities: structural parts, historical background, functioning, basic institutions, planning and improvement. (Spring, every year.)

123—History of Sociological Theories (3) I

History of sociological theories from August Comte to contemporary European and American sociologists. (Fall, every year.)

124—Research Methods in Sociology (3) II

An introduction to a wide range of methods now available for collecting, analyzing, and interpreting sociological data. (Spring, every year.)

- 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. (Spring, every year.)
- 126—**Social Institutions (3) I**
 Analysis of social institutions in society in general and in American society in particular. (Fall, 1967.)
- 127—**Social Change (3) II**
 Patterns of social change, resistance to change, and change-producing agencies and processes. (Spring, 1968.)
- 145—**Social Psychology (3) I**
 Analysis of individual behavior in social situations, and of group phenomena. (Summer and Fall, 1966.)
- 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. (Spring, 1968.)

Recommended courses in allied fields:

Psychology of Personality (Psych. 140); Labor Economics (Econ. 150); 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.

SOCIAL SCIENCE MAJOR

Preparation for the Major: Economics 1 and 2, Sociology 1, Psychology 1; Anthropology 1 and Geography 1 are highly recommended.

The Major: twenty-four units of upper division courses in social sciences: 12 units in the field of concentration, history; 12 units in other social sciences (3 in Economics, 3 in Political Science, 6 in Sociology.)

FOREIGN LANGUAGES

Chairman: Mother Mariella Bremner

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

A background in Latin (two years in high school or one year in college) is required of students majoring in French and Spanish. Students minorng in French or Spanish must have nine upper division units.

FRENCH

Chairman: Jeanne Brink

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. (Every year.)

3-4—Intermediate (4-3) Year

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice. (Every year.)

100—Conversation (1) I

Prerequisite: consent of the instructor. (Fall, every year.)

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. (Spring, every year.)

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 4 or the equivalent. (Fall, every year.)

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 4 or the equivalent. (Spring, every year.)

121—Early French Literature (3) I

French literature from its origins to the end of the sixteenth century. Reading and interpretation of representative texts. (Fall, 1966.)

122—The Seventeenth Century (3) II

A study of classical masterpieces. (Spring, 1967.)

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

Reading, interpretation, and discussion of representative texts. (Fall, 1966.)

124—The Nineteenth Century (3) II

Reading, interpretation, and discussion of representative poems, plays, and novels. (Spring, 1967.)

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

Outstanding writers of the prewar period, and contemporary French dramatists and novelists. (Fall, 1967.)

130—History of the French Language (3) II

(Spring, 1968.)

Note: For graduate courses in French, see Page 83.

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 Spanish 102, 103, and three period courses.

1-2—Elementary (4-4) Year

Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation. (Every semester.)

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. (Every semester.)

4—Intermediate (3) I and II

Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition. (Every semester.)

101—Advanced Composition (3) I

Oral and written practice in current Spanish idioms. (Fall, 1966.)

102A-102B—Civilization of Spain and Spanish America

A: Spanish Civilization (3) II (Spring, 1967.)

B: Civilization of Spanish America (3) II (Spring, 1968.)

103—Spanish Cultural Readings (3) I

Training in careful reading of books with significant cultural content. Advanced composition. (Fall, every year.)

121—The Middle Ages and Pre-Renaissance Periods (3) I

From *El Mio-Cid* to *La Celestina*. (Fall, 1967.)

122—The Renaissance (3) II

The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; the origins of the theatre. (Spring, 1968.)

123—Baroque Literature (3) I

The XVII Century: Epic and lyric poetry; "conceptismo and culteranismo," Quevedo, Gracían, and Saavedra Fajardo; historical, didactical and fictional prose. (Fall, 1966.)

124—The Spanish Theatre of the Golden Age (3) I

The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre. (Fall, 1966.)

125—Neoclassicism and Romanticism (3) I

The XVIII Century: Erudition and criticism; prose, poetry and the theatre. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel (Larra and Fernán Caballero). (Fall, 1967.)

126—Postromanticism and Transitional Literature (3) II

Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and "naturalista;" The new trends in literature up to the "generation of 1898." (Spring, 1968.)

127—Contemporary Novel and Theatre (3) II

The theatre from García Lorca and Casona to Sastre; the novel to Cela's "tremendismo" and the present day. (Spring, 1967.)

130—History of the Spanish Language (3) II

An introduction to the history and development of the Spanish language. Prerequisite: Latin 1 and 2, or the equivalent. (Spring, 1967.)

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. (1966-1967.)

Note: For graduate courses in Spanish, see Page 83.

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. (Every year.)

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. (Every year.)

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

Selections from standard German prose writers. (1967-1968.)

104A-104B—Survey of German Literature (3) Year

A study of the principal masterpieces of German literature from the Middle Ages to the present. (1966-1967.)

ITALIAN

1-2—Elementary (3-3) Year

Introduction to Italian: reading, writing, grammar, aural comprehension, elementary conversation. (Every year.)

3-4—Intermediate (3-3) Year

Intensive drill in reading and writing; review of grammar; intermediate conversation. (Every year.)

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

Selections from standard Italian prose writers. (1967-1968.)

104A-104B—Survey of Italian Literature (3-3) Year

(1966-1967.)

LATIN

1-2—Fundamentals (3-3) Year

An introductory course in Latin. (Every year.)

3-4—Intermediate (3-3) Year

Intensive drill in grammar. Selections from Cicero's Orations; selections from Virgil's *Aeneid*. (Offered when there is demand.)

Courses in the Latin Poets and Prose Writers of the Golden and Silver Ages, in Plautus and Terence, in Latin Composition, and the Latin Fathers are offered according to need.

THE NATURAL SCIENCES

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

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

BIOLOGICAL SCIENCES

Chairman: Mother Bernice Farrens

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

In keeping with the modern trends in biology, the San Diego College for Women is offering a Core Program in biology. The Core includes a balanced foundation of molecular, cellular, organismic, and developmental biology as well as genetics and ecology. The unifying theme of the Core is evolution.

The Major: The twenty-four units of upper division work must include the four cores (cores 3-6), microbiology and cell physiology. A minor in chemistry is required for recommendation to graduate school.

1A—Introductory Ecology (4) I (Core 1)

Structure and dynamics, environmental interaction, symbioses and competition; energy flow, homeostasis and succession; and ecological aspects of natural selection. 3 lectures and 1 three-hour laboratory period. Prerequisite: Chem. 1A concurrent. (Fall, every year.)

1B—Organismic Biology (4) II (Core 2)

A study of structural and functional organization of selected higher plants and animals: a modern synthesis, including facts about the complexity of organization in higher organisms; contemporary heuristic topics, i.e., immunization, neurosecretion, photoperiodicity, biological clocks and electrophysiology. 3 lectures and 1 three-hour laboratory period. Prerequisite: Chem. 1B concurrent. (Spring, every year.)

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. Physiology experiments are performed for each unit. 2 lectures and 2 laboratory periods. (Fall, every year.)

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. (Spring, every year.)

- 101—Genetics (4) I or II (Core 3)
Mendelism, linkage, meiosis, molecular, bacterial and population genetics, evolution and radiation. 3 lectures and 1 three-hour laboratory period. Prerequisite: Cores 1 and 2. (Spring and Fall, 1967.)
- 105—Developmental Biology (4) II (Core 4)
The study of plant and animal ontogeny from molecular to structural aspects. This will be complemented with experimental investigation and problems. 3 lectures and 1 laboratory period. (Spring, 1968.)
- 107—Molecular Biology (4) I (Core 5)
A consideration of: elementary biochemistry, DNA structure and function, protein synthesis and regulation, enzymes, and cell metabolism. 3 lectures and 1 laboratory period. (Fall, 1967.)
- 110—Cellular Biology (4) II (Core 6)
The study of cell structure, function, growth, division, differentiation and transformation, clonal variations and development, evolutionary potential of cells and protista. 3 lectures and 1 laboratory period. (Spring, 1968.)
- 112—Ecology (4) I
A study of the structure, function, and environmental relationships of organisms with special emphasis on zoological forms. 3 lectures and 1 three-hour laboratory period. (Fall, 1966.)
- 139—Radiation Biology (2) I
The use of radioisotopes in biology. Readings, demonstrations and participation in selected experiments. Four-hour seminar. (Fall, 1966.)
- 147—General Microbiology (5) 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 micro-organisms as an experimental tool for the study of metabolism and of biochemical genetics. 2 lectures and 2 laboratory periods. Prerequisites: Bio. 1, Chem. 1, 101. (Fall, 1966.)
- 149—Cell Physiology (5) 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. 1, Chem 1, and Chem. 101. Physics is strongly recommended. (Spring, 1967.)
- 198—Research Problems (1-2)
An honors program in which students who show potential for graduate work may participate in research and 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. (Every year.)

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. (Fall, every year.)

101—Organic Chemistry (4) I

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. (Fall, 1966.)

102—Advanced Organic Chemistry (3) II

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. (Spring, 1967.)

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. (Spring, 1967.)

104—Advanced Inorganic Chemistry (3) II

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. (Spring, 1968.)

107—Organic Syntheses (1) II

A laboratory course in organic syntheses, designed to acquaint the student with advanced organic laboratory techniques. One three-hour laboratory period. Prerequisite: Chemistry 101. Concurrent or previous registration in Chemistry 102 is required. (Spring, 1968.)

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. (1966-1967.)

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, atomic and molecular phenomena. 3 lectures and 1 three-hour laboratory period. (1967-1968.)

112—Radiochemistry (3) II

Basic concepts of nuclear physics and radioisotope methodology. Training in the use of equipment commonly employed in radioisotope studies, and in the applications of radioactive tracers in chemistry, biochemistry, and related subjects. 2 lectures and 1 three-hour laboratory period. Prerequisites: Physics 2A-2B, Chemistry 102 and 107 (or 103), and consent of instructor. (Spring, 1967.)

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, seminars, and laboratory equivalent to 2 three-hour laboratory periods. (1967-1968.)

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. Two three-hour laboratory periods. Prerequisite: Senior standing and consent of the instructors. (Every year.)

INTERDEPARTMENTAL COURSE

12A-12B—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.** (Every year.)

MATHEMATICS

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

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

2—Fundamentals of Freshman Mathematics (3) I and II

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. (Every semester.)

5A—Introduction to Calculus (4) I and II

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. (Every semester.)

5B—Analytic Geometry and Calculus (4) I and II

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

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

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

100—Mathematics for Elementary School Teachers (3) I and II

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. (Every semester.)

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. (Fall, 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. (Spring, 1967.)

- 112—Introduction to Modern Algebra (3) I
Some fundamental concepts, rings, integral domains, some properties of integers, fields, rational numbers, real numbers, complex numbers. (Fall, 1966.)
- 113—Group Theory and Vectors (3) SS 1966
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. (Spring, 1968.)
- 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. (Spring, 1967.)
- 126—Introduction to Complex Analysis (3) I
Complex variables, analytic functions, complex integration, Cauchy's theorem, conformal mapping. (Fall, 1967.)
- 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. (Fall, 1967.)

PHYSICS

Preparation for the Minor: Physics 2A-2B and one year of calculus. The minor consists of Physics 40, and at least seven 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. (Every year.)
- 40—Intermediate Physics (3) I
An elementary but rigorous development of the fundamental notions of Newtonian mechanics, relativistic mechanics, and thermodynamics, using calculus and vector notation. Three lectures per week. Prerequisites: Physics 2A-2B, Mathematics 5A and registration in Mathematics 5B. (Fall, 1967.)
- 100—P. S. S. C. (3) II
Physics according to the Physical Science Study Committee program. (Spring, 1968.)

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-1B is recommended. (Spring, 1968.)

102—Optics (4) I

An elementary development of the theory of optical phenomena beginning with geometrical optics and stressing the development of physical optics. Prerequisites: Physics 2A-2B and Mathematics 5C. (Fall, 1967.)

154—Electricity and Magnetism (3) I

A thorough study of electricity and magnetism with emphasis on fundamental concepts. (Fall, 1966.)

198—Library Research (3) II

Independent study in various libraries, both city and institutional, leading to a term paper on a topic proposed by the student and approved by the instructor. (Spring, 1967.)

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. (Every semester.)

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. (Every semester.)

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. (Spring, every year.)

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. (Every semester.)

COMMUNITY SERVICE
EDUCATION

Chairman: Mother Margaret Guest

104—History of Education (3) II

A survey of educational theory and practice from earliest times to the present. (Offered when there is demand.)

111A—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 maturational levels. This course is to be taken concurrently with Student Teaching, Level 1 (Ed. 111B). (Spring, every year.)

111B—Student Teaching Level 1 (1) II

Observation of children in classroom and playground situations (in conjunction with Ed. 111A) in 14 one-hour weekly sessions. Two simple case studies are compiled. (Spring, every year.)

119—Tests and Measurements (3) I

Construction and use of tests; survey and critical evaluation of standard tests; organization of a testing program. (Fall, 1966.)

128—The Philosophy of Education (3) I

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. (Fall, 1967.)

130—Curriculum and Instructional Procedures for the
Elementary School

130A—(5) I

A 5-unit block emphasizing selection and integration, scope and sequence of content in the areas of: reading and the other language arts, social studies, natural science, and health education, as well as procedures in planning and in guiding learning in these areas. Prerequisites: Science 12, Biology 24, English 105, or equivalents. (Fall, every year.)

130B—(2) I

Mathematics for the Elementary School: methods and materials. Prerequisite: Mathematics 100. (Fall, every year.)

130C—(4) I

A 4-unit block concerned with elementary curriculum and procedures in the areas of music, art, and physical education. Emphasis on interrelationships and integration. Prerequisites: Art 10, Music 20, or equivalents. (Fall, every year.)

In addition to the above three courses, credential candidates must complete a non-credit A-V practicum.

- 133—**Foundations of Education for Elementary Teachers (2) II**
 An overview of the historical, philosophical, and sociological foundations of education in the United States, with moderate emphasis on current concerns and issues. (Spring, 1967.)
- 134-139—**Curriculum and Methods for the Elementary School**
 134—Reading (2)
 135—Language Arts (1)
 136—Music (2)
 137—Science (1)
 138—Social Studies (2)
 139—Art (2)
- 147—**Audio-Visual Aids (2)**
 A practical study of the main types; principles of selection, construction, and use for specific teaching purposes. (Offered when there is sufficient demand.)
- 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. (Fall, every year.)
- 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. (Spring, 1967.)
- 170—**Foundations of Secondary Education (2) II**
 A survey of the philosophical, historical, and sociological foundations of education in the United States. (Spring, every year.)
- 300—**General Methods of Teaching in the Secondary School (3) II**
 A general course in principles of instruction in secondary schools; considers lesson planning, class control, guidance, and evaluation; includes observation of classroom teaching in the San Diego City Schools. (Spring, every year.)
- 301—**Special Methods in the Secondary School (2) I or II**
 Curriculum and instructional procedures and materials in specific subject areas. (1966-1967.)

305—Student Teaching in the Elementary School

305A—Level 2 (2) I and II

Involves one full morning weekly in San Diego City Schools. A majority of the time is spent in participation-teaching in a single classroom, but included are weekly one-period observations at the different grade levels. A related seminar meets weekly.

305B—Level 3 (8) I and II

Cadet teaching is done in selected classrooms of the San Diego City public school system (every morning for one semester).

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 (2 class periods daily for one semester or 1 class period for two semesters).

PROGRAM FOR THE STANDARD TEACHING CREDENTIAL— ELEMENTARY SPECIALIZATION

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

1. The student must have completed a year's credit after obtaining a bachelor's degree. Included in this post-graduate work will be level-three student teaching as well as additional courses in the major and minor subject fields.
2. English 105 and History 172 are strongly recommended for all elementary credential candidates.
3. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

ELEMENTARY CREDENTIAL PROGRAM

FRESHMAN YEAR		SOPHOMORE YEAR	
Sem. I Units	Sem. II Units	Sem. I Units	Sem. II Units
1	Theology	1	Theology
3	English	3	Philosophy
3	History	3	English
4	Language	3	Social Science (U. S. Hist. & Gov.)
4	Natural Science	3	Major or Minor Prerequisites
1 or 2	Communication Arts	3	Psychology 1
	Physical Education		Mathematics Concepts
16 or 17	16 or 17	16	16 or 17
JUNIOR YEAR		SENIOR YEAR	
1	Theology	1	Theology
3	Philosophy		Philosophy
6	Major		Elective
3	Minor	6	Major
4	Speech, Music, or Art Prerequisites	3	Minor
	Psychological Foundations	2	Music or Art Prerequisite
	c/Observations (S.T., Level 1)	5	Curriculum and Instructional Procedures (Ed. 130A)
17	16	17	17
			2
			17

GRADUATE YEAR

8	Student Teaching, Level 3 (Ed. 305B)	
6	Curriculum & Instructional Procedures (Ed. 130B, C)	
	Foundations of American Education (Ed. 133)	2
	Minor	3
	Graduate Courses or Second Teaching Minor or Electives	
14		8 or 10
		13 or 15

PROGRAM FOR THE STANDARD TEACHING CREDENTIAL—
SECONDARY SPECIALIZATION

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, Spanish, French, biology, chemistry, and mathematics.

II. Recommendation for the Credential

1. The student must have completed a year's credit after obtaining a bachelor's degree. This post-graduate work should include additional hours in the major or minor subject fields.
2. English majors and minors 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, and a course in the history and development of the English language.
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

FRESHMAN YEAR		SOPHOMORE YEAR	
Sem. I Units		Sem. II Units	
1	Theology	1	1 Theology
3	English	3	3 Philosophy
3	History	3	3 English
4	Language	4	3 Social Science (U. S. Hist. & Gov.)
4	Natural Science	4	3 Major or Minor Prerequisites
1 or 2	Communication Arts	1 or 2	3 Psychology 1
	Physical Education		Mathematics or Science
16 or 17		16 or 17	Physical Education
			3 or 4
			16 or 17
			16

JUNIOR YEAR		SENIOR YEAR	
1	Theology	1	Theology
3	Philosophy	3	Philosophy
6	Major		Elective
3	Minor	6	Major
3 or 4	Electives	3	Minor
16 or 17		3 or 4	3 Psychological Foundations for Secondary Teachers
			Foundations of Secondary Education
			General Methods and Observation
			2
			2
			17
			16

GRADUATE YEAR

6	Student Teaching	
2	Instructional Procedures	
	Expansion of the Major*	6
2 or 3	Electives	6
3	Minor	3
13 or 14		15

*It is recommended that six units in the major or the minor be graduate units.

SPECIAL EDUCATION

The San Diego College for Women has planned an experimental program for the training of teachers in special education. This program fulfills the California certification requirements for specialized preparation in the area of the Mentally Retarded. It is recognized as a suitable minor for the elementary or secondary teaching credential. The program began in September, 1964. According to the needs of students, two courses will be offered each semester.

- 190—**The Psychology of the Exceptional Child (3)**
The characteristics of and educational provisions for exceptional children, including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. Prerequisite: Ed. 161.
- 191—**Psychology of the Mentally Retarded (3)**
The sensory development and learning characteristics of the mentally retarded, and their problems in social, psychological, and vocational adjustment. Prerequisite: Ed. 190.
- 192—**Psychology of the Emotionally Disturbed (3)**
Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction to problems of counselling, psychotherapy, and effective teaching methods. Prerequisite: Ed. 161.
- 193—**Speech and Language Development for the Handicapped (2)**
Special aspects of training for speech and language development, for children who are mentally retarded, brain-injured, or whose physical handicap impedes their speech and language development.
- 194—**Curriculum Development for Educable Mentally Retarded (3)**
A practical presentation of philosophy, aims, materials, and methods of teaching the educable mentally retarded, with emphasis on their education at the elementary and secondary school levels, including arts and crafts. Prerequisite: Ed. 191.
- 195—**Curriculum for the Vocational Development of the Mentally Retarded (3)**
A practical presentation of the aims, materials, and methods of the vocational training of the mentally retarded, including vocational skills and placement opportunities for the educable child at the secondary school level, and the basic training of the severely retarded for possible employment in a sheltered environment. Prerequisite: Ed. 194.
- 196—**Field Practice with the Mentally Retarded (2)**
Thirty clock-hours of supervised observation and participation with the educable mentally retarded, the severely mentally retarded, and either with the emotionally disturbed or in vocational areas for the retarded. Prerequisite: Ed. 190.
- 297—**Organic Basis of Mental Retardation (2)**
Graduate level study of etiology, classification, diagnosis, and assessment of mental retardation.
- 298—**Counselling of the Handicapped and their Parents (3)**
Educational, mental, social, and vocational counselling of the handicapped and their parents: principles and practices. Prerequisite: Psych. 167.

390—Student Teaching

Ninety clock-hours in the area of the mentally retarded.

NURSING EDUCATION

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

An application of basic teaching methods to certain areas of study. (Every semester)

146—Community Health (3) 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. (Spring, 1968.)

148—Principles of Supervision (2) II

An introduction to the principles of supervision and employee-counselling 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. (Spring, 1968.)

152—Human Relations (3) II

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. (Spring, 1967.)

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. (Every semester)

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, and tennis.

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.

LIBRARY SCIENCE

The San Diego College for Women began its program of courses in Library Science in 1964. According to the needs of students, one course is offered each regular semester and one in the summer session.

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

144—Book Selection (3)

Criteria for evaluation and acquisition of library materials, and formulation of book selection policies. Evaluation of book selection tools and non-book materials.

145—Administration (3)

A survey of administration and the place of the library in the organization it serves. Administration within the library, training of staff, handling of personnel, public relations, and professional ethics.

149—History of Books and Printing (2)

A survey of the development from ancient times of man's methods of recording information, and various methods of printing and reproduction.

152—School Library Observation (3)

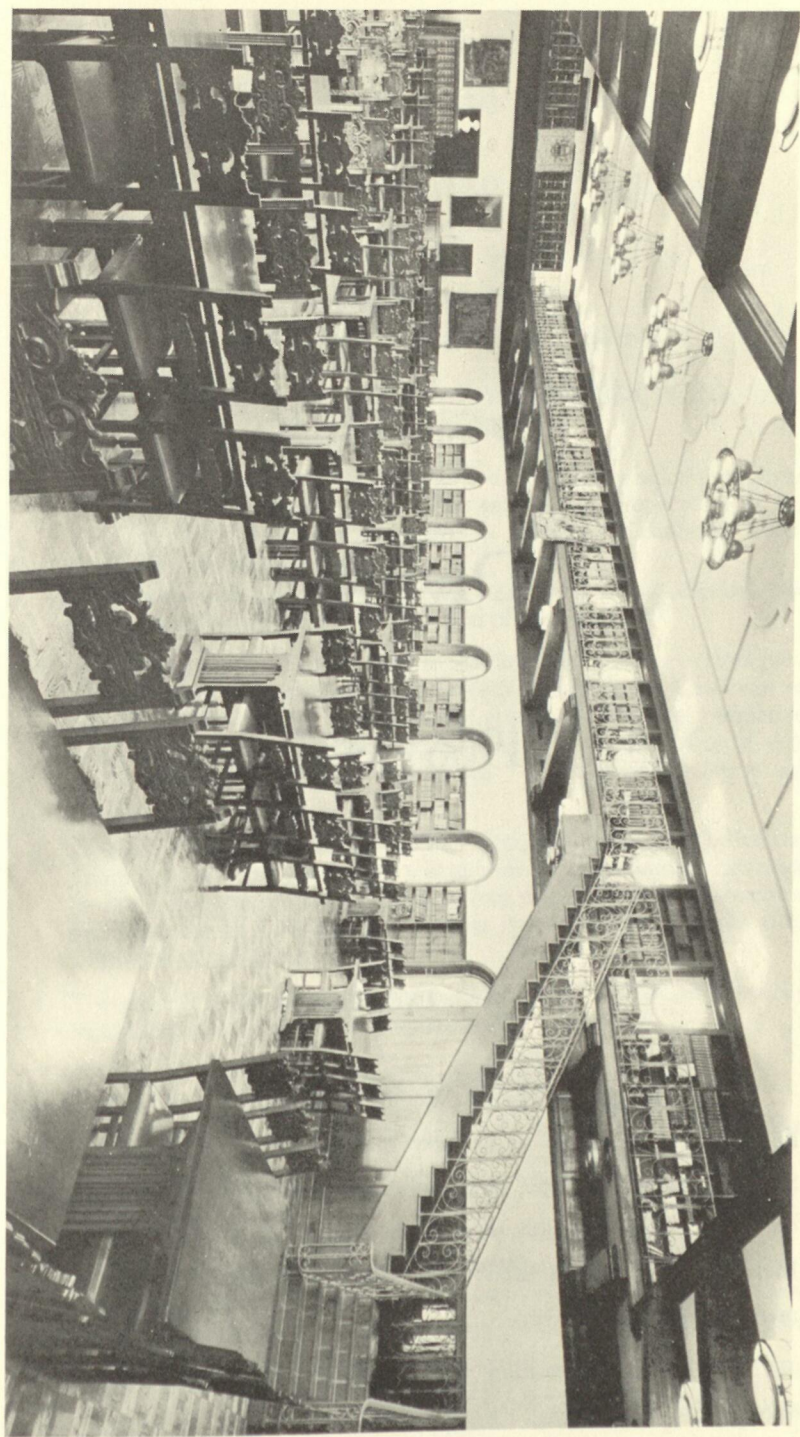
Students in the School Library program will do 100 hours of practice work in an approved school library under the direction of a professional librarian.

154—Literature for Children and Young Adults (3)

Historical background of children's literature, critical analysis of folklore, legends, myths and modern imaginative literature; evaluation of contemporary children's books and a survey and analysis of literature suitable for adolescents.

161—Bibliography of the Humanities and the Social Sciences (3)

A survey and evaluation of reference works in fine arts, literature, philosophy and religion; business and economics, education, history and geography, political science and sociology. Prerequisite: L.S. 141.



Graduate Division 1966 - 1967

GENERAL INFORMATION

The San Diego College for Women offers programs of study leading to the Master's degree in five departments: English, History or Social Sciences, Spanish, French, 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*

- Dr. Jeanne Brink, Ph.D.
- Mother Sally Furay, Ph.D.
- Dr. Graciela Graves, Ph.D.
- Mother Margaret Guest, Ph.D.
- Mother Agnes Murphy, Ph.D.
- Mother Helen McHugh, 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. 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.
4. The student is not considered for candidacy until she has satisfactorily completed one semester of graduate work.

SEMESTER EXPENSES

APPLICATION FEE, for new students	\$ 10.00
RESIDENT STUDENTS, see page 21	
DAY STUDENTS, tuition	500.00
PART-TIME STUDENTS, (limited to 9 units)	
Tuition per unit	32.00
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 to 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 the Graduate Committee 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 in an 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 topic for thesis or project

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 for the Master of Arts in Education:

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
 - Elementary Education
 - Secondary Education
 - Educational Psychology
 - Special Education
 - 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.

Requirements for the Master of Science in Education:

1. In place of the thesis the candidate registers for Education 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. 104 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 (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.

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.
- 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

- 210—Advanced Educational Psychology (3)
Emphasizes classroom applications of the findings of research in the areas of learning and of individual and group differences.
- 215—Differential Psychology (3)
The origin, nature, and extent of individual differences, with consideration of the psychological and educational significance of such differences.
- 219—Individual Psychology 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.

SPECIAL EDUCATION

297 and 298—See Special Education section, Page 68.

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. This examination should be taken in the first semester of graduate study.
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)

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)

222—Studies in the Augustan Age (3)

223—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.

227—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 Lyric in English (3)

Study of English and American lyric poetry, with schools and movements, from the sixteenth 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.

264—Thesis (6)

DIVISION OF SOCIAL SCIENCES

A program leading to the Master of Arts degree in Social Science is available from offerings in history, political science, 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 in 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 who have not had a comparable course.
2. A reading knowledge of one foreign language, preferably French or German, to be tested by examination. This examination should be taken in the first semester of graduate study.
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.

A program leading to the Master of Arts degree in history is also available. The conditions are the same as those listed above except that the preparation of 24 upper division units and the course requirements in graduate study are all fulfilled in the field of history.

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 revolutions and the Age of the Enlightenment.

246—Nineteenth-Century Imperialism (3)

The causes, extent, and consequences of the new expansionism of the European Powers in the last quarter of the nineteenth century, viewed especially in the light of twentieth-century developments.

247—Europe Since 1945 (3)

The political, social, and economic aftermath of World War II in West Germany, France, the United Kingdom, and Italy, stressing the international repercussions.

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.

267—Seminar in the Foreign Relations of the United States (3)

273—Studies in Colonial America (3)

Selected aspects of the institutions and life of Colonial America. Intercolonial relations. Imperial control. Lectures, discussions, reports.

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 changes brought about by the New Deal and the Second World War.

290—Historiography (3)

Required of all candidates for the M.A. degree.

Political Science

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.

Sociology

207—Sociology of Religion (3)

Religion as a social institution, with particular emphasis on the American scene.

209—Sociological Foundations of Education (3)

218—Comparative Civilizations and Societies (3)

A comparative study of the basic concepts, social forces, and value systems in selected societies.

222—American Society and Culture (3)

Analysis of American groups, patterns of behavior, and social institutions.

ROMANCE LANGUAGES

DEPARTMENTS OF FRENCH AND SPANISH

Admission to Graduate Status

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

Requirements for the Master's Degree in French or Spanish

1. Thirty units of work in French or 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. This examination should be taken in the first semester of graduate study.
3. A comprehensive examination designed to test the student's knowledge of the field of French literature, or 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 FRENCH

- 201—Bibliography and Research Techniques (3)
- 202—*Explication de Textes Littéraires* (3)
- 211—*Stylistique Comparée* (3)
Comparison of French and English idiom.
- 212—French Phonetics and Phonology (3)
- 227—Ideas and Literary Trends of Contemporary France (3)
- 230—Studies of Individual Authors (3)
- 240—Women Novelists from Christine de Pisan to Marguerite Duras (3)
- 254—Literary Criticism of Nineteenth-Century France (3)
- 264—Thesis (6)

GRADUATE COURSES IN SPANISH

- 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.
- 232—Spanish Linguistics (3)
- 235—Seminar in XX Century Novel (3)
A survey of the trends underlying literary works from the '98 Generation to the *nueva oleada*, evaluation of modern novelists, from Miró to Goytisolo.
- 241—The Generation of 1898 (2)
Its influence on Spanish life and literature.
- 242—Contemporary Spanish Poetry (3)
A special study of the generation of 1898, and *Modernismo*. The poetry of *entreguerras* (1920-1939) and its evolution to our time.
- 243—Contemporary Spanish Theatre (3)
- 250—Spanish Mystics (3)
- 264—Thesis (6)

I N D E X

Academic Regulations - - - - -	24	History of the College - - - - -	15
Accreditation - - - - -	7	Honors - - - - -	25
Activities - - - - -	18	Humanities - - - - -	32
Address of College - - - - -	3	Instruction, Courses of - - - - -	28
Admission - - - - -	22, 23, 73	International Relations Club - - - - -	18
Advanced Standing - - - - -	23	Italian - - - - -	54
Aims - - - - -	15	Kappa Gamma Pi - - - - -	18, 25
Alcala Park Players - - - - -	18	Language Laboratory - - - - -	52
Anthropology - - - - -	61	Language Requirement - - - - -	27
Application - - - - -	22	Latin - - - - -	54
Art - - - - -	40	Library - - - - -	17
Associated Student Body - - - - -	18	Library Science - - - - -	70
Astronomy - - - - -	61	Majors - - - - -	28
Athletic Association - - - - -	19	Master's Degree - - - - -	74
Attendance - - - - -	24	Mathematics - - - - -	59
Biology - - - - -	55	Medical Technology - - - - -	55
Buildings - - - - -	17	Microbiology - - - - -	55
Calendar - - - - -	4	Minors - - - - -	28
Campus - - - - -	17	Modern Languages - - - - -	52
Chamber Orchestra - - - - -	19	Music - - - - -	38
Chemistry - - - - -	57	Natural Sciences - - - - -	55
Children of Mary - - - - -	18	Nursing Education - - - - -	69
Class Counselors - - - - -	13	Officers of Administration - - - - -	8
Clubs - - - - -	18, 19	Orchestra - - - - -	19
College Entrance		Philosophy - - - - -	30
Examinations - - - - -	20, 22, 23	Physical Education - - - - -	69
Correspondence - - - - -	3	Physical Sciences - - - - -	57
Courses of Instruction - - - - -	28	Physics - - - - -	60
Courses of Integration - - - - -	28	Political Science - - - - -	46, 81
Degree Requirements - - - - -	26, 27	Psychology - - - - -	48
Drama - - - - -	35	Publications, Student - - - - -	19
Economics - - - - -	49	Radio - - - - -	35
Education - - - - -	62, 75	Registration - - - - -	24
Elementary Credential - - - - -	64, 65	Scholarships - - - - -	20
English - - - - -	32, 78	Science Club - - - - -	18
English as a Second Language - - - - -	32	Secondary Credential - - - - -	66, 67
Entrance Requirements - - - - -	23	Social Sciences - - - - -	44, 51, 80
Examinations - - - - -	25	Social Welfare - - - - -	51
Expenses - - - - -	21	Sociology - - - - -	50, 82
Faculty - - - - -	8	Spanish - - - - -	53, 82, 83
Film Forum - - - - -	19	Special Education - - - - -	68, 77
Foreign Languages - - - - -	52, 82	Speech - - - - -	35
French - - - - -	52, 82, 83	String Ensemble - - - - -	19
Freshman, Admission - - - - -	23	Student Organizations - - - - -	18
General Education - - - - -	27	Teaching Credential - - - - -	64, 67
General Information - - - - -	15, 73	Telephones - - - - -	3
Geography - - - - -	61	Theatre - - - - -	35
German - - - - -	54	Theology - - - - -	28
Graduate Division - - - - -	72	Transcripts - - - - -	23, 25
Graduation Honors - - - - -	25	Transfer Students - - - - -	23
Graduation Petition - - - - -	25	Transportation - - - - -	17
Graduation Requirements - - - - -	26, 27	Women's Athletic Association - - - - -	19
Health Service - - - - -	17	Work Opportunities - - - - -	19
History - - - - -	44, 80		

USD COPLEY LIBRARY



3 5073 40167 0712