

1954 S. S.

LONG BEACH
STATE COLLEGE

BULLETIN

SUMMER SESSION
CATALOG—1954

DEPARTMENT OF EDUCATION
of the

LONG BEACH STATE COLLEGE BULLETIN

1954

SUMMER SESSION

General Information and Schedule of Classes
June 21-July 30

6201 East Anaheim Road, Long Beach 15, California
Telephone: Long Beach 34-3471

LONG BEACH STATE COLLEGE

- A fully accredited institution
- Grants the Bachelor of Arts, Bachelor of Science, Bachelor of Vocational Education and Master of Arts degrees
- Offers training leading to the following credentials:
 - Kindergarten-Primary
 - General Elementary
 - General Secondary
 - Special Secondary in Art
 - Special Secondary in Industrial Arts
 - Elementary School Supervision
 - Elementary School Administration
 - Secondary School Supervision
 - Secondary School Administration
 - School Psychometrist
 - School Psychologist

DEPARTMENT OF EDUCATION
of the
STATE OF CALIFORNIA

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

J. BURTON VASCHE, 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

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LOCAL ADVISORY BOARD

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ADMINISTRATION

P. Victor Peterson	President
David L. Bryant	Executive Dean
Robert D. Rhodes	Dean of Instruction
J. Wesley Bratton	Dean of Educational Services and Summer Session
Francis J. Flynn	Dean of Students
Karl A. Russell	Associate Dean of Students—Guidance
Lois J. Swanson	Associate Dean of Students—Activities
Clarence R. Bergland	Admissions Officer
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DIVISION CHAIRMEN

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Carl E. Gregory	Social Science
Kenneth L. Johnson	Natural Science
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Wallace H. Moore	Education and Psychology

COORDINATORS

Roy C. Anderson	Elementary Teacher Training
Frank F. Gorow	Audio-Visual Center
Kephas A. Kinsman	Secondary Teacher Training
Halvor G. Melom	Graduate Study
Don M. Muchmore	Publications Manager
John W. Olsen	Art
Lawrence L. Peterson	Music

FACULTY

P. Victor Peterson	President
A.B., Iowa State Teachers College; M.A., Ph.D., Stanford University.	
Ahlquist, Irving F.	Associate Professor, History
B.S., Wheaton College; M.A., Ph.D., University of Illinois.	
Albrecht, Walter A., Jr.	Assistant Professor, Mathematics and Physics
B.S., Hamline University; M.A., University of Minnesota; Ph.D., Ohio State University.	
Allen, Jesse B.	Assistant Professor, Marketing
A.B., Berea College; M.S., Indiana University; Ph.D., University of Chicago.	
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.	
Arvey, M. Dale	Assistant Professor, Biological Science
A.B., University of California; M.S., University of Idaho; Ph.D., University of Kansas.	
Bartges, Rex J.	Assistant Professor, Entomology
A.B., San Jose State College; M.S., Ph.D., University of California.	
Bates, Zelpha	Associate Professor, Home Economics
A.B., Washburn College; M.A., Teachers College, Columbia University; Ed.D., New York University.	
Bradley, Jack I.	Assistant Professor, Psychology
A.B., Los Angeles State College; M.A., Occidental College; Ph.D., in progress, Claremont Graduate School.	
Bratton, J. Wesley	Dean of Educational Services and Summer Session
A.B., Seattle Pacific College; M.S., Ed.D., University of Southern California.	
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, Natural Science
B.S., Slippery Rock State Teachers College; M.S., Ph.D., Cornell University.	

- Cervený, George R. _____ Professor, English
B.S., M.A., University of Idaho; Ph.D., New York University.
- Christensen, Arnold M. _____ Professor, Education
A.B., Carleton College; M.A., University of Minnesota; Ph.D., State University
of Iowa.
- Davis, Boyd A. _____ Assistant Professor, Education
A.B., John Fletcher College; M.S., Ph.D., Iowa State College.
- Dean, C. Thomas _____ Associate Professor, Industrial Arts
A.B., Peru State Teachers 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. _____ Associate Professor, Natural Science
A.B., San Diego State College; M.S., Ed.D., University of Southern California.
- Ewing, Ethel E. _____ Assistant Professor, Anthropology
A.B., Muskingum College; M.A., Radcliffe College; Ph.D., Cornell University.
- Flynn, Francis J. _____ Dean of Students
A.B., M.S., Ed.D., University of Southern California.
- Garver, Myron J. _____ Associate Professor, Education
B.S., Arizona State College, Tempe; M.S., Ed.D., University of Southern Cali-
fornia.
- Gorow, Frank F. _____ Assistant Professor, Education
B.S., University of Washington; Ed.D. in progress, University of California at
Los Angeles.
- Grainge, Floyd M. _____ Instructor, Industrial Arts
B.S., M.S., Iowa State College.
- Gregory, Carl E. _____ Professor, Social Science
A.B., University of Washington; M.A., Ed.D., Teachers College, Columbia Uni-
versity.
- Hardy, Leroy _____ Instructor, Political Science
A.B., Santa Barbara College, University of California; Ph.D. in progress, Uni-
versity of California at Los Angeles.
- Hardy, Ross _____ Professor, Zoology
B.S., M.S., University of Utah; Ph.D., University of Michigan.
- Hartman, William E. _____ Assistant Professor, Sociology
A.B., M.A., Ph.D., University of Southern California.
- Hervig, Richard B. _____ Assistant Professor, Music
A.B., Augustana College; M.A., Ph.D., State University of Iowa.
- Hoffman, Robert L. _____ Instructor, Psychology
A.B., Washington University; M.A., Ph.D., University of California at Los An-
geles.
- Hutchinson, Linn D. _____ Assistant Professor, Education
B.S., M.S., Utah State Agricultural College; Ed.D., University of Oregon.
- James, Wilfred P. _____ Assistant Professor, English and Journalism
A.B., University of Dubuque; M.A., Ph.D., Northwestern University.
- Johnson, Kenneth L. _____ 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.
- Kennelly, Robert A. _____ Assistant Professor, Geography
A.B., M.A., Ph.D., State University of Iowa.
- Kimball, Howard E. _____ Assistant Professor, History
A.B., M.A., Ph.D. in progress, University of California at Los Angeles.
- Kinsman, Kephias A. _____ Professor, Education
A.B., University of California at Los Angeles; M.A., Ed.D., University of Southern California.
- Korber, George W. _____ Assistant Professor, Sociology
A.B., M.A., College of Pacific; Ph.D., Stanford University.
- McConnell, John J. _____ Instructor, Physical Education
A.B., Cornell College, Iowa; M.A., Purdue University; Ph.D., State University of Iowa.
- McGarrity, Bertram C. _____ Associate Professor, Music
B.S., University of Minnesota; M.S., University of Idaho; Ph.D., State University of Iowa.
- Macfarlane, Thomas G. _____ Assistant Professor, Psychology
A.B., University of British Columbia; M.A., Ph.D., University of California at Los Angeles.
- Madison, Ryland R. _____ Assistant Professor, Social Science
A.B., M.A., Ph.D., Stanford University.
- Martinson, Ruth A. _____ Associate Professor, Education
A.B., Western Washington College of Education; M.A., Ed.D., University of California at Los Angeles.
- Massaro, Nick _____ Assistant Professor, Social Science
A.B., M.A., Ph.D. in progress, University of Southern California.
- Melom, Halvor G. _____ Associate Professor, History
A.B., 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.
- Miner, Ernest L. _____ Associate Professor, Botany
A.B., M.A., University of Utah; Ph.D., University of Michigan.
- Montgomery, Jack E. _____ Professor, Physical Education
B.Ed., M.S., Ed.D., University of California at Los Angeles.
- Moore, Wallace H. _____ Professor, Education
A.B., Davidson College; M.A., Harvard University; M.Ed., Ph.D., Stanford University.
- Muchmore, Don M. _____ Assistant Professor, Political Science
Publications Manager
A.B., Occidental College; Ph.D. in progress, University of California at Los Angeles.
- Nagle, Walter A. _____ Associate Professor, Education
A.B., San Diego State College; M.A., Ed.D., Stanford University.

- Nielsen, Elizabeth E. Associate Professor, English
A.B., Cornell College, Iowa; M.A., Boston University; Ph.D., Northwestern
University.
- Olsen, John W. Professor, Art
B.Ed., University of California at Los Angeles; M.A., Ed.D., Teachers College,
Columbia University.
- Orgill, Douglas H. Assistant Professor, English
A.B., M.A., Brigham Young University; Ph.D. in progress, University of South-
ern California.
- Palmer, Peter F. Professor, Economics
A.B., University of British Columbia; M.A., Ph.D., Stanford University.
- Peters, Donald W. Assistant Professor, Social Science
A.B., Occidental College; M.A., Claremont Graduate School; Ph.D., University
of Southern California.
- Peterson, Lawrence L. Associate Professor, Music
B.Ed., Moorehead State Teachers College; M.S., Ed.D., University of Southern
California.
- Phearman, Leo T. Associate Professor, Education
A.B., Cornell College, Iowa; M.A., Ph.D., State University of Iowa.
- Reep, S. Austen Assistant Professor, Business
B.B.A., M.A., University of Minnesota; Ph.D., University of Chicago.
- Reid, Carmen P. Assistant Professor, Physical Education
B.Ed., M.S., Ed.D. in progress, University of California at Los Angeles.
- Rhodes, Robert D. Dean of Instruction
A.B., San Jose State College; M.A., Ph.D., Stanford University.
- Roster, Arlene A. Assistant Professor, Education
A.B., San Jose State College; M.S., Ed.D. in progress, University of Southern
California.
- Russell, Karl A., Jr. Associate Dean of Students—Guidance
B.S., Indiana State Teachers College; Ed.D., Indiana University.
- Searles, John E. Assistant Professor, Social Science
A.B., Carleton College; M.A., Ed.D., Stanford University.
- Shiple, Donald D. Assistant Professor, Biology
B.S., University of Connecticut; M.A., Virginia Polytechnic Institute; Ph.D.
Cornell University.
- Sievers, W. David Assistant Professor, Drama and Speech
A.B., University of North Carolina; M.A., Stanford University; Ph.D., University
of Southern California.
- Smith, Robert W. Instructor, Speech
A.B., M.A., Ph.D. in progress, State University of Iowa.
- Stephens, George D. Assistant Professor, English
A.B., Trinity University; M.A., University of Texas; Ph.D., University of South-
ern California.
- Swanson, Lois J. Associate Dean of Students—Activities
A.B., 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.
- Tidyman, Clayton R. _____ Assistant Professor, Accounting
B.S., M.B.A., Ph.D. in progress, University of Southern California; C.P.A. certificate, California.
- Tilden, Charles H. _____ Assistant Professor, Education
A.B., University of Redlands; M.A., Ed.D., Stanford University.
- Van Dyke, Willard H. _____ Professor, Education
B.S., Oregon State College; M.A., Ed.D., University of California.
- Vazquez, David N. _____ Assistant Professor, Music
A.B., M.A., Long Beach State College.
- Wagner, Joseph A. _____ Assistant Professor, Speech
A.B., M.A., University of Washington; Ph.D., Stanford University.
- Wilde, Richard H. _____ Assistant Professor, History
B.S., Milwaukee State Teachers College; M.S., Ph.D., University of Wisconsin.
- Wilder, Harry H. _____ Assistant Professor, English
B.S., M.A., Ph.D. in progress, Ohio State University.
- Wiley, Samuel E. _____ Associate Professor, English
A.B., Athenaeum of Ohio; M.A., Ph.D., Roman Academy.
- Wilford, Aillee W. _____ Assistant Professor, English
A.B., Hendrix College; M.A., George Peabody College for Teachers; Ph.D. in progress, University of Wisconsin.
- Williams, Stanley W. _____ Associate Professor, Education
A.B., Bates College; M.S., Ed.D., University of Southern California.
- Wilson, James N. _____ Assistant Professor, Geography
B.S., Edinboro State Teachers College; M.A., Ed.D., Teachers College, Columbia University.
- Winslow, Robert W. _____ Associate Professor, Music
B.Mus., Eastman School of Music; M.Ed., University of Rochester; M.A., Ed.D., Teachers College, Columbia University.
- Wylder, Robert C. _____ Instructor, English
A.B., M.A., Montana State University; Ph.D. in progress, University of Wisconsin.
- Zwetschke, Earl T. _____ Assistant Professor, Educational Psychology
B.S., Washington University; M.S., University of Colorado; Ph.D., University of Minnesota.

VISITING FACULTY

- Adair, Arthur B. _____ Art
A.B., University of California at Los Angeles. (Palos Verdes College.)
- Adams, A. Elwood _____ Education
A.B., Indiana State Teachers College; M.A., Teachers College, Columbia University; Ed.D., University of Southern California. (Principal, George Washington Junior High School, Long Beach, California.)
- Appleby, Max _____ Education
A.B., M.A., Ed.D., University of California; Ed.D., University of Southern California. (Principal, Luther Burbank Junior High School, Burbank, California.)

- Ashley, Donald P. Remedial Reading Clinic
(Principal, John A. Sutter School, Long Beach, California.)
- Barr, Harriett Art
A.B., Milwaukee State Teachers College; M.A., University of Southern California. (Elementary Art Supervisor, Redlands Public Schools.)
- Breinolt, Verna A. Speech
A.B., M.A., Brigham Young University. (Consultant, Speech Education, Santa Ana Public Schools.)
- Cole, Natalie Art
A.B. (Teacher, Los Angeles Public Schools.)
- Funkhouser, Betty Education
A.B., University of Southern California; M.A., Long Beach State College. (Reading Consultant, Huntington Beach Elementary School District.)
- Gardiner, Glenn N. Education
A.B., University of Oregon; M.A., Long Beach State College. (Principal, San Pedro Evening High School.)
- Gerletti, Robert C. Education
B.S., LaCrosse State Teachers College; M.A., University of Chicago; Ph.D. in progress, University of Southern California. (Consultant, Audio-Visual Education, Los Angeles County Schools.)
- Groves, Gladys H. Sociology
Director, Marriage and Family Council, Chapel Hill, North Carolina. Special lecturer, June 28th-July 2d.
- Hollingsworth, J. Everett Education
B.S., Penn College; M.S., Iowa State College. (Dean, Business and Technology Division, Long Beach City College.)
- Jennings, Luther B. Psychology
A.B., M.A., Occidental College. (Instructor, Occidental College.)
- Kraus, Joseph Art
A.B., M.A., University of Southern California. (Art instructor, John Muir College.)
- Larsen, Louise M. Sociology
B.S., George Peabody College for Teachers; M.S.W., Tulane University School of Social Work.
- Lennon, Helen J. Remedial Reading Clinic
(Reading clinician, Franklin Junior High School, Long Beach Public Schools.)
- McGee, William Art
M.A., University of Indiana. (Instructor, Cincinnati University.)
- Maxwell, Ernest Natural Science
A.B., University of California. (Fish and Game Commissioner, Riverside County.)
- Paine, Olive Education
B.Ph., University of Chicago; M.A., Teachers College, Columbia University; Ph.D., Yale University.
- Patterson, W. Graham Education
B.S., Westminster College; M.S., University of Michigan; Ed.D., University of Pittsburgh. (Teacher, Canoga Park High School.)

- Peppin, Bruce H. _____ Education
A.B., M.A., Occidental College; Ph.D. in progress, Claremont Graduate School.
- Plusch, James O. _____ Industrial Arts
A.B., Santa Barbara College, University of California. (Coordinator of Electrical Trades, Business and Technology Division, Long Beach City College.)
- Ryan, James E. _____ Industrial Arts
B.S., Kansas State Teachers College, Pittsburg. (Teacher, Harbor Junior College.)
- Sager, F. Milton _____ Education
A.B., McKendree College; M.A., Ph.D., University of Wisconsin. (Vice-principal, Lincoln Junior High School, Long Beach, California.)
- Sciarrotta, Ross A. _____ History
B.S. in Ed., Ohio State University; M.A., University of Pittsburgh. (Teacher, Jefferson Junior High School, Long Beach, California.)
- Sprague, Harold M. _____ Education
B.S., Nebraska State Teachers College; M.A., Colorado State Teachers College. (Counselor, Alexander Hamilton Junior High School, Long Beach, California.)
- Taxis, David O. _____ Industrial Arts
M.S., Pennsylvania State College. (Consultant in Industrial Arts Education, Los Angeles County Schools.)
- Thomas, Herbert _____ Natural Science
A.B., M.A., University of California. (Instructor, Santa Ana Public Schools.)
- Whitney, Rintoul T. _____ Astronomy
(Rear Admiral, U. S. N., retired.)
- Young, Wayne W. _____ Education
A.B., Chico State College; M.A., Claremont Graduate School; Ed.D. in progress, University of Southern California.

LIBRARY

- Boorkman, Charles J., A.B., B.S. in L.A., (M.A. in progress) _____ Librarian
- Carlson, Maude S., M.A. in L.S. _____ Senior Librarian
- Cook, Edgar T., B.S., M.S. in L.S. _____ Junior Librarian
- Erickson, Floyd R., B.E., B.S. in L.S. (M.A. in progress) _____ Senior Librarian
- Hennessee, Don, A.B., B.S. in L.S., M.A. (Ph.D. in progress) _____ Senior Librarian
- Trevennen, John, Jr., A.B., M.S. in L.S. _____ Junior Librarian

HEALTH OFFICE

- Schepeler, Theodore V., M.D. _____ Health Officer
- Smith, John L., M.D. _____ Health Officer
- McCormick, Edith P., R.N. _____ Nurse
- Sippy, Marian J., A.B., R.N. _____ Nurse

PLACEMENT OFFICE

- Thompson, Jane, A.B. _____ Placement Secretary

GENERAL INFORMATION

CALENDAR

June	21—Monday, 8 a.m.-7 p.m.	Registration
June	22—Tuesday	Instruction begins
June	23—Wednesday	Last day for registration or change of program
July	5—Monday	Holiday (Independence Day)
July	30—Friday	Six-week session ends
August	2—Monday	Registration for Aviation Education Workshop at Los Alamitos Naval Air Station

ORGANIZATION AND HISTORY OF THE COLLEGE

Long Beach State was established in 1949 as a member of the state college system with authority to offer four-year undergraduate and one-year graduate programs. The legislation creating the college stated that the institution was being established to serve the area of Orange and southeastern Los Angeles Counties. During the first four years of operation, the college limited its offerings to upper division and graduate levels. In September, 1953, however, the college was authorized to accept freshmen and sophomore students. Although Long Beach State occupied emergency quarters during the first two years, it is now functioning in adequate temporary buildings on the spacious permanent site of the college. Under construction or on the planning boards are parts of the projected \$20,000,000 campus, including permanent units of the gymnasium, fine arts, classroom, library, science and cafeteria buildings.

The faculty of Long Beach State College has been carefully selected from major institutions throughout the United States. Approximately three-fourths of the staff have had teaching or educational experience in colleges east of the California border. More than 75 percent of the staff have their doctorates while the majority of the remainder are either completing the degree or are teaching in fields where the doctorate is not generally considered necessary.

During the academic year 1952-53 a total of 3,970 different individuals were enrolled at the institution including 1,775 men and 2,195 women. Enrollment for the fall semester totaled 2,280, and this figure increased to 2,586 for the spring semester. The 1953 graduating class included 357 bachelor degrees and 155 candidates receiving the master's degree. An increase of 50 percent over the preceding summer brought the 1953 summer session enrollment to 2,114. The college staff for this academic year was increased to a total of approximately 150 employees. During the fall of 1952 the college received its second visitation from the Northwest Association of Secondary and Higher Schools, and received therefrom unrestricted accreditation as a degree granting institution.

The college campus includes 320 acres, fronting on Seventh Street in Long Beach near the Orange County-Los Angeles County boundary. It serves an area with a population of approximately two million persons. Students enrolled represent more than 80 different communities of the State of California, at least 40 states of the Union and 10 foreign countries. The great majority of the students, however, come from Orange, Riverside, San Bernardino and Los Angeles Counties. During the summer sessions about 30 percent of the enrollment includes students outside the immediate area who come to earn college credits and to vacation and study on the beaches.

LOCATION

The summer session will be held at 6201 East Anaheim Road, Long Beach. The campus is located just north of the Veterans Administration Hospital and east of Bellflower Boulevard. Long Beach City Bus Lines serve the college hourly.

Sun . . . sea . . . surf . . . sand . . . offer an irresistible combination of attractions that will make you want to select Long Beach . . . in Southern California . . . as the scene for your summer school work this year.

Famous the world over as a resort, Long Beach is justly proud of its fine beaches, its great harbor, its beautiful parks and lovely homes. With summer temperatures averaging 70 degrees, Long Beach assures you of a real ocean cooled greeting that offers welcome relief from summer heat and humidity so typical of many other parts of the country.

In the Long Beach area, you will find a variety of things to see and do that permit the ideal vacation and summer school session. The city is famous as a navy base . . . world port . . . convention city . . . fisherman's paradise and a grand place to live. In addition to its own delightful advantages, Long Beach offers many famous nearby attractions that are tops on any visitor's list of things to see and do. Hollywood . . . Catalina . . . Beverly Hills . . . famous Spanish missions . . . Laguna Art Colony . . . all surround the city making it truly in the heart of Southern California's vacation wonderland.

All roads lead to this amazing city and to its fine new state college. The welcome mat is out and waiting for *you*. The Long Beach Chamber of Commerce extends to you a particular invitation to come to the "Playground of the Pacific" as a summer school student and a vacationing tourist.

Chamber officials are cooperating this year in developing a housing program that will serve the needs of students and families during the six-week summer course. Living accommodations of all types are being secured to meet the requirements of our summer students. Whatever you desire . . . from oceanfront hotels with fancy swimming pools to a quiet room in a private residence . . . will be available for you. Deadline for housing reservations will be April 15th.

Plan now to take advantage of this summer program at Long Beach, California. Make the Long Beach State College summer session your vacation *must* in 1954.

REGISTRATION

Monday, June 21st, 8 a.m.-7 p.m. A late registration fee of \$2 will be charged for registering on Tuesday, June 22d, and Wednesday, June 23d. No students will be permitted to register or add a course after June 23d.

Students who do not intend to become candidates for degrees or credentials at Long Beach State College need not file a formal application for admission nor transcripts at the Office of Admissions.

Registration in the summer session does not insure the privilege of registration in the fall semester. Entering students who desire to register in the fall must secure permission from the Office of Admissions.

Last day to drop classes in the six-week session without receiving a grade of F, July 23d. Last day to drop classes in the nine-week session without receiving a grade F, August 4th. Last day to drop classes in the two-week session without receiving a grade of F, August 11th.

FEEES

Tuition	per unit \$8.00
Activities fee	1.00
Change of program	1.00
Late registration	2.00

LIVING ACCOMMODATIONS

The college has no dormitory facilities, but rooms in private homes are available in Long Beach and the surrounding communities. Besides the chamber of commerce, the Associate Dean of Students, Dr. Lois Swanson, offers further assistance in finding rooms which have desirable living conditions for both health and study.

VETERANS

The Long Beach State College is approved for the training of veterans. The State of California has made provision for educational assistance to qualified veterans who were residents of California at the time of entering military service. Veterans who plan to use the benefits of the federal or state bills must present a certificate of eligibility from the sponsoring agency upon registration.

A teacher-veteran who plans to re-enter training under Public Law 346 during the 1954 summer session must present a letter from his board of education addressed to the Veterans Administration certifying that he was employed as a public school teacher during the 1953-54 school year.

In order to remain eligible for further Public Law 346 training, a teacher-veteran must attend a summer session of not less than five weeks' duration each year.

UNIT OF CREDIT

The unit of credit is the semester unit. Students are permitted to carry for credit a maximum of six units. In general, two-unit courses meet one hour daily; three-unit courses meet one and one-half hours daily.

There are no class meetings scheduled on Saturday.

COLLEGE BOOKSTORE AND FOOD SERVICES

The college bookstore has available for sale prescribed textbooks and stationery materials. The college food service is established for the benefit of students. A coffee shop and canteen offers both snacks and lunches where students and faculty gather in an informal atmosphere.

AUDITORS

Students may audit a course on payment of the regular fee. No credit may be given for a course in which the student registers as an auditor.

SCHEDULE CHANGES

The college reserves the right to make changes in the schedule as printed. A complete schedule of classes will be available at registration time. Any class may be closed to further enrollment at such time as it reaches the maximum size which can be handled efficiently. When enrollment in any class is not sufficient to justify its continuance, the course may be canceled.

REFUNDS

A portion of the summer session tuition fee charged any student may be refunded if written application is made by the close of the second week (July 2, 1954) of the summer session.

Summer session fee refunds shall be made in accordance with the following schedule: \$1.50 per semester unit shall be retained as a registration charge. Of the remainder, \$1.50 per semester unit shall be retained for each week or major fraction of a week that the student remains in attendance. (Administrative Code, Title 5, Education, paragraph 950 (c).)

STUDENT ACTIVITIES

The summer session student activity fee of \$1 is payable at the time of registration. This fee is used to support the summer session activity program, and entitles the student to admission to all college social functions. This fee also includes the weekly news bulletin and schedule of events.

The college, in cooperation with various agencies, will arrange for water-taxi tours of the harbor area, visits to museums and galleries, and field trips to other points of interest in accordance with student desires.

Special student rate tickets will be available for such Southern California attractions as the Hollywood Bowl "Concerts Under the Stars," the Pilgrimage Play, and the Greek Theater Productions.

HEALTH SERVICE

The college staff includes consulting physicians and nurses who deal with the physical problems of the individual. Each student enrolled in the college is invited to visit the health center for consultation or any physical problem. A dispensary is maintained to provide emergency and minor medical treatment for members of the student body.

FALL REGISTRATION, 1954-55

All entering freshman students are required to complete the college aptitude test. All entering freshman students and other students who have not completed the English composition requirements (two semesters) are required to complete the English proficiency test before registration.

All graduate students who expect to complete requirements for the master of arts degree at this college must take the graduate record examination before being considered for candidacy for the advanced degree.

The examination schedule for the college aptitude test, the English proficiency test, and the graduate record examination is as follows:

June 5th, 9 a.m.-12 noon

July 10th, 9 a.m.-12 noon

September 11th, 9 a.m.-12 noon

September 18th, 9 a.m.-12 noon

(Special test dates may be called if need is justified)

September 13th-15th, preregistration counseling and orientation

September 16th, registration, day and extended-day classes, for students who were enrolled spring semester, 1954

September 17th, registration, day and extended-day classes, for new students

September 20th, instruction begins

January 29th, end of fall semester

SUMMER SESSION, 1955

June 20—July 29

SPECIAL FEATURES OF THE SUMMER SESSION

SECONDARY SCHOOL CURRICULUM CONFERENCE

June 28-July 2

The California Association of Secondary School Administrators will hold its second annual four-day conference on the campus dealing with: "The Role of the Principal in Curriculum Development and Evaluation." Arrangements have been made for outstanding curriculum specialists to participate. Discussion groups will provide opportunity for consideration of numerous phases of the problem.

AVIATION EDUCATION WORKSHOP—2 units

August 2-13

Teachers, counselors, and administrators of elementary schools, high schools, and junior colleges will learn how aviation is being used to motivate learning in all areas with the instructional materials and aviation facilities available for teacher and student use, will learn about current problems of aviation that have implications for the curriculum of our public schools, and will be given an opportunity to develop a unit of instruction or a plan for a course in aviation appropriate to each teacher's own particular needs. Planned for experienced teachers, but people with student teaching experience may enroll.

This program will be conducted at the Los Alamitos Naval Air Station near the state college with visits to other places of civil and military aviation interests. See Education 153.

REMEDIAL READING CLINIC—9 units

June 21-August 20

A nine weeks' clinical practicum in methods of reading diagnosis and remedial instruction. This course is designed to assist the classroom teacher, the elementary administrator, and the reading specialist in understanding the elementary school child's reading problems. The course will include demonstration and instruction in: (1) diagnosis and treatment of reading problems; (2) methods, techniques, and materials; and (3) applying the preceding principles in individual and group instruction.

Instruction will be individualized and at a graduate level with actual practice in working with pupils of public school age who are experiencing difficulty or a handicap in reading. A complete summer's work will be organized around the problems of reading diagnosis and remediation. Opportunity will be given to each college student to work with individual pupils and with groups of pupils. See Education 245 and Psychology 245.

COOPERATIVE COUNSELOR TRAINING—6 units

June 21-July 30

The Cooperative Counselor Training Program will afford an opportunity for school counselors, guidance workers, and teachers to actually participate in an industry for the six-week period of the summer session. Each enrollee is employed as a regular employee but works at a variety of jobs found in the cooperating agencies for 40 hours per week at standard wages.

Jobs at an entry level type similar to those in which our high school and junior college students will be employed when entering business and industry will be assigned to enrollees in this program.

A seminar will be held two evenings per week on campus during which time problems of mutual concern will be discussed and evaluated. See Education 279.

WORKSHOP IN SPEECH CORRECTION—3 units

June 21-July 30

This course is designed to offer practical help to the classroom teacher as well as to the certified speech therapist. Problems of interest both to elementary and to secondary teachers will be discussed by city, county, and state supervisors of speech correction and by consultants within the speech and medical professions.

Particular attention will be directed toward methods for the handling of stuttering, delayed speech, parent counseling and problems relating to cleft palate speech. Also considered will be functional, articulatory, and voice disturbances, cerebral palsy, and aphasia.

No prerequisites are required for enrollment in this workshop.

IDYLLWILD CONSERVATION SCHOOL—1-2 units

June 21-August 6

A program in conservation education and field biology of particular interest to teachers at all levels and to workers in youth organizations and in camp work will be offered in the 1954 summer session. Workshop type courses carrying one unit of credit per week will be offered in Idyllwild at the Idyllwild School of Conservation and Natural Science under the direction of Dr. Robert P. Durbin of the Long Beach State College faculty.

Presently scheduled is a two-week conservation workshop course, June 21st-July 2d, inclusive. This workshop is to be repeated July 12th-23d, inclusive. A course in field nature study will run concurrently with the first of these two workshops, June 21st-July 2d, inclusive. The field nature study course will be open only to students having had some field work in conservation or an adequate background in field biology. A one-week course in leadership techniques will be offered July 5th-9th, inclusive, and will be repeated August 2d-6th, inclusive.

The conservation workshop and field nature study courses will carry laboratory credit. These courses carry upper division credit.

The fee for each of these courses will be \$8 per unit for tuition plus a campus fee of \$8 to be paid to the Idyllwild Arts Foundation. A 50-cent-per-week insurance fee is also charged.

Housing and camping accommodations are available at reasonable rates. For information on rates and facilities, write to the Director, Idyllwild School of Conservation and Natural Science, Idyllwild, California.

FIELD TRIP IN UNITED STATES HISTORY AND OUR AMERICAN POLITICAL INSTITUTIONS—6 units

June 14-July 30

This field trip is a 10,000-mile, coast-to-coast, tour of famous historical cities, battlefields, buildings, memorials, and government projects. Arrangements have been made for several conducted tours in Washington, D. C., including a congressional session, the White House, Smithsonian Institution, Pentagon and many other places of national importance. Also included will be a tour of each branch of our National Government; the state governments of Ohio, Massachusetts and California; the city governments of Washington, D. C., New York City and Long Beach. The class will meet with government experts in each of the above departments. The course will also include student reports and lectures.

Mr. Sciarrotta hopes to arrange meetings with the vice president, senators, and congressmen.

Places of interest and of historical importance will be visited—Philadelphia, New York, Boston, and many others on the return trip.

For further details, write to Mr. Ross A. Sciarrotta, Instructor and Tour Director, Long Beach State College.

FIELD STUDIES OF LATIN AMERICA—6 units

June 25-August 15

A summer workshop-tour to Latin America will leave by air from Los Angeles on June 25th with visits scheduled to Guatemala, Panama, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay and Brazil. The general purpose of the tour will be to study Latin American culture and to understand current conditions and problems. There will be trips to historic shrines, schools, universities, industrial plants, farms, and other places of special interest. Interviews will be held in each country with prominent government officials and with leaders in the fields of education, religion, art, business and labor. Informal lectures will be offered by the director to assist in understanding evaluation.

Travel will be entirely by international airlines except for local trips involving auto, bus, ship or railroad transportation. Hotel accommodations will be first class throughout. The cost of the trip will be computed on a nonprofit, cooperative basis for all members of the study tour.

The tour will officially end in Rio de Janeiro on August 13th. Students may return directly to Los Angeles via Miami or, at their election, may visit the various islands of the Caribbean en route.

Students may register for either lower division or upper division credit. Auditors and special students may also be accepted. Early arrangements are most important. For details, write to Dr. Ryland R. Madison, Long Beach State College, Long Beach 15, California.

COURSES OF INSTRUCTION

DIVISION OF ARTS AND LANGUAGES

ART

10A. *Exploratory Course in Art (2)*

Individual and group experiences in the creative use and understanding of a wide variety of art materials, processes, and concepts. Emphasis will be placed on individual growth and exploration and on the relationship of art to human needs and contemporary living. Processes to be covered include: Painting, drawing, clay-modeling, weaving, paper and wood construction, textile dyeing, simple book-making, and printing techniques.

9.30-11.30

Olsen

106. *General Crafts (2)*

Further experience in the use of clay, wood, plastics, and fabrics with emphasis on the development of forms for use in contemporary living.

2.00-4.00

Kraus

110. *Elementary School Art (2)*

A study of art materials, processes, and methods of teaching as they contribute to the daily living of the elementary school child.

Section 1, 7.30-9.30

Barr

Section 2, 11.30-1.30

Barr

115. *Ceramics I (2)*

An introduction to ceramic materials, design, forming, glazing and firing.

7.30-9.30

Weir

116. *Ceramics II (2)*

Prerequisite: Art 115. Further experiences in working with ceramic materials and design.

7.30-9.30

Weir

120. *Elementary School Crafts (2)*

The creative use of paper, clay, wood, and other art materials in relation to the elementary school program.

9.30-11.30

Cole

130. *Art Appreciation for Teachers (2)*

Discussion and evaluation of the visual arts in relation to the classroom environment and to daily living. (Field trips to be arranged.)

8.00-9.00

Olsen

150. *Painting for Fun (2)*

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.

11.30-1.30

McGee

155. *Special Studies in Crafts (1-3)*

Prerequisite: Permission of instructor. Intensive work in one area of crafts. May be repeated to a maximum of 6 units.

Section 1 (ceramics only), 9.30-11.30

Weir

Section 2, 11.30-1.30

Kraus

157. Special Studies in Drawing and Painting (1-3)

Prerequisite: Permission of instructor. Individual research and specialization in the use of one medium. May be repeated to a maximum of 6 units.

2.00-4.00

McGee

167. Curriculum and Methods of Art Education (2)

Objectives, curriculum, materials, and procedures in art education in a democratic society; a survey of current practices in art teaching with emphasis on the relationship of art to the total school program. Includes scope and function of audio-visual methods.

7.30-9.00

Cole

205. Studio Problems in Crafts (1-3)

Advanced work in the field of crafts with emphasis on planning and development of individual projects. For graduate students only. May be repeated to a maximum of 6 units.

Section 1, 9.30-11.30 (elementary teachers only)

Cole

Section 2 (ceramics only), 9.30-11.30

Weir

Section 3, 11.30-1.30

Kraus

207. Studio Problems in Drawing and Painting (1-3)

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 to a maximum of 6 units.

2.00-4.00

McGee

210. Seminar in Art Education (1-3)

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 to a maximum of 6 units.

7.30-9.00

Cole

ENGLISH

A. Fundamentals of English (1)

Entering students who make an unsatisfactory score in the English screening test may be required to take this course in conjunction with English 1. Advanced students who reveal a serious language weakness during their regular college work may be required to take this course. (Unit not applicable toward a degree.)

1.30-2.30

Wylder

2. Composition (2)

Prerequisite: English 1 or equivalent. A continuation of English 1. Emphasis on language as a communication process. Special attention given to library research, the relationship of data to conclusions, and documentation.

9.00-10.00 (conf. arr.)

Wilder

45. Introduction to Literature (3)

Reading, for understanding and pleasure, of literature rich in personal and social implications. Considerable emphasis on the development of effective reading skills.

10.30-12.00

Wilder

48. Appreciation of Literature (3)

How to read good literature for fun. A nontechnical study of older and modern masterpieces. Not applicable to English majors or minors. (Formerly English 102.)

7.30-9.00

Orgill

109. The English Language (3)

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.

10.30-12.00

Nielsen

112. Children's Literature (3)

A survey of the literature available to children, and its backgrounds.

Section 1, 12.00-1.30

Section 2, 1.30-3.00

Section 3, 7.00 p.m.-8.40 p.m., MTWTh

Wilford

Wilford

Orgill

118. Current Periodicals (3)

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.

7.30-9.00

Wiley

125. Survey of American Literature Since the Civil War (3)

A continuation of 124, but may be taken independently. Representative writers from 1860 to the present.

9.00-10.30

Stephens

145. Modern Literature (3)

Readings in twentieth century European and American literature including such representative writers as T. S. Eliot, Virginia Woolf, W. H. Auden, Stephen Spender, William Butler Yeats, Marcel Proust, Andre Gide, Thomas Mann, James Joyce, Arthur Koestler, Thomas Wolfe, Garcia Lorca, Jean Paul Sartre, and others.

12.00-1.30

Wylder

181. Modern Drama (3)

The modern European and American theater, from Ibsen to the present.

10.30-12.00

Stephens

240. Seminar in Shakespeare (3)

The best writings of Shakespeare, including both plays and poetry.

12.00-1.30

Nielsen

297. Seminar (2)

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.

9.00-10.00

Cervený

298. Project or Thesis (1-3)

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.

Arranged

Cervený

HOME ECONOMICS

151. Newer Developments in Food and Nutrition (3)

An overview of basic nutritional principles for those whose background is limited. For others, newer developments in food and nutrition; changing food habits and practices in relation to tensions and needs of modern living; special aspects, for those interested, of recent findings in food and diseases. This course is designed for nurses; elementary teachers; and teachers of health, physical education, science, social studies, and homemaking subjects.

10.30-12.00

Bates

165. Workshop in Family Life Education (3)

Content and method of programs in education for family living primarily for secondary school personnel and teachers of homemaking interested in such programs; sources, organization of materials; opportunity to develop teaching materials for use during the coming school year.

9.00-10.30

Bates

JOURNALISM

50. Fundamentals of School Journalism (2)

The forms and mechanics of journalism, with practice in writing through work on the college newspaper. Valuable to prospective teachers who may be given supervision of school publications or publicity.

1.00-2.00

James

58A,B. Newspaper Activity (1-1)

Prerequisite: consent of the instructor. Participation in the publication of the college newspaper—*The Summer Forty-Niner*.

Arranged

James

108A,B. School Newspapers (2-2)

Prerequisite: consent of the instructor. Advanced practice in reporting, feature writing, copy reading, editing, news photography, and other journalistic activities through participation in the publication of the college newspaper. (Theory one hour, laboratory and assigned field work, three hours.)

Arranged

James

MUSIC

2. College Chorus (1)

1.00-2.00

Hervig

12. Chamber Music (1)

12.00-1.00

Hervig

21A. Class Piano (1)

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. This class is 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 activities.

1.00-2.00

Vasquez

36. Exploring Music (2)

An orientation course in basic musical knowledge, skills, and competencies to provide background for work in music methods for the elementary teacher.

10.00-11.30

Winslow

90. Music in General Culture (3)

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 nonmusic majors.

10.30-12.00

McGarrity

141. Elementary School Music (2)

Study of aims, methods, and organization of materials and activities in music for the elementary school, with primary emphasis on the intermediate grades. Sight singing of songs used in state and locally adopted texts.

Section 1, 8.00- 9.00

Winslow

Section 2, 9.00-10.00

Winslow

- 150. Instrumental Conducting (2)**
Principles and techniques in instrumental conducting with experience in score reading.
11.30-1.00 Peterson
- 160. Choral Conducting (2)**
Principles and techniques of choral conducting. Problems of choral organization. Study and interpretation of choral materials, using the class as a laboratory group.
11.30-1.00 Peterson
- 165. Opera Workshop (3)**
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.
3.00-4.30 Vazquez
- 170. Advanced Piano (2)**
Designed for students who have attained a high degree of proficiency. The course includes a study of appropriate repertoire together with solo and ensemble performing experience. Prerequisite: proficiency audition or consent of instructor.
2.00-3.00 Vazquez
- 179. Problems in Teaching Elementary School Music (2)**
Prerequisite: Music 141 or equivalent or consent of instructor. Study of the procedures, methods, and materials used in modern elementary music education. Presentation and survey of all phases of listening, performing and creative music activities used in the general elementary school program with special reference to state and locally adopted music texts.
8.00-9.00 Peterson
- 188. Workshop in Composition (2)**
Problems in composition. Prerequisite: six units of harmony and consent of instructor.
3.00-4.00 Hervig
- 193. Problems in Arranging High School Musical Organizations (2)**
A practical approach to the problem of making musically satisfying arrangements for the average high school groups.
2.00-3.00 Hervig
- 266. Music of the Baroque Period (3)**
Baroque music.
9.00-10.30 McGarrity
- 297. Seminar (2)**
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.
10.30-11.30 Peterson
- SPEECH AND DRAMA**
- 1. Theory and Practice of Voice and Diction (2)**
Theory and practice of breath control, tone production, voice projection, articulation, pronunciation and variety in inflection and phrasing.
10.00-11.00 Smith
- 106. Public Speaking (2)**
Prerequisite: Speech 30 or equivalent. Training in various forms of speech organization, with special attention to audience adaptation and to delivery.
11.00-12.00 Smith

107. Guiding Speech Development in Children (2)

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.

10.30-11.30

Wagner

118. Speech Arts in the Elementary School (2)

The use of creative dramatics, improvisations, choral speech, radio 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.

10.00-11.00

Sievers

119. Elementary School Speech Laboratory (1)

A practical opportunity for the student to work with children in guiding creative dramatics, puppetry, choral speech and other speech arts. Prerequisite or co-requisite: Speech 118.

Section 1, 9.00-10.00

Sievers

Section 2, 11.00-12.00

Sievers

138. Story Telling for Teachers (2)

Development of skill in the art of storytelling and reading aloud, with emphasis upon children's literature.

Section 1, 7.30-8.30

Wagner

Section 2, 1.30-2.30

Smith

140. Oral Interpretation of Literature (2)

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

9.00-10.00

Wagner

160. Clinical Practice (1-4)

Prerequisite: Speech 158 or consent of instructor. Corrective work in speech under supervision.

Arranged

Breinholt

175. Television in Education (2)

An introduction to television as an educational medium. Lectures and field trips designed to acquaint teachers with the nature of the television medium, the problems of programing and producing for television, and the setting of critical standards for evaluating television.

1.30-2.30

Sievers

190. Workshop in Speech Correction (3)

Designed to offer practical help to the classroom teacher and certified speech consultant. Particular attention is devoted toward methods of handling stuttering, delayed speech, cleft palate speech and parent counseling. Enrollment by permission of the instructor.

8.30-10.00

Breinholt

DIVISION OF EDUCATION AND PSYCHOLOGY

EDUCATION

102. Kindergarten-Primary Education (3)

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.

12.00-1.30

Paine

103. *Principles and Curriculum of Elementary Education (2)*

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.

Section 1, 11.00-12.00
Section 2, 1.00- 2.00

Doss
Doss

104. *Principles and Curriculum of Secondary Education (3)*

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.

10.30-12.00

Garver

105. *Child and Adolescent Growth and Development (3)*

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.

Section 1, 7.30- 9.00
Section 2, 9.00-10.30
Section 3, 12.00- 1.30
Section 4, 1.30- 3.00
Section 5, 7.00 p.m.-8.40 p.m., MTWTh

Christensen
Christensen
Tilden
Tilden
Sprague

107. *The Learning Process (2)*

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.

Section 1, 11.00-12.00
Section 2, 12.00- 1.00
Section 3, 7.00 p.m.-9.15 p.m., Mon.-Wed.

Martinson
Thomas
Adams

110. *Tests, Measurements and Evaluation (2)*

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 the problems dealing with measurement and evaluation; principles of test construction with emphasis on the construction of good informal teacher made tests; a cursory consideration of standardized tests.

Section 1, Elementary School, 9.00-10.00
Section 2, Secondary School, 12.00-1.00
Section 3, Elementary School, 7.00 p.m.-9.15 p.m., Tu-Th

Doss
Farrell
Farrell

112. *History and Philosophy of Education (3)*

An introductory survey of the historical and philosophical foundations of education, from ancient times to the present.

10.30-12.00

Thomas

149. *Methods of Teaching Public Safety and Accident Prevention (2)*

The organization of safety work in elementary and junior high schools. (Meets requirement for the special secondary credential in public safety and accident prevention.)

9.00-10.00

W. G. Patterson

58
45
103
56
16
24

150. Methods of Teaching Driver Education and Driver Training (2)

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.

10.00-12.00

W. G. Patterson

151. Reading in the Elementary School (2)

Prerequisite: Education 103 or equivalent, and Education 105 or Education 111. Principles, techniques, and procedures in developing a basic program in reading instruction throughout the primary, intermediate, and upper grades. Course includes: nature of the reading process, development of reading readiness, initial stages of learning to read, period of rapid progress in reading, period of refinement of reading skills, appraisal of growth in reading, history of reading instruction, and observation in elementary schools.

Section 1, 10.00-11.00

Funkhouser

Section 2, 2.00- 3.00

Funkhouser

153. Aviation Education Workshop (2)

This course will offer the opportunity to learn how aviation is being used to motivate learning in all areas with the instructional materials and aviation facilities available to study the curriculum implications of the public school.

August 2d-13th, Los Alamitos Naval Air Station

Nagle

158. Arithmetic in the Elementary School (2)

Prerequisite: Education 103 or equivalent, and Education 105 or Education 111. Objectives, content, materials, pupil experiences, and methods of instruction and evaluation in arithmetic. The nature and scope of the place of arithmetic in the elementary school room. Observations will be scheduled in conjunction with Education 159 which should be taken concurrently.

Section 1, 11.00-12.00

Roster

Section 2, 1.00- 2.00

Roster

159. Social Studies and Language Arts in the Elementary School (4)

Prerequisite: Education 103 or equivalent, and Education 105 or Education 111. Function, nature and scope of the social studies and the language arts programs; principles and patterns of program; development of teaching units; adapting instructional and community resources to children's needs; evaluation of learnings; demonstrating units. Consideration is given to the integration of language arts and social studies, in addition to specific instructional procedures in language arts. Students who plan to take student teaching should enroll in Education 151 and Education 158 during the same semester. Observation one morning for nine weeks will be arranged in conjunction with this course.

12.00-2.00

Nagle

160. Kindergarten-Primary Methods (3)

Prerequisite: Education 102 or equivalent, and Education 105 or Education 111. A study of instructional materials and teaching procedures in the early elementary school; a critical analysis of current activities in the kindergarten-primary grades.

1.30-3.00

Paine

164. Teaching Methods in Bookkeeping and General Business Subjects (3)

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.

9.00-10.30

Garver

166. Secondary School Methods (3)

Classroom procedures in the secondary school. Problems of classroom management and discipline are considered. Such methods as classroom routine, teacher and student planning, extra-class duties and educational appraisal are studied and demonstrated. Techniques in assignment, drill, questioning, review, and ability grouping are developed in accordance with the need in various subject areas. This course prepares the student for directed teaching.

7.30-9.00

Amundson

168. Education of Exceptional Children (2)

The psychology of 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.)

1.00-2.00

Martinson

170. Curriculum and Methods of Teaching Mentally Retarded (2)

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.)

11.00-12.00

Young

178. Principles of Counseling and Guidance (2)

Prerequisites: Education 105 and Education 110 or equivalent or consent of instructor. A survey course of the basic principles of guidance. The course includes purposes, function, 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.

Section 1, 9.00-10.00

Hutchinson

Section 2, 12.00- 1.00

Hutchinson

185. Audio-Visual Methods (2)

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.

Section 1, 7.30- 9.00

Sager

Section 2, 9.00-10.30

Sager

Section 3, 10.30-12.00

Gerletti

Section 4, 12.00- 1.30

Gerletti

Section 5, 1.30- 3.00

Gorow

Section 6, 6.30 p.m.-9.30 p.m., Mon.-Wed.

P. E. Patterson

190. School and Society (2)

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.

9.00-10.00

Anderson

201. School Organization and Administration, Federal, State and Local (3)

Prerequisites: general elementary or secondary credential and teaching experience, concurrently or subsequently. The principles and problems of federal, state, county and city school organization, administration and supervision; school housing and business administration. The functions of public school policy, management, responsibility and support with specific reference to California.

12.00-1.30

Williams

203. Organization and Administration of Elementary Schools (3)

Prerequisites: Education 201 and Education 206. Presents a detailed study of elementary school organization and administration. Consideration is given to problems relating to the democratic processes inherent to organization, objectives, curriculum development, the school schedule, teacher-pupil personnel management, material services, auxiliary services, the school office, instructional problems, community relations, and administrative leadership.

12.00-1.30

Young

207. Legal Aspects of School Administration (2)

Prerequisite: Education 201. 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.

8.00-9.00

Van Dyke

208. Financial Aspects of School Administration (2)

Prerequisite: Education 201. A consideration of school revenues, apportionments, budgetary procedures, cost accounting and business management.

9.00-10.00

Van Dyke

213. Seminar in Current Problems and Issues in Education (2)

Prerequisites: Education 190 or classroom experience in either the elementary or secondary schools. Intensive study of current developments in education. The problems and issues involved in those developments and an analysis of the factors as they pertain to classroom teachers as well as to administrators.

9.00-10.00

Moore

222. The Junior High School (3)

The organization and administration of the junior high school and the implications for supervision and curriculum development.

10.30-12.00

Kinsman

223. The Vice Principal (2)

The organization and administration of the responsibilities of the vice principal. Methods and procedures will be developed for all phases of student activities and pupil personnel management. (Not available to students who have had Educ. 221.)

9.00-10.00

Appleby

228. Organization and Administration of Secondary Schools (3)

The organization and administration of secondary schools covers such topics as the democratic concept of administration, student and teacher personnel problems, making a schedule, student organizations, school discipline, and child accounting. Much of the work is centered on practical problems in the suggested areas. Case studies of administrative problems and role playing of some situations is used to make the experience more realistic.

9.00-10.30

Amundson

231. Supervision of Instruction in Elementary Schools (3)

Prerequisite: Education 201 and Education 206. Considers the supervisory aspects of the administrator at the elementary level. Problems for study and discussion are concerned with principles of supervision, elementary school objectives, establishing supervisory programs, curricular development, studying pupils, evaluating the teacher, improving instruction, and the appraisal of supervision in the development of educational leadership. The basic problems of supervisor-employee relationships in a democratic organization are thoroughly analyzed.

10.30-12.00

Adams

232. Supervision of Instruction in Secondary Schools (3)

Prerequisites: Education 201 and Education 206. Considers the supervisory aspects of the administrator at the secondary level. Problems for study and demonstration are concerned with devising supervisory programs, improving instruction, evaluating teaching, studying pupils and participation in curriculum leadership. The basic problems of supervisor-employee relationships in a democratic organization are thoroughly analyzed.

10.30-12.00

Williams

245. Remedial Reading Clinic (6)

A practical course for the classroom teacher and the specialist in (1) diagnosis and treatment of reading disabilities including a complete child study, and work with parents, individually and in groups; (2) materials, methods, and techniques in remedial reading; (3) clinical practice in applying these principles individually and in small group situations. This course must be taken in combination with Psychology 245. Both courses run for nine weeks giving a total of nine units credit. Prerequisite: Consent of the instructor, one-year teaching experience, and the following background courses: General Psychology, Child Growth and Development, the Learning Process, and graduate status.

8.00-3.00

Phearman and Zwetschke

255. Problems in the Teaching of Reading (2)

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.

1.00-2.00

Funkhouser

256. Problems in Teaching Arithmetic in the Elementary School (2)

Prerequisite: teaching experience. Exploration and review of recent research dealing with instruction in arithmetic, appraisal of newer methods and materials. Emphasis on diagnostic and remedial problems in the teacher's own classroom.

10.00-11.00

Roster

270. Principles of Curriculum Development (3)

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.

Section 1, 9.00-10.30

Section 2, 12.00- 1.30

Johnstone

Johnstone

272. Problems in Teaching the Social Studies in the Elementary School (2)

Advanced study of teaching procedures in elementary social studies with consideration of problems encountered in implementing local courses of study, defining and achieving objectives, selection and use of materials and experiences adapted to the needs and capacities of individual pupils and the group, development of concepts, teacher-pupil planning and evaluation, dramatic play, construction, research, and education for citizenship in a democracy. Individual and group attack on problems presented by the instructor and members of the class.

9.00-10.00

Nagle

276. Seminar in Adult Education (2)

Bases for curriculum organization and course offerings for adult groups; legal and business aspects; sharing the school plant with adult students; home and community relations.

3.00-5.15, Tu-Th

Gardiner

277. Techniques of Counseling and Guidance in Elementary Schools (2)

Prerequisites: Education 105 or equivalent and Education 110. 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.

10.00-11.00

Martinson

278. Techniques of Counseling and Guidance in Secondary Schools (2)

Prerequisites: Education 105, Education 110, and Education 178 or their 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.

11.00-12.00

Hutchinson

279. Cooperative Counselor Training (6)

A counselor training program designed to provide actual participation in industry and business for counseling and guidance in the public schools for those who desire on-the-job training and actual experience in working conditions.

7.00 p.m.-9.00 p.m., Mon.-Wed.

Hollingsworth

290. Current Problems in School Administration (2)

A seminar designed to assist school administrators and others to keep abreast of the recent research and information concerning the problems of school administration in such areas as school organization, the total school program, financing the school program, personnel and business management, professional and community relations.

11.00-12.00

Van Dyke

297. Seminar (2)

The consideration and selection of methods and techniques in educational investigation with emphasis on the descriptive method. Emphasis is placed on bibliographic techniques and the use of the library. The practical mechanics for writing is stressed through selected and approved topic. Should be taken before field work. Required of all master's degree candidates.

Section 1, 11.00-1.15, Mon.-Wed.

Davis

Section 2, 11.00-1.15, Tu-Th

Davis

Section 3, 1.30-3.45, Tu-Th

Davis

298. Project or Thesis (1-3)

Planning, preparation, and completion of a project or thesis related to problems confronted by the teacher or administrator. Limited to graduate students who have taken or are taking Education 297. Education 298 is optional.

1.00-3.00

Moore

PSYCHOLOGY

51. General Psychology (3)

An introduction to the scientific study of human behavior. Designed to provide the student with a basic background for further study and for practical application in everyday life.

9.00-10.30

Jennings

105. Elementary Statistics (3)

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 in 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.

12.00-1.30

Bradley

130. Abnormal Psychology (3)

A study of abnormal behavior especially as it throws light on normal personality adjustment. The role of biological and social factors in personality disorders is considered. Two field trips will be required.

1.30-3.00

Hoffman

132. Mental Hygiene (2)

A course dealing with psychological factors that are important for the development of mental health. Emphasis is on the mental hygiene implications for teaching and other group work.

9.00-10.00

Peppin

155. Psychological Testing (3)

Prerequisite: Psychology 105 or Education 110. The principles and practices of group testing in the fields of intelligence and personality. 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, their applicability and limitations. Limited enrollment requires consent of the instructor.

3.00-4.30

Hoffman

180. Psychology of International Tensions (3)

A course in the application of psychological principles to problems in international relations. Psychological methods and techniques will be examined in light of their effectiveness in coping with tensions in world affairs. This course treats specifically current problems in psychological warfare.

10.30-12.00

Macfarlane and Moore

214. Theories of Learning (3)

A consideration of the experimental studies and the resulting theoretical concepts which have evolved into the various contemporary learning theories.

10.30-12.00

Jennings

245. Remedial Reading Clinic (3)

A practical course for the classroom teacher and the specialist in (1) diagnosis, and treatment of reading disabilities including a complete child study, and work with parents, individually and in groups; (2) materials, methods, and techniques in remedial reading; (3) clinical practice in methods, applying these principles individually and in small group situations. This course must be taken in combination with Education 245. Both courses run for nine weeks giving a total of nine units of credit. Prerequisite: Consent of the instructor, one-year teaching experience, and the following background courses: General Psychology, Child Growth and Development, The Learning Process, and graduate status.

8.00-3.00

Phearman and Zwetschke

250. Clinical Psychology (3)

Prerequisites: Psychology 130 and Psychology 155. Recommended: Psychology 255. A consideration of diagnostic and therapeutic procedures used in the approach to individual problems met with at the clinical level.

9.00-10.30

Macfarlane

255. Individual Intelligence Testing (3)

Prerequisites: The following three courses—Education 107 or equivalent, Education 110 or Psychology 105 or equivalent, Psychology 155. In some instances, practical experience in educational guidance or administration might substitute for part of prerequisite. 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.

7.30-9.00

Peppin

PHILOSOPHY

105. Logic (3)

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.

10.30-12.00

Wiley

DIVISION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

PHYSICAL EDUCATION

2B. Beginning Golf (1)

Instruction in the fundamentals of golf. Open to and designed for anyone interested in instruction in the fundamental skills of golf.

10.00-11.00

Montgomery

2C. Tennis (1)

Instruction in the fundamentals of tennis. Open to and designed for anyone interested in instruction in the fundamental skills of tennis.

Section 1, 9.00-10.00

McConnell

Section 2, 11.00-12.00

Reid

113. First Aid (2)

The theory and practice of first aid for the injured. Successful completion of course requirements leads to an American Red Cross "Standard" and "Advanced" first aid card. Authorization for the "Instructor's" certificate is possible for teachers and prospective teachers. (Most school systems require all elementary and secondary teachers to have either a valid standard first aid card, or to acquire one during their first year of teaching.)

Section 1, 7.30- 9.00

McConnell

Section 2, 10.30-12.00

McConnell

125. Physical Education in the Elementary Schools (2)

Principles, aims, and objectives of physical education in the elementary schools. Practice in the skills and teaching techniques of elementary school physical education.

Section 1, 7.30- 9.00

Reid

Section 2, 9.00-10.30

Reid

180. Athletic Injuries (2)

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.

7.30-9.00

Montgomery

DIVISION OF NATURAL SCIENCE

ASTRONOMY

55. *Astronomy* (3)

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.) (Formerly Astronomy 105.)

12.00-1.30

Whitney

BACTERIOLOGY

50. *Microbiology* (3)

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.) (Formerly Bacteriology 112.)

9.30-11.00

Johnson

BIOLOGY

10. *General Biology* (3)

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 importance of biology to everyday living with fundamental applications in areas of health, heredity, conservation, and an appreciation of nature. (Lecture and laboratory.) (Formerly Biology 101.)

7.30-9.30 plus field

Burch

145. *Marine Ecology* (3)

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 and laboratory and field trips arranged.)

7.30-9.30 plus field

R. Hardy

185. *Biology and Human Affairs* (3)

A study of major contributions of biology to human welfare, health, eugenics, conservation, economics, and philosophy with a consideration of the resulting aspects and problems to the citizen.

9.30-11.00

R. Hardy

BOTANY

62. *Trees and Shrubs* (3)

A study of the principal native and cultivated woody plants found in Southern California. Field trips to homes, parks, and cooperating nurseries will be scheduled. (Lecture and laboratory.) (Formerly Botany 108.)

11.30-1.30 plus field

Miner

ENTOMOLOGY

103. *General Entomology* (3)

An elementary study of insects, including characteristics, structure, habits, life cycles and importance of insects to man. (Lecture and laboratory. Field trips arranged.)

11.30-1.30 plus field

Bartges

MATHEMATICS

150. *Mathematics of Finance* (3)

Prerequisites: college algebra or permission of instructor. Primary aims of the course are an understanding of business practices, use of correct terminology in financial transactions, and proficiency in computing interest, amounts, rates, terms, prices, costs, and various other monetary values arising in the normal course of business affairs.

10.30-12.00

Albrecht

NATURAL SCIENCE

298. *Project or Thesis* (1-3)

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

Arranged

Staff

NATURE STUDY

101. *Nature Study* (3)

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, laboratory and some Saturday and afternoon field trips required.)

Section 1, 7.30- 9.30 (plus field)

Section 2, 9.30-11.30 (plus field)

Section 3, 11.30- 1.30 (plus field)

Bartges

Miner

Burch

PHYSICAL SCIENCE

12. *Introduction to Physical Science* (3)

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 and laboratory.) (Formerly Physical Science 100.)

7.30-10.00

Albrecht

ZOOLOGY

104. *Birds* (3)

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, laboratory and field trips.)

9.30-11.30 plus field

Arvey

145. *Preparation Techniques* (3)

A course in collection, preservation, and cataloging specimens for museum use. Emphasis will be placed on catalog methods in current usage, identification of specimens, and the use of display materials for the school museum and laboratory. (Lecture and laboratory.)

12.00-2.30

Arvey

CONSERVATION

Held at Idyllwild in cooperation with the Idyllwild School of Conservation and Natural Science

(Campus located near Idyllwild in San Jacinto mountain area)

Conservation 160. Conservation Workshop (2)

This course is designed to build positive attitudes toward conservation. The importance of wise use of natural resources is stressed and meaningful observation and instruction in conservation will be provided which can be used in the classroom. (Lecture and laboratory.)

June 21st-July 2d

Durbin and staff

July 19th-July 30th

Durbin and staff

Nature Study 151. Field Nature Study (2)

An outdoor summer field course devoted to the study of the natural history of a specific area. (Lecture and laboratory.)

June 21st-July 2d

Shipley and staff

Conservation 162. Leadership Techniques (1)

This course will include consideration of some outdoor lore, identification of common plants and animals, and outdoor leadership techniques. This course is especially designed for group leaders and teachers. (Lecture and laboratory.)

July 5th-July 9th

Durbin and staff

August 2d-August 6th

Durbin and staff

INDUSTRIAL ARTS

21. General Electricity I (3)

The study of the basic principles of radio-electronics and electricity and their application in an industrial arts program. (Lecture and laboratory.) (Formerly I. A. 106.)

6.30 p.m.-9.30 p.m., Mon.-Wed.

Plusch

118. Art Metal (2)

Instruction and practice in the design, layout, cutting, forming, spinning, soldering, etching and finishing of nonferrous metals. (Lecture and laboratory.)

11.30-1.30

Grainge

122. Practical Electrical Wiring and Construction (2)

Prerequisite: electric circuits and shop projects in electricity, or equivalent. Electrical wiring as applied to construction practice with emphasis on national, state and local codes. Practical experience in constructing residential and industrial wiring systems. (Lecture and laboratory.)

Arranged

Plusch

127. Radio and Television Receiver Construction and Repair (2)

Prerequisite: radio-electronics circuits and systems, or equivalent. Construction of an AM, FM or TV receiver from an approved kit of parts. Emphasis is placed on shop practice involving construction, testing and repair techniques. (Lecture and laboratory.)

Arranged

Plusch

141. Duplicating Methods for Teachers (2)

Principles of and preparation of materials and operation of common duplicating processes and machines found in school systems. Safety and maintenance of duplicating equipment is emphasized. (Lecture and laboratory.) (Formerly I. A. 158.)

9.00-10.30

Ryan

160. Materials and Tools for the Elementary Teacher (2)

The study and use of the basic tools and materials used in constructing instructional units in the elementary school. Designed primarily for the teacher who desires experience in selecting, organizing and using materials and tools in the elementary school.

9.30-11.00

Dean

166. Shop Maintenance (2)

Prerequisite: for majors only. Techniques and methods involved in the maintenance of records, tools and equipment. (Lecture and laboratory.) (Formerly I. A. 168.)

Arranged

Grainge

170. General Handicraft I (3)

The study of fundamental tools, machines and processes used in developing leather, plastics and nonferrous metals into useful projects. Special emphasis on instructional processes and class organization. (Lecture and laboratory.)

1.30-4.00

Grainge

192. Special Problems in Industrial Arts Education (1-3)

Advanced work within an area of specialization done on an experimental or research basis. The area of specialization will be designated by letter at the time of registration.

Note: May be taken only by permission of the instructor.

Arranged

Dean

222. Evaluation in Industrial Arts Education (3)

The study of evaluation techniques used in industrial arts education with emphasis on textbooks, projects, construction of tests and program development.

8.00-9.30

Taxis

223. Techniques in Teaching Industrial Arts (3)

The selection, organization and utilization of instructional materials for teaching industrial arts courses.

10:00-11.30

Taxis

224. Development of Teaching Aids (2)

The planning, development and construction of useful teaching aids to be used in shop instruction. Advanced hand and machine tool processes should be employed in their construction.

7.30-9.30

Dean

DIVISION OF SOCIAL SCIENCE

ANTHROPOLOGY

60. General Cultural Anthropology (3)

An introduction to mankind's culture or whole way of living. Emphasis is placed on the methods of observation and analysis that reveal the nature of culture. By comparison of human behavior in primitive and advanced societies, the student learns the constants and variables and the differences in the progress made by various racial groups and peoples. (Formerly Anthropology 160.)

9.00-10.30

Ewing

180. Indian Cultures of the Americas (3)

A survey of racial, and cultural backgrounds and characteristics of the Indian peoples of the Americas, including prehistoric foundations and present day problems.

10.30-12.00

Ewing

BUSINESS

53. Elements of Accounting I (3)

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.

7.30-9.00

Tidyman

105. Business Law (3)

Elements of contracts used in business; fundamental factors governing negotiable instruments, and the laws dealing with agency.

12.00-1.30

Reep

118. Corporation Finance (3)

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.

1.30-3.00

Reep

125. Marketing (3)

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.

9.00-10.30

Allen

128. Salesmanship (3)

Prerequisite: Business 125. An introduction to the principles, techniques and problems of personal selling.

10.30-12.00

Allen

151. Personnel Management (3)

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.

12.00-1.30

Metzger

253. Seminar in Human Relations in Industry (3)

Prerequisite: instructor's permission.

9.00-10.30

Metzger

ECONOMICS

126. Consumer Education (3)

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.

9.00-10.30

Palmer

165. Labor Economics and Legislation (3)

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.

10.30-12.00

Palmer

GENERAL SOCIAL SCIENCE

106. Society, Culture, and Personality (3)

The main concepts of the areas of sociology, anthropology and psychology. Integration of these concepts for the solution of practical social problems will be emphasized.

10.30-12.00

Massaro

130. History and Geography of California (3)

(Not open to students who have credit in geography or history of California.) 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 a history or geography major.

Section 1, 7.30-9.00

Section 2, 12.00-1.30

Ahlquist

Wilson

134. Curriculum Units in American Problems (3)

Provides for the development of units to be used in the secondary social studies. Emphasis will be on subject content rather than methods with students gathering material from social science sources that will aid in the teaching of selected problems of American life. Designed for in-service teachers; others must have consent of instructor. Does not satisfy United States history requirement.

10.30-12.00

Searles

180. Field Studies of Latin America (6)

A summer workshop-tour to Latin America will leave by air from Los Angeles on June 25th with visits scheduled to Guatemala, Panama, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay and Brazil. The general purpose will be to study Latin American culture and to understand current conditions and problems. Includes trips to historic shrines, schools, universities, industrial plants, farms and other places of special interest. Interviews will be held in each country with prominent government officials and with leaders of education, religion, art, business and labor. Informal lectures will be offered by the director to assist in understanding and evaluation. For details, see under "Special Features."

June 25th-August 15th

Madison

280. Methods in Problems of Teaching Social Studies in Secondary Schools (3)

The course is designed to offer prospective secondary school social studies, teachers knowledge of the curriculum, and methods of instruction in high school social studies.

12.00-1.30

Searles

297. Seminar (2)

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.

1.30-3.00

Wilde

298. Project or Thesis (1-3)

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.

Arranged

Gregory

GEOGRAPHY

51. Human Geography (3)

An introduction to the study of geography, including the physical and cultural elements of geography and the manner in which man's activities are adjusted to conditions in the various regions of the world.

10.30-12.00

Kennelly

111. Geography of North America (3)

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.

7.30-9.00

Kennelly

156. *Today's Critical Problems in World Societies (3)*

An integrated study of the origin and development of today's critical problems in world societies as determined by their historic, socioeconomic, politic, and geographic backgrounds. Special emphasis is placed upon the effects of these problems on international cooperation and conflicts. Open only to upper division students having had General Social Science 1 and 2 or their equivalents.

9.00-10.30

Wilson

HISTORY

51. *History of American Life (3)*

Survey of the political, social, economic, and intellectual development of the United States, with emphasis upon the rise of American civilization and ideals. Meets the graduation requirement in American history, institutions and ideals.

10.30-12.00

Peters

107. *The United States, the Colonial Period (3)*

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

9.00-10.30

Melom

140. *Europe Since 1914 (3)*

World War I; outstanding changes in Europe after the first World War, with particular stress on the rise of Facism in Italy, Naziism in Germany, Communism in Russia, and Social Democracy in Scandinavia and Great Britain; World War II; postwar problems.

7.30-9.00

Kimball

155. *Diplomatic History of the United States (3)*

American foreign relations since 1776, with particular attention to the increasingly important role of the United States in world affairs.

12.00-1.30

Peters

161. *Modern and Contemporary Latin America (3)*

The Latin American states and their social, economic, and political development since 1824; special emphasis upon Argentina, Brazil, Chile, Mexico and Colombia.

10.30-12.00

Ahlquist

174. *Contemporary Far East and India (3)*

Recent political and economic history of China, Japan, Korea, Southeast Asia, and India; a survey of Far Eastern international relations; the rise and fall of western and Japanese imperialism; and the pattern of growth of nationalism, communism, and democracy in the area.

12.00-1.30

Wilde

177. *History of Russia (3)*

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.

9.00-10.30

Kimball

190. *Field Study in United States History (3)*

A 10,000 mile coast-to-coast tour of famous historical cities, battlefields, forts, buildings, memorials, and government projects. A study of the United Nations Organization in New York. On the scene reports and lectures. For details, see under "Special Features."

June 14th-July 30th

Sciarrotta

209. Seminar in Twentieth Century United States (3)

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.

10.30-12.00

Melom

POLITICAL SCIENCE

108. State Government (3)

A study of the political structure and its operation, state-federal relations, state-local relations; particular emphasis on California.

7.30-9.00

L. Hardy

132. American Government (3)

The formation of the Constitution, federalism, civil liberties, politics, the legislature, executive, judiciary, state and local government. This course satisfies the federal, state, and local government requirement. (Formerly Political Science 133.)

7.30-9.00

Muchmore

141. Public Opinion and Propaganda (3)

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.

9.00-10.30

Muchmore

190. Field Study in American Political Institutions (3)

This course will include a complete and detailed tour in each branch of our National Government; the state governments of Ohio, Massachusetts and California; the city governments of Washington, D. C., New York City and Long Beach. The class will meet with government experts in each of the above departments. The course will also include student reports and lectures. For details, see under "Special Features."

June 14th-July 30th

Sciarrotta

234. Seminar in American Government (3)

An intensive study of topics and problems in American Government. Special emphasis is placed on public administration studies and the theory of the American system.

10.30-12.00

L. Hardy

SOCIOLOGY

102. Social Trends and Problems (3)

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.

12.00-1.30

Korber

115. Social Psychology (3)

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.

9.00-10.30

Korber

125. Juvenile Delinquency (3)

Extent and distribution; causative factors; influence of home, school and community; programs of prevention, control and treatment.

7.30-9.00

Hartman

170. Industrial Sociology (3)

Prerequisite: 3 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.

12.00-1.30

Massaro

180. The Field of Social Work (3)

Prerequisite: 3 units of sociology. The history, philosophy, and underlying principles of modern social work; major types of social work; public and private agencies; community organization.

9.00-10.30

Larsen

153. Workshop in Education for Family Living (3)

The content and method of programs in education for family living primarily for secondary school personnel interested in such programs; sources, organization of materials; opportunity to develop teaching materials for use during the coming school year. Available for credit for majors in home economics.

9.00-10.30

Hartman and Groves