

Arts + Languages

LONG BEACH STATE COLLEGE

BULLETIN

CATALOG ISSUE
1952-53

LONG BEACH, CALIFORNIA

LONG BEACH STATE COLLEGE
BULLETIN

Vol. 3

May, 1952

No. 5

CATALOG ISSUE

GENERAL INFORMATION AND ANNOUNCEMENT OF COURSES

Fall and Spring Semesters 1952-53

6201 E. Anaheim Road, Long Beach 4, California
Telephone, Long Beach 90-4946

Published in July, November, March, April, and May by Long Beach State
College, Long Beach 4, California. Entered as Second-class Matter at the
Post Office of Long Beach, California.

CONTENTS

	Page
Calendar 1952-53	5
Administration of the College	6
Division Chairmen	6
Faculty	6
Faculty, Part-time	10
Administrative and Instructional Service Staffs	16
The College	18
Organization and History	18
Aims of the College	18
Accreditation	19
Extended Day and Summer Session	20
Admission to the College	21
General Procedure	21
Advanced Standing	21
Graduate Study	21
Special Students	22
Foreign Students	22
Auditors	22
Fees and Expenses	23
Degrees	24
Bachelor of Arts Degree	24
Bachelor of Science Degree	25
Baccalaureate Degree in Vocational Education	25
Master of Arts Degree	25
General Regulations	26
Registration	26
Grades and Scholarship	26
United States History and Constitution Requirement	27
Student Load	27
Withdrawals	27
Attendance	27
Major	27
Residence	27
Reports to Students	27
Teaching Credentials	28
Student Personnel Services	28
Counseling	28
Health Service	28
Housing	29
Scholarships and Loan Funds	29
Placement	29
Veterans	30
Vocational Rehabilitation	30
College Bookstore and Food Service	30
Student Activities	30

CONTENTS—Continued

	Page
Announcement of Courses	32
Classification and Designation of Courses	32
✓ Art	32
Astronomy	77
Bacteriology	77
Biology	77
Botany	79
Business	91
Chemistry	79
Conservation	80
Economics	95
Education	61
✓ English	38
Entomology	81
✓ French	43
General Studies in Social Science	98
Geography	100
Geology	81
Health Education	73
History	102
Industrial Arts	85
✓ Music	45
Natural Science	81
Nature Study	82
✓ Norwegian	44
Nursing	89
✓ Philosophy	70
Physical Education	73
Physical Science	82
Physics	83
Physiology	83
Psychology	68
Political Science	106
Recreation	75
Social Anthropology	109
Social Science	98
Sociology	109
✓ Spanish	44
✓ Speech and Drama	52
Zoology	83

DEPARTMENT OF EDUCATION
OF THE
STATE OF CALIFORNIA

HONORABLE ROY E. SIMPSON
State Superintendent of Public Instruction and
State Director of Education

AUBREY A. DOUGLASS, Associate Superintendent
Chief, Division of State Colleges and Teacher Education

JOEL A. BURKMAN, Assistant Chief
Division of State Colleges and Teacher Education

STATE BOARD OF EDUCATION

William L. Blair, President	Pasadena
Raymond J. Arata	San Francisco
Byron H. Atkinson	Glendale
Mrs. E. T. Hale	San Diego
Gilbert H. Jertberg	Fresno
Joseph P. Loeb	Los Angeles
Max J. Osslo	San Diego
Mrs. Vivian N. Parks	Richmond
Wilber D. Simons	Redding
Mrs. Margaret H. Strong	Stanford

LOCAL ADVISORY BOARD

Harry Buffum	Long Beach
Henry F. Burmester	Long Beach
D. W. Campbell	Long Beach
William S. Grant	Long Beach
John W. Hancock	Long Beach
Ross A. Shafer	Tustin
Clarence L. Smith	Downey
George P. Taubman, Jr.	Long Beach
Lloyd S. Whaley	Long Beach

1952-53 CALENDAR

FALL SEMESTER

September 15-19	Pre-registration counseling
September 22-23	Registration for day and evening classes
September 24	Instruction begins. Last day to register without penalty fee
October 1	Last day to change program without penalty fee
October 8	Last day to add classes to program. Last day for late registration
November 11	Holiday—Armistice Day
November 14	Last day to drop classes
November 27-28	Thanksgiving Day recess
December 20-January 4, inclusive	Christmas vacation
February 6	End of fall semester

SPRING SEMESTER

February 9-10	Registration for day and evening classes
February 11	Instruction begins. Last day to register without penalty fee
February 18	Last day to change program without penalty fee
February 23	Holiday—Washington's birthday
February 25	Last day to add classes to program. Last day for late registration
March 28-April 5, inclusive	Spring vacation
April 10	Last day to drop classes
June 19	End of spring semester

SUMMER SESSION

June 22-July 31

ADMINISTRATION

P. VICTOR PETERSON	President
DAVID L. BRYANT	Executive Dean
HUGH S. BROWN	Dean of Instruction
ROBERT D. RHODES	Dean of Students
J. WESLEY BRATTON	Dean of Educational Services and Summer Session
FRANCIS J. FLYNN	Business Manager
CLARENCE R. BERGLAND	Admissions Officer
KARL A. RUSSELL	Assistant Dean of Students—Guidance
LOIS J. SWANSON	Assistant Dean of Students—Activities

DIVISION CHAIRMEN

DAVID L. BRYANT (Acting)	Arts and Languages
CARL E. GREGORY	Social Science
JACK E. MONTGOMERY	Health, Physical Education and Recreation
WALLACE H. MOORE (On leave, Spring, 1952)	Education and Psychology
ARNOLD M. CHRISTENSEN (Acting, Spring, 1952)	Education and Psychology
ROBERT D. RHODES (Acting)	Natural Science

FACULTY

P. VICTOR PETERSON	President
A.B., Iowa State Teachers College; A.M., Ph.D., Stanford University.	
AHLQUIST, IRVING F.	Assistant Professor, History
B.S., Wheaton College; M.A., Ph.D., University of Illinois.	
AMUNDSON, CARL L.	Professor, Education
B.S., Ph.M., University of Wisconsin; Ed.D., University of Colorado.	
ANDERSON, ROY C.	Associate Professor, Education
A.B., Augustana College; M.A., University of Michigan; Ed.D., Stanford University.	
ARCHER, BLAIR	Assistant Professor, Art
B.S., Moorhead Teachers College; M.Ed., Ph.D. in progress, University of Minnesota.	
BAKER, NORMA	Assistant Professor, Education
A.B., University of California; M.A., Stanford University; Ph.D. in progress, University of California.	

BERGLAND, CLARENCE R.	Admissions Officer
B.S., A. M., Ed.D. in progress, University of Southern California.	
BRATTON, J. WESLEY	Dean of Educational Services and Summer Session
A.B., Seattle Pacific College; M.S., Ed.D., University of Southern California.	
BROWN, HUGH S.	Dean of Instruction
B.A., University of Manitoba; Ph.D., University of Minnesota.	
BRYANT, DAVID L.	Executive Dean
B.S., University of Southern California; M.A., Stanford University, Ed.D., University of Southern California.	
BURCH, CHARLES	Assistant Professor, Nature Study
B.S., Slippery Rock State Teachers College; M.S., Ph.D., Cornell University.	
BURLEY, JOSEPHINE	Assistant Professor, Art
B.A., Eastern Washington College of Education; M.A., Teachers College, Columbia University; Ed.D. in progress, Teachers College, Columbia University.	
CHRISTENSEN, ARNOLD M.	Professor, Education
B.A., Carleton College; M.A., University of Minnesota; Ph.D., State University of Iowa.	
CROGEN, CORINNE	Assistant Professor, Physical Education
B.E., La Crosse State Teachers College; M.S., Wellesley College; Ed.D. in progress, University of Michigan.	
DAVIS, BOYD A.	Assistant Professor, Education
B.A., John Fletcher College; M.S., Ph.D., Iowa State College.	
DOSS, J. PAUL	Assistant Professor, Education
A.B., Fresno State College; M.S., Ed.D., University of Southern California.	
DURBIN, ROBERT P.	Assistant Professor, Geology
A.B., San Diego State College; M.S., Ed.D., University of Southern California.	
FLYNN, FRANCIS J.	Business Manager
A.B., M.S., Ed.D., University of Southern California.	
GARVER, MYRON J.	Associate Professor, Education
B.A., Arizona State College; M.S., Ed.D., University of Southern California.	
GREGORY, CARL E.	Professor, Social Science
A.B., University of Washington; A.M., Ed.D., Teachers College, Columbia University.	
HARDY, ROSS	Professor, Zoology
B.S., M.S., University of Utah; Ph.D., University of Michigan.	
HARRIS, NORMAN C.	Assistant Professor, Art
B.F.A., Art Institute of Chicago; M.S., Illinois Institute of Technology.	
HARTMAN, WILLIAM E.	Assistant Professor, Sociology
A.B., M.A., Ph.D., University of Southern California.	
HUTCHINSON, LINN	Assistant Professor, Education
B.S., M.S., Utah State Agricultural College; D.Ed., University of Oregon.	
JACOBS, ELIZABETH R.	Assistant Professor, English
B.A., University of Texas; M.A., University of Arizona; Ph.D., University of Wisconsin.	
JOHNSON, KENNETH L.	Associate Professor, Physiology
B.S., Bethany College, Kansas; M.S., Ph.D., University of Southern California.	

- JOHNSTONE, OLIVER P. Assistant Professor, Education
B.S., Miami University, Ohio; M.A., Ed.D. in progress, Stanford University.
- KIMBALL, HOWARD E. Assistant Professor, History
A.B., M.A., Ph.D. in progress, University of California at Los Angeles.
- KINSMAN, KEPHAS A. Professor, Education
A.B., University of California at Los Angeles; A.M., Ed.D., University of Southern California.
- LORDEN, YALE E. Associate Professor, Education
A.B., Santa Barbara College; A.M., Stanford University; Ph.D., University of Chicago.
- MCGARRITY, BERTRAM C. Assistant Professor, Music
B.S., University of Minnesota; M.S., University of Idaho; Ph.D., State University of Iowa.
- MACQUARRIE, WILLIAM D. Associate Professor, Industrial Arts
B.A., San Jose State College; M.A., Stanford University; Ph.D., University of Southern California.
- MADISON, RYLAND R. Assistant Professor, Social Science
A.B., M.A., Ph.D., Stanford University.
- MARTINSON, RUTH A. Assistant Professor, Education
A.B., Western Washington College of Education; M.A., Ed.D., University of California at Los Angeles.
- MELOM, HALVOR G. Associate Professor, History
B.A., Fresno State College; M.A., University of California; Ph.D., University of Missouri.
- METZGER, VERNON A. Assistant Professor, Business
B.S., M.B.A., University of California; D.P.A. in progress, University of Southern California.
- MILLER, RICHARD G. Assistant Professor, Zoology
B.A., Principia College; M.S., Cornell University; Ph.D., Stanford University.
- MINER, ERNEST L. Associate Professor, Botany
A.B., M.A., University of Utah; Ph.D., University of Michigan.
- MONTGOMERY, JACK E. Associate Professor, Physical Education
B.S., Ed.D., University of California at Los Angeles.
- MOORE, WALLACE Professor, Education
A.B., Davidson College; M.A., Harvard University; Ed.M., Ph.D., Stanford University.
- MUCHMORE, DON MONCRIEF Assistant Professor, Political Science
B.A., Occidental College; Ph.D. in progress, University of California at Los Angeles.
- NAGLE, WALTER Assistant Professor, Education
A.B., San Diego State College; M.A., Ed.D., Stanford University.
- NELSON, FRANK G. Professor, English
A.B., Park College; M.A., Haverford College; Ph.D., University of California.
- NIELSEN, ELIZABETH Associate Professor, English
B.A., Cornell College, Iowa; M.A., Boston University; Ph.D., Northwestern University.
- OLSEN, JOHN W. Associate Professor, Art
B.Ed., University of California at Los Angeles; M.A., Ed.D., Columbia University.
- PAINE, OLIVE Assistant Professor, Education
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Ph.D., Yale University.
- PETERSON, LAWRENCE Associate Professor, Music
B.A., State Teachers College, Minnesota; M.S., Ed.D., University of Southern California.
- PHEARMAN, LEO T. Associate Professor, Education
B.A., Cornell College, Iowa; M.A., Ph.D., State University of Iowa.
- REID, CARMEN P. Assistant Professor, Physical Education
Ed.B., M.S., Ed.D. in progress, University of California at Los Angeles.
- RHODES, ROBERT D. Dean of Students
B.A., San Jose State College; M.A., Ph.D., Stanford University.
- ROSS, ROBERT T. Associate Professor, Psychology
B.S., California Institute of Technology; M.A., University of Southern California; Ph.D., Yale University.
- RUSSELL, KARL A., JR. Assistant Dean of Students—Guidance
B.S., Indiana State University; Ed.D., Indiana University.
- SCHWARTZKOPF, HERMAN Assistant Professor, Physical Education
B.S., Kansas State College, Fort Hays; M.S., University of Oregon; Ed.D., University of Southern California.
- SEHMANN, HENRY R. Professor, Education
B.Ed., Illinois State Normal University; A.M., Ph.D., University of Chicago.
- SIEVERS, W. DAVID Assistant Professor, Speech and Drama
A.B., University of North Carolina; M.A., Stanford University; Ph.D., University of Southern California.
- STRAUSS, WILLIAM L. Assistant Professor, Political Science
B.A., Baylor University; M.A., University of Texas; Ph.D., Harvard University.
- SWANSON, LOIS J. Assistant Dean of Students—Activities
B.A., Morningside College; M.A., Ph.D., State University of Iowa.
- THOMAS, FRANKLIN V. Professor, Education
A.B., M.A., Indiana University; Ph.D., Ohio State University.
- THOMPSON, OLIVE Assistant Professor, Education
B.A., Iowa State Teachers College; M.A., State University of Iowa; Ed.D. in progress, University of Southern California.
- TIDYMAN, CLAYTON R. Assistant Professor, Business
B.S., M.B.A., Ph.D. in progress, University of Southern California. C.P.A. certificate.
- WADLEIGH, LLOYD O. Assistant Professor, Economics
B.A., University of California at Los Angeles; Ph.D., Claremont Graduate School.
- WALKER, EDWARD E. Professor, Sociology
B.S., Southwest Missouri State College; M.A., University of Missouri; Ph.D., Stanford University.
- WARD, ERNEST H. Associate Professor, Education
A.B., Marietta College, Ohio; M.A., Ohio State University; Ed.D., University of Cincinnati.

WILDE, RICHARD H. Assistant Professor, History
B.S., Milwaukee State Teachers College; M.S., Ph.D., University of Wisconsin

WILEY, SAMUEL E. Associate Professor, English
A.B., The Athenaeum, Cincinnati; Ph.D., University of Rome.

WILFORD, AILLEE W. Assistant Professor, English
B.A., Hendrix College; M.A., College for Teachers, Nashville, Tenn.; Ph.D. in progress, University of Wisconsin.

WILSON, JAMES N. Assistant Professor, Geography
B.S., Edinboro State Teachers College; M.A., Ed.D., Teachers College, Columbia University.

ZIEGFELD, ERNEST H. Associate Professor, Art
B.S., Ohio State University; M.A., University of Minnesota; Ed.D., Teachers College, Columbia University.

Additional appointments will be made for the opening of the fall semester, 1952.

PART TIME FACULTY

(As of February, 1952)

ADAMS, A. ELWOOD Education
A.B., Indiana State Teachers College; M.A., Teachers College, Columbia University; Ed.D., University of Southern California.

AVARY, J. D. Economics
A.B., M.A., University of Texas; Ph.D. in progress, University of California at Los Angeles.

BEST, WALLACE H. Political Science
A.B., Occidental College; M.A., University of Southern California.

BLACK, FRANK B. Education
B.S., East Kentucky State Teachers College; M.S., Ed.D. in progress, University of Southern California.

BRADLEY, JACK I. Psychology
A.B., Los Angeles State College; M.A., Occidental College; Ph.D. in progress, Claremont Graduate School.

BRADLEY, WILLIS W. Political Science
B.S., United States Naval Academy; M.S., George Washington University. (Captain, U.S.N., Retired.)

BRAGG, MARY ELIZABETH Education
B.S., M.S., University of Southern California.

COOK, LOUIS A., JR. Education
A.B., M.A., Harvard University.

DRESSLER, ANDREW, JR. Industrial Arts

DUNCAN, GLEE Business
A.B., M.A., University of Southern California.

FEAR, ARTHUR J. Speech
A.B., DePauw University; M.A., State University of Iowa; Ph.D. in progress, University of Southern California.

FORTMANN, JAMES A. Art
B.A.E., Art Institute, University of Chicago; M.A.E. in progress, University of Southern California.

GALLUZZO, A. NEIL Education
B.S., University of Pittsburgh; M.S., Ed.D. in progress, University of Southern California.

GARNER, DWIGHT "L" Education
A.B., M.A., Ed.D. in progress, University of Southern California.

GEITGEY, DORIS A. Natural Science
B.N., B.A., University of Toledo; M.S., Immaculate Heart College.

GLOVER, JOHN C. Business
B.A., M.A., Southern Methodist University.

HOFFMAN, VIRGINIA L. Art
B.S., Miami University; M.A., Teachers College, Columbia University.

JERNEGAN, GEORGE D. Psychology
B.A., Beloit College; M.A., State University of Iowa; Ph.D. in progress, University of Southern California.

KAREN, ROBERT L. Psychology
B.A., Ph.D. in progress, University of California at Los Angeles.

KELLY, EILEEN Music
B.M.E., M.M., Northwestern University.

KONOLD, A. EWING Education
B.A., Chapman College; M.S., University of Southern California; Ed.D., University of California at Los Angeles.

LAPRELLE, FRANK B., JR. Art
B.A., Southern Methodist University.

MCGAULEY, BELLE K. Education
B.A., B.Ed., University of British Columbia; Ph.D., University of Southern California.

MELCHIOR, WILLIAM B. Education
A.B., M.A., Syracuse University; Ed.D., Stanford University.

MERLINO, MAXINE O. Art
B.A., M.A., Long Beach State College.

MITCHELL, JOSEPHINE Music
B.Mus., New England Conservatory; M.Mus., University of California.

MYERS, NEWELL D. Education
A.B., Stanford University; M.A., University of California; Ed.D. in progress, University of California at Los Angeles.

NUGENT, FRANCES R. Art
B.Ed., University of California at Los Angeles; M.S., University of Southern California.

ORGILL, DOUGLAS H. English
B.A., M.A., Brigham Young University; Ph.D. in progress, University of Illinois.

PEARCE, MIRIAM H. Natural Science
R.N., B.S., University of Texas.

PLUSCH, J. O. Industrial Arts
B.A., University of California at Santa Barbara; M.A. in progress, Long Beach State College.

POWERS, WARREN E. Education
B.A., Davis Elkins College; M.A., West Virginia University; Ed.D. in progress, University of Southern California.

ROBERTS, ANDREW D. Education
A.B., M.A., Ed.D., Stanford University.

SHEHORN, CLAYTON E. Education
B.A., LaVerne College; M.A., Wayne University.

SIDLOW, ETHELMAE Education
B.S., Missouri State Teachers College; M.Ed., Ed.D., University of Southern California.

SMOLAR, WINIFRED P. Education

SPERRY, JEAN B. Natural Science
R.N., B.S., Evanston Hospital; M.A., Teachers College, Columbia University.

SPRAGUE, HAROLD M. Education
B.S., Nebraska State Teachers College; M.A., Colorado State Teachers College.

STEPHENS, GEORGE D. English
B.A., Trinity University; M.A., University of Texas; Ph.D. in progress, University of Southern California.

STICHTER, CHARLES R. Physical Education
B.E., M.S., University of California at Los Angeles.

STRANG, GERALD Music
A.B., Stanford University; Ph.D., University of Southern California.

TYHURST, RICHARD W. History
B.A., M.A., Ph.D. in progress, University of California at Los Angeles.

VAN ROY, GRETCHEN E. Music
B.S., M.A., Teachers College, Columbia University; D.Mus. in progress, University of Southern California.

VAZQUEZ, DAVID Music
A.B., Long Beach State College.

WHITNEY, RINTOUL T. Astronomy
(Rear Admiral, U.S.N., Retired.)

Additional Appointments Will Be Made for the Opening of the
Fall Semester, 1952

PRINCIPALS AND SUPERVISING TEACHERS COOPERATING IN THE TEACHER TRAINING PROGRAM 1951-1952

ELEMENTARY

Naomi Alderman	Iva Chambeau	Violet Goss
Ida Mae Alexander	Frances Chase	Hazel Gray
Fred Anderson, Principal	Robert Chase, Principal	Della Gregory
Lucy Armstrong,	Helen Cherrier	Veronica Griffin
Principal	Fay Christian	Vera Griffith
Lisette Avery	Willis Christopher	Ruth Grisham
Leonard Bacon, Principal	Louis Cook, Principal	Elsie Grunwaldt
Mercedes Bacon	Helen Coryell	Marjorie Grupe
Mildred Baker	Spencer Covert, Principal	Joseph Hague
Helen Baldwin	Arthur Cox, Principal	Vivian Halloran
Ellen Ballard, Principal	June Crawford	Edna Harris
Helen Banwell	Dorothy Crozier	Erma Hart
Sheldon Beeson, Principal	Margaret Darrow	Robert Hart
Wilson Bell, Principal	Lenore Deichert,	Mildred Hawley
Leonard Bellamy,	Principal	Lucy Hayward, Principal
Principal	Kenneth Delene,	Barbara Heald
Clifford Bennington,	Principal	Dorothy Hedrick
Principal	Betty Dibbs	Carole Heffner
Paul Berry, Principal	Anna Donnelly, Principal	Dorothy Helie
Janet Beymer	Patricia Duncan	Muriel Hendershot
Janet Bigelow	Donald Duncan	Rebecca Hillman
Mary Blakely	Eleanor Dyer	Vernon Hinze, Principal
Elizabeth Blanton	Hilda Eckles	Rozelle Hodges, Principal
Elizabeth Boggs	Mary Else	Delfina Hoffman
Evelyn Bonnaddio	Arthur Emerson	Ina Hopkins
Hubert Bonner, Principal	Charleen Evans	June Howard
Wilma Borchard	Sylvia Evered	Susana Huesdens
Gessie Boyd	Ardis P. Farrell	Janice Humphryes
Josephine Boyle	Catherine Fisher	Irene Jacobus
Mary Bragg	Helen Fletcher	Esther Jenkins
Blanche Brewster	Joseph Forcinelli	Ruth Jerman, Principal
Eugene Brick, Principal	Kathryn Forell	Helen Johnson
May Brittain	Javus Fortman, Principal	Harold Judson, Principal
Zola Brixey	Flo Fossett	Henrietta Kartin
Helen Brown, Principal	Byrd H. Garten	Mary Kafford
Vera Bru	Constance Gherna	Mary Kelly
Anna Buckman	Edith Gilbert, Principal	Clara Kelner
Janet Bullock	Marguerite Glaser	Eleanor Kent
Eugenia Burr	Crystal Glasgow	Pauline Kidd
Elizabeth Cahn, Principal	Aubrey Glines	Howardine Kling
Vincent Correll	Virginia Goad	Beatrice LaGarde
Mabel Carroll	Florence Godard,	Loyd Landes, Principal
Florence Chadwick	Principal	Gloria Landino
Lucille Chaffey	Virginia Gordon	Mary Larsen

ELEMENTARY—Continued

Olive Larson
 Estelle Lawrence
 Florence Lawson
 Olive Lean
 Arline Lehman
 Lucy Liebhenguth
 Doris Lightfoot
 Dorothy Linder
 Helen Lindley, Principal
 Mildred Lindroth
 Bernice Lloyd
 Helen Locke
 Harold Lovejoy, Principal
 Marie Loveland
 Ernestine Lugenbehl
 Betty MacDonald
 Herbert Machel, Principal
 Elizabeth Maddock
 B. F. Maddox, Principal
 Marae Manlove, Principal
 Vera Manshardt
 Lenora Marchant
 Betty Martens
 Ellen Martin
 Estelle Maxwell
 Joe McClain
 Dorothy McGlothlen
 Virginia McIntire
 Marie McNutt, Principal
 Mary McPherson
 Rose Merryweather
 Rada Metcalf, Principal
 Elmer Meyer
 Herbert Michel
 Sarah Migdall
 Frank Miles
 Lewis Miller
 Mary Miller
 Irma Mitchell
 Kenneth Mitchell,
 Principal
 Julia Morgan, Principal
 Alleah Morrow
 Emma Morton, Principal
 Elisabeth Murray
 Corinne Naltimier
 Carol Negle
 Helen Neis
 Mabel Nelson
 Mary Nicolai

Vernon Nielson, Principal
 Rozelle Noullis
 Loris O'Farrell
 Richard Oswald, Principal
 Virginia Owen, Principal
 Lynette Parris
 Mary Pearce
 Helen Pelc
 Mavis Peterson
 Hazel Phillips
 Al Pike
 Kenneth Pike, Principal
 Gertrude Potts
 Odette Powell
 Mary Prough
 Mildred Radicky
 Donald Ralston, Principal
 Philip Rampey
 Pauline Reddick
 Clarence Rendahl,
 Principal
 Jeanette Richards
 Donna Ritchie
 Mary Robertson
 Alene Rogers
 Orlo Rolo, Principal
 Charlotte Rominger
 Helene Rose
 Elaine Ross
 Rose Rushton
 Harry Sams, Principal
 Harriett Sanders,
 Principal
 Doris Sargent
 Ruth Sarson, Principal
 Lillian Saxton
 Barbara Schell
 Carl Schoenberg
 Bess Schramm
 Elizabeth Schwantes
 Meyer Schwartz
 Barbara Seal
 Janet Serey
 Jane Sevey
 William Shattuck
 Ella Shaw
 Frank Shaw
 Irving Shevelew
 Raymond Shirey,
 Principal

Hazel Show
 Kenneth F. Slawson
 Eleanor Smith
 Joyce Smith
 Rose Smith, Principal
 Virginia Smith
 Cecelia Snapp
 Arthur Snell
 Pauline Snyder
 Mary J. Speer
 Della Sprauer
 Bruce Stansfield
 Evangeline Stark
 Helen Stephenson
 Emma Stewart, Principal
 Lawrence Strimple
 Roberta Strimple
 Myrtle Theiss
 Joseph Thompson
 Hubert Thomas, Principal
 Irma Thomas
 Lola Tipton
 Thyra Todd, Principal
 L. E. Toye
 James Tringham
 Walter Trygstad,
 Principal
 Lucille Van Antwerp
 Robert Van Duzen
 Clifton Veseley
 Eleanor Veseley
 Alberta Von Sistence
 Virginia Waggoner
 Gail Walter
 Marjorie Wasley
 Oramae Webb
 Ernest Webecke,
 Principal
 Hallie Welch
 Marvin Wells, Principal
 Helen Wentworth
 Nila West
 Jean White
 Helen Whitlock
 Kermit Whitman,
 Principal
 Elizabeth Whittlesey
 Dessa Williams
 Roy Womack
 Mary Wright

SECONDARY

Elwood Adams, Principal
 John Adams
 Robert Adams
 Margaret M. Ahrens
 Doris B. Alquire
 Martha Aumack
 Howard Bakken
 Robert E. Barrow
 Theodore Basserman
 Charlotte L. Becker
 Eaton O. Bemis, Principal
 Thelma Berger
 Earl G. Bjelland
 Harold B. Brooks
 Stella Brubaker
 Sylvia Browne
 Ruth Burdick
 Angela B. Caffey
 Alberta Carlson
 Edward Chester
 Herbert Covington
 Miriam Cox
 Jack P. Crowther,
 Principal
 Melvin L. Cytron
 Sidney H. Davidson,
 Principal
 Francis H. Dillworth
 Leroy L. Doig, Principal
 Albert K. Downs
 Constantine G. Eizak
 Raymond Elliott
 Samuel Erskine
 Robert S. Farrar, Principal
 Lutie A. Feeney

Robert Ford
 James Fortmann
 Claude Freeman
 Sidney Gardner
 Mary Gibbings
 Robert C. Gillingham
 Aubrey L. Glines,
 Principal
 Wm. A. Goggin, Principal
 Elma Gregory
 Joseph Y. Gross
 Howard H. Hicks
 Chester B. Heisler
 B. B. Howell, Principal
 Dorothy Hunley
 Phyllis Jacobson
 Vera Johnston
 Harold V. Kibby
 Janet D. Lahey
 Emil Lange, Principal
 Walter Larsen
 Abraham B. Leff,
 Principal
 Joseph A. Leffingwell
 Glen H. Lewis, Principal
 Alice Lonsdale
 Paul F. Lynn
 A. H. Martin, Principal
 Grace A. Martin
 Paul E. Martin
 Ernest Mauk
 Ralph McMakin
 Richard E. Mileham,
 Principal
 Lyle B. Mitchell,
 Principal

G. Paul O'Dell
 Alex Pallandech
 Clyde O. Patton
 Iona Pettys
 Mary S. Reed
 Lester W. Ristow
 Dick Rosenquist
 Doris E. Rumsey
 Ross A. Sciarrotta
 Clifford E. Shambaugh,
 Principal
 Velma T. Short, Principal
 Leona V. Smith
 Harry W. Stauffacher,
 Principal
 Robert Strange
 William G. Talbott
 Blanche A. Taylor,
 Principal
 Helen M. Taylor
 W. Craig Thomas,
 Principal
 Herbert Thomas
 Kenneth H. Umstead
 Boyer W. Voisard
 Marion Wagstaff,
 Principal
 Raymond Warren
 Sam Wellbaum
 John W. Wilson,
 Principal
 Ruth Wilson
 William O. Wright,
 Principal

ADMINISTRATIVE AND INSTRUCTIONAL SERVICE STAFFS

Administrative Offices

FONNER, JEAN B. Secretary to Assistant Dean of Students—Activities
 HUMBIRD, BEATRICE Secretary to Dean of Educational Services
 and Summer Session
 OCHS, PAT Secretary to Dean of Instruction
 SCOTT, ADELAIDE L. Secretary to Dean of Students
 SINCOCK, CARROLL L., A.A. Secretary to Executive Dean
 SMITH, PATSY J., B.S. Secretary to Assistant Dean of Students—Guidance
 WILLIAMS, ALICE, A.B. Secretary to President

Divisional Offices

BERND, ELIZABETH, B.A. Secretary—Natural Science and Physical Education
 BRISKIN, SHIRLEY Secretary—Education and Psychology
 DUNCAN, JAMES P., A.B. Laboratory Assistant, Natural Science
 EDELSON, DAVID Laboratory Assistant, General
 JOHNSON, DEANE A., A.B. Laboratory Assistant, Audio-Visual
 LUTZ, LAVON Secretary—Education and Psychology
 RIGGINS, HELEN, A.B. Secretary—Social Science
 YOUNG, JOAN Secretary—Arts and Languages

Admissions Office

BERGLAND, CLARENCE R., M.A. Admissions Officer
 ADAMSON, LAVONNE, A.B. Stenographer
 DOHARA, KAY Stenographer
 LEE, BETTY, A.B. Senior Clerk
 LEE, WILLIAM M., A.B. Senior Clerk
 MORRIS, ELIZABETH Evaluation Secretary

Bookstore and Canteen

WOODS, FRED T., A.A. Bookstore and Canteen Manager
 MYERS, EDNA Canteen Supervisor

Business Office

FLYNN, FRANCIS J., Ed.D. Business Manager
 HACKNEY, GEORGE H., B.S. Accounting Officer
 ALLAN, JEAN Telephone Operator
 CHERRY, NATHAN, A.B. Senior Account Clerk
 CHOREN, SANDYE Stenographer
 DULANEY, BARBARA Stenographer
 EYER, WILMA Intermediate Account Clerk
 JIMENEZ, ARLEIGH Senior Account Clerk
 McCLUNG, LLOYD G. Head Janitor
 ROY, O. B. Maintenance and Operation

Health Office

BRAMLETT, E. BURGESS, M.D. Health Officer
 McCORMICK, EDITH P., R.N. Nurse

Library

BOORKMAN, CHARLES J., B.S. Librarian
 BLAKE, ROBERTA, B.A. Junior Librarian
 ERICKSON, FLOYD R., B.E., B.S. in L.S. Senior Librarian
 GORDON, LENORE, B.A., B.L.S., M.S.L.S. Senior Librarian
 HENNESSEE, DON, B.A., B.S., M.A. Junior Librarian
 JOHNSON, MARY F., B.A. Stenographer

Placement Office

THOMPSON, JANE Placement Secretary
 CALDWELL, PHYLLIS Stenographer

GENERAL INFORMATION

THE COLLEGE

ORGANIZATION AND HISTORY

The survey of higher education made by the State Department of Education and the Regents of the University of California in 1947-48 recommended that a state college be established to serve the needs of Orange County and the southeast portion of Los Angeles County.

Assembly Bill No. 8, Chapter 4 (Statutes of 1949) "An act to provide for the establishment of a state college in the area of Orange County and the southeastern part of Los Angeles County declaring the urgency thereof, to take effect immediately" was approved by the Governor on January 27, 1949.

"The provisions of Chapter 2 of Division 10 of the Education Code and all other laws relating to state colleges are applicable to the state college established by this act." (Section 2, A. B. 8, Chapter 4.)

Pending the decision of the Public Works Board on the selection and acquisition of a site, temporary quarters were secured at 5401 East Anaheim Street, Long Beach 4, and plans were made to open the college for the 1949-50 session. Registration was held on September 26th and 27th and instruction began on September 28, 1949. Until a permanent site had been secured, the college operated under a temporary name, Los Angeles-Orange County State College.

A group of local citizens proposed that the City of Long Beach purchase and donate to the State a permanent site for the college. On April 5, 1950, the Property Acquisition Board agreed to locate the state college in Long Beach if the proposed site was annexed to the city and donated to the State. On June 6, 1950, the citizens authorized the city council to acquire the property known as the Bixby site and donate it to the State for the building of the state college. On June 7th the State Director of Education officially named the new institution the Long Beach State College. The site is located near the Veterans Administration Hospital and comprises 320 acres fronting on Seventh Street. Master plans are being developed for the construction of buildings which it is anticipated will eventually house 5,000 full-time students. Excellent semi-temporary buildings were erected on the new site during the summer of 1951 and the college opened there for the fall semester.

AIMS OF THE COLLEGE

Legislation defines the functions of the state colleges as follows: "The primary function of the state colleges is the education of teachers. They are also authorized to offer courses appropriate for a general or liberal education

and for responsible citizenship; to offer occupational training in such fields as business, industry, public services, homemaking, and social service; and to offer the preprofessional courses needed for advanced professional study."

The state colleges are authorized by the State Board of Education to grant the bachelor's degree. The variety of offerings in the state colleges enables a student to secure the degree with a major in such fields as art, business, drama, economics, education, engineering, English, home economics, industrial arts, mathematics, modern languages, music, natural science, social science, physical education, and psychology.

In 1949 the state colleges were authorized to grant the master's degree when it is accompanied by a teaching credential.

To meet these responsibilities, Long Beach State College is developing curricula in the following areas:

1. Education curricula for students who plan to teach or do special work in the elementary and secondary schools.
2. A program for students who wish to acquire a liberal arts or general education.
3. Courses for students who plan to do advanced graduate or professional work in this college or at the university.
4. Education for occupational competence on the degree level. The needs of the community guide the offerings. These include business and industry, city, county and state public services, home-making, social services, small farm agriculture, and horticulture.
5. Extended-day classes for students unable to take advantage of regular day offerings.

The college seeks to maintain a flexible organization which is sensitive to the needs of the community and able to adapt its curricula to meet these needs.

The college endeavors to maintain and develop a friendly personal relationship between students and faculty, believing that in this atmosphere lie many possibilities for the development of the individual as a worthy citizen of a democracy.

Faculty advisers are available for consultation with students during registration, and throughout the school year.

Although regularly established as a state college, Long Beach State College for the present will offer work only on the upper division and graduate levels.

ACCREDITATION

Northwest Association

Long Beach State College is accredited by the Northwest Association of Secondary and Higher Schools as a degree-granting college.

State Department of Education

The state department has authorized Long Beach State College to offer training leading to teaching and administrative, and supervisory credentials. These will be found listed under the Division of Education and Psychology, page 54.

The college offers courses acceptable to the State Department of Education as meeting the specific requirements for most of the other credentials issued on direct application to the State Department of Education.

EXTENDED DAY AND SUMMER SESSION

Extended Day Classes

Extended-day classes in general are those meeting in the late afternoon and evening. The extended-day classes are a definite part of the regular college program and carry the usual college credit for degree, credential, and residence purposes. An effort is made to duplicate many of the regular day classes as well as to offer additional courses that meet specific needs of regularly employed students who otherwise would be denied the opportunity for professional and academic advancement. Students attending regular day classes may enroll in extended-day classes to complete their course program.

It is necessary in certain cases to augment the regular instructional staff with part-time instructors who will teach only in extended-day classes. However, it is the policy of the college to assign regular instructional staff members to extended-day classes for a portion of their teaching loads.

Extended-day classes offering two semester units of credit usually meet for two hours once per week, while three-unit courses meet for one and one-half hours twice each week. Exceptions to this rule will be permitted only for certain specific laboratory type courses.

Summer Session

The college conducts a six-weeks' summer session which begins immediately following the close of the spring semester. A wide range of courses is offered in each of the divisions of instruction which lead to the various degrees and credentials.

In addition to these course offerings, many special features are included in the summer session program, i.e., clinics, workshops, conferences and seminars which are explained in detail in the Summer Session Catalog. A copy of the Summer Session Catalog may be obtained by writing the college.

ADMISSION TO THE COLLEGE

GENERAL PROCEDURE

Application for admission must be made at the Admissions Office as early as possible before the proposed date of registration. That office receives and processes all applications, evaluates credentials and issues registration permits to applicants who qualify for entrance. Application forms may be secured by mail or in person from the Admissions Office. A fee of \$2 for evaluation of transcripts must be paid at the time application is filed.

Complete records of all previous college or university work must be submitted by the applicant. The college does not undertake to collect the transcripts of applicants for admission. The student must request the registrars of all colleges and universities he has attended to forward official transcripts of record direct to the Admissions Office. Transcripts issued to students are not acceptable.

ADMISSION WITH ADVANCED STANDING

An applicant who has completed 54 semester units may be admitted to the college by transfer from an accredited college or university or from an approved junior college provided he meets the following conditions:

1. Has an average scholarship grade of C (1.00) in all college work previously attempted.
2. Is not under penalty of disqualification for low scholarship or unsatisfactory conduct in any college or university previously attended, and entitled to an honorable dismissal.

The amount of advanced standing granted to a student transferring from another institution is determined by the Admissions Office under rules and regulations established by authorized committees of the college. It should be noted that junior college transfer students must complete a minimum of 60 semester units of credit at the upper division level to meet degree requirements.

ADMISSION TO GRADUATE STUDY

Admission to graduate standing requires a bachelor's degree from an accredited college with undergraduate preparation in a subject appropriate for the intended major field of graduate study. In some cases, deficiencies in undergraduate subject preparation may be removed after admission to graduate standing. The admission of a student to graduate standing does not necessarily imply the acceptance of that student as a candidate for an advanced degree. Admission to candidacy for an advanced degree depends upon

satisfactory completion of course work and approval by the major division and Graduate Study Committee.

A grade-point average of B (2.00) is required in all graduate work for the master's degree.

SPECIAL STUDENTS

A limited number of students (21 years of age or over) who do not meet all of the requirements for admission may be accepted as special students. A student seeking admission as a special student will usually be required to apply in person at the Admissions Office for permission to register. The privilege of enrolling as special students is reserved for those who, for good reasons, have been unable to complete the usual academic entrance requirements but present evidence of special study or experience by which they are fitted to undertake upper division college work.

A student who receives permission to register as a special student may later be admitted as a candidate for a degree by satisfying the entrance requirements of the college. Such students must make application for degree status not later than the beginning of the senior year.

Special students are subject to the rules and regulations which govern all students in matters of attendance, scholarship and conduct.

FOREIGN STUDENTS

Special application blanks are required of foreign student applicants. Forms and directions may be obtained from the Admissions Office.

A foreign student is required to submit with his application evidence of competence in the English language, a medical certificate of health and evidence of financial resources to provide for all expenses (approximately \$100 United States currency a month) during the period that he is registered as a student in the college.

AUDITORS

Properly qualified persons who wish to audit courses must apply for admission in the regular manner. If accepted, auditors are required to pay the usual fees.

FEES AND EXPENSES

Registration Fees

Regular students

Tuition per semester.....	\$6.50
Materials and service fee per semester.....	7.50
Total per semester.....	\$14.00
Associated student body fee (not a state fee).....	6.50

Limited students (4-6 units)

Tuition per semester.....	\$6.50
Materials and service fee per semester.....	7.50
Total per semester.....	\$14.00
Associated student body fee (not a state fee).....	1.00

Limited students (1-3 units)

Tuition per semester.....	\$5.25
Materials and service fee per semester.....	2.25
Total per semester.....	\$7.50
Associated student body fee (not a state fee).....	1.00

Late registration fee.....	\$2.00
----------------------------	--------

Other Fees or Charges

Change of program.....	\$1.00
Evaluation of records (payable at time of application).....	2.00
Diploma fee.....	3.50
Official transcript of record—after first copy.....	1.00
State fee for each teaching credential.....	4.00
Studio instruction, fee per lesson.....	\$1.00-4.00

Auditors pay the same fees as others

Nonresidents pay no additional fee

DEGREES

Long Beach State College has developed a variety of offerings to serve the needs and interests of the community. A student may work towards the bachelor's or the master's degree in the field of his major interest. If he is interested in securing a teaching credential, he may select course work which will enable him to qualify for both the credential and the degree.

BACHELOR OF ARTS DEGREE

Degree Requirements

1. Completion of at least 124 semester units of college work with a minimum of 40 units of upper division work.
2. An average grade of "C" in all college work.
3. Completion of at least 24 units of work in residence. (See General Regulations, page 26.)
4. Completion of the following general education requirements:

a. Social sciences (selected from two or more fields).....	9 units
(State requirements in U. S. History, federal, state and local government apply)	
b. Natural sciences (including two semesters of laboratory science)	9 units
At least one course must be selected from a physical science and one from a biological science. Laboratory credit may be earned in the field of physical or biological science or in a combination of both.	
c. Literature, philosophy or the arts.....	6 units
(Fine and practical arts not to exceed 3 of the 6 units.)	
d. Health and physical education.....	2 units
e. Oral and written expression.....	3 units
f. General psychology.....	2 units
g. Electives	14 units

These may be distributed in whole or in part over the areas mentioned in a, b, c, d, e, f, or in foreign languages (maximum 6 units) and one or more courses in mathematics and family life education.

5. Completion of a major (minimum 24 semester units) in addition to any work outlined in item 4. (Completion of a minor is required for the general secondary credential.)

BACHELOR OF SCIENCE DEGREE

The requirements for the bachelor of science are the same as those outlined for the bachelor of arts with the following exception:

Major

The *minimum* requirement is 36 units in addition to any general education courses. The major is a sequence of courses organized to meet the requirements of an approved vocational objective.

BACCALAUREATE DEGREE IN VOCATIONAL EDUCATION

Upon recommendation of the State Board of Examiners for Vocational Teachers, teachers who now hold a long-term vocational credential may be permitted to substitute occupational, supervisory, and management experience for limited credit towards the bachelor's degree. Details of the procedure for evaluation of this experience, and of the additional requirements for the baccalaureate degree in vocational education may be secured in the Admissions Office.

MASTER OF ARTS DEGREE

Long Beach State College is authorized by the State Department of Education to grant the master of arts degree in the following fields: Education, art, biological science, English, music, psychology, social science. The applicant for the degree must hold, or be registered in the course leading to, a California teaching or teaching service credential. This requirement may be waived in the case of:

- a. Students who are teaching or preparing to teach in a foreign country.
- b. Teachers holding a license in another state who have taught at least one year.
- c. Students preparing to teach in institutions not requiring a credential providing that a minimum of 12 semester units in professional education be included in their graduate program.

The basic provisions of the program call for a minimum total of 30 units in course work with 18 units in the field of special interest and 12 units in an area outside this field. Ten units in courses numbered 200 or above are required. A seminar (297) is required of all master's degree candidates and a project or thesis (298) is optional. In cases where the undergraduate program is not adequate, additional work may be required.

GENERAL REGULATIONS

REGISTRATION

Detailed instructions regarding registration and a schedule of classes are issued at the time of registration.

Senior and graduate students who expect to receive degrees at the end of any session should file written notice at the Admissions Office at the beginning of the session.

A student is not permitted to attend any class for which he has not registered, and any change of program must be made in the Admissions Office according to the calendar dates as announced in this bulletin.

A complete health examination is required of all regular students upon entrance to the college. Appointments for the health examination must be made at the Health Office.

GRADES AND SCHOLARSHIPS

Each student's work is reported to the Admissions Office in one of six scholarship grades as follows:

A excellent	3 grade points per unit
B good	2 grade points per unit
C fair	1 grade point per unit
D passing	0 grade point per unit
F failure	0 grade point per unit

An *incomplete* indicates failure to complete part of the requirements of a course. The incomplete may be removed within one calendar year.

A scholarship average of at least C (1.00) is required in the major and on all units attempted in Long Beach State College.

A regular student who fails to maintain an average of 1.00 (C) in any semester on all units attempted, shall be placed on probation. A student who maintains an average of 1.00 (or higher) on all units attempted in a succeeding term shall be removed from probationary status.

A regular student on probation who fails to maintain an average grade of 1.00 (C) on all units attempted, or who is at any time reported to the Committee on Admissions and Scholarship to be seriously deficient in his academic achievement, will be subject to disqualification.

REQUIREMENTS IN UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS

To qualify for graduation, all undergraduate students shall demonstrate competence in the Constitution of the United States, and in American History, including the study of American institutions and ideals, and of the principles of state and local government established under the Constitution of this State. Any course in United States history meets the history requirement. For details of the requirement in federal and state government, see page 106.

STUDENT LOAD

A student may not carry more than 16 semester units of work in a single semester without permission from the Committee on Admissions and Scholarship.

WITHDRAWALS

Students wishing to withdraw from college must file an application for withdrawal in the Admissions Office. After the eighth week, a student will be assigned a grade of F (failed) unless he is doing passing work at time of withdrawal. A student is responsible for all courses for which he registers unless he withdraws officially. If he merely ceases to attend a course, even if passing at time he ceases, he is not entitled to the mark of W (withdrawal), but will receive a grade of F.

ATTENDANCE

Students are expected to attend class regularly.

On occasions when absence is due to serious illness, accident, college activity, or other justifiable reason the student should make arrangements with the instructor.

MAJOR

Detailed requirements for the majors are found under the departmental announcement of courses.

RESIDENCE

Candidates for a degree at this college must be enrolled for a minimum of two semesters (or the equivalent in time) and must complete at least 24 units of work. Unless prior approval has been given by the Committee on Admissions and Scholarship, all students are expected to complete the last 24 units in residence.

REPORTS TO STUDENTS

Reports of grades will be available for each student at the end of each semester. Students may have these mailed to them by leaving a stamped, self-addressed envelope at the Admissions Office, or may secure them by calling at the Admissions Office.

TEACHING CREDENTIALS

The requirements for the general teaching credentials are listed on page 55. Requirements for other credentials may be obtained at the Admissions Office.

STUDENT PERSONNEL SERVICES

The student personnel program utilizes a chain of interlocking activities known as personnel services to respond to the needs of students. This program is coordinated through the Office of the Dean of Students.

Counseling

Advice on academic problems is given by division chairmen assisted by members of the faculty representing the student's major and minor interests and fields of study. All faculty members participate in the informal guidance program based on the philosophy that each student should have the opportunity to receive individual counsel. A preregistration counseling program by the staff and faculty provides individual and group academic counseling for the entering student in planning his course of study.

Students attending extended-day classes only receive academic counseling from representatives of each instructional division who are available during evening hours for such counseling through appointment made at the Office of the Dean of Educational Services and Summer Session.

Counseling of a more general nature is available through the Offices of the Assistant Dean of Students—Guidance and Assistant Dean of Students—Activities. Advice on selection of vocations, financial problems, student loans, scholarships, extracurricular activities, and personal problems may be sought in these offices. Information on educational assistance under veterans and vocational rehabilitation programs is available in the Office of the Assistant Dean of Students—Guidance, and the Business Office.

Campus social activities and student organizations offer ample opportunity for informal counseling and are adapted to the spirit of companionship which exists in the college.

Health Service

The college employs a consulting physician and nurse who deal understandingly and helpfully with the physical problems of the individual. Any student enrolled in the college is eligible to visit the health center for consultation on any physical problem. All regular students will receive a physical examination by the college physician. A dispensary is maintained to provide emergency and minor medical treatment for members of the student body. (The consulting physician and the psychology staff assist students in their psychological and emotional problems.)

Members of the Associated Student Body organization are eligible to participate in a voluntary program of accident insurance available at low cost. Applications for this insurance are available at the time of fee payment during registration each semester.

Housing

There are no student residence halls on campus but accommodations may be secured in Long Beach by students unable to live at home. Plans are being developed for future student housing on campus, together with fraternity and sorority living accommodations. Students who desire housing should contact the Office of the Assistant Dean of Students—Activities for assistance in finding rooms which have desirable living conditions for both health and study. Single women students under 21 years of age who are not living at home must provide on a form issued through the Office of the Dean of Students a formal statement by which their parents assume full responsibility for their living arrangements. The campus is served by city bus lines, and is accessible from several main highways.

Scholarship and Loan Funds

Although Long Beach State College is a new institution, there are now available several loan funds and scholarships providing limited financial aid to students. The California Congress of Parents and Teachers has provided two scholarships for outstanding students enrolled in a program of training for elementary school teaching. Additional scholarship funds, without restriction as to course of study, have been provided by the Long Beach Pan-Hellenic Association and by the Knights Templar Educational Foundation. The Art Club in 1950 established a scholarship open to art members. During the year 1951-52 the college was the recipient of a graduate fellowship from the National Wildlife Federation.

Since Long Beach State College is a fully accredited degree-granting institution, recipients of scholarships from grants or funds not specifying particular institutions for study may elect to enroll in the college under such awards.

Short term loans to students are available through the Student Loan Fund initiated by the Senior Class of 1950 and the Alumni Loan Fund established by the Alumni Association.

Details concerning the granting of loans and the awarding of scholarships are available through the Office of the Assistant Dean of Students—Guidance.

Placement

Occupational counseling and assistance in finding suitable employment opportunities for graduates, and part-time work for students, is a service offered by the Placement Secretary of the college. This service has as its major objectives the following: to provide well-trained teachers for public schools of the State, to assist graduates in obtaining employment which best fits their needs and training, and to assist students in finding part-time work to aid in financing their education.

The Placement Secretary is available for conferences with students wishing to explore the placement opportunities in occupations for which they propose to train themselves.

Veterans

To enroll under provisions of Public Law 346 (G.I. Bill) veterans must present an original or supplemental Certificate of Eligibility issued by the Veterans Administration. In order to enroll under provisions of Public Law 16 (Rehabilitation), authorization to complete enrollment must first be obtained from the Veterans Administration. Veterans should apply to their local Veterans Administration Office in sufficient time to receive their Certificates of Eligibility or proper authorization to enroll before registration; or be prepared to pay the cost of tuition, books, and supplies. Refunds of such expenditures may be made later to the veteran student based upon the effective date of the Certificate of Eligibility (made out to this college).

Information regarding educational benefits available from the State of California may be obtained by writing State Department of Veterans Affairs, P. O. Box 1559, Sacramento, California.

Vocational Rehabilitation

Students having a disability which is determined to be a vocational handicap may be eligible for services provided by the State Bureau of Vocational Rehabilitation, State Department of Education. Vocational guidance, payment of such school expenses as tuition, books and supplies, and certain other services including medical care to overcome a disability, are provided by the Rehabilitation Bureau on the basis of the need of the student. A counselor from the bureau will interview students several times a semester on the campus or by appointment at the district office, 620 Times Building, 215 American Avenue, Long Beach; Telephone 7-2906.

College Bookstore and Food Services

A college bookstore is maintained to supply students with prescribed textbooks and stationery supplies, and items desired for personal use.

A college food service is established for the benefit of the students. A coffee shop and canteen offers snacks, sandwiches and lunches. Here both students and faculty may gather in an informal atmosphere. The food service is inspected by the Long Beach City Health Service, and meets all state, city, and county requirements.

Student Activities

All students are expected to belong to the Associated Student Body Organization of the college. The fee payable at time of registration is \$6.50 per semester for regular students and \$1 per semester for limited students. This membership fee is used to support all student activities in accordance with an established budget of available funds.

The student body organization at Long Beach State College is represented by its elected officers who constitute the Student Body Executive Council. The important activities of the student body may be summarized as follows:

1. Determination of rules, regulations and the adoption of by-laws governing the conduct of student affairs.
2. Preparation of proposed budget controlling the expenditure of student body funds.

3. Supervision of the election of student body and class officers.
4. Granting of recognition to official college student organizations.
5. Planning and supervision of student assembly programs.
6. Sponsoring of service activities for the general welfare of the college through subordinate organizations: Associated Women Students and Associated Men Students.
7. Approval and sponsorship of all student body social functions.
8. The following specific activities are sponsored and financed in whole or in part by the associated students: The 49'er (college newspaper), The Prospector (college year-book), intercollegiate athletics, dramatics, and music organizations.

During the first year of operation of the college two local fraternities and four sororities were organized and officially recognized by the student executive council and the college administration.

Additional activities of an intellectual, social or cultural nature sponsored by the student body and college administration are as follows: Gamma Theta Upsilon (Geography Fraternity), Alumni Club, Art Club, Beta Sigma, Choir, Commerce Club, Creative Writing Club, History Forum, Harlequins (Drama), Knights of '49, Music Club, Inter-Varsity Fellowship, Women Students Organization for Service, Associated Women Students, Associated Men Students, Long Beach State College Varsity Club (Lettermen's Club).

The college requires that each student organization and activity be given general supervision by a member of the faculty or administrative staff. Officially recognized patrons and patronesses are present at all student social functions.

The academic year 1950-51 marked the beginning of participation by the college in a program of intercollegiate athletics. Opportunity is provided for participation in a wide variety of intramural sports, including golf, tennis, basketball, volleyball, softball, handball, and other sports of interest to the student body.

ANNOUNCEMENT OF COURSES

Classification and Designation of Courses

For the present courses are offered for upper division and graduate students only. (100 series, juniors and seniors; 200 series, graduate.)

Prerequisites for courses are stated, and a student may not enroll in a course for which he is not eligible. A senior in his last semester may occasionally be admitted to a graduate course upon petition to the Committee on Admissions and Scholarship.

Each course is listed as follows: Number, title, semester units (in parentheses), and session offered. F indicates Fall Session; S indicates Spring Session, and SS indicates Summer Session.

DIVISION OF ARTS AND LANGUAGES

ART

The art curricula are designed to meet the needs of the following groups of students: (1) students who feel that an understanding and appreciation of the arts are essential for realizing a richer pattern of individual and social living; (2) students seeking vocational competence in art; (3) students who plan to enter the teaching profession on the secondary level and wish either a major or a minor in art; (4) students who wish to meet the art requirements for the General Elementary credential.

Course offerings in art have been planned for each group of students. For students in the first group, programs have been planned leading to the bachelor of arts degree with either a major or minor in art. Special courses have also been planned for students majoring in other fields who wish to become acquainted with the arts as an integral part of contemporary living.

For students in the second group who are specializing in art with the intention of entering one of the art fields such as advertising design, industrial design, ceramics, or museum work, various courses are being offered which lead to either the bachelor of arts or the bachelor of science degree and will serve as a basis for future specialization in these areas at a professional or technical art school.

For students planning to enter the teaching profession, special courses related to the teaching level with which the student will be most concerned are being offered. For students planning to teach art in the secondary school, programs have been planned in relation to the requirements leading to the bachelor of arts degree with a Special Secondary credential in art, and to the General Secondary credential with a major or minor in art. The aim of these course patterns is the development of teachers who understand the relationship between creative activity and child growth, the role of the arts in

Arts and Languages

Art

daily and communal life, the relationship of art activities to the other experiences in the curriculum, and the potentialities of art expression as a basis for individual and group activities within the classroom, the school and the community.

Requirements for a Major in Art

Recommended course program for students working for the bachelor of arts degree with a major in art.

40 Units

LOWER DIVISION: Drawing and painting, 4 units; design, 4 units; crafts, 2 units; art history or appreciation, 2 units; electives in major area of interest, 4 units.

UPPER DIVISION: A minimum of 24 units planned in consultation with major departmental adviser.

Recommended course program for students working for the bachelor of science degree with a major in art.

(This program is designed especially for students concerned with developing vocational competence in a specific art field.)

60 Units

LOWER DIVISION: Recommended preparation—drawing and painting, 8 units; design, 8 units; crafts, 4 units; art history or appreciation, 6 units; electives in major area of interest, 4 units.

UPPER DIVISION: A minimum of 30 units planned in consultation with major departmental adviser.

SPECIAL SECONDARY CREDENTIAL

Teaching Major

This program qualifies the student to teach only art on both the elementary and secondary school levels. Students planning to take this program must meet the college requirements for the baccalaureate degree listed on page 24 and the requirements established for directed teaching listed on page 54 of this catalogue.

Required Courses in Art

(The total program for the credential requires a minimum of 40 units in art distributed as follows: drawing and painting, 10 units; art history and appreciation, 8 units; design, 8 units; crafts, 4 units; electives, 10 units.)

LOWER DIVISION: Recommended preparation—drawing and painting, 6 units; design, 4 units; general crafts, 2 units; art appreciation or art history, 4 units.

UPPER DIVISION: A minimum of 24 units selected from the fields of drawing and painting, design, crafts, art appreciation and art history in consultation with the departmental adviser.

Recommended Electives: Music appreciation, stagecraft, modern dance, speech arts, woodwork, mechanical drawing, printing and typography, general metal and metalcraft, machine shop, clothing, textiles, and photography.

GENERAL SECONDARY CREDENTIAL

Teaching Major

Same major program in art as outlined for the Special Secondary Credential in Art. In addition, students are required to take at least 6 units of art in their graduate year.

Teaching Minor

20 Units

LOWER DIVISION: Recommended preparation—8 units, distributed as follows: art history or appreciation, 2 units; drawing and painting, 2 units; design, 2 units; crafts, 2 units.

UPPER DIVISION: A minimum of 12 units selected in consultation with a departmental adviser.

APPRECIATION AND ART HISTORY

- 101 Appreciation of Contemporary Art (2) F, SS**
Discussion and evaluation of the visual arts as they contribute to contemporary living. (Field trips to be arranged.)
- 102 Appreciation of Modern Painting and Architecture (2) S**
Evaluation of the work of contemporary painters and architects with emphasis on the Southern California area. (Field trips to be arranged.)
- 109 Survey of Art History (2) F**
The development of art as an integral part of human culture from pre-historic times to the present day.
- 111 History of Art: Renaissance and Baroque Periods (2) S**
- 121 Art in the Community (2) F, S**
Discussion and evaluation of the arts and art materials as a part of communal life and activities in relation to primitive, historical, and contemporary cultures. Particularly recommended for social studies teaching majors.
- 151 History of Art Since 1800 (2) F**
- 152 History of Contemporary Art (2) S**
Cubism, Dadaism, Surrealism, and their effects on contemporary American art.
- 159 Special Studies in Art Appreciation and Art History (1-3) F, S**
Intensive study and evaluation in one area of art history and appreciation. Prerequisite: permission of instructor.

DESIGN

- 103 Design and Composition I (2) F**
Exploring the potentialities of various materials in relation to visual concepts.
- 104 Design and Composition II (2) S**
Prerequisite: Art 103. Specific problems in relating visual concepts to the contemporary environment.
- 113 Interior Design I (2) F**
The functional, social and aesthetic problems of house design.
- 114 Interior Design II (2) S**
Prerequisite: Art 113. A further study of the materials of interior design.
- 123 Advertising Design I (2) F**
Development and projection of ideas in relation to the technical, aesthetic, and psychological aspects of advertising art.
- 124 Advertising Design II (2) S**
Prerequisite: Art 123. Specific problems involving production techniques and materials of advertising art.
- 133 Design for Industry I (2) F**
Planning and designing useful objects in relation to the technological, psychological and social aspects of contemporary industrial society.
- 134 Design for Industry II (2) S**
Prerequisite: Art 133. Problems in designing for mass production.
- 143 Costume Design I (2) F**
The design of clothing in relation to personality, materials and processes.
- 144 Costume Design II (2) S**
Prerequisite: Art 143. Further experiences in the design of clothing and accessories including a study of contemporary methods of production and merchandising.
- 153 Special Studies in Design (1-3) F, S, SS**
Intensive work in one design area. Prerequisite: Permission of instructor. May be repeated a second semester.
- 173 Theater Design I (2) F**
The designing and making of sets, costumes, and properties for the contemporary theater in education.
- 174 Theater Design II (2) S**
Prerequisite: Art 173. The design of sets and costumes for actual theater productions.

CRAFTS

- 105 Introduction to Crafts (2) F, S**
Use of clay, paper, wood, wire, and metal to create both two and three dimensional art forms.
- 106 General Crafts (2) F, S, SS**
Further experiences in the use of clay, wood, plastics, and fabrics with emphasis on the development of forms for use in contemporary living.
- 115 Ceramics I (2) F**
An introduction to ceramic materials, design, forming, glazing and firing.
- 116 Ceramics II (2) S**
Prerequisite: Art 115. Further experiences in working with ceramic materials and design.
- 125 Jewelry I (2) F**
An introduction to the materials and processes of jewelry making.
- 155 Special Studies in Crafts (1-3) F, S, SS**
Prerequisite: Permission of instructor. Intensive work in one area of crafts. May be repeated a second semester.
- 165 Sculpture (2) S**
Experiences in the creative use of the techniques and materials of sculpture.

DRAWING AND PAINTING

- 100 Exploratory Course in Art (2) F, S**
An introduction to the creative use and appreciation of art materials, processes, and concepts.
- 107 Drawing and Painting I (2) F**
Use of painting materials with emphasis on individual growth and planning.
- 108 Drawing and Painting II (2) S**
Prerequisite: Art 107. Further experiences in using various painting media.
- 117 Figure Drawing (2) F**
Drawing and painting from the live model.
- 150 Painting for Fun (2) SS**
Opportunities for students with little or no experience in art to work creatively with various painting media both indoors and outdoors. Particularly recommended for teachers in the elementary school.

- 157 Special Studies in Drawing and Painting (1-3) F, S, SS**
Prerequisite: Permission of instructor. Individual research and specialization in the use of one medium. May be repeated a second semester.

ART EDUCATION

- 110 Elementary School Art (2) F, S, SS**
A study of art materials, processes, and methods of teaching as they contribute to the daily living of the elementary school child.
- Introduction to Art Education (2) F (Education 114)**
- 120 Elementary School Crafts (2) F, S, SS**
The creative use of paper, clay, wood, and other art materials in relation to the elementary school program.
- 130 Art Appreciation for Teachers (2) F, S**
Discussion and evaluation of the visual arts in relation to the classroom environment and to daily living. (Field trips to be arranged.)
- 140 Art for Recreational Workers (2) F**
The creative use of art materials as they contribute to recreation programs and leisure time activities.
- 160 Clay Modeling for Teachers (2) F, S, SS**
Use of clay as an expressive medium, including the modeling of small objects, pottery making, and methods of decoration.
- Curriculum and Methods of Art Education (2) S, SS (Educ. 167)**
- 170 Arts and Crafts for Mentally Retarded (2) S**
Weaving, ceramics, braiding, metalcraft, leather, with emphasis on methods of teaching the mentally retarded.

GRADUATE COURSES

- 201 Seminar in Art Appreciation and History (1-3) S**
1953-54, alternate years
Special studies, research and evaluation of the development of art from prehistoric times to the present day. For graduate students only. May be repeated a second semester.
- 203 Studio Problems in Design (1-3) F, S, SS**
Advanced work in the field of design with emphasis on planning and development of individual projects. For graduate students only. May be repeated a second semester.

- 205 Studio Problems in Crafts (1-3) F, S, SS**
Advanced work in the field of crafts with emphasis on planning and development of individual projects. For graduate students only. May be repeated a second semester.
- 207 Studio Problems in Drawing and Painting (1-3) F, S, SS**
Advanced work in the field of drawing and painting with emphasis on planning and development of individual projects. For graduate students only. May be repeated a second semester.
- 210 Seminar in Art Education (1-3) F 1953-54, alternate years**
Special studies, research, and evaluation of the role of the art teacher in contributing to the total development of the learner in a democratic society. May be repeated a second semester.
- 297 Seminar for Master's Degree Candidates in Art (2) F**
The definition, and methods of solution, of problems in the field of art and art education with emphasis on the descriptive method of research and the use of the library. Required of all master's degree candidates in art.
- 298 Project or Thesis for Master's Degree Candidates in Art (1-3) F, S, SS**
Planning, preparation, and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

ENGLISH

The English curriculum is designed with three groups in mind: (1) students whose primary purpose it is to enlarge their literary background, (2) students who plan to become teachers, and (3) students who are preparing to compete in business and professional life. But these three groups are not mutually exclusive and the faculty stands ready at all times to advise the student as to which course or series of courses will best fit his individual needs.

The English staff is particularly aware of its responsibility to future teachers and endeavors to make every course profitable to them. It is also aware that no one can compete to the best of his ability in the practical world without adequate mastery of his mother tongue. Finally, the staff realizes that anyone will find himself handicapped among educated men without at least some acquaintance with the best of what has been thought and said throughout the centuries. The flexible programs outlined below are designed to carry out these objectives.

Requirements for a Major in English

36-40 Units

At least 24 units must be in upper division courses; ordinarily not more than 12 units of the total should be in the fields of composition, creative writing, or journalism. Each student is assigned to an adviser who is responsible for arranging a program to meet the student's needs and which is acceptable as a major. The major should include the following courses or their equivalent:

- Either English 106-107 (English Literature to and since 1760) or, with the consent of the adviser, a combination of period or type courses covering the same material.
- American Literature Before the Civil War.
- One course in American Literature Since the Civil War, or Modern Novel, or Modern Drama.

Students planning graduate work in English should be particularly careful to meet the background requirements, both in literature and in related subjects.

GENERAL SECONDARY CREDENTIAL

Teaching Major

36-40 Units

At least 24 units in upper division courses. Special emphasis is given to outlining programs to meet the needs and interests of the individual student. In general, the student should include in his program: Composition, structure of the language, 12 units; survey of English literature, 6 units; survey of American literature, 6 units; speech (required), 2 units; dramatics or journalism, 2 units, and 8-12 units selected with approval of adviser.

Teaching Minor

20 Units

The adviser will aid the student in selecting courses which meet the student's needs. In general, the 20-unit total should include:

English composition	6 units
Survey of English literature and/or	
Survey of American literature	6 units

100 English Fundamentals (3) F, S, SS

A course in the mechanics of written communication. Credit toward English major or minor only if taken in lieu of introductory college English. Students may be assigned to this course for remedial work.

- 102 Appreciation of Literature (3) F, S, SS**
How to read good literature for fun. A nontechnical study of older and modern masterpieces. Not applicable to English majors or minors.
- 104 Readings in American Literature (3) F; SS 1952 and alternate years**
A nontechnical survey of American literature similar to English 105. Not open to students who have taken or are taking English 124-125. Not applicable to English majors or minors.
- 105 Readings in English Literature (3) S; SS 1953 and alternate years**
A nontechnical survey of some of the more important English classics. Designed primarily for students whose programs permit only a limited number of elective courses in English. Not open to students who have taken or are taking English 106-107. Not applicable to English majors or minors.
- 106 Survey of English Literature to 1760 (3) F**
Both an introduction to the serious study of literature and a guide to lifelong reading. Representative selections from the major English writers from Beowulf to Dr. Johnson.
- 107 Survey of English Literature Since 1760 (3) S**
A continuation of 106, but may be taken independently. Representative writers from Burns to World War II.
- 108 Fundamentals of School Journalism (2) F**
The forms and mechanics of journalism, with practice in writing through work on the college newspaper, annual, etc. Special attention to the problems of school journalism. Valuable to prospective teachers who may be given supervision of school publications or publicity.
- 109 The English Language (3) F, S; SS 1953 and alternate years**
The development of the English language as a guide to modern grammar and usage. Especially designed for those who plan to teach English or foreign languages on the secondary level, or who have a foreign language background.
- 110 Advanced Composition (3) S**
The writing of expository prose, with special emphasis upon organization, style and diction. Recommended to secondary English majors and minors, but open to all qualified students.
- 112 Children's Literature (3) F, S, SS**
A survey of the literature available to children, and its backgrounds.

- 116 Business and Technical English (3) F**
Designed for majors in business and scientific fields. Development of skills in accurate interpretation and effective communication in letters, reports, articles, documents, discussions, conferences and speeches.
- 118 Current Periodicals (3) S; SS 1952 and alternate years**
Development of the magazine and its significance in American life. Periodical types, editorial policies and literary stature, with criteria for their evaluation. Special study of magazines in a field of the student's particular interest.
- 124 Survey of American Literature to the Civil War (3) F; SS 1953 and alternate years**
Representative American writers from the first settlements to 1860.
- 125 Survey of American Literature Since the Civil War (3) S; SS 1952 and alternate years**
A continuation of 124, but may be taken independently. Representative writers from 1860 to the present.
- 135 Literature of the Short Story (3) F; SS 1952 and alternate years**
A study of the origin and development of the short story, and analyses of works representative of various literary trends and techniques.
- 137 The Novel (3) F**
Development of the novel as a type and a study of representative works. Recommended to those interested in enriching their reading as well as to majors and minors.
- 138 The Modern Novel (3) S**
The novels of the Twentieth Century.
- 140 Shakespeare and His Contemporaries (3) F; SS 1953 and alternate years**
The major plays of Shakespeare, with some consideration of other important Elizabethan dramatists.
- 150 Copy Reading and News Editing (2) S**
Study and practice in the technique of correcting copy and proof, writing headlines, and making up pages of the newspaper. Recommended to students interested in college publications, or preparing to serve as advisers to school publications.
- 151 History of the Drama Before Ibsen (3) F**
European and English drama from the Ancient Greeks to the middle of the Nineteenth Century.
- 156 Poetry (3) S; SS 1952 and alternate years**
The development of poetry to the Twentieth Century.

- 160 Creative Writing (3) S 1952-53 and alternate years**
Intensive work in the writing of imaginative prose, with a detailed study of published models and with emphasis on the sources of creative effort.
- 176 European Literature (3) S**
Development of western civilization as reflected in the writers of Continental Europe from Homer to the Contemporaries. Especially recommended to those planning to teach in secondary schools.
- 181 Modern Drama (3) S**
The modern European and American theater, from Ibsen to the present.
- 190 The Nineteenth Century (3) S; SS 1953 and alternate years**
British poetry and prose from 1760 to 1900, exclusive of the novel and the drama.
- 194 Scandinavian Literature in Translation (3) S 1953-54 and alternate years**
A survey of the major writers of Norway, Sweden, Denmark, Iceland, and Finland whose works are available in English. Emphasis upon the social and cultural aspects of Scandinavian civilization as well as belles lettres.
- 198 Principles of Literary Study (3) F 1953-54 and alternate years**
What is meant by "good" literature; basis for preference for certain works to others; underlying theories or philosophies which aid in discrimination in the choice of and recommendations for reading materials.
- 205 The English Renaissance (3) S**
Nondramatic literature of the Tudor and Stuart periods with some consideration of Shakespeare's lesser known plays.
- 209 The Age of Enlightenment (3) F**
The major English writers of the Restoration and Eighteenth Century.
- 214 The History of English Literature (3) SS 1953 and alternate years**
Prerequisite: English 106-107, or its equivalent in period and type courses. A systematic study of the development of English literature from Anglo-Saxon times to the Twentieth Century. Primarily for graduate students who plan to teach English in the secondary schools.
- 216 Medieval Literature (3) F**
The life and thought of medieval England as seen through the eyes of the literary writers of that period—and as seen through a study of the form of the English language of that period.

- 217 The Stuart and Commonwealth Period (3) S 1953-54 and alternate years**
English poetry and prose from the accession of James I to the reign of William and Mary. Major emphasis upon the Puritan and Restoration writers.
- 218 The Classical Age of American Literature (3) F 1952-53 and alternate years**
Prerequisite: English 124-125. An intensive study of the major American writers from Poe through Mark Twain. Primarily for graduate students in English or history.
- 220 Current English (3) S 1952-53 and alternate years**
A systematic study of the reasons for good usage designed for those who already practice it. Primarily for graduate students who plan to teach English in the secondary schools. Ordinarily the student should have taken either English 109 (The English Language) or its equivalent as a prerequisite.
- 297 Seminar for Master's Degree Candidates in English (2) F, S**
The definition, and methods of solution, of problems in this field with emphasis on the descriptive method of research and the use of the library. Required of all master's degree candidates in English.
- 298 Project or Thesis for Master's Degree Candidates in English (1-3) F, S, SS**
Planning, preparation, and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

FRENCH

- 101 Composition and Conversation (3) F**
Prerequisite: Two years of high school or 6 units of college French. Practice in French conversation, with use of records and tape recordings. Translation from English to French and original composition, with emphasis upon the vocabulary of business and everyday life.
- 102 Advanced Composition and Conversation (3) S**
Prerequisite: French 101 or its equivalent. A continuation of French 101, with additional emphasis upon polish and accuracy as well as fluency.
- 111 Survey of French Literature I (3) F**
Prerequisite: A reading knowledge of French equivalent to four years of high school or 12 units of college French. The major writers of France from the Middle Ages to the French Revolution, their backgrounds, and the significance of their work for the modern world. Reading of generous selections from the writings themselves as well as study of literary history.

112 Survey of French Literature II (3) S

Prerequisite: Same as for French 111. A continuation of French 111, but may be taken independently. The major writers of France from the French Revolution to the present.

NORWEGIAN**107 Norwegian I. Beginning Norwegian Reading (3) F**

No prerequisite. Emphasis upon rapid mastery of a reading knowledge, with only as much grammar and pronunciation as necessary to that end. Designed for students interested in a reading knowledge for foreign trade, military intelligence, political analysis, forestry, fishing, industrial arts, journalism. Differences between written Norwegian, Swedish and Danish.

108 Norwegian II. Advanced Norwegian Reading (3) S

Prerequisite: Norwegian I or its equivalent, or a good reading knowledge of Swedish or Danish. Reading and translation of literary, historical and scientific material, with discussion of cultural and historical backgrounds. Some practice in reading Swedish and Danish.

SPANISH**111 Survey of Spanish-American Literature I (3) F**

Prerequisite: 12 units of lower division Spanish or equivalent. The literature of Spanish America and its backgrounds from colonial times to the middle of the Nineteenth Century. Special emphasis on Mexico and the Spanish-Mexican backgrounds of California.

112 Survey of Spanish-American Literature II (3) S

Prerequisite: Same as for Spanish 111. A continuation of Spanish 111, but may be taken independently. The literature of Spanish America from the middle of the Nineteenth Century to the present.

123 Early Nineteenth Century Spanish Literature (3) F

Prerequisite: 12 units of lower division Spanish or its equivalent. The chief writers of Spain from the Napoleonic wars to the middle of the Nineteenth Century. Generous readings from the literature itself and study of its social and intellectual backgrounds.

124 Later Nineteenth Century Spanish Literature (3) S

Prerequisite: Same as for Spanish 123. A continuation of Spanish 123, but may be taken independently. Major writers of Spain from the middle of the Nineteenth Century to the loss of the last Spanish colonies in the Caribbean and the Pacific.

MUSIC

The curricula in music are organized to meet the needs of various types of students: (1) students who are preparing to enter the teaching profession on the elementary or secondary level; (2) students who wish to enter the professional music field as performers, directors, composers, arrangers or private teachers; (3) students who choose to study music because of its avocational value or interest; and (4) students who will continue specialized or graduate study at a professional music school or university.

Students who propose to enter the teaching profession on the elementary level should select courses which meet the credential requirements (page 56f). If the student has special interests in music, courses appropriate to meet these needs will be suggested. For students planning to teach in the secondary school, programs are offered in relation to the requirements leading to the General Secondary credential with a major or minor in music (page 57f). Special course programs are planned for students preparing for the professional music field.

All students who wish a major in music are required to select some area in the performance field, such as voice, piano, or other instrument, and to develop their performance ability in this area.

Not more than four units of upper division work in music organizations may be counted toward the bachelor's degree. In addition, four units may be earned in lower division.

Requirements for a Major in Music**40 Units**

LOWER DIVISION: Basic Theory—musicianship, sight-singing, dictation and ear training, harmony, counterpoint, 12 units. Applied Music—piano, voice or instrument, 4 units.

UPPER DIVISION: At least 24 units.

Theory and composition, 6 units; music history and literature, 6 units; electives (select from any area except applied music), 4 units; Applied Music—major instrument or voice, 4 units; music organization, 4 units; enrollment in music activity each semester unless exempted by the Coordinator of Music.

GENERAL SECONDARY CREDENTIAL**Teaching Major****46 Units**

LOWER DIVISION: Basic Theory—musicianship, sight-singing, dictation and ear training, 6 units; harmony, 6 units; counterpoint, 2 units. Applied Music—piano, at least 2 units; voice, at least 2 units.

UPPER DIVISION: At least 28 units.

Music history and literature, 6 units; theory and composition—studies in musical analysis, 4 units; composition, 4 units; orchestration, 2 units; music education—choral conducting, 2 units; instrumental conducting, 2 units; Applied Music—piano, 2 units; voice, 2 units; instruments, 2 units; music organization, 2 units; enrollment in music organization each semester unless exempted by the Coordinator of Music.

Candidates for the General Secondary credential in music must demonstrate basic skills in piano and voice, band and orchestra. This demonstration may be made by private audition or by enrolling in the appropriate applied music classes until the required competence is achieved. Students should complete these requirements before admission to directed teaching. The levels of achievement are as follows:

1. Piano; ability to play (a) a two-part invention; (b) an artistic accompaniment; (c) four-part songs at sight.
2. Voice; ability to sing (a) at least one song representative of each of the following periods of vocal literature: classical, romantic, modern; (b) any part of a four-part song at sight.
3. Choral, orchestra and band conducting.

Candidates also must achieve a minimum basic competence on all the instruments of the band and orchestra. To assist students preparing to meet the requirements, class instruction in all the instruments is offered.

Teaching Minor

20 Units

Recommended course program for students working for the General Secondary credential with a minor in music:

LOWER DIVISION: Basic Theory—musicianship, sight singing, dictation, ear training and harmony, 6 units. Applied Music—piano, voice or instruments, 2 units.

UPPER DIVISION: A minimum of 12 units selected in consultation with a departmental adviser.

Unless exempted by the Coordinator of Music, the student who minors in music must participate in music organizations for at least two semesters. Not more than six units of credit in music organizations may be counted toward the minor.

MUSIC EDUCATION

137 Community and Recreational Music (2) S 1953-54 and alternate years

No prerequisites. Singing for fun. Materials and organizations of recreational music activities in school and community. Techniques of song leading. Song materials and use of audio-visual equipment.

139 School Music Fundamentals (2) F

A study of the rudiments of music. Practice in simple ear training, dictation, rhythm work, syllable reading and group singing. For students who have had no previous experience in music.

141 Elementary School Music (2) S, F, SS

A basic preparation in music education for the elementary school teacher. Study of aims, methods, and organization of materials and activities in elementary schools in keeping with modern trends in educational philosophy and psychology.

145 Piano Methods (2) S 1952-53 and alternate years

Modern procedures in piano teaching through review of graded materials and literature on methods, creative work, technical procedures, interpretation, teaching students of various grades.

150 Instrumental Conducting (2) S, SS

Principles and techniques in instrumental conducting with experience in score reading. Three periods per week.

160 Choral Conducting (2) S, SS

Principles and techniques of choral conducting. Problems of choral organization. Study and interpretation of choral materials, using the class as a laboratory group. Three periods per week.

Secondary School Music Methods (2) S (Education 162)

184 Instrumental Organization and Literature (3) F 1953-54 and alternate years

Survey of procedures for organization and development of instrumental programs and literature for performing groups.

185 Advanced Choral Conducting and Literature (2) S 1953-54 and alternate years

Critical study of choral technique, style and interpretation. Choral schools and composers since the Sixteenth Century. Survey and analysis of contemporary secular and sacred choral compositions. Class used as laboratory group.

297 Seminar for Master's Degree Candidates in Music (2) F

The definition, and methods of solution, of problems in the field of music with emphasis on the descriptive method of research and the use of the library. Required of all master's degree candidates in music.

- 298 Project or Thesis for Master's Degree Candidates in Music (1-3) F, S, SS**
Planning, preparation, and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

THEORY AND COMPOSITION

- 118 Basic Music Theory (3) F**
Notation, scales, intervals, basic harmony, melodic principles, elements of musical structure. Not open to majors. Music 119 should be taken simultaneously.
- 119 Ear Training and Sight Singing (2) F**
- 136 Functional Harmony (3) S**
Prerequisite: At least six units lower division harmony. Review of the materials of diatonic and chromatic harmony in terms of their use; organization of chord series for various purposes, modulation, maintenance of style, nonchordal elaboration.
- 157 Counterpoint I (2) S 1953-54 and alternate years**
Prerequisite: Diatonic harmony. Strict counterpoint in two voices, with and without *cantus firmus*.
- 158 Counterpoint II (2) S 1953-54 and alternate years**
Prerequisite: Music 157. Strict counterpoint in three and four voices; introduction to contrapuntal composition.
- 172 Band Arranging (2) SS**
Range, characteristics, and technical limitations of wind instruments. Studies in setting given material for strings, mixed groups and small orchestra.
- 174 Orchestration I (2) F**
Range, characteristics, and technical limitations of orchestral instruments. Studies in setting given material for strings, mixed groups and small orchestra.
- 175 Orchestration II (2) S 1953-54 and alternate years**
Prerequisite: Music 174. Advanced studies; unbalanced groups and full orchestra; planning the score in terms of color, contrast, balance, climax; elaboration of basic material.
- 176 Studies in Musical Analysis I (2) F**
The elements of musical structure; survey of sectional forms in classical literature.
- 177 Studies in Musical Analysis II (2) S**
Prerequisite: Music 176. Organic forms and cyclic structure: contrapuntal forms

- 190 Composition I (2) F**
Prerequisite: At least six units of harmony. Basic techniques and elements of musical invention; the simpler sectional forms.
- 191 Composition II (2) S**
Prerequisite: Music 190, or permission of instructor. Complex sectional forms; optional formal elements and connectives; planning and organization of large works.
- 276 Advanced Studies in Musical Analysis (2) F 1953-54 and alternate years**
Prerequisite: Music 177 or permission of instructor. Special problems in intensive analysis in a field chosen by the class.
- 278 Advanced Composition (2) F 1952-53 and alternate years; SS**
Prerequisite: Permission of instructor. Composition in larger forms.

MUSIC HISTORY AND LITERATURE

- 143 Music in General Culture I (3) F, SS**
A nontechnical course designed to increase interest and pleasure in music through the development of basic understandings, the broadening of the student's experience in music and through growth in appreciation of music in relation to general culture. Primarily for non-music majors.
- 144 Music in General Culture II (3) S**
A continuation of the problems and materials relating to music in general culture as treated in Music 143.
- 180 Music in Western Civilization (3) S**
Designed for the general student without technical background. Lectures, readings and intensive listening to music provide the core of the work in this course.
- The following courses are designed for the student with some background in music, at least to the extent of being able to read music. The courses will deal with stylistic analysis of music and ideas of general culture.
- 265 Music of the Renaissance (3) F 1952-53 and alternate years**
This course will include some aspects of medieval music.
- 266 Music of the Baroque Period (3) S 1952-53 and alternate years**
Baroque music.
- 267 Music of the Classic Era (3) F 1953-54 and alternate years**
This course will include elements of rococo music.
- 268 Twentieth Century Music (3) S 1953-54 and alternate years**

APPLIED MUSIC

Applied music is given an important place in each of the music curricula. Training in applied music is available through: (1) participation in music organizations such as orchestra, band, and choir; (2) class instruction in piano, voice and instruments; and (3) individual instruction in piano, organ, harp, voice, band and orchestra instruments.

Class lessons are given on campus by the regular college music staff. Individual lessons are given by approved teachers who have private studios in the Long Beach and Los Angeles areas.

Music Organizations

100 Choir (2) F, S

A Cappella and accompanied singing of standard and modern choral compositions. Entrance is by audition. Consult with the director before registering.

101 College Chorus (1) F, S

Open to all college students who are interested in choral singing. No audition required.

102 Madrigal Singers (1) F, S

Performance of vocal chamber music from Sixteenth Century to the present. Open to all college students by audition.

107 Symphony Orchestra (1) F, S**110 Band (1) F, S****112 Chamber Music (1) F, S**

Class Instruction in Music

The purpose of class instruction in music is (1) to help prepare the prospective music teacher to direct various types of ensembles such as choir, band and orchestra and also to develop his ability to teach vocal and instrumental classes; (2) to serve students of education, both on the elementary and secondary level, who wish to increase their skill in voice or on instruments; and (3) to provide vocal and instrumental lessons for students who prefer not to assume the expense of individual instruction.

Elementary Piano

Courses in the fundamentals of piano techniques, tone production, rhythm, sight-reading, interpretation, general musicianship, and keyboard facility, for those who have little or no previous piano experience. Not open to piano majors. These classes are particularly helpful for elementary teachers who would like to be able to play and use the piano as another resource in their class and school activity.

120A,B,C,D Class Piano (1 unit each) F, S**Voice**

The following courses are designed to cover the fundamental techniques of solo and ensemble singing. These classes include a study of the problems of tone production, breathing, dictation, repertoire, and song interpretation. 122A and B are particularly helpful for elementary teachers. 122C and D are recommended for students who have had some previous instruction in voice.

122A,B,C,D Class Voice (1 unit each) F, S**Instruments**

The following courses in class instrumental instruction are designed to cover fundamentals of good performance and related teaching problems.

123 Clarinet (1) F 1952-53 and alternate years

No prerequisite.

124 Woodwinds (1) F 1953-54 and alternate years

Prerequisite: Clarinet class or equivalent or consent of instructor.

125 Trumpet (1) S 1952-53 and alternate years

No prerequisite.

126 Brass Instruments (1) S 1952-53 and alternate years

Prerequisite: Trumpet class or equivalent or consent of instructor.

127 Violin (1) F 1953-54 and alternate years

No prerequisite.

128 String Class (1) F 1953-54 and alternate years

Prerequisite: Violin class or equivalent or consent of instructor.

129 Percussion (1) S 1953-54 and alternate years

No prerequisite.

The following instrumental and vocal classes are designed for students who have attained a high degree of proficiency in any one of these areas. The course includes the study of appropriate repertoire together with solo and ensemble performing experience. Prerequisite: Proficiency audition or consent of instructor.

167 Advanced Woodwind Instruments (2) F 1954-55 and alternate years**168 Advanced Brass Instruments (2) S 1953-54 and alternate years****169 Advanced String Instruments (2) S 1953-54 and alternate years****170 Advanced Piano (2) F 1952-53 and alternate years****171 Advanced Voice (2) S 1952-53 and alternate years**

Individual Instruction in Music

Registration for individual instruction must be made through the college if credit is desired. To receive one unit of college credit, the student must enroll for 16 one-half-hour individual lessons per semester.

Individual instruction is \$1-\$4 per lesson. This fee must be paid in advance to the Business Office.

115 Individual Instruction in Voice, Piano and Other Instruments
F, S, SS

146 Practical Piano Improvisation (2) S 1953-54

An approach to the keyboard utilizing fundamental principles of harmony and theory for an increased facility in extemporizing and accompanying. Some knowledge of piano necessary.

165 Opera Workshop (3) S 1952-53 and alternate years

Study and interpretation of roles in light and grand operas. Public performance of selected scenes in college recitals. Enrollment with permission of instructor. Recommended for students with advanced vocal training.

SPEECH AND DRAMA

102 Theory and Practice of Voice and Diction (2) F, S

Theory and practice of breath control, tone production, voice projection, articulation, pronunciation and variety in inflection and phrasing. Three class hours per week.

103 Essentials of Public Speaking (2) F

The composition and delivery of talks to persuade, inform and to clarify will be studied. Three class hours per week.

104 Extempore Speaking (2) S

Prerequisite: Speech 103 or equivalent. Speech in informal business and professional situations, including an introduction to conference speaking. Principles of speech composition as applied in the speech to inform, the speech to persuade, and the speech to convince will receive major consideration. Three class hours a week.

107 Guiding Speech Development in Children (2) F, S

A study of how the child's speech develops and how to foster good speech habits. The recognition of speech needs and planning to meet them, with emphasis on the services available from the specialists. Examination of speech programs in the modern elementary schools.

118 Speech Arts in the Elementary School (2) S, SS

The use of creative dramatics, improvisations, choral speech and group discussion for the purpose of developing fluency, responsiveness and imagination in children. The integration of improvised dramatic play with curricular subjects will be stressed. Three class hours per week.

120 Speech Activities in the Secondary School (2) F

Methods of supervising and fostering dramatics, radio, oral interpretation of literature, discussion, debate and assembly activities in the secondary school. Three class hours per week.

122 Play Production (3) F, S, SS

Selecting, casting, directing and staging plays for the school or community theater. Practical experience in connection with productions of Campus Players will supplement lectures. Four class hours per week.

123 Drama Workshop (3) F

Prerequisite: Speech 122 or equivalent. A laboratory course in which student directors will stage one-act plays under supervision. Four class hours per week.

124 Stagecraft (2) F, S

Practice in the construction and painting of simple scenery for community theater, stage lighting and sound for both central staging and proscenium staging will be included. Three class hours per week.

125 Informal and Parliamentary Discussion (3) F

Practice in the planning of and participation in conversation, round table discussions, open forums, committee meetings and parliamentary groups. Four class hours per week.

135 Fundamentals of Acting (3) S

Exercises and rehearsals designed to develop the individual's powers of oral expressiveness, bodily movement, timing emotion and characterization.

140 Oral Interpretation of Literature (2) S

Principles of oral interpretation including practice in reading prose, poetry and dramatic literature.

142 Debate Practice (1) F, S

Directed practice in debate and forensic activities for students participating in intercollegiate activities.

157 Detection and Correction of Speech Difficulties (2) F, S, SS

Recognition and treatment of major and minor articulatory and phonation defects in children. This course is designed to acquaint the teacher with current theories and therapies in functional and organic speech defects.

DIVISION OF EDUCATION AND PSYCHOLOGY

The Division of Education and Psychology contributes primarily to the preparation of students for the profession of teaching. This preparation includes instruction in curriculum, methods, supervision, administration, and other related services.

Within the framework for public education, as expressed by the State Department of Education, the professional program is organized and arranged to prepare the student for effective service in the public schools of the State. For prospective teachers the program includes directed teaching in the public schools of Los Angeles and Orange Counties. The program also offers field work in administration and supervision.

The college is at present authorized to grant nine credentials for which the Division of Education and Psychology provides the chief preparation:

- Kindergarten-primary credential
- General elementary credential
- General secondary credential
- Elementary supervision credential
- Elementary administration credential
- Secondary supervision credential
- Secondary administration credential
- Psychometrist credential
- Special secondary in art

The college offers courses acceptable to the State Department of Education as meeting the specific requirements for most of the other credentials issued on direct application to the State Department of Education.

Students interested in the master of arts degree may select education or psychology as their major field of interest.

DIRECTED TEACHING

All candidates for directed teaching must make application in the office of the division. To be accepted for directed teaching, a candidate must meet the following conditions:

1. Be a regularly enrolled student at Long Beach State College a minimum of one semester previous to doing directed teaching.
2. Complete all courses required as preparation for directed teaching.
3. Maintain standards of speech acceptable in classroom teaching.
4. Possess standards of physical fitness and personal qualifications prescribed by the State Department of Education.

Exceptions to these regulations may be made *only* by approval of the Committee on Teacher Training.

CREDENTIALS

Kindergarten-Primary Credential

1. Be proficient in the subjects required by law to be taught in the elementary school (Education Code 12130).
2. A major in Kindergarten-Primary Education.
 - a. 24 units in Education, with no grade lower than "C" in any course, as follows:
 - Educ. 102. Kindergarten-Primary Education (3)
 - Educ. 105. Child and Adolescent Growth and Development (3)
 - Educ. 160. Kindergarten-Primary Methods (3)
 - Educ. 185. Audio-Visual Education (2)
 - 5 units selected from:
 - Educ. 152. Social Studies and General Elementary Methods (3)
 - Educ. 190. School and Society (2)
 - Psych. 105. Elementary Statistics (3)
 - Educ. 110. Tests, Measurements and Evaluations (2)
 - Educ. 107. The Learning Process (2)
 - Educ. 154. Language Arts and Arithmetic in the Elementary School (2)
 - Educ. 151. Reading in the Elementary School (2)
 - Educ. 191. Directed Teaching—Kindergarten-Primary Level (8)
 - b. Special methods and content courses:
 - Art 110. Art in the Elementary School (2)
 - Music 140. Kindergarten-Primary Music (2)
 - Phys. Educ. 125. Physical Education in the Elementary School (2)
3. Electives in general education.
30 units (in addition to courses selected to fill *any* other requirement).
 - a. In order to ensure a broad general education, the candidate for these credentials is required, *during the last two years of his four-year program*, to take at least 30 units in course work outside the required professional courses. An adviser in each department will assist the student in selecting courses which are essentially *general* rather than *specialized*.
 - b. The courses listed in the areas below are required if no equivalent has been taken elsewhere. If these courses are taken in the lower division, they may *not* be counted in the 30-unit total of general education electives but will meet the subject requirement in this course.
 - c. At least *one* course must be taken in each area.
 - d. Not more than 15 units may be taken in any one area.

Areas

Natural Science

Nature Study 101 (3)

Language and Literature

English 112 (3)

Social Science

History 179 (2)

Geography 148 (2)

Fine and Applied Arts

Music (history, literature, appreciation) (2)

Art (design, drawing and painting, or general introductory course) (2)

4. Completion of a course, or the passing of an examination on the principles of the Constitution of the United States. (See page 106, Political Science.)

Graduate students securing the college recommendation for the General Elementary or Kindergarten-Primary credential are not required to complete the electives in general education (item 3 above).

General Elementary Credential

1. Be proficient in the subjects required by law to be taught in the elementary school (Education Code 12130).
2. A major in elementary education.
 - a. 24 units in education, with no grade lower than "C" in any course, as follows:
 - Educ. 103. Principles and Curriculum in Elementary Education (2)
 - Educ. 105. Child and Adolescent Growth and Development (3)
 - Educ. 152. Social Studies and General Elementary Methods (3)
 - Educ. 154. Arithmetic and Language Arts in the Elementary School (2)
 - Educ. 151. Reading in the Elementary School (2)
 - Educ. 185. Audio-Visual Education (2)
 2 units selected from:
 - Educ. 190. School and Society (2)
 - Psych. 105. Elementary Statistics (3)
 - Educ. 110. Tests, Measurements and Evaluations (2)
 - Educ. 107. The Learning Process (2)
 - Educ. 192. Directed Teaching—Elementary Level (8)
 - b. Special methods and content courses:
 - Art 110. Art in the Elementary School (2)
 - Music 141. Music in the Elementary School (2)
 - Phys. Educ. 125. Physical Education in the Elementary School (2)
3. Electives in general education. See item 3 under Kindergarten-Primary Credential.

4. Completion of a course, or the passing of an examination on the principles of the Constitution of the United States. (See page 106, Political Science.)

Graduate students who desire the General Elementary credential are not required to complete the electives in general education listed under the Kindergarten-Primary credential.

General Secondary Credential

1. An acceptable bachelor's degree with a major and a minor selected from the following subject fields:

* Art	Life science and general science
* Business education	Mathematics
English	* Music
Foreign language	* Physical education
* Health education	Physical science and general science
* Homemaking	Social studies
* Industrial arts	Speech
Language arts	* Speech arts

* Courses required in these fields are not those of an ordinary major. Information as to the specific courses to meet the requirements for the areas starred may be obtained from the chairman of the division concerned.

2. Thirty (30) semester units beyond the bachelor's degree. This must include: (a) at least six units of professional education, (b) at least six units in subject fields commonly taught in secondary schools.
3. If the undergraduate major is in a field not commonly taught in the secondary school, two minors are acceptable.
4. The undergraduate and graduate program must include at least six units in each of the following four areas:
 - a. Science and/or mathematics
 - b. Art, music, physical education, health education, homemaking, industrial arts
 - c. Social studies
 - d. Languages, literature, composition, speech, drama
5. The five-year program must include the following 23 units in Education with no grade lower than "C" in any course: **
 - Educ. 104. Principles and Curriculum of Secondary Education (3)
 - Educ. 105. Child and Adolescent Growth and Development (3)
 - Educ. 107. The Learning Process (2)

** Students entering as Juniors in September, 1952, may omit Education 104 and Education 166 but must include Education 165.

- Educ. 110. Tests, Measurements and Evaluations (2)
 - Educ. 166. Methods of Teaching Secondary School Subjects (3)
 - Educ. 178. Principles of Counseling and Guidance (2)
 - Educ. 185. Audio-Visual Education (2)
 - Educ. 193. Directed Teaching in the Secondary Schools (6)
6. The student who has completed some of the required courses in education in his undergraduate program may select any other professional or academic courses to complete the program of his graduate year.
 7. Completion of a course, or the passing of an examination on the principles of the Constitution of the United States. (See page 106, Political Science.)
 8. Before being admitted to directed teaching, students must secure approval of the division of their academic major. This approval may be given on the basis of undergraduate standing, course work at Long Beach State College, or a qualifying examination.

Elementary School Administration Credential

1. Possession of a valid General Elementary credential. Verification of the credential must be presented to the Admissions Office.
2. Two years of successful teaching experience in the elementary schools. This experience must be verified by a letter from the superintendent of the district.
3. Thirty semester units of upper division or graduate work. At least 15 units must be completed in residence.
Required courses:
 - Educ. 201. School Organization and Administration, Federal, State and Local (3)
 - Educ. 203. Organization and Administration of Elementary Schools (3)
 - Educ. 231. Supervision of Instruction and Curriculum in Elementary Schools (3)
 - Educ. 291. Field Work in Elementary Education (2)

Additional courses at the graduate or upper division level to complete the required total of 30 semester units. These may be in professional education or in academic fields, except that the following background courses must be completed if not taken previously:

- Principles of elementary and secondary education
- Curriculum construction and evaluation
- Educational measurement
- Pupil personnel, counseling and guidance

Elementary School Supervision Credential

1. Possession of a valid General Elementary credential. Verification of credential must be presented to the Admissions Office.
2. Two years of successful teaching experience in the elementary schools. This experience must be verified by a letter from the superintendent of the district.
3. Twenty-four semester hours of upper division or graduate work. At least 12 units must be completed in residence.
Required courses:
 - Educ. 203. Organization and Administration of Elementary Schools (3)
 - Educ. 231. Supervision of Instruction and Curriculum in Elementary Schools (3)
 - Educ. 291. Field Work in Elementary Education (2)

Additional upper division or graduate courses to complete the required total of 24 semester units. These may be in professional education or academic fields, except that the following background courses must be completed if not taken previously.

- Curriculum construction and evaluation
- Educational measurement
- Pupil personnel, counseling and guidance

Secondary School Administration Credential

1. Possession of a valid General Secondary credential. Verification of credential must be presented to the Admissions Office.
2. Two years of successful teaching experience on *any* level. This experience must be verified by a letter from the superintendent of the district.
3. Eighteen semester hours of graduate work. At least 12 units must be completed in residence.
Required courses:
 - Educ. 201. School Organization and Administration, Federal, State and Local (3)
 - Educ. 228. Organization and Administration of Secondary Schools (3)
 - Educ. 206. Legal and Financial Aspects of School Administration (3)
 - Educ. 232. Supervision of Instruction in Secondary Schools (3)
 - Educ. 292. Field Work in Secondary Education (2)

Additional courses at the graduate level to complete the required total of 18 semester units. These may be in professional education or academic fields, except that the following background courses must be completed if not taken previously.

- Principles of elementary and of secondary education
- Curriculum construction and evaluation
- Educational measurement
- Pupil personnel, counseling and guidance

Secondary School Supervision Credential

1. Possession of a valid General Secondary credential. Verification of credential must be presented to the Admissions Office.
2. Two years of successful teaching experience on *any* level. This experience must be verified by a letter from the superintendent of the district.
3. Fifteen semester units of upper division or graduate level work. At least 12 units must be completed in residence.

Required courses:

- Educ. 228. Organization and Administration of Secondary Schools (3)
- Educ. 232. Supervision of Instruction in Secondary Schools (3)
- Educ. 292. Field Work in Secondary Education (2)

Additional courses at the graduate level to complete the required total of 15 semester units. These may be in professional education or in the academic fields, except that the following background courses must be completed if not taken previously.

- Curriculum construction and evaluation
- Educational measurement
- Pupil personnel, counseling and guidance

School Psychometrist Credential

1. A general teaching credential or a bachelor's degree.
2. Completion of the following courses:
 - Educ. 105. Child and Adolescent Growth and Development (3)
 - Educ. 110. Tests, Measurements and Evaluations (2)
 - Psych. 105. Elementary Statistics (3)
 - Psych. 130. Abnormal Psychology (3)
 - Psych. 149. Introduction to Clinical Psychology (3)
 - Psych. 155. Psychological Testing (3)
 - Psych. 255. Individual Intelligence Testing (3)

EDUCATION

102 Kindergarten-Primary Education (3) F, S, SS

The history of early childhood education, including a study of present leaders and centers of research; the principles of teaching in the nursery school, kindergarten and primary grades; a survey of the materials of instruction and curriculum of these grades, and parent-teacher relationships, including present trends in reporting pupil progress.

103 Principles and Curriculum of Elementary Education (2) F, S, SS

An introduction to the field of elementary education and an examination of accepted principles of teaching and curricular organization, including the practices and administration of, and teaching in, the elementary school in a democratic society.

104 Principles and Curriculum of Secondary Education (3) F, S, SS

The development, purposes, and problems of secondary education. The role of the teacher in a democratic society. Attention to course offerings in the various departments and consideration of newer curriculum proposals including the core curriculum, work-experience programs, and school-community relationships.

105 Child and Adolescent Growth and Development (3) F, S, SS

The physical, mental, emotional, and social growth and development of the individual, especially during the first two decades of life; social forces as they affect behavior; mental hygiene and personality development; techniques of studying children and adolescents.

107 The Learning Process (2) F, S, SS

Prerequisite: General psychology. A practical course in the psychology of learning. The course deals with such matters as the modifiability and educability of the human organism at different levels of maturity, the nature and different kinds of learning, arranging the learning situation, motivation, individual differences, transfer, and emotional climate.

110 Tests, Measurements and Evaluation (2) F, S, SS

The essential principles of measurement and evaluation in the elementary and secondary schools; the determination, meaning and use of the most fundamental statistical concepts as they apply to problems dealing with measurement and evaluation; the construction, interpretation and use of standardized and, especially, teacher-made tests.

114 Introduction to Art Education (2) F

An introduction to the study of principles, practices, and materials in art education, observation and evaluation of art activities in the public schools; preparation and use of visual materials in relation to specific art experiences.

- 149 Methods of Teaching Public Safety and Accident Prevention (2) SS 1953**
The organization of safety work in elementary and junior high schools. (Meets requirement for the special secondary credential in public safety and accident prevention.)
- 150 Methods of Teaching Driver Education and Driver Training (2) SS 1953**
Objectives and methods of classroom instruction and behind-the-wheel training; tests, records and reports; insurance; administration of the program. (Meets requirement for the special secondary credential in public safety and accident prevention.) Open only to students who are currently registered in Education 149. All students must hold a California driver's license.
- 151 Reading in the Elementary School (2) F, S, SS**
Principles, techniques, and procedures in developing a basic program of reading instruction throughout the primary, intermediate, and upper grades. Course includes: (1) nature of the reading process, (2) development of reading readiness, (3) initial stages of learning to read, (4) period of rapid progress in reading, (5) period of refinement of reading skills, and (6) appraisal of growth in abilities.
- 152 Social Studies and General Methods in the Elementary Schools (3) F, S, SS**
Function, nature, and scope of the social studies program; principles and patterns of organization; development of teaching units; adapting instructional and community resources to children's needs; evaluation of learnings and the social studies program; demonstrating units. Basic principles of effective classroom procedure in lesson planning, grouping, setting standards, guiding discussions, motivating and evaluating.
- 154 Arithmetic and Language Arts in the Elementary School (2) F, S, SS**
Objectives, content, materials, pupil experiences, and methods of instruction and evaluation in arithmetic, written and oral English, spelling and handwriting; diagnostic and remedial techniques, and adaptation of instruction to individual capacities.
- 160 Kindergarten-Primary Methods (3) F, S, SS**
A study of instructional materials and teaching procedures in the early elementary school; a critical analysis of current activities in the kindergarten-primary grades.
- 162 Secondary School Music Methods (2) S**
A basic preparation in music education for the secondary school teacher. Backgrounds and current trends of thought in music education, philosophy and methodology. Secondary school curriculum problems and evaluations. Survey of materials and texts.

- 163 Curriculum and Methods in Industrial Arts (3) F**
Objectives, curriculum, materials, and procedures in industrial arts education; a survey of current practices in industrial arts teaching, including the relationship of industrial arts to the total school program.
- 164 Teaching Methods in Bookkeeping and General Business Subjects (3) F, SS**
Instructional methods and materials used in bookkeeping, general business training, business law, consumer economics and related business subjects. New developments in the field of business education including the use of advisory committees, cooperative programs, and current research in the field.
- 165 Principles and Curriculum and Methods in Secondary Education (6) F, S**
This is a course which combines work in principles, curriculum, and methods in secondary education. By combining these various elements into one course, there will be a better opportunity to relate the work in principles and curriculum to the actual methods used in the classroom. In addition to regular class lectures and discussions, there will be observations of high school teaching and class demonstrations of various methods and techniques used at the secondary level.
- 166 Secondary School Methods (3) F, S, SS**
Classroom procedures in the secondary school. Problems of classroom management and discipline are considered. Such methods as socialized activities, group discussion, project, unit, and pupil-teacher planning are studied and demonstrated. Techniques in assignment, drill, and review are developed in accordance with the need in various subject areas. It prepares the student for directed teaching.
- 167 Curriculum and Methods of Art Education (2) S, SS**
Objectives, curriculum, materials, and procedures in art education in a democratic society; a survey of current practices in art teaching, including the relationship of art to the total school program.
- 168 Education of Exceptional Children (2) F, S, SS**
The psychology and education of children who deviate from the average physically, mentally, and emotionally. Special educational services necessary to promote their maximum development. (Requirement for credential for teaching mentally retarded.)
- 169 Adult Education (2) S, SS**
The methods used for the selection, organization and presentation of learning materials for classes in adult education. The study of methods to be used in forums and conferences.

- 170 Curriculum and Methods of Teaching Mentally Retarded (2) F, S, SS**
Methods of teaching academic subjects to the mentally retarded; development of special skills and curricula to meet their needs. (Requirement for credential for teaching mentally retarded.)
- 178 Principles of Counseling and Guidance (2) F, S, SS**
A survey course of the basic principles of guidance. The course includes purposes, functions, and scope of the student personnel program; the teacher as counselor; organization of the program; personnel involved; evaluation of guidance services. Meets requirements for the general secondary, supervision and administration credentials.
- 185 Audio-Visual Methods (2) F, S, SS**
The scope and function of audio-visual aids in teaching, with special emphasis on methods of using audio-visual materials and equipment to improve instruction; sources of materials and operation of machines.
- 189 Rural Education (2) S 1952-53; SS 1953**
The problems affecting education in the small and rural communities, with special attention to such problems as the impact of modern technology on community life and education. Coordination of educational activities in the small community, reorganization of school districts, and methods of providing for special services.
- 190 School and Society (2) F, S, SS**
Relationships between the school and the community; economic and social backgrounds of school populations; current social trends and issues as they affect education; democratic ideology and the school; education as a social function.
- 191 Directed Teaching in Kindergarten-Primary Schools (8) F, S**
Open only to those who have been accepted by the Committee on Teacher Education. Students will work for at least 3½ hours each morning for nine weeks in one classroom and nine weeks in another classroom at a different grade level. They will meet as a group on the campus for at least one hour per week. Application must be made during the previous semester on dates announced by the committee.
- 192 Directed Teaching in the Elementary Schools (8) F, S**
Students will spend at least 3½ hours each morning for nine weeks in one classroom and nine weeks in another classroom at a different grade level. They will meet as a group on the campus for at least one hour per week. Open only to those who have been accepted by the Elementary Teacher Training Committee. Application must be made during the previous semester on dates announced by the committee.

- 193 Directed Teaching in the Secondary Schools (6) F, S**
Students are admitted by the Committee on Secondary Education, and assigned to a school to observe, and assist in the regular activities of a teacher, under the guidance of qualified supervisory personnel. Ordinarily, candidates for the General Secondary credential teach in both their major and minor fields. Assignments are made for a half-day for one public school semester. Weekly conferences are scheduled on the campus. Application must be made in the previous semester on dates announced by the committee.
- 197 Individual Child Study (2-3) F, S**
Open at present only to teachers in the Long Beach City School System. Direct study of a given child or adolescent, employing the necessary techniques by which his growth, development, motivation, learning, and behavior can be better understood and more appropriate guidance provided for his development.
- 201 School Organization and Administration, Federal, State and Local (3) F, S, SS**
The organization and administration of education at the federal, state, county and district levels. Problems of public school organization, management, and support with specific reference to public education in California.
- 203 Organization and Administration of Elementary Schools (3) F, S, SS**
The organization of the elementary school system in California. Administration of teacher and pupil personnel, material facilities, auxiliary services, and the school plant. Problems relating to the instructional program and curriculum development.
- 206 Legal and Financial Aspects of School Administration (3) F, S, SS**
A consideration of the law and public education, including constitutional restrictions, powers and duties of central agencies, powers of local districts, and the contractual and tort liability of school officers and employees. School revenues, apportionments, budgetary procedures, cost and business management.
- 212 Philosophy of Education (2) F, S, SS**
An introduction to the historical range of viewpoints on the main problems of educational philosophy. The course is designed to assist students in summarizing and interpreting the various basic concepts of education upon which a sound theory for effective practices is constructed.
- 213 Current Trends in American Education (2) F**
Recent developments in education and the factors producing them.

- 228 Organization and Administration of Secondary Schools (3) F, S, SS**
The organization and management of secondary education in California. Administration of teacher and pupil personnel, material facilities, auxiliary services, and community relationships; problems relating to the instructional program and curriculum development.
- 231 Supervision of Instruction in Elementary Schools (3) F, S, SS**
The development of basic concepts for elementary school supervision, the study of factors affecting the learning situation, the analysis of supervisory techniques relating to the improvement of learning and the appraisal of means and methods of supervision in the development of educational leadership.
- 232 Supervision of Instruction in Secondary Schools (3) F, S, SS**
Considers the supervisory aspects of the administrative job at the secondary level. Methods of improving the instructional programs, evaluating teaching results, and maintaining teacher interest and participation in the curriculum program are problems for study and discussion. The basic problem of supervisor-employee relationships in a democratic organization is analyzed with reference to practical studies in industry and education.
- 255 Problems in the Teaching of Reading (2) F, S, SS**
Advanced study of the problems and trends in reading instruction in the elementary school. Topics include word recognition and phonics teaching, building of basic vocabulary; some materials, techniques, and methods for remedial reading in the public school classroom. Each student will be expected to study intensively a problem originating from his own experience in the classroom. Should have prerequisite course 151.
- 256 Problems in Teaching Arithmetic in the Elementary School (2) F, SS**
Emphasis on diagnostic and remedial procedures in the teacher's own classroom, exploration of recent research dealing with instruction in arithmetic, and appraisal of newer methods and materials.
- 257 Problems in Teaching Language Arts in the Elementary School (2) F, SS**
Advanced study of teaching procedures in the language arts with emphasis on the problems confronting the teacher in the classroom at various grade levels. Techniques for improving oral and written communication, spelling and handwriting; diagnostic and remedial techniques; and evaluation of achievement and individual pupil progress in the language arts. Prerequisite: Education 154 and teaching experience.

- 270 Principles of Curriculum Development (3) F, S, SS**
A study of the psychological, sociological, and philosophical foundations of curriculum patterns, with consideration of the strength and weaknesses of each pattern; practice in techniques of discussion of curriculum problems; relationship of curriculum study and in-service education.
- 272 Problems in Teaching Social Studies in the Elementary School (2) F, SS**
Prerequisite: Student teaching or equivalent. Advanced methodology in problems related to teacher-pupil planning for classroom grouping, problem solving, block building, dramatic play, creative dramatics, construction and industrial arts activities, research reading and other related skills. Consideration will be given to teacher's responsibility in the interpretation of social studies concepts and activities.
- 277 Techniques of Counseling and Guidance in the Elementary School (2) F, S, SS**
Prerequisite: Education 105 or equivalent. A course designed to meet the needs of elementary school personnel who are interested in guidance. The course includes the study of both informal and standardized guidance instruments, the development and use of school records, study of special needs, conference techniques, and methods of work with parents. Recommended for master of arts candidates interested in elementary education. Meets requirement for elementary supervision and administration credentials. Not open to students who have had Education 278.
- 278 Techniques of Counseling and Guidance in the Secondary School (2) F, S, SS**
Prerequisite: Education 178 or equivalent or consent of instructor. The tools and techniques used by the counselor at the secondary school level; selection and use of guidance instruments; interviewing; case studies; directive and nondirective counseling; group guidance. Meets requirement for the general secondary, secondary supervision and administration credentials. Not open to students who have had Education 277.
- 291 Field Work in Elementary Education (1-1) F, S**
Supervised practical experience in elementary school administration for one school year.
- 292 Field Work in Secondary Education (1-1) F, S**
Supervised practical experience in secondary school administration for one school year.
- 297 Seminar for Master's Degree Candidates in Education (2) F, S, SS**
The definition, and methods of solution, of problems in this field with emphasis on the descriptive method of research and the use of the library. Required of all master's degree candidates.

298 Project or Thesis for Master's Degree Candidates in Education (1-3) F, S

Planning, preparation, and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

PSYCHOLOGY

The psychology curriculum is designed to provide the student with (1) a broad background in the principles of scientific psychology, (2) a knowledge of the applications of psychology in specific fields, and (3) skills in the various techniques of psychological measurement and investigation.

Psychology 100, or an equivalent three-unit course in introductory general psychology is required for the bachelor's degree and is prerequisite for all other courses in the psychology curriculum.

Particular attention should be paid to the prerequisites for each course. Enrollment in a course for which the prerequisite has not been completed requires special permission from the instructor.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

The major in psychology requires 24 units in the psychology curriculum, not more than six of which may be lower division, and 12 units in related upper division courses approved by the adviser. The major also requires the satisfactory completion of courses 105 and 130. Elective courses within the psychology curriculum to complete the major should be selected with the approval of a faculty adviser in psychology and should include at least six units in courses numbered 150-199, inclusive.

GENERAL SECONDARY CREDENTIAL

Preparation for the General Secondary credential with a major in psychology requires two minors in subjects usually taught in high school.

100 Survey of General Psychology (3) F, S, SS

A semester course in introductory general psychology. The emphasis is on the scientific aspects of psychology. Material from the laboratory and the clinic is presented as evidence for valid generalizations concerning human behavior.

105 Elementary Statistics (3) F, S, SS

Prerequisite: A knowledge of mathematical procedures usually covered in elementary high school algebra. The calculation and interpretation of the basic statistical measures. Major emphasis will be placed on the meaning, limitations, and applicability of statistical procedures. Required of all majors in psychology. A restrictive elective for the Kindergarten-Primary or General Elementary credential.

111 Physiological Psychology (3) S

The neurophysiological correlates of behavior are studied and the methods and findings of psychophysiology reviewed.

115 Social Psychology (3) F

The dynamics of group and cultural behavior. The emphasis is on the description and explanation of social behavior in terms of the psychological forces operative within and upon the culture.

130 Abnormal Psychology (3) F, S, SS

A study of abnormal behavior especially as it throws light on normal personality adjustment. Both the correlates of psychological with physiological states and variability within restricted behavioral categories are emphasized. Two field trips will be required.

131 Laboratory Psychology (3) F, S, SS

Prerequisite: Psychology 105. The student performs and interprets a series of laboratory experiments which illustrate the major experimental procedures used in psychological investigation. Required of all majors in psychology. Six hours per week.

132 Dynamic Psychology and Mental Hygiene (2) F, S, SS

The principles of dynamic psychology and their application to the mental hygiene of the student and teacher.

149 Industrial Psychology (3) S

Applications of psychology to problems of employee morale, production efficiency, accident proneness, labor relations, and related topics.

150 Introduction to Clinical Psychology (3) F

Prerequisite: Psychology 130. A survey of diagnostic and therapeutic procedures used in the approach to individual psychological problems met with at the clinical level.

155 Psychological Testing (4) S

Prerequisite: Psychology 105, Education 110, or Education 140. The principles and practice of group testing in the fields of intelligence and personality. The major tests of intelligence and personality will be administered to and scored by the student. Emphasis will be on the evaluation of the tests as measuring devices and on studies of their application and validity. Limited enrollment requires consent of the instructor.

177 Psychology in Business and Advertising (3) F

The application of psychology to problems of salesmanship, advertising appeal, customer reaction, and related subjects.

- 185 Vocational Testing (4) S**
Prerequisite: Psychology 105, Education 110 or Education 140. Principles and practice in the field of vocational and aptitude testing. The major tests of vocational interest, academic aptitude, dexterity, and specific aptitudes will be administered to and scored by the students. Emphasis will be on evaluation of the tests, applicability, validity, and limitations. Limited registration necessitates consent of the instructor.
- 200 Contemporary Psychology (3) S**
Prerequisite: At least six units in upper division psychology courses. The modern schools of psychology are considered in historical perspective and their importance for and contribution to progress in evolving a science of behavior is evaluated.
- 205 Advanced Statistics (3) S**
Prerequisite: Psychology 105. A continuation of elementary statistics with emphasis on interpretative rather than descriptive procedures. Required for the master's degree in psychology.
- 214 Theory of Learning (3) F, SS**
A consideration of the experimental studies and theoretical elaborations of the major contributions to the psychology of learning.
- 255 Individual Intelligence Testing (3) S**
Prerequisite: A course in the following—general psychology, educational psychology, measurements or statistics, group testing and experience either as a teacher, guidance worker or an administrator in the public schools. Practice in the administration and interpretation of the Stanford-Binet and Wechsler-Bellevue individual tests. The student will be expected to administer not less than 25 Binets and 10 Wechslers to children and adults at different developmental levels.
- 297 Seminar for Master's Degree Candidates in Psychology (2) F, S, SS**
The definition, and methods of solution, of problems in this field with emphasis on the descriptive method of research and the use of the library. Required of all master's degree candidates.
- 298 Project or Thesis for Master's Degree Candidate in Psychology (1-3) F, S**
Planning, preparation, and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

PHILOSOPHY

- 100 Introduction to Philosophy (3) F**
A cursive survey of the field of philosophy, defining its scope and basic principles, and briefly analyzing the major philosophical theories.

- 101 History of Early Philosophy (3) F**
Origin, development and inter-relations of the major schools of philosophic thought, from Thales to the beginning of the Renaissance. The systems of Socrates, Plato and Aristotle, and their influence on European philosophy through the medieval period.
- 102 History of Modern Philosophy (3) S**
From the Renaissance to the Twentieth Century. Development of modern scientific processes, and the philosophical systems of empiricism, rationalism, idealism, etc.
- 105 Logic (3) S**
The elements of clear, straight, orderly thought. Accurate use of language. Inductive reasoning and the establishing of scientific hypotheses; deductive reasoning and the logic of the syllogism.
- 151 Ethics (3) F**
A study of the concepts of right and wrong and the application of moral principles to problems of everyday life. The philosophy of conduct as related to the individual and to society.
- 170 Philosophy of Religion (3) S**
An objective study of the nature and function of religion and of fundamental religious concepts and ideals.

DIVISION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

The Division of Health, Physical Education and Recreation offers a program designed to meet the professional needs of prospective teachers and of those whose vocational goals lie in the area of public and private recreation. Courses are offered which satisfy, (1) the physical education requirement for the General Elementary credential, (2) the requirements for the Special Secondary credential in physical education for both men and women, issued upon direct application to the State Department of Education, (3) teaching major and/or minor in physical education for the General Secondary credential and, (4) nonteaching major in physical education leading to the bachelor's degree.

The division is also aware of its responsibility to meet the needs and interests of the general student body for sports, dances and other recreational activities as participants and spectators. As soon as facilities, equipment, and staff will permit, this need will be met through an extensive offering of activity courses, campus-wide intramural program, and intercollegiate competition in all sports.

Requirements for a Major in Physical Education

39 Units

LOWER DIVISION: Same as for teaching major.

UPPER DIVISION: A minimum of 24 units selected in consultation with major adviser.

GENERAL SECONDARY CREDENTIAL

Teaching Major

39 Units

LOWER DIVISION: Physiology 5 units, anatomy 3 units and 7 units distributed in at least two of the following fields: biology, hygiene, psychology, sociology, chemistry. In addition, recommended lower division subjects should include first aid, advanced swimming and life-saving, and basic skills in sports activities.

UPPER DIVISION: MEN

A minimum of 24 units including: Physical Education 106, 120, 133, 135, 150, 160, 161, 162, 163, 175, 180, Health Education 125.

WOMEN

A minimum of 24 units including: Physical Education 106, 120, 133, 135, 150, 165, 166, 170, 171, 175, Recreation 110, Health Education 125.

Health

Physical Education

Recreation

20 Units

Teaching Minor

MEN

Physical Education 106, 150, 160, 161, 162, 163, 175.

WOMEN

Physical Education 106, 150, 165, 166, 170, 171, 175.

HEALTH EDUCATION

120 Basic Health Concepts (2) F

Designed to enable students to develop modern health knowledges, habits, and attitudes, including a study of health problems that face the college student and average adult in a complex society.

125 Public School Health (3) F, S

The public school health program including philosophy, administration and community relationships; the operation of the health service, healthful school living, and health instruction programs; the role of the teacher and the health coordinator.

PHYSICAL EDUCATION

106 Principles and Administration of Physical Education (3) F

A study of the principles, aims, and objectives of physical education and the relationship to administrative problems in the secondary school physical education program.

110 Intercollegiate Team Sports (1)

Enrollment subject to approval of the coach of the sport in season. Enrollees who fail to qualify for the squad must withdraw before the deadline to drop classes.

110-1 Basketball F

110-2 Baseball S

110-3 Cross Country F

110-4 Football F

110-5 Golf S

110-6 Swimming S

110-7 Tennis S

110-8 Water Polo F

110-9 Track and Field S

111 Recreational Activity (1)

111-1 Archery (Women) F, S

111-2 Beginning Golf (Men and Women) F, S

111-3 Team Sports—Basketball—Volleyball (Women) F, S

111-4 Folk Dancing (Men and Women) F, S

- 120 Applied Anatomy (Kinesiology) (2) F**
Prerequisite: Human anatomy. A study of muscular and joint action with particular emphasis on physical education activities. *To be taken concurrently with P.E. 135.*
- 125 Physical Education in the Elementary Schools (2) F, S, SS**
Principles, aims, and objectives of physical education in the elementary schools. Practice in the skills and teaching techniques of elementary school physical education.
- 133 Physiology of Exercise (2) S**
Prerequisite: Human physiology. A study of the physiological effects of exercise on the human body. The significance of these effects for health and performance in physical activity.
- 135 Corrective Physical Education (2) F**
Prerequisite: Human anatomy. A study of the basic problems and methods of procedure for teaching developmental physical education. *To be taken concurrently with P.E. 120.*
- 150 Techniques of Teaching Rhythmic Activities (2) F, S**
Skills in, and techniques of teaching, folk, square, and social dance.
- 151 Techniques of Teaching Modern Dance (2) F**
A basic course in skill development and techniques of teaching modern dance, including elementary principles of choreography.
- 160 Techniques of Teaching Team Sports—Men I (3) F**
Football and soccer. Designed to enable prospective men teachers of physical education to learn the skills of the activity and develop techniques of teaching and coaching these activities.
- 161 Techniques of Teaching Team Sports—Men II (3) F**
Basketball, speedball, volleyball. Designed to enable prospective men teachers of physical education to learn the skills of the activity and develop techniques of teaching and coaching these activities.
- 162 Techniques of Teaching Team Sports—Men III (3) S**
Track, field and gymnastics. Designed to enable prospective men teachers of physical education to learn the skills of the activity and develop techniques of teaching and coaching these activities.
- 163 Techniques of Teaching Team Sports—Men IV (3) S**
Baseball and softball. Designed to enable prospective men teachers of physical education to learn the skills of the activity and develop techniques of teaching and coaching these activities.
- 165 Techniques of Teaching Individual Sports—Women I (3) F**
Tennis, badminton, archery. Designed to enable prospective women teachers of physical education to learn the skills of the activity and develop techniques of teaching these activities.

- 166 Techniques of Teaching Individual Sports—Women II (3) S**
Swimming, bowling, deck sports. Designed to enable prospective women teachers of physical education to learn the skills of the activity and develop techniques of teaching these activities.
- 170 Techniques of Teaching Team Sports—Women I (3) F**
Basketball, volleyball, speedball. Designed to enable prospective women teachers of physical education to learn the skills of the activity and develop techniques of teaching these activities.
- 171 Techniques of Teaching Team Sports—Women II (3) S**
Softball, hockey, soccer. Designed to enable prospective women teachers of physical education to learn the skills of the activity and develop techniques of teaching these activities.
- 175 Curriculum and Methods in Physical Education (3) F, S**
Designed to prepare the major and minor for directed teaching at the secondary level. Two hours lecture and three hours laboratory experience in supervised teaching, assigned to an instructor of physical education activity class. Limited to students qualified to do student teaching the following semester.
- 180 Athletic Injuries (2) S**
Male majors only. The prevention, care and treatment of athletic injuries. One-hour lecture and one two-hour laboratory for practice in taping and bandaging athletic injuries.

RECREATION

- 108 Community Recreation (3) F, S**
Principles and organization of community recreation. Problems in coordinating public and private agencies engaged in community-wide recreation.
- 110 Recreation Activities and Methods (2) F, S**
Survey of, and experience in, recreational activities and games for individuals and groups of all ages and interests. Methods and techniques of program planning.
- 130 Group Work in Recreation Agencies (2) S**
The methods and techniques of group work as applied to leadership in public and private agencies, including some field work in such agencies.
- 141 Outdoor Education (2) S**
The philosophy, scope, administration and activities of the camping program, including public school camping. A study of camp organization, program planning, camp counseling and leadership, and campcraft.
- 175 Field Work in Recreation Agencies (3) F**
Supervised leadership in public and private agencies. A minimum of 60 hours of supervised leadership in an approved agency.

DIVISION OF NATURAL SCIENCE

The Division of Natural Science offers programs in several areas of biological and physical science, in industrial arts, and in nursing, designed to meet the professional needs of prospective teachers and to give a general education or preprofessional training to those whose principal interests lie in other fields.

Courses are offered satisfying the general science requirements for the General Elementary school credential, while more extensive work in the division makes it possible for students to qualify for the following majors and minors: (1) teaching major in life science and general science for the General Secondary credential; (2) teaching minor in life science and general science for the General Secondary credential; (3) teaching minor in physical science and general science for the General Secondary credential.

The division also offers training designed to give an adequate background to the student desiring work in the areas of wild life management, biological survey, state and federal fisheries, and state and national parks.

Training in the preprofessional courses for science majors is also offered. Considerable emphasis is placed on field work in many of the courses. The variety of seashore, mountain, coastal, and desert environments together with the rich man-made resources afforded by nearby parks, zoological gardens, museums, observatories, and libraries provides an unrivalled opportunity for this field work.

Requirements for a Major in Biological Science

36-40 Units

LOWER DIVISION: Students in junior colleges should include in their program not more than 25 units of work in natural science. It is desirable that these 25 units include such basic courses as chemistry, physics, botany and zoology to acquire a broad background for upper division work.

UPPER DIVISION: At least 15 units of work selected with the approval of an assigned science adviser. It is desirable that a pattern of courses be selected that will train the student for a definite objective.

GENERAL SECONDARY CREDENTIAL

Teaching Major

Life Science and General Science

36 Units

LOWER DIVISION: Not more than 21 units in the fields of chemistry, physics, geology, biology (botany and zoology), to acquire a broad general background for upper division work.

Natural Science

Astronomy-Bacteriology-Biology

UPPER DIVISION: At least 15 units of work selected with the approval of an assigned science adviser.

Teaching Minors

Life Science and General Science

20 Units

LOWER DIVISION: 6-14 units in the general areas of botany, zoology, geology, human physiology and anatomy.

UPPER DIVISION: At least 6 units of work selected with the approval of an assigned science adviser.

Physical Science and General Science

20 Units

LOWER DIVISION: 6-14 units of physical science.

UPPER DIVISION: At least 6 units of work selected with the approval of an assigned science adviser.

ASTRONOMY

105 Astronomy (3) F, S, SS

An elementary course in astronomy, nonmathematical, with particular emphasis on mythology, constellation study, and aspects of the subject of particular interest to teachers of elementary and general science, and to liberal arts students. Several field trips are scheduled for constellation study and for visits to observatories. (Lecture 3 hours, field trips arranged.)

BACTERIOLOGY

102 Bacteriology (3) F

Morphology and classification grouping of bacteria. Particular emphasis is placed on what bacteria do in relation to health, industry and nature in general. (Lecture demonstration 2 hours, laboratory 3 hours.)

112 Microbiology (3) S, SS

The role of protozoa, bacteria, and other unicellular and macroscopic organisms in nature, including consideration of classification, morphology, life processes, and inter-relationships with other organisms, including man. (Lecture and demonstration, 3 hours.)

BIOLOGY

101 General Biology (3) F, S

A general survey of the world of living things and of life processes common to both plants and animals. Special consideration is given to the fundamental contributions made by biology in the areas of health, heredity, conservation, evolution and an appreciation of nature. (Lecture and demonstration, 3 hours.)

105 General Ecology (3) S

A general course dealing with the relationships of living plants and animals to their environment, both physical and biotic, with emphasis upon the land forms, their distribution and inter-relationships. Visits to typical plant and animal communities of Southern California will be made. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

126 Genetics (2) S

An introduction to the physical principles that govern inheritance. Special reference is made to principles fundamental to the improvement of plants, animals and man. This course is not highly technical and is open to science students and to other students interested in the fundamentals of heredity. (Lecture and demonstration, 3 hours.)

130 Microtechniques (3) F 1953-54 and alternate years

Principles and methods commonly employed in the preparation of plant or animal tissue for microscopic study. Recommended for science majors and required for certain professional science training. (Lecture 1 hour, laboratory 6 hours.)

145 Marine Ecology (3) F, SS

Native marine forms of plants and animals of the nearby coastline with emphasis upon identification, adaptations to environment, and distribution of common species. Frequent field trips for collection and study in the laboratory of specimens is a fundamental part of this nontechnical course intended for liberal arts and education students who desire a knowledge and appreciation of local forms. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

205 Advanced General Ecology (3) S

Open only to graduate students. Plant communities and the different systems of ecological classification of groups of living animals and plants and their relationships to one another. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

245 Advanced Marine Ecology (3) F, SS

Natural history and taxonomy of the intertidal animals of the nearby Pacific coastline. A course for graduate majors who wish advanced work in marine biology. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

251 Field Biology, Advanced

Special field work for graduate majors during Easter and summer vacation. Special announcements will be issued as to time and credits offered.

BOTANY**101 General Botany (3) F, S**

The developmental structures, functions, and genetics of flowering plants, and a survey of the plant kingdom. (Lecture 2 hours, laboratory 3 hours.)

105 Economic Botany (2) F

A survey of the beneficial and injurious relationships of plants to man. Such topics as plants as sources of food, drugs, fibers, building materials, etc., are considered. Economic implications, technologies, and conservation are stressed. (Lecture 2 hours.)

108 California Trees and Shrubs (2) S, SS

No prerequisites. Offered for those who wish to become familiar with the identification and culture of the principal woody plants, both native and exotic, to be found in Southern California. Field trips to mountain and desert environments as well as to homes and public grounds will be scheduled. (Lecture 2 hours, field trips arranged.)

115 Practical Plant Anatomy (3) F 1953-54 and alternate years

Prerequisite: General botany or permission of the instructor. A structural study of the developing and mature seed plant. Preparation of the materials for study will be made by the student when possible. Microscopic determination of our commercial woods will be correlated with industrial uses of these woods. (Lecture 1 hour, laboratory 5 hours.)

126 Taxonomy of Vascular Plants (3) S

Prerequisite: General botany. The history of taxonomy and the relationships, classification and identification of the native and introduced flowering plants of Southern California. Laboratory and field work gives training in identification and collecting practices. Some field trips required. (Lecture 1 hour, laboratory 5 hours, and field trips arranged.)

208 Field Studies in Botany F, S, SS (Hours and units arranged)

Directed individual work in the field of plant taxonomy and plant ecology.

226 Advanced Plant Taxonomy (3) S

An advanced fundamental course dealing with the phylogeny and classification of special groups of vascular plants. Some field trips required. (Lecture 1 hour, laboratory 5 hours, and field trips arranged.)

CHEMISTRY**101 Chemistry of Everyday Life (2) F**

An elementary descriptive course dealing with common applications of chemistry in modern civilization. Designed primarily for the general student. (Lecture 2 hours.)

102 Survey of Chemistry (4) S

Prerequisite: Two years of high school mathematics. A lecture and laboratory course designed to cover materials normally included in a year of basic college chemistry. (Lecture 3 hours, laboratory 3 hours.)

105 Fuels, Oils and Greases (3) F 1953-54 and alternate years

Prerequisite: High school or general chemistry. An introductory survey of petroleum production, fractionation, refining, fluid and catalytic cracking processes, alkylation, etc., with laboratory analysis of fuels and oils, fractionation of crudes, and compounding of greases. (Lecture 2 hours, laboratory 3 hours.)

106 Solvents, Paints, and Lacquers (3) S 1953-54 and alternate years

Prerequisite: High school or general chemistry. Preparation, properties and uses of the most common solvents, pyroxylin cotton, gums, plasticizers, and pigments. (Lecture 2 hours, laboratory 3 hours.)

108 Organic Chemistry (3) F

Prerequisite: General chemistry. An introductory lecture course in the chemistry of the carbon compounds.

110 Quantitative Analysis I (3) F

An introduction to the theories and techniques of gravimetric chemical analysis. (Lecture 1 hour, laboratory 6 hours.)

111 Quantitative Analysis II (3) S

A continuation of Chemistry 110, including an introduction to the theories and techniques of volumetric analysis, with some attention to colorimetric and electrometric methods. (Lecture 1 hour, laboratory 6 hours.)

CONSERVATION**102 Conservation of Natural Resources (2) F, S, SS**

Designed for teachers, commerce majors, and others interested in a consideration of the great natural resources of the world, their extent, value, wise utilization, and conservation for future generations. (Lecture 2 hours.)

176 Wildlife Management (2) F

For zoology majors preparing for careers in conservation and field biology. The biology, environmental requirements, and management of the game and nongame animals of recognized importance to man; the recognition, restoration and management of the food and cover plants upon which animal populations depend. (Lecture 2 hours.)

210 Fish Ecology and Fishery Management (3) S

Analysis in the laboratory and in the field of the environmental factors in fish natural history, distribution, and population fluctuations. The management practices in fresh water and marine fisheries are examined, and the student is given training in the field and laboratory methods of the fishery biologist. (Lecture 2 hours, laboratory and field 3 hours.)

ENTOMOLOGY**103 General Entomology (3) S**

An elementary study of insects, including characteristics, structure, habits, life cycles and importance to man. No prerequisites. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

115 Insects and Human Welfare (3) F

A general course on insects and their close relatives as beneficial and destructive forms in everyday environment. Conservation of beneficial forms as well as destruction of pests and the study of the role of insects in health and disease are considered. Short field trips for identification of various forms constitute an important part of this course. (Lecture and demonstration 3 hours.)

GEOLOGY**100 Principles of Geology (3) S, 1953-54**

A general study of the materials of the earth's crust, their composition, origin, distribution, and their modification through mechanical and chemical processes of change. Theories concerning the origin of the earth and its geological history as traced through the fossil records are considered. (Lecture 3 hours.)

102 General Physiography (3) F, S, SS

Introductory study of the surface features of the earth and the forces and factors that modify them. Some of the outstanding geologic formations in the world with major emphasis on the United States. Designed to prepare a student for advanced work in geology or to give him information that will make travel and vacations more enjoyable. Not open to students having credit in physical geology. (Lecture 3 hours.)

152 Historical Geology (3) F

Prerequisite: Physical geology or physiography. Origin and geological history of the earth as interpreted through the fossil records. Emphasis will be placed on North America, particularly California. (Lecture 3 hours.)

NATURAL SCIENCE**290 History of Science (1) S**

A survey of the history of the development of the natural sciences, from ancient to modern times. (Lecture 1 hour.)

- 297 Seminar for Master's Degree Candidates in Science (2) F, S, SS**
The definition, and methods of solution, of problems in this field with emphasis on the descriptive methods of research and the use of the library. Required of all master's degree candidates.
- 298 Project or Thesis for Master's Degree Candidates in Science (1-3) F, S, SS**
Planning, preparation, and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

NATURE STUDY

- 101 Nature Study (3) F, S, SS**
Designed especially for elementary school teachers, emphasizing forms of life easily observed and identified out-of-doors. Common plants and animals found in various habitats of this region. Some consideration of the solar system and rocks and minerals. (Lecture 2 hours, laboratory 2 hours, some Saturday and afternoon field trips required.)
- 103 State and National Parks of the West (3) F, SS**
The great public lands of the far west include areas renowned for their geological, physiographical, and biological attractions. This course is designed to provide a background for those who hope to derive the greatest pleasure and profit from visits to parks of the shore, mountains and desert. (Lecture 3 hours.)
- 126 Science Materials and Projects (3) F, S, SS**
Prerequisite: Nature Study 101. Science teaching problems, with emphasis on the presentation of concepts in the classroom, laboratory, museum, and in the field. Planning and preparation of materials, devices and displays. (Lecture, demonstration, and laboratory 6 hours.)
- 151 Field Nature Study**
An outdoor summer field course devoted to the study of nature material. For time and units to be given, consult special announcements and bulletins issued from time to time.

PHYSICAL SCIENCE

- 100 Introduction to Physical Science (3) S, SS**
A general survey of the contributions to everyday living and to an understanding of the physical environment made by a knowledge of the physical sciences. Fundamental principles of chemistry, mechanics, meteorology, physics, geology, and astronomy are explained in simple terms for students who do not expect to major in the sciences. (Lecture 3 hours.)

PHYSICS

- 101 Survey of General Physics (4) S**
Prerequisites: High school physics or chemistry, algebra or geometry. A lecture, demonstration, and laboratory course designed to acquaint the student with the more important aspects of elementary physics. (Lecture 3 hours, laboratory 3 hours.)
- 114 General Physics: Mechanics and Molecular Physics (4) F**
Prerequisite: High school physics or chemistry, algebra and geometry. Designed to meet the needs of premedical, pre dental, and secondary teaching majors. (Lecture 3 hours, laboratory 3 hours.)
- 115 General Physics: Heat, Sound, and Light (4) S**
A continuation of Physics 114. (Lecture 3 hours, laboratory 3 hours.)
- 116 General Physics: Electricity and Magnetism (4) F 1953-54**
A continuation of Physics 115. (Lecture 3 hours, laboratory 3 hours.)

PHYSIOLOGY

- 106 Anatomy and Physiology (3) F 1952-53 and alternate years**
A brief survey of the structure and function of the systems of the human body. Selected laboratory experiments support and extend material presented in lecture. The course is designed to serve all students who desire a basic understanding of the human body. (Lecture 2 hours, laboratory 3 hours.)
- 160 Comparative Physiology (3) F**
Comparison of the physiological prototypes of lower forms of animals with the physiological processes of mammals and man. Basic courses in biological science should precede this course. (Lecture 2 hours, laboratory 3 hours.)
- 180 General and Cellular Physiology (3) S 1953-54 and alternate years**
Physiological processes of cells and tissues basic to the understanding of the function of the whole organism. Both plant and animal materials are studied. Basic courses in biological science and physical science should precede this course. (Lecture 2 hours, laboratory 3 hours.)

ZOOLOGY

- 102 Animal Life in California (3) SS**
A general course in identification and appreciation of the common animals of California for those who have little or no background in the field. Emphasis particularly upon marine forms, reptiles, amphibians and mammals. (Lecture 3 hours.)

104 Birds (3) S, SS

A general bird study course with emphasis upon the identification and habits of the common birds of California. The distribution, classification, migration, courtship, adaptations, coloration, economic value, and enjoyment of birds for those who have had little or no previous experience in the subject. (Lecture 2 hours, laboratory 2 hours, field trips in early morning and on Saturday.)

110 Amphibians and Reptiles (3) S, SS

A course in herpetology to enable students to become acquainted with the abundant forms to be found in the mountains and deserts of California. The habits, life histories, conservation, ecology, economic importance, and recognition of common types are important aspects of the course. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

115 Fishes (3) F

Prerequisite: General zoology. General ichthyology considering the taxonomic position development, fossil history, and present distribution of the fishlike vertebrates, especially the bony fishes. Emphasis on the fishery biology conservation and management with field and laboratory practice using the great diversity of fishes to be found in the oceanic and fresh waters of the Pacific Southwest. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

130 Mammals (3) F

Mammals with emphasis upon the local forms. Intended for teachers, life science majors, and group leaders as well as students who desire a better understanding of wild life. Emphasis is placed upon recognition of common forms, their life histories and conservation. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

135 Comparative Anatomy (3) F 1952-53 and alternate years

Comparison of structures in various vertebrate classes of animals. Homologous, analogous, and prototype structures of lower forms are compared with the structure of the mammalian and particularly of the human body. Basic courses in biological science should precede this course. (Lecture 2 hours, laboratory 3 hours.)

140 Embryology (3) S 1953-54 and alternate years

A consideration of the steps in the development of an organism to the time of hatching or birth; the starfish, amphioxus, and frog, with particular attention given to the development of the chick, pig, and man. Basic courses in biological science should precede this course. (Lecture 2 hours, laboratory 3 hours.)

165 Histology (3) F 1953-54 and alternate years

The microscopic anatomy of animals, stressing the nature and characteristics of the fundamental types of tissue, and tissues in combination, as they occur in the organs and systems. Particular emphasis on histology of the human body. (Lecture 2 hours, laboratory 3 hours.)

204 Ornithology (3) S, SS

An advanced study of the birds of the local area for graduate students who are majors in science. Problems in ecology, natural history, distribution, and taxonomy will be emphasized. Field work and laboratory preparation of material required. (Lecture 2 hours, laboratory 2 hours, and field trips by arrangement.)

210 Herpetology (3) S

A graduate course for students desiring advanced work in herpetology. Natural history, taxonomy, economic value, ecology, distribution, and field collection of the American forms will be stressed. (Lecture 2 hours, laboratory 2 hours, field trips by arrangement.)

215 Advanced Ichthyology F (Units and hours by arrangement)

By permission of instructor. A detailed study of the major groups of fishes and the relationship and distribution of their members, with special attention to the concepts of classification, and the development of the science of ichthyology, with a review of the literature. The utilization of ichthyological knowledge in the service of man, and the preservation of world food resources are considered.

230 Advanced Mammalogy (3) F

A course for graduate science majors desiring advanced work in mammalogy. Collection of materials and its preparation as well as studies of economic value, ecology, taxonomy, conservation, distribution, and adaptations of the mammals. (Lecture 2 hours, laboratory 2 hours, and field trips arranged.)

INDUSTRIAL ARTS

The industrial arts program provides the following: (1) courses acceptable to the State Department of Education as meeting the specific requirements for the Special Secondary credential in industrial arts issued upon direct application to the State Department of Education; (2) teaching major in industrial arts for the General Secondary credential; (3) general shop work contributing to the liberal arts program of the college; and (4) technical training leading to the baccalaureate degree.

GENERAL SHOP

- 129 Experimental Shop (2) F, SS**
A course designed primarily for those planning to teach high school art, natural science, or other subjects, and who would profit by a working knowledge of the use of common shop techniques including soldering, brazing, and the use of lathes, grinders, drill presses, power saws and other equipment. Individual projects in the construction of usable teaching equipment are provided in the course. (Combination lecture and laboratory, 6 hours.)
- 130 Construction Techniques for the Elementary School Teacher (2) F, SS**
Creative experiences in using the common hand tool and construction materials suitable to contemporary trends in the elementary school teaching, especially designed for prospective and experienced elementary teachers. (Combination lecture and laboratory, 4 hours.)

AUTO AND INTERNAL COMBUSTION ENGINES

- 105 Elements of Automobiles and Transportation (3) S**
Repair and maintenance of automobiles with principles of operation stressed. (Lecture 1 hour, laboratory 6 hours.)
- 125 Auto Mechanics (3) F**
Repair work, carburetion, ignition, and running system. (Lecture 1 hour, laboratory 6 hours.)

WOOD AND WOOD FINISHING

- 104 Elements of Woodworking (3) F**
Use and care of common bench woodworking tools. Fundamentals and correct construction methods on a benchwork basis. (Lecture 1 hour, laboratory 6 hours.)
- 124 Furniture Making (3) S**
Construction of various types of furniture including designing. (Lecture 1 hour, laboratory 6 hours.)
- 134 Painting and Finishing (3) F**
The use of finishing materials and paints on wood and metal. (Lecture 1 hour, laboratory 6 hours.)
- 174 Small Boat Construction (3) S**
Practical construction methods in building small power and sailboats. Group participation in constructing well-designed hulls stressed. (Lecture 1 hour, laboratory 6 hours.)

PRINTING

- 108 Elements of Printing (3) F**
Essentials of printing and the graphic arts. (Lecture 1 hour, laboratory 6 hours.)
- 118 Graphic Arts (3) S**
Methods, processes, materials, and terminology of typesetting, presswork, and bookbinding. (Lecture 1 hour, laboratory 6 hours.)
- 158 Duplicating Methods for Teachers (2) F, SS**
Practical training given in duplicating class material, including the following machines: Mimeograph, Ditto, Ozalid, and Blue Print. Theory of lithography and such other methods which may be found in school systems. (Combination lecture and laboratory, 4 hours.)

METAL

- 107 Elements of Metalworking (3) S**
Metal processing and fabricating on a benchwork basis. Emphasis given to background and place of our metal technology in present-day society. (Lecture 1 hour, laboratory 6 hours.)
- 117 Forging (3) S**
Principles of forging, including study of alloys and heat treatment of metals. (Lecture 1 hour, laboratory 6 hours.)
- 137 Gas and Electric Welding (3) F, SS**
Elementary and fundamental principles of oxy-acetylene and electric welding. (Lecture 1 hour, laboratory 6 hours.)
- 147 Machine Shop Practice (3) S**
The use and care of common machine tools. (Lecture 1 hour, laboratory 6 hours.)
- 157 Pattern Making and Founding (3) F**
Theory and practice in basic pattern making. Nonferrous foundry practice based on patterns typically found in secondary school industrial arts. (Lecture 1 hour, laboratory 6 hours.)

ELECTRICITY AND RADIO

- 106 Elements of Electricity and Radio (3) S**
Basic circuits, including construction and repair of electrical projects. (Lecture 1 hour, laboratory 6 hours.)
- 146 Electric Equipment and Repair (3) F**
Direct and alternating current, with application to industrial electronics, motors, generators, and electrical apparatus, including their operation, testing, repair, and related projects. (Lecture 1 hour, laboratory 6 hours.)

- 156 **Radio Electronics (3) S**
Fundamental properties of the vacuum tube and its associated circuits. (Lecture 1 hour, laboratory 6 hours.)

DRAFTING

- 103 **Elements of Drafting (3) F**
Elementary lettering, orthographic and isometric projections, intersections, developments, simple machine drawings. (Combination lecture and laboratory 6 hours.)
- 113 **Machine Drawing (2) S**
Sketching and drawing of machine parts in detail and assembly. Use of standard tables and empirical formulae. (Combination lecture and laboratory 4 hours.)
- 153 **Project Design (2) S**
Design and drafting of school shop projects in detail and assembly. (Combination lecture and laboratory 4 hours.)
- 173 **Small Boat Design (3) F**
Use of table of offsets for laying out shear, body plan, half-breadth drawings. Emphasis given to the theory and practice in designing small power and sailing craft. (Combination lecture and laboratory 6 hours.)

INDUSTRIAL ARTS EDUCATION

- Curriculum and Methods in Industrial Arts (2) F (Educ. 163)**
- 181 **School Shop Revision and Planning (2) S**
Laboratory approach to solving problems relating to school shop layouts. (Lecture and laboratory.)
- 190 **Problems in Teaching Industrial and Vocational Arts (2) SS**
Specific consideration given to the most pressing difficulties encountered by teachers of shop subjects. Correctional techniques emphasized.
- 191 **School Shop Project Development (3) SS**
Originating, designing and producing of school shop projects and instruction sheets. (Lecture and laboratory.)
- 192 **Special Problems in Industrial Education (2) F, S, SS**
Recognition of problems in industrial education and their solution under direction of the instructor.
- 210 **School Shop Seminar (2) S**
Relationship of recent trends in industrial education to the total school curriculum, with emphasis on public and interschool relations to the immediate shop program.

- 220 **Supervision and Administration in Industrial Education (2) SS**
Supervisory techniques and the handling of administrative problems in industrial arts, trades, and technical fields.

NURSING

The college is developing a program in nursing designed to satisfy the needs of the nursing school graduate who wishes to supplement her professional training or to obtain the bachelor's degree with emphasis in nursing education.

The student who desires to major in this field should consult the adviser in nursing for aid in planning the program according to the student's individual interests.

- 175 **Principles of Ward Management I (2) F**
An examination of the principles and practices of ward routines including teaching and supervision. Presentation of problems, development of methods of solution.
- 176 **Principles of Ward Management II (2) S**
A continuation of Nursing 175.
- 177 **Hospital Organization and Management I (2) F**
Hospital organization and management. Organization, management and administrative functions of hospital and its departments with emphasis on supervision, control, and management.
- 178 **Hospital Organization and Management II (2) S**
A continuation of Nursing 177.

DIVISION OF SOCIAL SCIENCE

The Division of Social Science includes social anthropology, business, economics, general studies, geography, history, political science, public administration, and sociology. It provides an opportunity to understand the historical and geographic background necessary for evaluation of present world conditions; to understand modern institutions and economic, sociological and political concepts; to learn the techniques employed for investigating problems in the social sciences; to secure preprofessional training for law and public welfare work; to obtain professional training in business and public administration; and to provide specialization for majors and minors required for teaching credentials.

In an effort to achieve the above objective, the division has designed courses and seminars to accomplish the following:

1. To familiarize students with modern socioeconomic problems—their origins and place in our contemporary culture.
2. To acquaint students with the historical evolution of major American institutions, ideas and problems.
3. To cultivate a recognition and an understanding of other national and ethnic groups.
4. To develop an understanding of the interrelationships between man's institutions and the physical bases on which these institutions have grown.
5. To acquaint students with the patterns of world resources, the principal nations' productive regions and leading products, land distribution, patterns of transportation and communication, and problems of diminishing and replenishing returns.
6. To develop an awareness among students of the unique advantages and problems of various peoples in relation to their particular environment and the relationship to world interdependence.
7. To develop an understanding of world-wide resource problems of conservation and utilization, especially in the light of world developments.
8. To help students acquire habits of thought, study and action which will enable them to see and cope successfully with the business and technical problems which confront them.
9. To provide students with an understanding of governmental institutions, so that they may enter federal, state or local government service as a career, or participate constructively and critically in civic affairs.

Requirements for a Major in Social Science

36-40 Units

LOWER DIVISION: 12 units.

UPPER DIVISION: 24 units selected from at least four fields of anthropology, business, economics, geography, history, general studies, sociology.

GENERAL SECONDARY CREDENTIAL

The General Secondary credential requirements for a major in Social Science differ from the usual academic major. The subjects selected must include: United States history; three fields selected from geography, political science, economics, sociology, anthropology; and additional courses in one or more of the social sciences.

Teaching Major

LOWER DIVISION: 12 units (including United States history).

UPPER DIVISION: 24 units distributed over the fields mentioned above.

Teaching Minor

20 units—selected from United States history, geography, and at least one other field (except business).

BUSINESS

The business curriculum and degree requirements are intended to provide for all students not only a broad knowledge of the background and chief function of modern business enterprise, but also elementary training in the use of accounting, statistics, and economic analysis. As many students are unable to decide upon a specific position or field for which they wish to train, and as others shift into positions different from the one for which they have trained, it is highly important that all have basic fundamental training. With this foundation, students can readily build for specific needs.

Each student is expected to plan his major or minor sequence and electives with a faculty adviser.

Requirements for a Major in Business Administration

30-36 Units

LOWER DIVISION: Accounting, 6 units. (Also recommended, economic geography, business law.)

UPPER DIVISION: Business 101, 110, 118, 125, 151, 175, Economics 100.

101 Introduction to Business (3) F, S

A general survey of the organization of business enterprises, marketing, finance, production, sources and handling of business information. Special reference to business.

- 103 Elements of Accounting I (3) F**
Introduction to accounting and to business administration. Theory of modern accounts; theory of debit and credit; classification of accounts; procedure for recording transactions; preparation of financial statements.
- 104 Elements of Accounting II (3) S**
Prerequisite: Business 103. A continuation of accounting fundamentals, with emphasis on the accounting for partnerships and corporations. Interpretation and use of accounting data.
- 105 Business Law I (3) F, SS 1952**
Elements of contracts used in business; fundamental factors governing negotiable instruments, and the laws dealing with agency.
- 106 Business Law II (3) S**
Fundamental laws of corporations, sales, sales contracts, and partnerships.
- 110 Business Statistics (3) F, S**
Sources and graphical representation of statistical data. Study of the uses and limitations of statistical tools. Measures of central tendency and variation, index numbers, trends, cycles, correlation. Practical application to problems in business.
- 118 Corporation Finance (3) F**
An analysis of the financial policies of business with emphasis on business organization, types of securities, financial plans and promotion, expansion, consolidation, and bankruptcy and reorganization.
- 121 Principles of Insurance (3) SS**
Description of major types of insurance, life, property, casualty, etc.; interpretation of contracts under which such insurance is written; regulation and control of insurance companies. Includes general principles of mortality and premium calculation, distributive system of underwriting and organization of insurance carrier companies.
- 125 Marketing (3) F**
The organization and operation of systems for the distribution of goods and services. Retail and wholesale distribution channels, consumer buying characteristics, pricing and marketing of industrial products, cooperative marketing of agricultural products.
- 126 Retail Merchandising (3) F**
Retail enterprises, policies, and forms of organization. A detailed study of the problems of store management and location.

- 127 Credits and Collections (3) S**
Methods of evaluating the credit of individuals, partnerships, and corporations; protecting the rights and equities of debtors and creditors; debtor-creditor relationship; gathering credit information, analysis of statements for credit purposes, legal remedies and safeguards.
- 130 Intermediate Accounting (4) F**
Prerequisites: Business 103, 104. Problems and theories of valuation and classification for purpose of financial statement; interpretation and construction of accounts; analysis of financial statements.
- 131 Advanced Accounting (4) S**
Prerequisites: 103, 104, 130. Specialized problems in partnership and corporation accounting; accounting for joint ventures, agencies and branches, consolidated balance sheets and profit and loss statements; statements of affairs, receiverships, estates and trusts, and realization and liquidation statements.
- 132 Cost Accounting (3) S**
Prerequisite: Business 103. Theory of cost accounting including job order costs, process costs, estimated costs, and standard cost systems, as applied to the control and management of business through cost accounting procedures.
- 140 Traffic and Transportation (3) F 1952-53 and alternate years**
A general historical and current survey of transportation agencies in the United States; the functions of the different agencies; rate structures; problems of state and federal regulations and coordination of facilities. Also included are current transportation problems.
- 151 Personnel Management (3) F, S, SS**
The importance of employee-employer relationships, personnel policies, procedures, operations and training; techniques of personnel administration, interviewing and testing; wages and salary administration; recruitment, inductions, transfers, promotions and merit rating.
- 153 Investments (3) SS**
Principles underlying investment analysis and policy; chief characteristics of various types of investment securities; investment trusts and institutional investors; forms, problems and policies; relations of money markets and business cycles to investment practices.
- 155 Purchasing, Principles and Practices (3) F 1952-53 and alternate years**
Purchasing and procurement in industry and government. Purchasing policies and organization; coordination with production schedules and materials planning; optimum quantity and price; vendor relations; following up and expediting receiving and inspections, purchasing research.

- 157 Advertising (3) F**
A study of the principles and practices of advertising; place of advertising in the marketing program; evaluation of the advertising program.
- 160 Foreign Trade Principles and Practices (3) S**
Basic principles of international trade and finance; analysis of character and importance to United States; theory of comparative costs; balances of trade and of international payments; tariffs; quotas, exchange, and other trade barriers; dumping and export subsidies.
- 162 Job Analysis and Evaluation (3) F 1952-53 and alternate years**
Processes, methods, and fundamentals used in preparing job descriptions, making job evaluations, and administering wage and salary programs. Case studies from organizations and industries will be critically examined.
- 163 Collective Bargaining (3) S**
Fundamentals and problems of collective bargaining in American industry. Labor agreements, conciliation, mediation, and arbitration of labor disputes.
- 164 Income Tax (3) S**
Historical background; study of current federal and state laws affecting individual, partnership, and corporation income tax returns; principles of income tax reporting.
- 165 Auditing (3) F**
Prerequisites: Business 103, 104. Principles of auditing practice and procedure, and their application to accounting investigations, balance sheet audits, and detailed audits. Preparation of audit working papers, verification of balance sheet and profit and loss accounts, and preparation of audit reports.
- 171 Production Planning and Control (3) SS**
Problems and fundamentals in managing manufacturing operations. Production planning and control—routing, scheduling, dispatching, and follow-up; materials planning and control; equipment control; quality control; production budgeting.
- 172 Motion and Time Study (3) S 1952-53 and alternate years**
The laws of motion economy; work place motions and movements; equipment layout; and the theory and practice of time study.
- 175 Business Management (3) S**
Prerequisite: Business 101. Company policies as a tool for coordinating selling, purchasing, financing, and personnel work; methods of formulating policy; and executive attitudes and devices for personal leadership of associates and subordinates.

- 230 Seminar in the History and Theory of Accounting (3) S 1952-53 and alternate years**
Prerequisite: Business 130.
- 253 Seminar in Human Relations in Industry (3) F, S**
Prerequisite: Instructor's permission.
- 275 Seminar in Business Problems and Policies (3) F**
Prerequisite: Business 175 or instructor's permission.

ECONOMICS

The aim of the study of economics is to give the student an understanding of the development, functioning and significance of economic institutions. The courses offered are intended to give the student functional training in the field of economics and to supplement the training in business and education.

Requirements for a Major in Economics

36-40 Units

LOWER DIVISION: A minimum of 12 units, including principles of economics and elements of accounting. For majors lacking lower division credit, appropriate upper division courses will be selected.

UPPER DIVISION: A minimum of 24 units, including Economics 112, 130, 141 and Business 110. The remainder of the upper division courses to be chosen by the student in consultation with an adviser in economics so as to select the courses best suited to fill the needs of the individual student.

Other courses which may be substituted as electives with the approval of the student's adviser, include: Business 101, 118, 151, 160, 175. Geography 106, 107. History 108. Psychology 135.

100 Fundamentals of Economics (3) F, S

This is a basic course in economics, covering the determination of value, price, production and distribution; the fundamentals of money, banking, and foreign trade. The development of a perspective through which economic processes may be seen in operation in the framework of social institutions as they exist today.

104 American Economic Institutions (2) F, SS

(Not open to majors in business or economics.) A survey of the development, functioning and significance of economic institutions in the American way of life. The course is designed for nonmajors who desire to get economic perspective without an intensive or technical investigation.

- 109 Economics in the World Society (2) S**
(Not open to majors in business or economics.) The study of economic forces in the world today. An analysis is made of various economic institutions that influence the interrelationship of national and cultural groups, such as tariff barriers, units of monetary exchange, ownership of production facilities, technology, etc.
- 112 Applied Economic Analysis (3) S**
Prerequisite: Economics 100 or its equivalent. An intensive analysis of economic concepts and their applications to business situations. The emphasis is placed upon internal problems in the short-run, such as cost, price, risk, output and supply and demand analysis.
- 120 Industrial Organization and Public Policy (3) F**
Prerequisite: Economics 100 or its equivalent. Basic American policy of maintaining competition to control economic behavior, with some consideration of alternative policies. Case studies of specific industries are emphasized.
- 126 Consumer Economics (3) SS**
The consumer's expenditure out of a limited income; his preferences; his budget allocation for food, clothing, housing, insurance, entertainment, etc., efforts to influence his choice through advertising; the place of habit in purchasing; the consumer movement; and the consumer and public policy.
- 130 Money and Banking (3) F, S**
Prerequisite: Economics 100 or its equivalent. The nature and functions of money and its relation to prices; the monetary system of the United States; the functions of banks, bank credit, foreign exchange and monetary control.
- 141 Business Cycles (3) F, S**
Prerequisite: Economics 100 or its equivalent. The business cycle, its characteristics and economic consequences; forecasting general business conditions; proposals for modifying the business cycle.
- 145 Development of Economic Concepts (3) F 1953-54 and alternate years**
Prerequisite: Economics 100 or its equivalent. A consideration of the evolution of economics as a science. An investigation of the doctrines of the different schools of thought by studying the contributions of outstanding economists.
- 147 Comparative Contemporary Economic Institutions (3) S**
A study of the three primary economic systems; socialism, communism and capitalism. Emphasis is placed upon the making of economic decisions, the organization of production, the mechanism of exchange, the banking and investment institutions, the status of labor and the distribution of income.

- 151 Public Finance and Taxation (3) F**
Prerequisite: Economics 130. A study of the sources of revenue and types of expenditures of our federal, state and local governments. Emphasis is placed on government taxing and spending policies and their effect upon production and employment, the price level and the distribution of income.
- 165 Labor Economics and Legislation (3) F, SS**
A study of the more important problems which are common to all labor, whether organized or unorganized; wages, hours, working conditions, employment and unemployment. An analysis is made of the significance of unionization on the labor market.
- 170 Monetary Theory (3) S 1953-54**
Prerequisite: Economics 130. An investigation of the evolution of monetary theory and experiments in monetary policy. An analysis is made of the relationship of money and its velocity upon income and employment, with an emphasis upon the monetary policy for the correction of economic instability.
- 190 Government and the American Economy (3) F, SS**
Prerequisite: Economics 100 or its equivalent. The study of "political economy" in the United States. An analysis of the interrelationships between government and economy. The evolution of the United States Government as a sponsor and regulator of economic activity; the development of the politics of pressure by the forces of business, labor and agriculture.
- 191 Trade Regulation (3) S**
Prerequisite: Economics 120 or 190. The role and development of the public law in the control of trade in the public interest. Emphasis is placed upon the fair trade legislation, patents, trademarks, copyrights, pure food and drug legislation.
- 199 Directed Studies (1-3) F, S, SS**
Prerequisite: Permission of the instructor.
- 270 Government Regulation of Business (3) F**
Prerequisite: Economics 120, 190, 191, or permission of instructor. An examination of the politics, the administration, and the law of business regulation through administrative agencies. Characteristics and problems of regulatory commissions; practice and procedure in administrative rule making and adjudication; judicial review of the administrative process.
- 299 Problems in Advanced Economic Analysis (3) S 1953-54**
Prerequisite: Permission of the instructor. The examination of selected theoretical problems in economic analysis. Typical problems are those involved in: the theory of demands; the pricing of the factors of production; the analysis of bilateral monopoly, imperfect competition, particular equilibrium, and general equilibrium.

GENERAL STUDIES IN SOCIAL SCIENCE

The area of general studies has been established to meet the needs of students who require a comprehensive and integrated understanding of the entire field of social science. It is particularly useful for those intending to teach social science as well as for individuals planning to enter the professions of law, medicine, nursing and related occupations.

101 Introduction to Social Science (3) F, S

A general survey of the field of social science including problems of communication, semantics, cultural lag and social organization. Emphasis to be placed on the scientific method of thinking as applied to social science. This course is recommended for nonmajors.

103 Geopolitics of World Affairs (3) F, S

An examination of prominent nations of the world. Emphasized are the interrelationships between natural conditions and economic and political patterns. Internal and foreign problems of each nation are studied. Especially recommended for general social science majors, those students in the nurses training program, and those having little previous background in geography.

105 Citizenship and Its Problems (3) F

A semester course designed to give the novice in the social sciences an integrated approach which cuts across the normal lines within the division. Each area is approached from the viewpoint of the various governments and the privileges and duties of the citizen. This course is intended to prepare the students in the elementary credential, the vocation, and the liberal arts fields to recognize universal problems and to equip these students with an awakened civic responsibility.

116 Latin American Peoples (3) F, S, SS

An integrated study of the land, history, people, governments, economy, way of life and international relations of the Latin American nations. Treated terms of broad groupings with stress laid on important similarities and outstanding differences among the 21 republics. May apply toward history or geography major.

130 Historical Geography of California (3) F, S, SS

An integrated study of the impact of the physical environment upon the political, economic and social development of California. Special attention to be given to the changing use of the area as brought about by historic events. A major objective will be a better understanding of contemporary California and its problems. May apply toward history or geography major.

140 Problems of Human Ecology (3) F, S

A study of contemporary problems of living with special attention to the Long Beach area. Water supply, air pollution, tidelands oil, migrant workers, population pressure, housing, recreation, delinquency and transportation problems will be investigated in relation to elements in the natural environment. May apply toward a geography major.

150 Social Aspects of Public Health (3) F, S

An integrated survey of certain diseases and defects which produce social problems both for the sufferer and the community. Special emphasis will be given the evolution of medical and social care agencies and programs, their present-day status and probable evolution to meet the needs of the world in which we live. This course has been designed to meet the needs of nurses and public health workers but may be taken by those interested in social medicine.

160 Conservation of Human Resources (3) F, S, SS

A study of the various phases of human development as related to the wastage of manpower; the most valuable of all resources. Special consideration to be given various forms of human activity including business, education, health, old age and recreation in major world areas. Awareness of important problems and investigation of possible solutions to provide improvement of general economic welfare will be an important objective. May apply toward geography major.

170 Contemporary Pacific Ocean Area and Its Peoples (3) S

Economic, social and political problems of the Pacific Ocean area in the light of peoples, resources, and recent broad historical trends. Typical problems; the rehabilitation of Korea, Japan's place in Asia, the anti-colonial movement, the Chinese revolution and the impact of Communism, overpopulation and the economic development of backward economies, the policy of the United States and other powers of the Pacific. May apply toward history or geography major.

297 Seminar for Master's Degree Candidates in Social Science (1-3) F, S, SS

The definition, methods of solution, and problems in this field with emphasis on the descriptive method of research and the use of the library. Required of all master's degree candidates.

298 Project or Thesis for Master's Degree Candidates in Social Science (1-3) F, S, SS

Planning, preparation and completion of a project or thesis related to this field. Limited to graduate students who have taken or are taking 297. Optional.

The following courses are of such general nature as to be listed under general studies and will be of special interest to general social science majors.

History 101. America in World History

Anthropology 150. General Physical Anthropology

Anthropology 160. General Cultural Anthropology
 Anthropology 180. Indian Cultures of the Americas
 Economics 104. American Economic Institutions
 Political Science 160. Democracy, Its Antecedents and Its Rivals
 Business 151. Personnel Management

GEOGRAPHY

The major aims of the geography curriculum are: the preparation of elementary, junior high, and senior high school social studies teachers; to supplement the training of students preparing for business; and to provide courses and consultative assistance for students majoring in the social sciences and in geography.

An understanding of geography helps the student become aware of his place and responsibility as a citizen of a Democracy, and as a member of the world community. In addition, it helps the prospective businessman and teacher to gain an appreciation of the economic and social processes and of the development of the differentiated patterns of culture as they evolve in the varied natural settings of the earth.

Requirements for a Major in Geography

30-36 Units

LOWER DIVISION: Minimum of six units, including fundamentals of geography. For majors lacking lower division credit, appropriate upper division courses will be selected.

UPPER DIVISION: For students specializing in geography, study extends across departmental and divisional boundaries into physical and biological sciences and other sections of the social sciences. The student should arrange, with the consent of his adviser, to select courses to meet his needs from such other department.

100 Human Geography (3) F, S

Human society in relation to the earth's resources; natural conditions and resources in the major areas of the world. Appreciation of the types of civilization which have developed in different environments and the ways in which the natural balance can be disturbed through the productive and exploitive activities of mankind. Recommended for prospective elementary and secondary teachers who have had no previous college work in geography. (Lecture and laboratory.)

106 Industrial Geography (2) F; SS 1953 and alternate years

The characteristics and distribution of man's economic pursuits, their relation to natural conditions and resources, and their significance in the economies of the major regions of the world. Especially recommended for business and economic majors. (Not open to students who have had lower division work in this subject.)

107 Agricultural Geography (2) S

The regional distribution of the world's food and industrial crops including an analysis of the reproductive industries and world commerce in relation to the natural environment and the cultural level of the people. Recommended for business, economic, and geography majors and minors.

111 Geography of North America (3) F, S, SS

The common social, economic, and political interests of the major human use regions of the United States and Canada. The study describes and interprets the culture patterns of each region in relation to the natural settings in which they have developed.

124 Map Reading and Interpretation (3) F

The significance of map work in geographic study. Interpretation of geographic data from a variety of map projections and map types. Practice in map construction. The basic map elements and map projections. Recommended for geography majors and minors and social science majors. (Lecture and laboratory.)

136 Geography of Europe (3) F, SS 1953

An analysis of European industrial and cultural development revealed through a regional study. Present-day conditions and problems of the European nations, as related to the physical conditions, are studied. Especially recommended for social science, history, and geography majors.

148 Geography of California (2) F, S, SS

The physical, economic, and cultural patterns within each region of California. Emphasis upon conservation and utilization of natural resources. Field trips planned. Required for general elementary credential and recommended for social science, history and geography majors.

151 Geography of the Pacific Ocean Area (3) S

A regional synthesis of the physical and cultural patterns of the Pacific Basin and Pacific Rim. Trans-Pacific migration patterns, social customs, economic conditions, and geo-political problems are examined. Australia and New Zealand as well as the Pacific island groups are studied. Recommended for general social science majors, geography majors and minors.

153 Urban Geography (2) F 1953-54

An examination of cities; their location, shape, structure, and function. Selected world population clusters, theoretical and practical application of urban planning, and the evolution of cities are studied. Recommended for geography majors and minors, sociology majors, and social science majors.

161 Geography of Africa (3) S 1953-54

The natural conditions and resources of Africa as a background for the several types of civilization which have developed there. Recent economic trends in Africa are stressed. Recommended for geography majors and minors and social science majors.

171 Geography of Asia (3) S

The human and economic resources and problems of Asiatic nations are examined. Traditional land use, real and potential industrial development, political problems, and the relation of these areas to current world affairs, are studied. Recommended for social science, history and geography majors.

181 Geography of Latin America (3) S, SS 1953

Selected regions of Latin America with emphasis upon sources of raw materials, present problems and industrial outlook. Recommended for social science, history and geography majors.

200 Regional Geography (3) F 1953-54

The purpose of this course is to acquaint secondary school teachers with regional methods of study common to geographic research, and to utilize such techniques in developing regional concepts. An examination of research work done in various regions of the United States, and student preparation of an areal study comprise the basic course work.

205 The Geography of Petroleum (3) F

This course investigates the oil-forming process and oil traps; man's search for petroleum and the results obtained; an estimate of oil reserves based upon the extent of exploration. The functional organization of the petroleum industry is studied as to development, production, storage, transportation, refining, and distribution. World petroleum regions are examined in some detail, with particular emphasis on California oil and gas fields.

210 Field Course in the Geography of the Local Area (3) S

A course of training in geographic field methods directed to the solution of real problems in the local area. Especially designed to acquaint teachers with the value of first-hand observation and interpretation in understanding the geography of any area.

HISTORY

The study of history is intended to serve as a cultural background, as a preparation for graduate work in history and the other social sciences, or as a foundation for those planning to enter teaching, law, librarianship, government, foreign service, and related fields.

Requirements for a Major in History**36 Units**

LOWER DIVISION: A minimum of 12 units, including U. S. History and one other area.

UPPER DIVISION: 24 units, with the selection of at least one course in each of the following three areas:

- (1) European (Ancient, Medieval, or Modern);
- (2) American (Latin American or period course in U. S. History);
- (3) Far East.

The remaining 15 units will be selected by the student in consultation with his adviser.

100 America's European Heritage (3) F

The main political, economic, religious, social and intellectual currents of western culture from their origin in Northern Africa and Western Asia to the time of the establishment of American independence. For the nonhistory major.

101 America in World History (3) S, SS

A broad survey beginning with the establishment of the political independence of the United States and ending with the present. Combines a sketch of the history of the United States and the development of modern civilization. Designed for the nonhistory major.

103 Modern Europe to 1815 (3) F

A history of the breakdown of Medieval Christendom and of the rise of Modern Europe. The civilization of the Italian city states; the Reformation; the rise of national monarchies, and the French Revolution.

105 Europe 1815-1914 (3) S

From the Congress of Vienna to World War I, with emphasis on the passing of the aristocratic system, the fusion of industrialism and nationalism, and the challenge of socialism.

107 The United States, the Colonial Period (3) F, S, SS

The political, economic, social, and intellectual history of the period through the establishment of a new and independent government.

108 Economic History of the United States (3) S 1953-54

The history of the economic development of the United States. A study of the forces leading to the development of agriculture, industry, commerce, finance, transportation, the rise of the living standards, unrest and utopias in periods of stagnation and the economic basis of cultural progress.

109 The United States, the National Period 1789-1877 (3) S

The problems of the early national government; Jeffersonian Democracy; the beginning of American isolation after 1815; the Jacksonian period; the westward movement; sectional conflict; reconstruction.

- 111 England to 1688 (3) F**
After a brief survey of British civilization before the conquest, the course is devoted to the political and social elements in England up to the reign of William and Mary, with an emphasis upon the rise of parliamentary government.
- 112 England Since 1688 (3) S**
The Hanoverians; the assumption by Parliament of a dominant position in political affairs; the Industrial Revolution; political liberalism in England; England in the Twentieth Century.
- 125 Grecian and Roman Civilization (3) F**
A study of the predominant characteristics of these civilizations, and their contributions to the history of thought and action in the Western World.
- 126 Medieval Civilization (3) S**
Beginning with the founding of Constantinople in 330, this course deals with the development of distinctive secular and ecclesiastical institutions in both Europe and Byzantium. Emphasis is placed on the significant personalities of the period and on the development of ideas.
- 130 The United States, the Emergence of Modern America, 1877-1919 (3) S**
The transformation of America by the second industrial revolution; the rise of the city; the progressive movement; resulting conflicts between reform movements and privileged groups; the United States in world affairs through World War I.
- 131 The United States, Recent, 1919-Present (3) F, S**
The prosperity of the twenties, the depression and the beginnings of welfare democracy; the United States in World War II; postwar problems with an emphasis upon the role of the United States in world affairs.
- 140 Europe Since 1914 (3) F, SS**
World War I; outstanding changes in Europe after the first World War, with particular stress on the rise of Fascism in Italy, Naziism in Germany, Communism in Russia, and Social Democracy in Scandinavia and Great Britain; World War II; postwar problems.
- 145 Economic History of Europe (3) F 1953-54**
A survey of the economic history of Europe from the earliest times to the Nineteenth Century; ancient economic society, medieval economy, commercial capitalism, and the foundations of modern industrialism. A detailed analysis of the economic institutions, policies, and problems of Europe in the Nineteenth and Twentieth Centuries.
- 150 History of the West (3) F 1953-54**
The American frontier with an analysis of its problems, development, and influences.

- 155 Diplomatic History of the United States (3) F 1952-53 and alternate years**
American foreign relations since 1776, with particular attention to the increasingly important role of the United States in world affairs.
- 160 Colonial Latin America (3) F 1953-54**
Spanish and Portuguese backgrounds, explorations, and conquests; colonial policy and institutional development; movements for independence.
- 161 Modern and Contemporary Latin America (3) S 1953-54**
The Latin American states and their social, economic, and political development since 1824; special emphasis upon Argentina, Brazil, Chile, Mexico and Colombia.
- 171 Far East Since 1500 (3) F**
An analysis of the civilizations of China, Japan, and India and at least one southeast Asian country in 1500 and the historic evolution of these areas as a consequence of the entry of western nations and western ideas into the Far East. Rival imperialisms in the Far East and the reactions to them.
- 177 History of Russia (3) S 1952-53 and alternate years**
The foundations of Russian institutions and civilization, the evolution of the Russian state and empire, the historical background to the Russian Revolution, and the domestic and foreign policies of the U. S. S. R.
- 179 History of California (2) F, S, SS**
The economic, social, and political development of California from its discovery and occupation by the Spanish to the present time, with special emphasis upon the American period. Required for General Elementary credential.
- 204 Seminar in Nineteenth Century United States (3) F**
An analysis of the development of sectionalism in the political, economic, and intellectual realms and the ultimate triumph of nationalism. Topics to be studied will be determined by student interests.
- 209 Seminar in Twentieth Century United States (3) S**
Studies in the seminar will center around the problems of modern America with reference to the special interests of the students in either domestic or international affairs since World War I.
- 210 Seminar in Modern Europe (3) S**
Prerequisites: History 105 and History 140 or instructor's consent. Directed reading and research in the political, economic, social, and cultural history of Europe in the Nineteenth and Twentieth Centuries.

- 211 Seminar in Recent British History (3) SS 1953**
An historical analysis of topics of special interest in Nineteenth and Twentieth Century history of Britain, the Empire, and the Commonwealth.

POLITICAL SCIENCE

The program for students majoring in political science is designed to develop an understanding of political institutions and ideas and the part they play in modern society. This program also constitutes preparation for careers in government and politics.

State Requirement in Federal, State and Local Government

Candidates may satisfy this requirement as follows:

- (1) Majors in social science—Pol. Sci. 108 and Pol. Sci. 136 or 137.
- (2) Other students may elect the above or take Pol. Sci. 101.

Requirements for a Major in Political Science

36-40 units in political science and related work chosen from the fields of economics, geography, history and sociology.

UPPER DIVISION: 18 units in political science.

6 units in closely related fields.

Recommended courses: Students in consultation with their adviser will select courses from American government, international relations, comparative government, politics, theory and public administration.

- 101 American Political Institutions (3) F, S, SS**
The Constitution and government of the United States; state and local government in California. (Satisfies State Government requirement.)
- 108 State Government (3) F, S, SS**
A study of the political structure and its operation, state-federal relations, state-local relations; particular emphasis on California.
- 109 Local Government and Administration (3) F 1953-54**
The organization of local government and the operations used to carry into effect the functions assigned to such units; particular emphasis upon local government in California.
- 117 International Politics (3) F 1953-54**
The interaction of "great powers"; the influence of balance of power, imperialism, prestige, and the preservation of the *status quo* in the international sphere.
- 118 International Organization (3) S 1952-53 and alternate years**
The rise and present status of the machinery for international cooperation, with particular reference to the United Nations and affiliated organizations.

- 120 The Government of the British Commonwealth (3) F 1953-54**
The parliamentary system of government as it operates in England and the dominions. Comparisons with the American system.
- 121 Soviet Ideology and Institutions (3) S**
The government of the Soviet Union and the ideological background. Dictatorial practice contrasted with democratic practice.
- 122 Asiatic Government (3) S 1953-54**
The postwar governments of Japan, China, and Indonesia; their background, structure, and function.
- 123 Modern Constitutional Government (3) F 1952-53 and alternate years**
Modern government and politics; its theoretical foundation, institutions and problems. Comparisons of American experiences with those of other countries.
- 124 Leadership and Government in Latin America (3) S 1953-54**
The governments of leading and representative Latin American states. Emphasis on the background and evolution of current leadership, political institutions and philosophies.
- 136 American Constitutional Development I (3) F, SS**
An intensive study of the work of the Conventions of 1787 and the evolution of the American constitutional system from 1789 to 1929. Particular attention is given to the commerce clause, the due process clause, civil rights, federal-state relations.
- 137 American Constitutional Development II (3) S**
An intensive study of the contemporary development of the American constitutional system from 1929 to the present. Particular attention is given to the constitutional crisis of 1936-1937, recent developments in the fields of civil rights, commerce clause, due process clause and federal-state relations.
- 140 Political Parties (3) F**
Organization, functions, and practices of political parties in the United States with special emphasis on California parties. An analysis of the part the political party plays in government and the importance of the two-party system in American government. Party responsibility in the United States in comparison with parties in other countries.
- 141 Public Opinion and Propaganda (3) S**
A study of the forces, institutions, and instruments which mold and use public opinion; the creation, practice and distinguishing characteristics of propaganda; the principles, problems and activities of public relations; the techniques of measuring and predicting public opinion.

- 142 Legislatures and Legislation (3) S 1953-54**
Historical development of the Legislature; functions of legislatures; organization and procedure of typical legislative bodies; current legislative and legislation trends; problems and principles of lawmaking. Special emphasis on the California Legislature.
- 160 Democracy, Its Antecedents and Its Rivals (3) F**
The more important figures in the development of political thought from Plato to the present; emphasis on the relation of selected writings to contemporary social issues and the development of democratic institutions.
- 162 American Democratic Institutions (3) S 1952-53 and alternate years**
A critical examination of the economic, political, and social movements which have been influential in the development of the American system of representative institutions and the democratic process.
- 170 Introduction to Public Administration I (3) F**
Administrative organization: organization of the administrative structure; the federal system; relation of the executive to other branches of the government; relationship of the citizen to the administrative service; administrative responsibility; administrative reorganization.
- 171 Introduction to Public Administration II (3) S**
Administrative procedure: problems of internal management; personnel; fiscal management; purchasing; budget; accounting and reporting; research and information; administrative tribunals.
- 173 Fiscal Planning (3) F 1953-54**
Role of the modern budgetary process in the determination of policy, in administrative integration, in control of government operations, in inter-governmental relations and in relation to private economy.
- 217 Seminar in International Politics (3) S 1953-54**
An intensive study of selected topics in international politics such as nationalism, imperialism, judicial settlement of international disputes, collective security. Each semester the course is offered, a different topic will be stressed.
- 236 Problems in Constitutional Development (3) SS 1953**
An intensive study of the development of the more controversial clauses of the Constitution, such as "due process of law," "commerce among the several states," etc.
- 240 Systematic Politics (3) SS 1952; S 1952-53**
An advanced and realistic study of the political activities of political parties and groups, with special emphasis on their methods of operation, use of public relations, conduction of elections, and campaign methods. An approach is used whereby students participate in the activities under study.

SOCIAL ANTHROPOLOGY

- 150 General Physical Anthropology (3) S**
Origin, antiquity and races of man with emphasis upon human development, fossil man, human heredity, criteria of racial classification and modern races of today.
- 160 General Cultural Anthropology (3) F**
The origin and growth of civilization in old world prehistory. The domestication of plants and animals, metallurgy, development and spread of human society, primitive religion, the arts and sciences and an analysis of civilization.
- 180 Indian Cultures of the Americas (3) S, SS**
A survey of racial, linguistic and cultural backgrounds and characteristics of the Indian peoples of the Americas, including prehistoric foundations, present-day ethnic problems and contributions to modern life.
- 182 Indians of California (3) F**
Origins and relationships of the California Indians. Prehistoric remains in the State with particular reference to local areas. Tribal divisions, arts, customs, industries and religious beliefs. This course is specially recommended for teachers.

SOCIOLOGY

The courses in sociology are designed for those who wish a knowledge of the scope and methods of sociology, either for general cultural background or as an integral part of pre-professional training. Particular attention is given to the needs and problems of teachers.

Students who are planning to transfer to Long Beach State College for advanced work in sociology are advised to complete six units of sociology in lower division. General psychology and cultural anthropology also will be valuable. Students who enroll in upper division work without any sociology are advised to complete Sociology 100 before undertaking more advanced courses.

Requirements for a Major in Sociology**36-40 Units**

LOWER DIVISION: 6-12 units.

UPPER DIVISION: 24-36 units in sociology of which 6-12 units of related courses in social science will be accepted in partial fulfillment of the requirement for the sociology major. Such courses should be selected in consultation with a faculty adviser in the department. Major students are advised to include courses 115 and 150, or their equivalents.

- 100 Principles of Sociology (3) F, S**
A basic course in sociology for students who have not completed an introductory lower division course. Consideration of man, society and culture; personality development and disorganization; collective behavior; social institutions; and social change.
- 102 Social Trends and Problems (3) S, SS**
Concepts of social change, lag, trends, and disorganization; population growth and mobility; minority groups; rural-urban relationships; communication agencies and problems; public health; social stratification; and war. This course is especially recommended for teachers who want a general survey of problems.
- 107 Urban Society (3) F**
Growth of urban areas; urban and regional ecology; institutional and group patterns; physical problems of urban life; social interaction in urban environment; personality in the city.
- 108 Rural Society (3) S**
Structure of rural society; agriculture as an enterprise; social interaction in rural environments; population mobility; villages and neighborhoods; and institutional changes, with particular relation to educational problems.
- 110 The Family (3) F, S, SS**
The family as a social institution; family in various cultures; the American family; relationships in family life; family and social change; disorganization and reorganization.
- 115 Social Psychology (3) F**
The dynamics of group and cultural behavior; processes of socialization; personality development and adjustment; and social interaction. Particular attention to collective behavior and public opinion.
- 121 Criminology (3) S, SS**
Incidence and characteristics of criminal behavior; physical, economic and emotional causes of antisocial behavior; social effects of crime; probation and parole; prevention programs.
- 125 Juvenile Delinquency (3) F, S, SS**
Extent and distribution; causative factors; influence of home, school and community; programs of prevention, control and treatment.
- 150 Western Social Institutions (3) F**
Prerequisite: three units of sociology or consent of instructor. Basic sociological concepts; western institutional and value structure; studies in the development of western economy, political organization, religion, family and education.

- 160 Population and Race Relations (3) F 1953-54**
Prerequisite: Sociology 100 or equivalent. Growth and distribution of population; migration of peoples; American immigration and emigration; population analysis; minority groups, especially the Negro; and population policy.
- 165 Social Legislation (3) S**
Legislation as a form of social adjustment; American legislation and judicial opinion in such areas as family law, dependency, child welfare, and social insurance.
- 170 Industrial Sociology (3) F 1953-54**
Prerequisite: three units of sociology. Modern industrial society; industrial organization; group structure and behavior in factory, office, and store; worker and the machine; social classes and the industrial order; industrial conflict.
- 180 The Field of Social Work (3) F, S, SS**
Prerequisite: three units of sociology. The history, philosophy, and underlying principles of modern social work; major types of social work; public and private agencies; community organization.
- 182 Introduction to Social Case Work (3) F, SS**
Prerequisite: Sociology 110 and 180 or consent of instructor. Introductory survey of the principles and methods of case work. Study of the case work process and analysis of records. Interviewing procedures.
- 184 Introduction to Group Work (3) S**
Prerequisite: Sociology 100, 110, and 180 or consent of instructor. Professional group work analyzed as method and process. Techniques and skills.
- 190 Introduction to Field Work (3) F 1953-54**
Consult instructor before enrolling. Observation and experience with selected agencies under supervision of instructor.
- 201 Development of Social Thought (3) F**
Prerequisite: Six units of sociology. Culture patterns and social thought; historical periods and social thought; representative thinkers before sociology; representative sociological thinkers; relation to educational and political theories.
- 205 Social Classes (3) F 1953-54**
Prerequisite: six units of sociology. Social differentiation on basis of class or caste. Origin and interrelationships of classes. Studies in social stratification. Class struggle.

INDEX

- Accreditation, 19
- Administration of the College, 6
- Administration credentials, 58
- Administrative staffs, 16
- Admission, 21
- American History and Institutions Requirement, 27
- Advanced standing, 21
- Aid to Veterans, 30
- Announcement of courses, 32
- Anthropology, Social, 109
- Art, 32
- Astronomy, 77
- Attendance, 27
- Auditors, 22

- Bachelor of Arts Degree, 24
- Bachelor of Science Degree, 25
- Baccalaureate Degree in Vocational Education, 25
- Bacteriology, 77
- Biology, 77
- Botany, 79
- Business, 91

- Calendar, 5
- College Bookstore and Food Services, 30
- College, History of, 18
- Conservation, 80
- Chemistry, 79
- Counseling, 28
- Credentials, 55

- Degrees, 24
- Directed Teaching, 54
- Division Chairmen, 6
- Drafting, 88
- Drama, 52

- Economics, 95
- Education, 61
- Electricity and Radio, 87
- Elementary credential, 56
- English, 38
- Entomology, 81
- Extended Day and Summer Session, 20

- Faculty, 6
- Faculty, part-time, 10
- Fees and Expenses, 23
- Foreign Students, 22
- French, 43

- General Elementary Teaching credential, 56
- General Information, 18
- General Procedure for Admission, 21
- General Regulations, 26
- General Secondary credential, 57
- General Studies, 98
- Geography, 100
- Geology, 81
- Grades and Scholarships, 26
- Graduate Study, Admission to, 21

- Health Education, 73
- Health Service, 28
- Housing, 29
- History, 102

- Industrial Arts Education, 85

- Kindergarten-primary Teaching credential, 55

- Library, 17
- Living accommodations, 29
- Loans, 29

- Master of Arts Degree, 25
- Major, 27
- Medical Facilities, 28
- Metalwork, 87
- Music, 45

- Natural Science, 81
- Nature Study, 82
- Norwegian, 44
- Nursing, 89

- Organization and History of the College, 18

- Philosophy, 70
- Physical education, 73
- Physical examination, 26
- Physical science, 82
- Physics, 83
- Physiology, 83
- Placement, 29
- Political Science, 106
- Printing, 87
- Psychology, 68

- Recreation, 75
- Registration, 26
- Residence, 27
- Reports to students, 27

- Scholarships, 29
- Scholarship and grades, 26
- Social Science, 98
- Social Anthropology, 109
- Sociology, 109
- Spanish, 44
- Special students, 22
- Special secondary teaching credentials, 54
- Speech, 52
- Student Load, 27
- Student Personnel Services, 28
- Student Activities, 30
- Summer Session, 20
- Supervision credentials, 59

- Teaching credentials, 54
- Transcripts of record, 21
- Tuition, 23

- Veterans, 30
- Vocational Rehabilitation, 30

- Withdrawals, 27
- Wood and Wood Finishing, 86

- Zoology, 83

O