

**GLENDALE**

**JUNIOR COLLEGE**

**GLENDALE, CALIFORNIA**



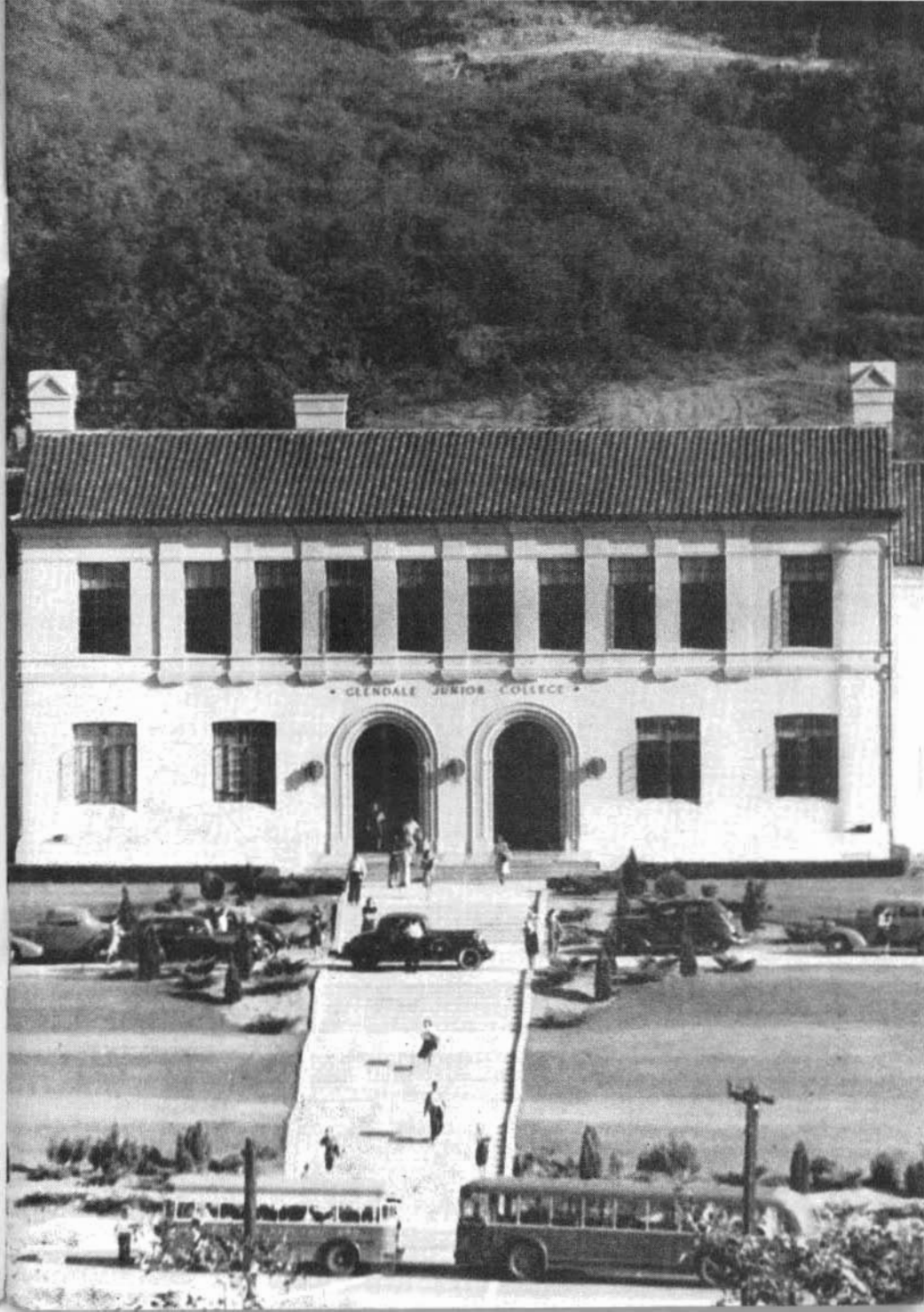
**CATALOG AND  
ANNOUNCEMENT  
OF COURSES  
1940 - - 1941**

**GLENDALE  
JUNIOR  
COLLEGE**

*Catalog and  
Announcement of Courses  
1940-1941*



**GLENDALE, CALIFORNIA**



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## SCHEDULE OF CLASSES

College courses require much study, library research, and reading in addition to regular class work. To allow ample time for study and preparation, the typical student program will not contain a full schedule of classes through the college day, nor will the program be the same every day of the college week. It is the responsibility of each student to use his free periods for study.



### TIME SCHEDULE OF CLASSES

The class schedule is as follows:

Period I	. . . . .	8:05- 9:00 A. M.
Period II	. . . . .	9:05-10:00 A. M.
Period III	. . . . .	10:05-11:00 A. M.
Period IV	. . . . .	11:05-12:00 M.
NOON	. . . . .	12:05- 1:00 P. M.
Period V	. . . . .	1:05- 2:00 P. M.
Period VI	. . . . .	2:05- 3:00 P. M.
Period VII	. . . . .	3:05- 4:00 P. M.
Period VIII	. . . . .	4:05- 5:00 P. M.

**CALENDAR 1940-1941****Fall Semester**

- Sept. 13 — English Placement Examination . 9:00 A. M.  
Sept. 13 — Psychological Examination . . . 2:00 P. M.  
Sept. 16 — Registration  
Sept. 17 — Registration  
Sept. 18 — Registration  
Sept. 19 — Class Instruction Begins  
Sept. 27 — File Permanent Programs  
Oct. 18 — Last Day for Filing Graduation Petitions  
Oct. 25 — Grade Reports (First)  
Nov. 8 — Last Day to Drop Courses Without Penalty  
Nov. 11 — Holiday—Armistice Day  
Nov. 21-22—Thanksgiving Vacation  
Dec. 6 — Grade Reports (Second)  
Dec. 16-27—Christmas Vacation  
Jan. 1 — Holiday—New Years  
Jan. 31 — End of Semester

**Spring Semester**

- Jan. 31 — English Placement Examination . 9:00 A. M.  
Jan. 31 — Psychological Examination . . . 2:00 P. M.  
Feb. 3 — Registration  
Feb. 4 — Registration  
Feb. 5 — Registration  
Feb. 6 — Class Instruction Begins  
Feb. 14 — File Permanent Programs  
March 1 — Last Day for Filing Graduation Petitions  
March 14 — Grade Reports (First)  
March 28 — Last Day to Drop Courses Without Penalty  
April 7-11—Easter Vacation  
April 25 — Grade Reports (Second)  
May 30 — Holiday—Memorial Day  
June 20 — End of Semester



## ADMINISTRATION

### Board of Education

J. MARION WRIGHT . . . . .	<i>President</i>
MRS. ROY L. ADAMSON . . . . .	<i>Secretary</i>
GEORGE W. BLANCHE . . . . .	CLENCY H. HASBROUCK
MERRITT P. KIMBALL	



### Officers of Administration

WILLARD S. FORD . . . . .	<i>Superintendent</i>
A. L. FERGUSON . . . . .	<i>Deputy Superintendent</i>
JOHN T. CATE . . . . .	<i>Assistant Superintendent</i>
GEORGE H. GEYER . . . . .	<i>Director</i>
ELMER T. WORTHY . . . . .	<i>Dean of Men</i>
LOIS H. FLINT . . . . .	<i>Dean of Women</i>
DONALD V. SPAGNOLI . . . . .	<i>Registrar</i>



### Counselors

LOIS H. FLINT	ANNE H. RAMBO
LEROY T. HERNDON, JR.	PARK L. TURRILL
SHERMAN C. MILLER	ELMER T. WORTHY

**FACULTY**

- ABEL, C. JEANNETTE—*Art*  
Graduate of the California School of Fine Arts.
- ALLEN, GERALD NATHAN—*English*  
A.B., M.A., Occidental College.
- ANDERSON, THEODORE W.—*Commerce*  
B.B.A., Boston University; J.D., University of Arizona.
- CAYA, O. HOWARD—*Art*  
A.B., Santa Barbara State Teachers College; Bachelor of Art Education,  
California School of Arts and Crafts.
- CHAMPLIN, WINIFRED E.—*Physical Education, Hygiene*  
B.S., University of Washington.
- COLLINS, MARY JANE—*English*  
A.B., De Pauw University; M.A., University of Southern California.
- DAVIS, JAMES D.—*Speech, English*  
A.B., University of New Mexico; M.A., University of Southern California.
- FLINT, LOIS H.—*Dean of Women, Psychology, Counselor*  
A.B., M.A., Syracuse University.
- FOX, MARGUERITE V.—*French*  
A.B., De Pauw University; Diploma of French Literature, University of  
Bordeaux, France.
- GEYER, GEORGE H.—*Director*  
A.B., Pomona College; M.A., University of California; Ed. D., Columbia  
University.
- GRIFFING, BURGOYNE L.—*Physics, Mathematics*  
A.B., Washburn College; M.A., University of Kansas.
- HARRINGTON, CHARLES H.—*Chemistry, Physics, Mathematics*  
A.B., M.A., Stanford University.
- HAWKES, ERNEST W.—*Zoology*  
A.B., Dakota Wesleyan University; M.A., University of Pennsylvania;  
Ph.D., University of Pennsylvania.
- HERNDON, LEROY TRAVERS, JR.—*Spanish, Counselor*  
A.B., M.A., Stanford University.
- \*HIRT, CHARLES C.—*Music*  
A.B., Occidental College; M.S., University of Southern California.
- \*INSLEE, ROBERT RAY—*Engineering*  
A.B., University of California.
- JOHNS, RALPH LESLIE—*Psychology, Philosophy*  
A.B., M.A., University of California; B.D., Pacific School of Religion.
- JONAS, JAMES L.—*Social Science*  
A.B., M.A., University of Southern California.

- KENNEDY, GWEN M.—*Commerce*  
B.S., M.S., University of Southern California.
- KERR, WILLIAM C. D.—*French, Spanish, English*  
A.B., University of North Carolina.
- KIENLE, JOHN E.—*Social Science*  
A.B., M.A., Central Wesleyan College; M.A., University of Southern California.
- KITCH, LORAN W.—*Bacteriology, Botany, Zoology*  
B.S., University of Idaho; M.S., University of Southern California.
- KLOTZ, DOROTHY ESTHER—*Commerce*  
B.S., Ohio State University; M.S., University of Southern California.
- LEWIS, RICHARD BYRD—*Speech*  
A.B., San Jose State College; M.A., Stanford University.
- MANE, FLORENZE K.—*Commerce*  
A.B., University of California; M.A., Columbia University.
- MANETTA, LAURA C.—*French, Spanish*  
A.B., University of California; M.A., University of Southern California.
- MARSH, LEE R.—*Social Science*  
A.B., Union College; M.A., University of Southern California.
- MESERVE, CLEMENT D.—*Geology, Mathematics*  
A.B., Yale College; M.A., University of California.
- MILLER, SHERMAN C.—*Commerce, Counselor*  
A.B., Carleton College; M.B.A., Harvard University.
- MURPHY, MAY E.—*English*  
A.B., University of Montana; M.A., University of Wisconsin.
- MYERS, D'ALTON B.—*Commerce, Geography*  
B.S., M.B.A., University of Southern California.
- NICHOLS, CHARLES LESLIE—*Mathematics, Engineering*  
B.S., Franklin College; M.S., University of Nebraska.
- NICHOLS, ESTHER RAMONT—*Librarian*  
A.B., University of Southern California; Credential in Library Craft, University of California.
- NOBLE, LOYD S.—*Commerce*  
A.B., Simpson College; LL.B., University of Southern California.
- \*PARR, NELLE W.—*Home Arts*  
A.B., University of Illinois.
- PATTISON, IRENE MADDOCKS—*Music*  
Bachelor of Music, College of the Pacific.
- PLACE, DERRILL—*Journalism, English, Speech*  
A.B., Wabash College; M.A., Ohio State University.

- RAMBO, ANNE H.—*History, Economics, Counselor*  
A.B., Walla Walla College; M.A., Occidental College.
- ROBERTS, WALTER C.—*Engineering, Mathematics*  
A.B., M.A., University of California at Los Angeles.
- RYAN, THOMAS S.—*Aviation, Physical Education*  
B.S., M.S., University of Southern California.
- \*SHOCHAT, GEORGE—*Music*  
Ed. B., University of California at Los Angeles.
- SPAGNOLI, DONALD VERNE—*Registrar, History, Economics*  
A.B., M.A., University of California.
- STEELE, HELEN COX—*Physical Education, Hygiene*  
B.S., M.S., University of Southern California.
- TENISON, SAM ALFRED—*Physical Education, Hygiene*  
B.S., James Millikin University.
- TURRILL, PARK L.—*Chemistry, Mathematics, Counselor*  
A.B., B.S., University of Redlands; M.S., University of California.
- UELAND, EMMA M.—*Home Arts*  
B.S., Oregon State College; M.A., Columbia University.
- WIEBE, HERMAN H.—*German*  
A.B., University of Nebraska; M.A., University of Wisconsin.
- WOLFE, EUGENE—*Physical Education*  
A.B., M.A., University of Southern California.
- WORTHY, ELMER T.—*Dean of Men, Political Science, Counselor*  
A.B., J.D., Stanford University; M.A., University of Southern California

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\*Part Time Instructor

## **GENERAL INFORMATION**

### **LOCATION, HISTORY, AND ORGANIZATION**

Glendale Junior College is located at 1500 North Verdugo Road in Glendale, California. Glendale, a city of over seventy-five thousand persons, is adjacent to the city of Los Angeles in Southern California. The College has occupied a new hillside campus since the spring of 1937.

Glendale Junior College was established in March, 1927, by a vote of the Glendale citizens. Class instruction began September 19, 1927, with a staff of four full-time and five part-time instructors, and 139 students. Last year, 1939-1940, the college staff numbered 46 full-time and 2 part-time instructors; the supplementary maintenance and office staff numbered 14; and the student body enrollment for the year totaled 1486.

The Glendale Junior College is a unit of the Glendale Unified School District under the jurisdiction of the Glendale Board of Education. Commensurate with increasing enrollment and demands for broader services, the College has increased in facilities, staff, curricular offerings, and program of student activities.

### **PURPOSE**

The purpose of Glendale Junior College is democratic education for all persons in the community. Democratic education develops good citizens with an understanding of responsible citizenship.

The Glendale Junior College offers the following opportunities for post-high school education:

#### **1. Career Training Opportunities**

The Glendale Junior College offers a variety of programs of study which lead:

- a. Directly to employment opportunities for students who attain workmanlike standards of proficiency in such fields as architectural drafting, aviation drafting, secretarial work, merchandising, finance and accounting, sheet metal crafts, welding, pattern making, machine shop, auto mechanics, and others.
- b. Indirectly to employment through furnishing the first two years of a four to eight year program of preparation leading to careers in the professions.

#### **2. Junior Certificate Curricula**

The Glendale Junior College offers a wide variety of courses equivalent to those offered in the freshman and sophomore years at the University of California and at other standard colleges and universities. Students with satisfactory high school and junior college records will receive full credit for all work done in Glendale Junior College upon transfer to a standard college or university.

### ***3. Pre-college Offerings***

Capable and determined students who come to the Glendale Junior College with poor high school records, and who wish to enter upon a program leading to further work at a standard college or university, may take advantage of opportunities to make up their high school deficiencies. However, this will normally take one or more additional semesters.

### ***4. Opportunities for Cultural Development***

The student who plans to complete his scholastic training in Glendale Junior College will find a wide selection of courses in art, drama, literature, music, speech as well as in the sciences and the humanities.

## **BUILDINGS AND EQUIPMENT**

Two main buildings on the campus are occupied by classrooms, laboratories, and offices. In addition, there are two locker and shower buildings and a Student Union building. Each department is supplied with instructional equipment to meet the needs of the college program.

The college library is open Monday through Friday between the hours of 7:30 A. M. and 4:30 P. M. The library contains approximately 10,000 volumes and receives regularly 125 periodicals and seven daily and weekly newspapers. The reading room seats 165 students and provides, in addition to the main book collection, reference material, and bound magazines.

## **SERVICES AND ACTIVITIES FOR STUDENTS**

### **COUNSELING**

At the time of registration, each student is assigned a faculty counselor to advise him in choosing a program that will suit his needs. Throughout the student's enrollment in Glendale Junior College, the faculty counselor is available for conference on courses, activities, and any problems that may arise in connection with college life.

### **OFFICE OF ADMINISTRATION**

All problems of registration, attendance, academic status, change of program, and graduation should be referred to the Office of Administration, room 100. Here a competent staff is ready to assist the student.

### **ADVISORY COUNCIL**

The Director's Advisory Council is composed of the Dean of Women, Dean of Men, Registrar, Director (Chairman), and four other members of the faculty appointed annually by the Director. The Council acts as a clearing house for college problems of significance to the administration, the faculty, and the students.

### **INSTRUCTORS**

Each instructor of the faculty is available to every student for conferences on problems related to classes and college activities. Office hours scheduled by each faculty member are listed in the Office of Administration.

### **STUDENT HEALTH**

The Glendale Unified School District maintains a Supervising Nurse who has office hours at the Junior College two days a week. In the first month of each semester a medical examination is given every student enrolled, and health records are filed in the Physical Education Department. If the student health record indicates a need, further examinations are given. Private consultation with the examining physician is arranged if serious defects are indicated. Upon the recommendation of the physical education instructor, clinic service for free diagnostic examination is available to any student. For the use of both students and faculty, first-aid materials are dispensed in the women's gymnasium.

### **STUDENT EMPLOYMENT**

A Junior Employment Bureau is operated in conjunction with the State Employment Office and is located at 207 West Colorado Street. This office is supervised by the schools in co-operation with employer organizations in the community. Its facilities are available to all young men and women. Here application blanks and vocational questionnaires may be filed, and various vocational interest tests and intelligence tests may be taken.

On the campus a student employment office is located in room 117, where conferences may be arranged with the faculty Chairman of the Placement Committee. Students may file applications for part-time or full time work. Notices of available positions are posted on a bulletin board.

In addition to the positions listed with the placement bureaus, there are a limited number of part-time positions and positions under the National Youth Administration (N.Y.A.) to be assigned. Information about these positions may be obtained in the offices of the Dean of Men and the Dean of Women, or from the faculty Chairman of the Placement Committee.

### **SCHOLARSHIPS**

The Glendale Junior College Patrons Club grants two \$25.00 scholarships each semester, one to a man and one to a woman. Selection is made by the faculty Scholarship Committee from student applicants who have completed at least one semester of work with a "B" average.

Each semester, a scholarship of \$25.00 is granted to a woman student by the Glendale Branch of the American Association of University Women. Candidates must have completed two semesters in Glendale Junior College with a grade average of "B." Selection is made by the faculty Scholarship Committee on the basis of student need, service to the college, and promise of success in college work.

### **ASSEMBLIES AND MEETINGS**

The fourth period on Tuesday and Thursday is reserved for assemblies, class meetings, club meetings, and committee meetings.

### **STUDENT UNION AND BOOKSTORE**

In the Student Union are located the bookstore, where textbooks and college supplies are sold, the cafeteria, and the fountain. They are operated by the Associated Student Body under the supervision of qualified managers and paid student assistants.



### **STUDENT ORGANIZATIONS AND ACTIVITIES**

In addition to the general student body organization, The Associated Students of Glendale Junior College, there are campus clubs organized to serve student interests. Among the fields of interest represented by these organizations are architecture, army and navy, art, athletics, debate, DeMolay, dramatics, engineering, international relations, journalism, music, peace, photography, religion, scholarship, science, service, social arts, Y.M.C.A., Y.W.C.A. Each club has a faculty adviser. The student Inter-Club Council supervises the activities of all clubs.

Extra-curricular activities include athletics for both men and women in the fields of major and minor sports, with competition in intra-mural and conference events. Music, debating, dramatics, and journalism activities are open to students interested in these fields.

Honor students, those who achieve a scholarship average of "B," or better, in any semester, receive recognition through the Honor Roll. Exceptional academic records qualify students for membership in the local chapters of the honorary academic fraternities.

The Associated Students publish a weekly newspaper, a year-book, a handbook, and a student directory.

### **STUDENT FINANCES**

Student Body funds, derived from the student body membership fee, are administered by the Student Executive Board. A student body Accounting Office, under the supervision of the Commerce Department, handles all receipts and disbursements of the Associated Students.

## REGULATIONS

### GRADES AND SCHOLARSHIP

#### **Unit of Work**

College work is measured in terms of the "unit." One hour of class work a week for one semester is considered one "unit" of work.<sup>1</sup> In the Announcement of Courses, pages 62-111 in this catalog, the number of units of credit offered for each course may be found. Each unit of class work requires approximately two hours of preparation. A student carrying a normal college program of sixteen units would be expected to attend class a minimum of sixteen hours, and study in preparation for class approximately thirty-two hours, making a college week of forty-eight hours of work.

#### **Unit Limitation**

A regular student should enroll in no less than twelve units and in no more than sixteen and one-half units. Under no circumstances will a student be permitted to carry more than seventeen and one-half units a semester without the permission of the Counseling Committee. Such permission must be requested in writing at the time of registration.

The University of California will not accept more than sixteen and one-half units a semester unless the student has achieved a "B" average in a full program the preceding semester.

"Special Students" are those who register for less than twelve units in any semester.

#### **Classification of Students**

Students are classified according to the number of units completed:

*ALPHAS—Students who have completed less than 12 units.*

*BETAS—Students who have completed 12-27 units, inclusive.*

*GAMMAS—Students who have completed 28-45 units, inclusive.*

*DELTAS—Students who have completed more than 45 units.*

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<sup>1</sup>In some laboratory and physical education courses more hours may be required for one unit of credit.

**Grades**

The standing of students in each course will be determined by daily work and examinations. Grades will be reported in the following manner:

- A—Excellent.
- B—Good, above average, very satisfactory.
- C—Average.
- D—Barely Passing.
- E—Incomplete or condition.
- F—Failure.
- W—Withdrawn.

An incomplete grade (E) will be given only when an unforeseen emergency prevents a student from completing his work in a course. The incomplete grade must be removed within six weeks after the beginning of the semester subsequent to the one in which the "E" was made. If not so removed, the incomplete grade automatically becomes a grade of "F" with consequent loss of grade points. Before an instructor may give a student an incomplete rather than an "F" in a given course, he must make arrangements with the office. Except in the case of an "E," instructors will not be permitted to change a grade once it has been accepted by the registrar.

The grade of "F" in any course denotes failure and the course must be repeated if the student desires credit. An "F" cannot be removed by examination.

The grade of "D" is the highest grade that a student may receive in the repetition of a course. However, no minus grade points will be subtracted for the first failure in the case of repetition.

When a student withdraws from college during a given semester by due process of application and notification to the office, he shall receive a grade of "W" provided he is passing in each particular subject when he leaves college. In any subject that he is failing at the time of withdrawal, he will receive a grade of "F."

**Grade Points**

To determine student standing and fitness for graduation, semester grades are evaluated numerically as follows:

- Each unit completed with the grade "A"—3 grade points.
- Each unit completed with the grade "B"—2 grade points.
- Each unit completed with the grade "C"—1 grade point.
- Each unit completed with the grade "D"—0 grade points.
- Each unit completed with the grade "F"—minus 1 grade point.

For example: a three unit course completed with the grade of "A" earns 9 grade points; with a grade of "B" earns 6 grade points; with a grade of "C" earns 3 grade points; with a grade of "D" earns no grade points. A grade of "F" in a three unit course causes 3 grade points to be subtracted from the total number earned.

#### **ATTENDANCE**

Regular attendance in all classes is required. Absence from class will affect scholarship, and irregular attendance may cause the student to be dropped from a course, in which event the grade "F" will be given.

Three tardinesses constitute the equivalent of one absence.

Absences in physical education classes must be made up. This privilege is subject to satisfactory arrangements with the instructor.

#### **PHYSICAL EDUCATION**

All students are required to enroll in physical education and to complete two units of physical education before graduation. Students enrolled in five units or less are the only exceptions to this requirement.

#### **EXAMINATIONS**

Final examinations are required in all courses except in Physical Education. No student shall be excused from taking a final examination. No examination exceeds three hours. Before the end of each semester a schedule of final examinations will be announced.

Re-examinations are not given except as a means of removing an incomplete or condition grade ("E"). See page 20.

#### **CHANGE OF PROGRAM**

A student may change his program of courses without penalty until Friday of the second week after the opening of the semester.

At any time before the end of the eighth week of the semester, courses may be dropped without scholarship penalty. If a course is dropped after the end of the eighth week of the semester, the student receives a grade of "F," with a corresponding loss of grade points. However, if he is passing in the course at the time of dropping, and he is forced to drop because of reasons normally beyond his control, he may petition the Counseling Committee to be given a grade of "W."

#### **CLEARANCE OF OBLIGATIONS**

All obligations to the college must be met before an honorable dismissal will be granted.

**WITHDRAWAL FROM COLLEGE**

A student who wishes to withdraw from college before the end of the semester should make application to the Office of Administration. When the office accepts the application, the student will receive a "W" (Withdrawn) in each course, provided that he is passing at the time of withdrawal. In any subject in which the student is failing at the time of withdrawal, he will be given a grade of "F." Formal withdrawal from college will facilitate future admission to other educational institutions or re-admission to Glendale Junior College.

**DISQUALIFICATION**

The Advisory Council of the Glendale Junior College will hear all cases of students who may become subject to suspension from college because of scholastic or other difficulties.

**TRANSFERS TO OTHER COLLEGES**

A transcript of a student's record at Glendale Junior College will be sent to college or university upon the request of the student.

Each college or university determines the fitness of the student for entrance. The requirements for transfer to the University of California may be found on page 48ff. Students planning to transfer to other educational institutions are advised to refer to the catalog of each institution for its transfer rules. Catalogs of schools, colleges, and universities are on file in the college library.

## ADMISSION AND REGISTRATION

### ENTRANCE REQUIREMENTS

Any high school graduate, or any graduate of an equivalent secondary school, may be admitted to Glendale Junior College. Individuals over 18 years of age who are recommended for admission by the Director of the College may also be admitted.

### APPLICATION FOR REGISTRATION

All applications for admission should be directed to the Registrar, Glendale Junior College, Glendale, California, from whom registration blanks and information may be obtained. As soon as possible after graduation from high school, all applicants should have transcripts of credits, certified by the principal, sent to the office of the Registrar. Failure to present a transcript may delay or prevent admission.

Prior to enrollment in Glendale Junior College, all applicants *must*:

File an application blank with the Registrar of the College.  
Have a certified transcript of high school record filed with the Registrar.

Take all scheduled entrance examinations.

Formal registration takes place during the first week of each semester. All students are expected to register during regularly scheduled registration days. Only a limited number of classes are open to late entrants. No registration will be permitted after Monday of the third week of any semester.

### RESIDENCE REQUIREMENTS

Legal regulations concerning residence of junior college students make necessary the following rules:

(a) A student living in the Glendale Junior College District may attend Glendale Junior College provided his legal residence is in the district. The legal residence of a student under 21 is with his father, or legal guardian. The legal residence of the father, or guardian is in the school district in which he is qualified to vote. The father is the legal guardian except when deceased, or made exempt by action of a court of law.

(b) *A student whose residence is outside the Glendale Junior College District and not in another Junior College District may attend Glendale Junior College.*

(c) *A student whose residence is outside the Glendale Junior College District and in another Junior College District may attend Glendale Junior College if he presents a transfer permit from the district of residence. Applicants from a district which maintains a Junior College cannot be admitted unless a transfer permit has been granted.*

At the time of registration each student is required to file a "Statement of Residence." Falsification of this statement will result in dismissal from Glendale Junior College.

The Glendale Junior College District is comprised of Glendale, Montrose, La Crescenta, and Highway Highlands.

Out-of-State students will not be admitted to the Glendale Junior College. Exceptions to this general rule are as follows:

1. Out-of-state students who have already been in attendance at the Glendale Junior College will be permitted to complete their courses.
2. Out-of-state students will be admitted who are residing with people who have been residents of the district for at least a year, provided they have the relationship of brother, sister, niece, nephew, first cousin, grandson, or granddaughter, and provided further, that the facilities of the junior college are adequate to accept these students after the regular registration is completed.

## **ENTRANCE EXAMINATIONS**

### ***English Placement Examination***

The English Placement Examination is given to determine the student's ability to read, write, and comprehend English. All entering students are required to take this examination before registration. On the basis of the results of this examination the Counselor recommends the courses in English to be taken by the student.

### ***Psychological Examination***

The Psychological Examination is required of all entering students. It is designed to test the student's ability in various types of work; its results should serve as a guide in a student's registration. Admission to college depends in no way upon the results of this examination.

### ***Tests Available to Students Upon Application***

The counseling staff have available a number of tests that students may take. Among them are a test for Color Blindness, the Minnesota Mechanical Ability Test, the O'Conner Finger Dexterity Test,

the Minnesota Clerical Ability Test, the Iowa Test for Reading Ability, the Otis Intelligence Scale, the Bell Personality Adjustment Inventory, the Bernreuter Personality Inventory, and the Strong Vocational Interest Test.

### **COSTS**

No tuition fee is charged at Glendale Junior College. However, students will be held responsible for any breakage of equipment. Rules and regulations that are advisable and necessary for the maintenance of the college and different departments will be made by the administration.

The Student Body has agreed upon dues of \$5.00 per semester. This money is allocated by the executive board of the Associated Students to the various student activities of the college.

These activities include dramatics, music, debate, all types of athletics, Associated Women Students, Associated Men Students, Women's Athletic Association, and all worth while activities on the campus that help in the development of college life in its many phases.

Upon payment of dues a student is issued an identification card which admits him to all student activities. Presentation of this card also entitles the holder to secure issues of the weekly college paper and one copy of the college yearbook.

1. For all regularly enrolled students the Associated Student Body dues are \$5.00 per semester.
2. For all students enrolled in 5 units or less, the Associated Student Body dues are \$2.50 per semester.

### **PHOTOGRAPHS**

For purposes of identification, each student will be photographed upon his first registration in the college.

### **TRANSFERS FROM OTHER COLLEGES**

Students who transfer from other colleges and universities must present a transcript of previous scholastic record. Glendale Junior College reserves the right to evaluate work completed in other colleges. Transfers with acceptable grades will be granted advanced standing in so far as the work completed corresponds with that of Glendale Junior College, or the lower division work offered in the University of California.



**ELIGIBILITY FOR COURSES*****On the Basis of High School Records***

A student with a high school record showing no more than two (2) subject deficiencies or four (4) grade deficiencies (based upon the University of California Admissions Plan) will be allowed to register in any course in the college which has no pre-requisite.

A student with a high school record showing more than two subject deficiencies or four grade deficiencies, but who has shown ability in any particular field, may take, *in that field*, any course that has no pre-requisite.

In the Art, Music, Social Arts, or Physical Education Departments, any student may register in courses which have no pre-requisite.

***On the Basis of Previous College Work***

See "Transfers from Other Colleges," page 25.

***On the Basis of Entrance Examinations***

The placement examinations which are required of all students upon entrance indicate the amount of knowledge and the kinds of ability a student has, upon which may depend his success in college work. Aided by the information derived from these tests, the counselors will assist the student in selecting a college program.

***On the Basis of Career Plans***

For students with definite plans to complete a career program in two years, the college offers a number of curricula in preparation for employment in specific occupations. For the student who plans to spend more than two years in career training, many courses are offered in preparation for advanced vocational study at other institutions. See page 22.

**ELIGIBILITY FOR LOWER DIVISION  
UNIVERSITY CURRICULA**

To be eligible for the courses in Glendale Junior College that are the equivalent of Lower Division University work, a student must have demonstrated by scholastic attainment that he is capable of pursuing the courses successfully.

The high school transcript will be evaluated on the basis of the requirements for admission to the University of California as follows:

1. Graduation from an accredited secondary school in California.
2. Completion of the subjects (a) to (f) as follows:

(a) History.....	1 unit
(b) English.....	3 units
(c) Mathematics (elementary algebra and plane geometry) .....	2 units
(d) Science: a third or fourth year subject with laboratory .....	1 unit
(e) Foreign Language (in one language).....	2 units
(f) Advanced Mathematics; or Chemistry or Physics (if not offered under (d); or additional foreign language in the language offered under (e) (if in another foreign lan- guage, 2 units will be required).....	1 unit

Subject requirements may be completed in either the junior or senior high school, or in a four-year high school. Grade requirements are based upon the grades obtained in the last three years of the high school course.

3. A graduate of an accredited high school in California shall present a properly certified high school record showing the completion of the subjects listed (a) to (f), and the grades obtained in each of them during his last three years in high school.

4. For admission to University Lower Division courses a student must have maintained an average grade of "B" in the subjects listed (a) to (f) which were taken in the last three years of the high school course. No grade of "D" may be included in computing this average.

Students who have fulfilled these requirements and who have maintained at least a "C" average at Glendale Junior College in courses numbered 1-49 inclusive may transfer to the University of California at the end of any semester.

A number of students come from high school without proper qualifications for admission to the University of California. High school deficiencies, if not too numerous, may be removed through work in the junior college: Work taken in junior college to make up high school deficiencies must be in the subjects in which the deficiencies occur. The completion of a junior college 3 unit course, numbered 1-49 inclusive, with a grade of "A," "B," or "C" will remove one high school deficiency. For example: To remove a high school deficiency in English, a student should enroll in a three unit English course, numbered from 1-49 inclusive, and receive a grade of "A," "B," or "C."

After removing the deficiencies in the high school record, a student may transfer to the University of California either by completing, in addition, 60 units with a "C" average, or by completing, in addition, at least 15 units with a grade average of 1.5 (C plus).

If a student enters Glendale Junior College with more than two subject deficiencies or more than four grade deficiencies, he is not eligible to take the University Lower Division courses in the fields of his deficiencies. Therefore, to be eligible to remove a high school deficiency in a department in which the deficiency occurs, a student must first prove his ability by passing a college course in that department (numbered 50-100) with a grade of "B" or better and the written recommendation of the instructor.

### GRADUATION REQUIREMENTS

Glendale Junior College grants the title of Associate of Arts. The rules of the State Board of Education state that the governing board of any junior college district shall confer the title of Associate of Arts upon any student who shall complete satisfactorily a two-year junior college curriculum of 64 semester units, including the following:

1. A major consisting of at least 20 semester units in a specified field of study.
2. Four semester units in health and physical education, as follows:
  - a. Two semester units in physical education, earned at the rate of  $\frac{1}{2}$  unit per semester, for a minimum of two periods of not less than 50 minutes per week, in directed physical education activities.
  - b. Two semester units in hygiene (community and personal) earned in a one semester course of two periods of not less than 50 minutes per week. (Hygiene 1).
3. Two semester units in the Constitution of the United States, including the study of American institutions and ideals.
  - a. Political Science 5, Political Science 55, or Political Science 3-4, at Glendale Junior College will meet this requirement.
4. Such requirements in oral and written English as may be established by the governing board.
  - a. The Glendale Junior College requires the satisfactory completion of six units of English.

## INSTRUCTIONAL OFFERINGS

Education beyond high school should include specialized study. At the time of entering junior college, the student should have chosen a definite goal toward which to work. Courses at Glendale Junior College are organized into curricula corresponding to fields of student interest. Each curriculum is carefully planned to provide training in a specific field, and also to offer opportunities for electives in other areas of personal interest.

The two year program of the Glendale Junior College includes definite training for many important fields of work in which there are employment opportunities today. For some of these fields, successful completion of a two year curriculum at the junior college will prepare for direct entrance into employment and for continued progress on the job. For other fields of work, further study at advanced institutions will be necessary in order to complete the required preparation. Completion of one of these curricula is recognized by a diploma of graduation from Glendale Junior College. Training curricula for various fields are listed and described in the following pages.

Courses marked with a star (★) are strongly recommended. The counselor should be consulted if other courses are substituted.

### AIR CORPS

Applicants for training as pilots and officers in the Air Corps of the United States Army or Navy must have graduated from junior college, or must have completed all lower division requirements at the university. The Navy requires that this preliminary training include plane and solid geometry, college algebra, physics, and trigonometry; these courses are advised for the Army Air Corps, but are not required. In addition, applicants must pass a rigid physical examination. Since these requirements may be changed from time to time, students are advised to secure the latest data directly from recruiting offices.

### ARCHITECTURE

Complete preparation in this field requires four to seven years of university training. Choice of this field demands unusual ability as well as a serious purpose and an interest in the profession as a life career.

Completion of the following curriculum will permit a student to enter the University of Southern California with full credit for the first two years of study in architecture.

High school preparation should include mechanical drawing, two units of high school French, plane geometry, and intermediate algebra. Freehand drawing and solid geometry are desirable.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	1/2	Physical Education.....	1/2
English 1, Freshman English....	3	English 2, Freshman English....	3
History 1, History of Western Europe .....	3	History 2, History of Western Europe.....	3
Art 5, Freehand Drawing.....	2	Art 6, Freehand Drawing.....	2
Art 3, Design and Color.....	2	Art 4, Design and Color.....	2
Hygiene 1, Health Education.....	2	Engineering 3, Descriptive Geo- metry.....	3
Mathematics 2, Trigonometry....	3	Mathematics 8, College Algebra 3	
Total .....	15 1/2	Total.....	16 1/2
THIRD SEMESTER	Unit	FOURTH SEMESTER	Units
Physical Education.....	1/2	Physical Education.....	1/2
Physics 5, General Physics.....	4	Physics 6, General Physics.....	4
Speech 3, Public Speaking.....	3	Speech 4, Public Speaking.....	3
Psychology 1, General Psychology.....	3	Political Science 5, American Political Ideals.....	2
Art 11, Watercolor.....	2	Mathematics 3, Plane Analytic Geometry.....	3
Art 34, Lettering.....	1	Economics 2, Principles of Economics.....	3
Economics 1, Principles of Economics.....	3	Total.....	15 1/2
Total.....	16 1/2	Total.....	15 1/2

### ARCHITECTURAL DRAFTING

This two-year curriculum prepares a student to enter employment as an architectural draftsman in the building construction field. The program follows the employment requirements of more than fifty nearby firms in the building trades. It also provides an excellent background for students who wish to enter the building construction field. Approximately one-half of the class time each semester of the two year program is devoted to the fundamentals of architectural design and to actual drafting practice.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	1/2	Physical Education.....	1/2
Engineering 71, Elementary Architectural Drafting.....	8	Engineering 72, Elementary Architectural Drafting.....	8
Mathematics.....	3	Mathematics.....	3
Commerce 57, English for Business.....	3	Engineering 8, Materials of Construction.....	2
Engineering 60, Engineering Calculations.....	1	Political Science 55, American Political Ideals.....	2
Art 34, Lettering.....	1	★Speech 50, Speech Improvement 1	
Total.....	16 1/2	Total.....	16 1/2

THIRD SEMESTER	Unit	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Engineering 73, Advanced Architectural Drafting.....	8	Engineering 74, Advanced Architectural Drafting.....	8
Home Arts 2, Interior Decoration.....	2	Hygiene 1, Health Education... 2	
★Botany 61, Landscape Design... 3		English 52, Reading and Thinking.....	3
★Geology 51, Earth Science..... 3		★Botany 62, Landscape Design... 3	
.....	16½	Total.....	16½

### ART

Training in art may lead to many types of employment. Positions available and opportunities for advancement will be determined by the training and ability of the applicant. The two-year curricula in art listed below are in the commercial field. Students transferring to professional art schools for advanced training will receive credit for courses taken at Glendale Junior College.

#### Advertising Art

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
Art 1, History of Art.....	3	Art 2, History of Art.....	3
Art 3, Design and Color.....	2	Art 4, Design and Color.....	2
Art 5, Freehand Drawing.....	2	Art 6, Freehand Drawing.....	2
Art 35, Elementary Advertising Art.....	2	Art 36, Elementary Advertising Art.....	2
English.....	3	English.....	3
★Commerce 71, Store Manage- ment and Merchandising.....	3	Art 34, Lettering.....	1
★Commerce 50, Typing for Personal Use.....	1	Hygiene 1, Health Education... 2	
Total.....	16½	★Speech 50, Speech Improvement 1	
		Total.....	16½
THIRD SEMESTER	Unit	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Art 7, Life—Elementary.....	2	Art 8, Life—Elementary.....	2
Art 11, Watercolor.....	2	Art 12, Watercolor.....	2
Art 37, Advanced Advertising Art.....	2	Art 38, Advanced Advertising Art.....	2
Political Science 55, American Political Ideals.....	2	Commerce 74, Advertising.....	2
Commerce 81, Theory and Problems of Marketing.....	3	★Psychology 51, Practical Appli- cations of Psychology.....	3
Commerce 75, Salesmanship.....	2	★Commerce 80, Non-Textiles, or Zoology 52, Biology and Man... 2-3	
★Commerce 79, Textiles; or Zo- ology 51, Biology and Man... 2-3		Elective.....	2-3
Total.....	15½-16½	Total.....	15½-16½

**Costume Design**

FIRST SEMESTER		<i>Unit</i>	SECOND SEMESTER		<i>Unit</i>
Physical Education.....	1/2		Physical Education.....	1/2	
Art 13, Costume Design.....	2		Art 14, Costume Design.....	2	
Art 3, Design and Color.....	2		Art 4, Design and Color.....	2	
Home Arts 11, Clothing.....	3		Home Arts 12, Clothing.....	3	
Home Arts 73, Pattern Construction.....	2		Home Arts 74, Pattern Construction.....	2	
English.....	3		English.....	3	
★Speech 50, Speech Improvement	1		Art 51, Art Appreciation.....	3	
Electives.....	3		Elective.....	1	
Total.....		16 1/2	Total.....		16 1/2
THIRD SEMESTER		<i>Unit</i>	FOURTH SEMESTER		<i>Units</i>
Physical Education.....	1/2		Physical Education.....	1/2	
Art 15, Stage Costume Design...	2		Art 16, Stage Costume Design...	2	
Art 11, Watercolor.....	2		Art, 12, Watercolor.....	2	
Commerce 79, Textiles.....	2		Psychology 51, Applied Psychology.....	3	
Hygiene 1, Health Education.....	2		Political Science 55, American Political Ideals....	2	
Electives.....	8		Electives.....	7	
Total.....		16 1/2	Total.....		16 1/2

**Fashion Illustration**

FIRST SEMESTER		<i>Unit</i>	SECOND SEMESTER		<i>Unit</i>
Physical Education.....	1/2		Physical Education.....	1/2	
Art 13, Costume Design.....	2		Art 14, Costume Design.....	2	
Art 5, Freehand Drawing.....	2		Art 6, Freehand Drawing.....	2	
Art 3, Design and Color.....	2		Art 4, Design and Color.....	2	
Art 7, Life—Elementary.....	2		Art 8, Life—Elementary.....	2	
Art 11, Watercolor.....	2		Art 12, Watercolor.....	2	
Art 34, Lettering.....	1		Art 51, Art Appreciation.....	3	
English.....	3		English.....	3	
Electives.....	2		Total.....		16 1/2
Total.....		16 1/2	THIRD SEMESTER		<i>Unit</i>
Physical Education.....	1/2		Physical Education.....	1/2	
Art 16, Costume Illustration.....	2		Art 17, Costume Illustration.....	2	
Art 35, Elementary Advertising Art.....	2		Art 36, Elementary Advertising Art.....	2	
Art 9, Life—Advanced.....	2		Art 10, Life—Advanced.....	2	
Art 1, History of Art.....	3		Art 2, History of Art.....	3	
Hygiene 1, Health Education.....	2		Psychology 51, Applied Psychology.....	3	
Electives.....	5		Political Science 55, American Political Ideals....	2	
Total.....		16 1/2	Electives.....	2	
FOURTH SEMESTER		<i>Units</i>	Total.....		16 1/2
Physical Education.....	1/2		Total.....		16 1/2

**A.B. Degree in Art**

Students who wish to continue art training at a university must fulfill the lower division requirements in their program at junior college. University requirements are listed on page 48ff. Students should confer with counselors to determine their qualifications to take lower division university courses. (See page 26.)

**AUTOMOTIVE MECHANICS**

The two-year curriculum in automotive mechanics is designed for students who wish to enter employment in the automotive industry upon graduation from junior college. Approximately one-third of the total class time each semester is spent in shop practice.

The curriculum may begin in the senior year of high school and be completed by one year at Glendale Junior College, or the two-year program may begin in junior college. The Automotive Shop practice and Theory courses are given in the high school shops.

High school preparation should include mechanical drawing, science, and mathematics. Elementary machine shop is strongly urged.

<b>FIRST SEMESTER</b>	<i>Unit</i>	<b>SECOND SEMESTER</b>	<i>Unit</i>
Physical Education.....	½	Physical Education.....	½
English.....	3	English.....	3
Engineering 81, Automotive Shop Practice and Theory.....	8	Engineering 82, Automotive Shop Practice and Theory.....	5
Electives.....	5	Electives.....	5
<hr/>		<hr/>	
Total.....	16½	Total.....	16½
<b>THIRD SEMESTER</b>	<i>Unit</i>	<b>FOURTH SEMESTER</b>	<i>Units</i>
Physical Education.....	½	Physical Education.....	½
Engineering 83, Advanced Automotive Shop Practice and Theory.....	8	Engineering 84, Advanced Automotive Shop Practice and Theory.....	8
Political Science 55, American Political Ideals.....	2	Hygiene I, Health Education.....	2
★Economics 61, Social and Economic Survey of the United States.....	3	Engineering 8, Materials of Construction.....	2
Electives.....	3	Electives.....	4
<hr/>		<hr/>	
Total.....	16½	Total.....	16½

**AVIATION DRAFTING**

Most opportunities for employment in aircraft construction require basic engineering training. Glendale Junior College provides a two-year curriculum in this field which emphasizes instruction in



the theory of aircraft design, practice in drafting detail, and skill in the reading of blue prints.

High school preparation should include mathematics, mechanical drawing, and machine shop. Machine shop is not offered at Glendale Junior College but may be secured at the Evening High School.

FIRST SEMESTER	<i>Unit</i>	SECOND SEMESTER	<i>Unit</i>
Physical Education.....	½	Physical Education.....	½
Aviation 71, Elementary		Aviation 72, Elementary	
Aircraft Design.....	8	Aircraft Design.....	8
Mathematics.....	3	Mathematics.....	3
English.....	3	Engineering 8, Materials	
Electives.....	2	of Construction.....	2
		English.....	3
Total.....	16½	Total.....	16½
THIRD SEMESTER	<i>Unit</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education.....	½	Physical Education.....	½
Aviation 73, Advanced		Aviation 74, Advanced	
Aircraft Design.....	8	Aircraft Design.....	8
Engineering 60, Engineering		Physics 51, Physical Principles	3
Computations.....	1	Speech 50, Speech Improvement	1
Hygiene 1, Health Education...	2	★Economics 61, Social and	
Political Science 55, American		Economic Survey of the	
Political Ideals.....	2	United States.....	3
Electives.....	3		
		Total.....	15½
Total.....	16½		

### COMMERCE AND BUSINESS

Glendale Junior College provides several curricula for students interested in preparing for a career within the general business field. A two-year training program is offered in each of the following divisions: Clerical, Secretarial, Merchandising, Finance and Accounting. Each curriculum includes basic study in business fundamentals, instruction in specific job skills, and a background of related courses of professional and personal value.

Students who wish advanced training in commerce at a university or college are offered several lower division curricula which meet university requirements.

Programs for Commerce and Business curricula are outlined below:

#### Clerical

This two-year curriculum will prepare students for general office work or clerical positions such as receptionist, file clerk, mail clerk, payroll clerk, switchboard operator, or office machine operator

(Comptometer or Monroe Calculator). Included in the curriculum are courses which emphasize the correct use of English, the ability to write effective letters, typing of business letters and reports, bookkeeping and office procedures.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
Commerce 57, English for Business, or Commerce 59, Readings in Business.....	3	Commerce 58, Writing for Business.....	3
Commerce 55A, Office Practice	4	Commerce 60, Business Mathematics.....	2
Commerce 51, Beginning Typing	3	Commerce 55B, Office Practice	4
Hygiene 1, Health Education....	2	Commerce 52, Intermediate Typing.....	3
Electives.....	4	Electives.....	4
<hr/>		<hr/>	
Total.....	16½	Total.....	16½
THIRD SEMESTER	Unit	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Commerce 56A, Advanced Office Practice.....	4	Commerce 56B, Advanced Office Practice.....	4
Commerce 51A, Advanced Typing.....	2	Commerce 51B, Advanced Typing.....	2
Commerce 61, Bookkeeping.....	4	Commerce 62, Bookkeeping....	4
Electives.....	6	Political Science 55, American Political Ideals.....	2
<hr/>		Electives.....	4
Total.....	16½	<hr/>	
		Total.....	16½

### Secretarial

Preparation for employment in the secretarial field today emphasizes a broad general educational background as well as a mastery of certain professional skills. The two-year secretarial curriculum offers complete training in the essential skills, and additional opportunities for an enriched program of college study. Courses in literature, economics, and sociology are suggested as possible electives. Electives may also be chosen in music, art, science, or home economics.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
Commerce 53, Beginning Shorthand.....	5	Commerce 54, Intermediate Shorthand.....	5
Commerce 51, Beginning Typing.....	3	Commerce 52, Intermediate Typing.....	3
Commerce 57, English for Business or Commerce 59, Readings in		Commerce 58, Writing in Business.....	3
		Commerce 62, Bookkeeping	

Business.....	3		
Commerce 61, Bookkeeping			
or			
Economics 14, Accounting		Economics 15, Accounting	
Principles.....	4-3	Principles.....	4-3
Elective.....	1-2	Elective.....	1-2
		Total.....	16½
Total.....	16½		
<b>THIRD SEMESTER</b>	<i>Unit</i>	<b>FOURTH SEMESTER</b>	<i>Units</i>
Physical Education.....	½	Physical Education.....	½
Commerce 53A, Advanced		Commerce 53B, Advanced	
Shorthand.....	4	Shorthand.....	4
Commerce 51A, Advanced		Commerce 51B, Advanced	
Typing.....	2	Typing.....	2
Commerce 55A, Office Practice..	4	Commerce 55B, Office Practice	4
Hygiene 1, Health Education....	2	Political Science 55, American	
Commerce 67, Law for the		Political Ideals.....	2
Layman.....	3	Electives.....	4
Elective.....	1		
		Total.....	16½
Total.....	16½		

### Merchandising

The merchandising curriculum is designed to assist students who are seriously interested in preparing for careers in the distributive industries, including retail and wholesale selling, retail store management, advertising and warehousing.

The two-year program particularly emphasizes training preparatory for employment in retail selling and retail store management, although broad fundamental business and related courses are included. During the second year of training, actual on-the-job selling is possible under the supervision of the Coordinator of Merchandising. Cooperation by local business houses will permit four to six hours of selling experience per week for each student.

<b>FIRST SEMESTER</b>	<i>Unit</i>	<b>SECOND SEMESTER</b>	<i>Unit</i>
Physical Education.....	½	Physical Education.....	½
Commerce 61, Bookkeeping.....	4	★Commerce 62, Bookkeeping.....	4
Commerce 60, Business		Commerce 71, Store	
Mathematics.....	2	Management.....	2
Commerce 75, Salesmanship.....	2	★Geography 55, Economic	
★Commerce 51, Typing.....	3	Geography.....	3
Commerce 59, Readings in		Hygiene 1, Health Education....	2
Business or		Political Science 55, American	
Commerce 57, English for		Political Ideals.....	2
Business.....	3	Commerce 58, Writing in	
Electives.....	2	Business.....	3
Total.....	16½	Total.....	16½

THIRD SEMESTER	<i>Unit</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education.....	½	Physical Education.....	½
Commerce 81, Marketing.....	3	Commerce 67, Law for the Layman.....	3
Commerce 77, Supervised Selling.....	6	Commerce 79A, Non-Textiles.....	2
Commerce 79, Textiles.....	2	Commerce 74, Principles of Advertising.....	2
Speech 50, Speech Improvement	1	Psychology 51, Applied Psychology.....	3
Social Arts 31, Modes and Manners.....	1	Art 51, Art Survey.....	3
Electives.....	3	Electives.....	3
Total.....	16½	Total.....	16½

The field of merchandising or selling applies to many different types of goods and services: Consumer goods, such as food, clothing, furniture; industrial goods, such as metals, machinery, chemicals, and lumber; services, such as life insurance and securities. Students who choose his two-year curriculum should take as electives courses which will provide a good background for the particular field chosen. For example, chemistry and physics courses should be elected as a background for the industrial goods field.

### **Finance and Accounting**

The finance and accounting curriculum provides training for employment in banks, in accounting departments of business firms, and as a junior accountant in the public accounting field. This curriculum is offered for students who have a definite interest in this type of office work, and who are willing to make the intensive study necessary in a two-year preparation.

FIRST SEMESTER	<i>Unit</i>	SECOND SEMESTER	<i>Unit</i>
Physical Education.....	½	Physical Education.....	½
Commerce 61, Bookkeeping.....	4	Commerce 62, Bookkeeping.....	4
Commerce 68, Business Law.....	3	Commerce 69, Business Law.....	3
Commerce 59, Readings in Business or Commerce 57, English for Business.....	3	Hygiene 1, Health Education.....	2
Speech 50, Speech Improvement	1	Political Science 55, American Political Ideals.....	3
★Commerce 60, Business Mathematics.....	2	★Commerce 58, Writing in Business.....	3
★Commerce 51, Beginning Typing.....	3	Electives.....	2
Total.....	16½	Total.....	16½
THIRD SEMESTER	<i>Unit</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education.....	½	Physical Education.....	½
Commerce 90, American		Commerce 95, Investments.....	2

Financial Institutions.....	2	★Geography 55, Economic	
Commerce 81, Marketing.....	3	Geography.....	3
Commerce 63, Advanced		★Commerce 56, Office Practice.....	4
Accounting.....	3	★Social Arts 31, Modes and	
★Commerce 71, Store		Manners.....	1
Management.....	3	Electives.....	6
★Commerce 55, Office Practice.....	4	Total.....	16½
Total.....	15½		

### B.S. Degree in Commerce and Business Administration

For advanced training at the university leading to a degree in commerce, the following requirements must be met in the lower division:

#### University of California (Berkeley).

##### College of Commerce

##### a. General University Requirements:

English Subject A  
Physical Education..... 2 units

b. *Foreign Language*—One foreign language..... 12 units

##### c. *Mathematics*:

Mathematics of Finance..... 3 units

In addition, Plane Geometry and Algebra. The prerequisite for Mathematics of Finance is Mathematics 1 (Intermediate Algebra) or two years of high school algebra. The Mathematics of Finance requirements may be deferred until the junior year at the university.

d. *Natural Science*..... 9 units

High School Physics	Geology 1, 2
High School Chemistry	Paleontology 1
Astronomy 1	Physics 1-2, 3-4, 5-6
Botany 1, 2	Zoology 1-2, 3
Chemistry 1-2, 3, 4, 5, 6, 11-12	

e. *English or Public Speaking*..... 6 units

English 1-2 or Speech 3-4

f. *History or Political Science*..... 6 units

History 1-2, History 3-4, Political Science 1-2 or  
Political Science 3-4

g. *Geography*..... 6 units

Geography 1-2

h. <i>Economics</i> .....	6 units
Economics 1-2	
Elementary Statistics is also a requirement but may be deferred until the junior year at the university.	
i. <i>Electives</i> .....	10 units
<b>TOTAL</b> .....	<b>60 units</b>

The following curriculum will meet the requirements for the Junior Certificate in Commerce at the University of California at Berkeley. It presupposes the completion in high school of 2 years of foreign language, 2 years of algebra, and either high school chemistry or physics.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
English 1, Freshman English....	3	English 2, Freshman English....	3
Foreign Language.....	5	Foreign Language.....	3
Geography 1, Elements of		Geography 2, Regional	
Geography.....	3	Geography.....	3
<sup>1</sup> Economics 10, Economic		<sup>1</sup> Economics 11, Economic His-	
History of Europe.....	3	tory of the United States.....	3
Hygiene 1, Health Education....	2	Mathematics 2, Trigonometry....	3
		Political Science 5, American	
		Political Ideals.....	2
Total.....	16½	Total.....	17½

THIRD SEMESTER	Unit	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Economics 1, Principles of		Economics 2, Principles of	
Economics.....	3	Economics.....	3
<sup>2</sup> Economics 14, Elements of		<sup>2</sup> Economics 15, Elements of	
Accounting, or		Accounting, or	
Law 18, Commercial Law....	3	Law 19, Commercial Law....	3
Science.....	3	Science.....	3
<sup>3</sup> Social Science.....	3	<sup>3</sup> Social Science.....	3
Electives.....	4	Electives.....	4
Total.....	16½	Total.....	16½

<sup>1</sup> Economics 10 or 11 may be offered in substitution for Mathematics of Finance. This mathematics requirement may be deferred until the junior year.

<sup>2</sup> Neither Economics 14 nor Law 18 are required for the Junior Certificate in Commerce. However, both of these courses are required for graduation. It is advisable that at least one of them be taken as an elective in the first two years.

<sup>3</sup> The Student is required to select either History 1-2, History 3-4, Political Science 1-2, or Political 3-4.

**University of California at Los Angeles,  
College of Business Administration**

- a. *General University Requirements:*  
English Subject A  
Physical Education  
Military Science and Tactics (men)  
(Note: If a student completes 2 years' work in a Junior College, he is exempt from this requirement, but must elect 6 other units.)
- b. *Either Foreign Language or Natural Science:*  
Foreign Language—At least 16 units in one foreign language or  
Natural Science—At least 14 units chosen from the following list, including not less than 4 units of college courses with laboratory work. (Courses marked with an asterisk (\*) meet the laboratory requirement.)  
High School Chemistry  
High School Physics  
Chemistry 11-12\*  
Physics 5-6\*  
Zoology 1\*  
Botany 1\*  
Astronomy 1  
Zoology 3  
Geology 1-2 (by petition)
- c. *Social Science:*  
At least 6 units in social science chosen from the following:  
Political Science 3-4  
History 1-2  
Psychology 1-2
- d. *Required Courses:*  
Economics 1-2  
Economics 14-15  
English 1  
Geography 1-2  
Mathematics 8  
Mathematics of Finance (May be deferred until junior year)  
Speech 3
- e. *Electives*  
Electives should be chosen to complete a minimum of 64 units.

The following curriculum will meet the requirements for the Junior Certificate in Business Administration at the University of California at Los Angeles. It presupposes the completion in high school of 2 years of algebra, and either high school chemistry or physics.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
English 1, Freshman English....	3	English 2, Freshman English....	3
Foreign Language.....	5	Foreign Language.....	5
Geography 1, Elements of Geography.....	3	Geography 2, Regional Geography.....	3
<sup>1</sup> Social Science.....	3	<sup>1</sup> Social Science.....	3
Hygiene 1, Health Education....	2	Mathematics 2, Trigonometry....	3
Total.....	16½	Total.....	17½
THIRD SEMESTER	Unit	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Foreign Language.....	3	Foreign Language.....	3
Economics 1, Principles of Economics.....	3	Economics 2, Principles of Economics.....	3
Economics 14, Elements of Accounting.....	3	Economics 15, Accounting Principles.....	3
Economics 11, Economic His- tory of the United States.....	3	Speech 3, Public Speaking.....	3
Political Science 5, American Political Ideals.....	2	Mathematics 8, College Algebra 3 Electives.....	1
Electives.....	2	Total.....	16½
Total.....	16½		

Note: In the curriculum listed above the student may substitute courses in Natural Science in place of the Foreign Language courses.

**University of Southern California, College of Commerce  
and Business Administration, School of Merchandising**

There are many different curriculum programs possible in the commerce field at the University of Southern California. Students who wish to complete their work at that institution should carefully consult the university catalog.

**COSMETOLOGY**

The requirements in this curriculum are set up by the State Board of Cosmetology. Sixteen hundred class hours in subjects related to cosmetology are necessary before a student may take the Board Examination.

<sup>1</sup>The Student is required to select either History 1-2, History 3-4, Political Science 3-4, or Psychology 1-2.



The curriculum may begin in the senior year of high school and be completed by one year at Glendale Junior College, or the two-year program may begin in the junior college. The basic courses in Cosmetology Practice and Theory are given in the Cosmetology Department of Glendale High School.

FIRST SEMESTER	Unit	SECOND SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
English.....	3	English.....	3
Home Arts 81, Cosmetology Practice and Theory.....	8	Home Arts 82, Cosmetology Practice and Theory.....	8
Electives.....	5	Electives.....	5
<hr/>		<hr/>	
Total.....	16½	Total.....	16½
THIRD SEMESTER	Unit	FOURTH SEMESTER	Unit
Physical Education.....	½	Physical Education.....	½
Home Arts 83, Advanced Cosmetology Practice and Theory.....	8	Home Arts 84, Advanced Cosmetology Practice and Theory.....	8
Political Science 55, American Political Ideals.....	2	Hygiene 1, Health Education....	2
Electives.....	6	Electives.....	6
<hr/>		<hr/>	
Total.....	16½	Total.....	16½

### ■ DENTISTRY ■

Most standard dental colleges require two years of preliminary academic training. The University of California College of Dentistry requires a candidate to meet the regular requirements for junior standing in the College of Letters and Science. (See pages 50-51.) The University of Southern California College of Dentistry requires the candidate to complete not fewer than sixty semester units of satisfactory ("C" average) lower division work, preceded by a high school course acceptable for admission to freshman standing in the College of Letters, Arts, and Sciences at the University of Southern California, or to any other college of approved standing.

High school preparation should include: English, 3 years; history, 1 year; mathematics, 3 years; chemistry, 1 year; physics, 1 year; mechanical drawing, 1 year; foreign language (French or German), 3 years.

The completion of three years of foreign language in the high school will reduce the language units listed below so that the student will be able to include elective courses in his program.

Before arranging their pre-dental program, students should consult the catalog of the college which they expect to attend.

FIRST SEMESTER	<i>Unit</i>	SECOND SEMESTER	<i>Unit</i>
Physical Education.....	$\frac{1}{2}$	Physical Education.....	$\frac{1}{2}$
Chemistry 1, General Chemistry	5	Chemistry 2, General Chemistry	5
Physics 5, General Physics.....	4	Physics 6, General Physics.....	4
French 1, Elementary French		French 2, Elementary French	
	or		or
German 1, Elementary German	5	German 2, Elementary German	5
Mathematics.....	3	Hygiene 1, Health Education....	2
Total.....	17 $\frac{1}{2}$	Total.....	16 $\frac{1}{2}$
THIRD SEMESTER	<i>Unit</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education.....	$\frac{1}{2}$	Physical Education.....	$\frac{1}{2}$
Zoology 1, General Zoology.....	4	Zoology 2, General Zoology.....	4
Chemistry 5, Organic Chemistry	3	Chemistry 6, Organic Chemistry	3
French 3, Intermediate French		French 4, Intermediate French	
	or		or
German 3, Intermediate German	3	German 4, Intermediate German	3
English 1, Freshman English....	3	English 2, Freshman English....	3
Political Science 3, American		Political Science 4, American	
Government.....	3	Government.....	3
Total.....	16 $\frac{1}{2}$	Total.....	16 $\frac{1}{2}$

### ENGINEERING

An engineering career usually requires a four-year study program, with graduation from a college or university offering advanced work in engineering. If the high school preparation has met the university entrance requirements, satisfactory completion of the following two-year engineering curriculum at the Glendale Junior College will permit the students to enroll in the university and to complete the necessary training in two additional years.

High school preparation should include the completion (with recommended grades) of Algebra, plane geometry, advanced algebra, trigonometry, solid geometry, chemistry, physics, mechanical drawing, history, English (3 years), and foreign language (2 years).

There are many branches in the field of engineering, but the preparation during the first two years of training is very much the same for all fields. However, certain specific courses should be taken for each of the different fields. Provision is made for these special courses in the electives listed in the curriculum outline.

FIRST SEMESTER	<i>Unit</i>	SECOND SEMESTER	<i>Unit</i>
Physical Education.....	$\frac{1}{2}$	Physical Education.....	$\frac{1}{2}$
Chemistry 1, General Chemistry	5	Chemistry 2, General Chemistry	5
Physics 1, General Physics.....	3	Physics 2, General Physics.....	3
Mathematics 3, Plane		Mathematics 4, Differential	
Analytic Geometry.....	3	Calculus.....	3

Engineering 6, Plane Surveying.....	3
Hygiene 1, Health Education....	2
<b>Total</b> .....	<b>16½</b>

Engineering 7, Plane Surveying.....	3
Political Science 5, American Political Ideals.....	2
<b>Total</b> .....	<b>16½</b>

THIRD SEMESTER	Units
Physical Education.....	½
English 1, Freshman English....	3
Physics 3, General Physics.....	3
Mathematics 5, Integral Calculus, Solid Analytical Geometry and Infinite Series.....	3
Engineering 3, Descriptive Geometry.....	3
Electives.....	4
<b>Total</b> .....	<b>16½</b>

FOURTH SEMESTER	Units
Physical Education.....	½
English 2, Freshman English....	3
Physics 4, General Physics.....	3
Mathematics 6, Integral Calculus, Solid Analytical Geometry and Infinite Series.....	3
Engineering 8, Materials of Construction.....	2
Electives.....	5
<b>Total</b> .....	<b>16½</b>

Students in mining, metallurgical, or petroleum engineering should elect Chemistry 3-4, Quantitative Analysis.

Students in petroleum, or sanitary and municipal engineering must take Chemistry 5-6, Organic Chemistry.

All students in civil and mining engineering should elect Geology 1-2, Physical and Historical Geology.

### HOME ARTS

The curriculum in home arts offers training in home management, creative design in the home, and understanding of the problems of marriage and family relationships. The two-year program includes many opportunities for electives of personal interest, as well as training in the basic fields of home economics and social arts.

FIRST SEMESTER	Units
Physical Education.....	½
English.....	3
Home Arts 21 or 61, Elementary Food Study.....	3
Home Arts 1, The American Home.....	2
Art 3, Design and Color.....	2
Commerce 79, Textiles.....	2
Hygiene 1, Health Education....	2
Electives.....	2
<b>Total</b> .....	<b>16½</b>

SECOND SEMESTER	Units
Physical Education.....	½
English.....	3
Home Arts 22 or 62, Elementary Food Study.....	3
Home Arts 4, Handicrafts.....	2
Art 51, Art Survey.....	3
Commerce 91, Managing Personal Finances.....	2
Electives.....	3
<b>Total</b> .....	<b>16½</b>

THIRD SEMESTER	Units
Physical Education.....	½
Home Arts 11, Clothing.....	3

FOURTH SEMESTER	Units
Physical Education.....	½
Home Arts 12, Clothing.....	3

Social Arts 2, Interior Decoration.....	2
Home Arts 25, Elements of Nutrition.....	2
Home Arts 60, Marriage and the Home.....	3
Electives.....	6
<b>Total.....</b>	<b>16½</b>

Psychology 51, Practical Appli- cations of Psychology.....	3
Home Arts 64, Child Growth and Development.....	2
Home Arts 65, Domestic Management.....	2
Political Science 55 or 5, American Political Ideals.....	2
Electives.....	4

**Total.....16½**

### JOURNALISM

The journalism curricula at Glendale Junior College are based on two assumptions: (1) that some students are preparing to seek jobs after the completion of two years at junior college, and (2) that other students are preparing to enter a college or university school of journalism which is a member of the American Association of Schools and Departments of Journalism.

In either case the student is urged to gain specific knowledge of social, industrial, and political principles, as well as to acquire technical ability in journalism.

The following curriculum is suggested for students who plan to seek work after two years at junior college.

FIRST SEMESTER	Units
Physical Education.....	½
English.....	3
Journalism 61, Copy Reading.....	3
Hygiene 1, Health Education.....	2
History.....	3
★Photography.....	2
Electives.....	3
<b>Total.....</b>	<b>16½</b>

SECOND SEMESTER	Units
Physical Education.....	½
English.....	3
Journalism 62, Newspaper Problems.....	3
Political Science 55 or 5, American Political Ideals.....	2
History.....	3
★Law.....	3
Electives.....	2
<b>Total.....</b>	<b>16½</b>

THIRD SEMESTER	Units
Physical Education.....	½
English.....	3
Economics.....	3
Journalism 1, Introduction to Journalism.....	2
★Geography.....	3
★Philosophy or	
★Political Science.....	3
Electives.....	2
<b>Total.....</b>	<b>16½</b>

FOURTH SEMESTER	Units
Physical Education.....	½
English.....	3
Economics.....	3
Journalism 2, Newspaper Reporting.....	2
★Geography.....	3
★Philosophy or	
★Political Science.....	3
Electives.....	2
<b>Total.....</b>	<b>16½</b>

Students who plan to transfer to a college or university should follow the curriculum outlined below.

High school preparation should include: English, 3 years; history, 1 year; algebra, 1 year; geometry, 1 year; foreign language, 2 to 4 years; chemistry or physics, or both.

FIRST SEMESTER	<i>Units</i>	SECOND SEMESTER	<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
English 1, Freshman English....	3	English 2, Freshman English....	3
Foreign Language.....	3-5	★Foreign Language .....	3-5
Science.....	4	Science.....	4
Journalism 1, Introduction to Journalism.....	2	Journalism 2, Newspaper Reporting .....	2
Hygiene 1, Health Education....	2	Political Science 5, American Political Ideals.....	2
Electives.....	2-0	Electives.....	2-0
Total.....	16 1/2	Total.....	16 1/2
THIRD SEMESTER	<i>Units</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
English 5, Survey of English Literature.....	3	English 6, Survey of English Literature.....	3
Economics 1, Principles of Economics.....	3	Economics 2, Principles of Economics.....	3
★Foreign Language, or ★Science.....	3	★Foreign Language, or ★Science.....	3
Philosophy 3, History of Philosophy.....	3	Philosophy 4, History of Philosophy.....	3
Journalism 61, Copy Reading....	3	Journalism 62, Newspaper Problems.....	3
Electives.....	1	Electives.....	1
Total.....	16 1/2	Total.....	16 1/2

### LAW

Students planning to study law should take a general course in Letters and Science or Liberal Arts, and in particular, courses in political science, social science, and English. Those who plan to enter Stanford, the University of California, or the University of Southern California should satisfy the regular lower division requirements for these schools. (See pages 48ff.) The State law requires a minimum of two years of pre-legal study as a prerequisite to the study of law. However, the University of California and the University of Southern California require three years before a student may enter law school, and Stanford requires an A.B. degree.

High school preparation for the following curriculum should include: English, 3 years; history, 1 year; foreign language, 2 years; algebra, geometry, chemistry, and physics.

FIRST SEMESTER		SECOND SEMESTER	
	<i>Units</i>		<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
English 1, Freshman English.....	3	English 2, Freshman English.....	3
Foreign Language .....	5	Foreign Language .....	5
History 1, History of Western Europe.....	3	History 2, History of Western Europe.....	3
Political Science 3, American Government.....	3	Political Science 4, American Government.....	3
Electives.....	2	Hygiene 1, Health Education.....	2
<hr/>		<hr/>	
Total.....	16 1/2	Total.....	16 1/2
THIRD SEMESTER		FOURTH SEMESTER	
	<i>Units</i>		<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
Science.....	3	Science.....	3
Economics 1, Principles of Economics.....	3	Economics 2, Principals of Economics.....	3
Speech 3, Public Speaking.....	3	Speech 4, Public Speaking.....	3
Foreign Language, or Mathematics, or Philosophy 3, History of Philosophy.....	3	Foreign Language, or Mathematics, or Philosophy 4, History of Philosophy.....	3
Electives.....	4	Electives.....	4
<hr/>		<hr/>	
Total.....	16 1/2	Total.....	16 1/2

### LIBERAL ARTS (A)

Students who desire a general cultural education without specific preparation for any one career may select a two-year curriculum especially designed for this purpose. This curriculum does not prepare for advanced study at a university. Specific courses in the fields of social science and science may be chosen according to individual student interests.

FIRST SEMESTER		SECOND SEMESTER	
	<i>Units</i>		<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
English 51, Language & Life.....	3	English 52, Reading & Thinking 3	3
Social Science .....	3	Social Science .....	3
Science .....	3	Science .....	3
Hygiene 1, Health Education.....	2	Political Science 5 or 55, American Political Ideals.....	2
Speech 50, Speech Improvement	1	Commerce 50, Typing for Personal Use .....	1
Electives.....	4	Electives.....	4
<hr/>		<hr/>	
Total.....	16 1/2	Total.....	16 1/2
THIRD SEMESTER		FOURTH SEMESTER	
	<i>Units</i>		<i>Units</i>
Physical Education.....	1/2	Physical Education.....	1/2
English 66, Modern Periodical Literature.....	2	English 68, Independent Reading .....	2

Music 53, History & Appreciation of Music.....	3	Art 51, Art Survey.....	3
Philosophy 51, Social Ethics.....	3	Psychology 51, Practical Applications of Psychology....	3
Electives.....	8	Electives.....	8
Total.....	16½	Total.....	16½

### LIBERAL ARTS (B)

Students who plan to continue in Liberal Arts study leading to graduation from a college or university may complete their first two years of work at Glendale Junior College. Courses which are accepted for university credit are numbered from 1 to 49 in this catalog. (See page 26 for eligibility to take such courses.)

In order to transfer to a college or university with junior standing, a student must complete sixty hours of work. In addition, every college or university sets up certain subject requirements which must be completed during the first two years.

Upper division study in Liberal Arts requires specialization in a major field. Beginning courses in this special field should be included in the student's lower division program. (See page 52.)

Every student should choose at the earliest possible moment the college or university which he plans to attend. Each institution differs somewhat in its requirements for entrance or transfer, for junior standing, and for major requirements. The student's lower division program should be planned in terms of the requirements of the school to which he intends to transfer. Counselors will assist in planning each semester's program, but the student is held responsible for studying carefully the catalog of the college which he plans to attend.

The lower division requirements of the large universities of the state are listed below:

#### ***University of California at Berkeley and and University of California at Los Angeles***

The requirements for junior standing in the College of Letters and Science are as follows:

*First*, the completion of not less than sixty units of college work.

*Second*, the fulfillment of the following general and specific requirements:

a. *General University Requirements:*

Subject A

Physical Education

Military Science and Tactics (men)..... 6 units

(Note: If a student completes 2 years' work in a Junior College he is exempt from this requirement but must elect 6 other units.)

b. *Foreign Language*

At least 15 units in not more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of three units of this requirement.

c. *Mathematics*

Elementary algebra and plane geometry. The algebra requirement should be fulfilled in the high school; students who have not had geometry may take Mathematics 50 at Glendale Junior College. No university credit is given for them.

d. *Natural Science*

At least 12 units, including at least one course in a laboratory science. (6 hours of laboratory work). The choice of sciences should be made from the following list:

High School Physics\* 3 units (1 high school credit).

High School Chemistry\* 3 units (1 high school credit).

Astronomy 1

Botany 1\*, 2\*

Chemistry 1\*, 2\*, 3\*, 4\*, 5\*, 6\*, 11-12\*

Geology 1, 2

Paleontology 1

Physics 1-2\*, 3-4\*, 5-6\*

Zoology 1\*, 2\*, 3

(\*)Laboratory science courses.

e. *Additional*

A year course (of at least six units) in *each* of *three* of the *five* following groups:

1. English or Public Speaking

English 1-2

Speech 3-4

2. Foreign Language

This requirement is in addition to the regular requirement of 15 units. College work in French, German, or Spanish will satisfy this requirement. This may be satisfied in whole or part in the high school provided the language be Latin.



## 3. Mathematics

Any six units from the following: 2, 3, 4, 5, 6, 8. High school plane trigonometry and plane analytic geometry will be accepted in partial satisfaction of this requirement, each to count for two units.

## 4. Social Sciences

Economics 1-2

Geography 1-2

History 1-2

History 3-4

Political Science 1-2

Political Science 3-4

Psychology 1-2

## 5. Philosophy

Philosophy 3-4

The work offered in satisfaction of requirement (e) must consist of subjects of college grade, except as otherwise provided.

**University of Southern California**

The lower division curriculum as offered in the College of Letters, Arts, and Sciences includes the following:

- |    |  |          |
|----|--|----------|
| a. | <i>American Political Institutions</i> .....   | 2 units  |
|    | Political Science 5  |          |
| b. | <i>Art Appreciation or Music Appreciation</i> .....  | 2 units  |
|    | Students who transfer with sixty or more units of advanced standing may substitute two units of electives in fine arts or music. |          |
| c. | <i>English</i> .....   | 6 units  |
|    | English 1-2  |          |
| d. | <i>Foreign Language</i> —One foreign language.....   | 12 units |
|    | Each year of a foreign language in high school will be accepted in fulfillment of three units of this requirement.               |          |
| e. | <i>General Studies</i> .....   | 15 units |
|    | 1. Principles of Learning.....   | 1 unit   |
|    | Students who transfer with twenty-eight or more units of advanced standing will be excused from this requirement.                |          |

- |    |   |          |
|----|---|----------|
| 2. | Man and Civilization.....   | 8 units  |
|    | Students who transfer with sixty or more units of advanced standing may substitute six units of social studies, and two units of electives.   |          |
| 3. | Problems of Human Behavior.....   | 3 units  |
|    | Students who transfer with sixty or more units of advanced standing may substitute three units of psychology.   |          |
| 4. | Problems of Modern Society.....   | 3 units  |
|    | Students who transfer with sixty or more units of advanced standing may substitute three units in economics, sociology, or political science (but not the course used to satisfy the requirement in American Political Institutions). |          |
| f. | <i>Literature</i> .....   | 4 units  |
|    | The work may be taken in English, American, or comparative literature.  |          |
| g. | <i>Physical Education</i>   |          |
|    | Physical Education—Four semesters.<br>Hygiene 1   |          |
| h. | <i>Sciences</i> .....   | 11 units |
|    | Chemistry and physics in the third or fourth year of the high school will each be accepted in fulfillment of three units of this requirement.   |          |

### **Stanford University**

The work of the lower division is divided into three groups. Every student is required to take at least ten units (fifteen quarter units) in each of these groups during the first two years in the university.

Group I. *Arts and Letters*

English, Foreign Language, Music, and Art

Group II. *Natural Sciences and Mathematics*

Group III. *Social Sciences*

History, Political Science, Economics, and Philosophy

Two years of physical education are required of all students. Students transferring from other institutions with advanced standing will be relieved from such of the group requirements of the Lower Division as, in the judgement of the Committee on Lower Division Administration, they have substantially completed elsewhere.

**Lower Division Requirements—Major Fields**

Below are given lower division requirements for major fields at the University of California at Berkeley and at Los Angeles. For major requirements at other institutions, see their catalogs.

<i>University Major</i>	<i>Required</i>	<i>Recommended</i>
Art	Art 1-2, 3-4, 5-6.	
Botany	Botany 1-2. Chemistry 1-2, 5-6.	French, German and elementary courses in other biological sciences.
Chemistry	Chemistry 1-2, 3-4, 5-6. Physics 1-2, 3-4. Mathematics 3-4, 5-6. Reading knowledge of German.	
Economics	Economics 1-2.	Economics 10 or 11. Economics 14-15. An introductory course in another social science (6 units).
English	English 1-2, 5-6.	Foreign Language. Philosophy 3-4.
French	French 1-2, 3-4.	History 1-2. Philosophy 3-4.
Geography	Geography 1, 2.	Geology 1. Botany 1-2. Chemistry 1-2.
Geology	Geology 1-2. Chemistry 1-2. Physics 5-6. Engineering 6-7, 1. Mathematics 2. Art 5-6.	French and German.
German	German 1, 2, 3, 4.	

History	History 1-2. Economics 1 or Geography 1	History 3-4.
Journalism	History 1-2. Political Science 1-2. Economics 1-2. Philosophy 3-4. English 1-2.	
Mathematics	Mathematics 1, 2, 3, 4, 5, 6, 8.	
Music	Music 1-2, 3-4, 5-6, 7-8.	
Paleontology	Paleontology 1. Geology 1-2. Botany 1-2 or Zoology 1-2.	Chemistry 1-2. French and German.
Philosophy	Philosophy 3-4	
Physical Education	Chemistry 1. Psychology 1. Zoology 3 or Zoology 1.	Speech 1-2. Speech 3-4. Hygiene 1. Psychology 2.
Physics	Physics 1-2, 3-4. Chemistry 1-2. Mathematics 2, 3, 4, 5, 6.	Mathematics 8. French and German.
Political Science	Political Science 1-2. Political Science 3-4. One of the following: Economics 1-2. Geography 1-2. History 1-2. History 3-4.	
Psychology	Psychology 1-2. Zoology 1-2.	French and German. Chemistry and Physics.

Spanish	Spanish 1, 2, 3, 4. Reading knowledge of Latin.	
Speech	Speech 1, 2, 3, 4.	
Zoology	Zoology 1-2. H. S. Chemistry or Chemistry 1.	Chemistry 2, 5-6. French and German. Elementary courses in other biological sci- ences.

### MACHINE SHOP

The two-year curriculum in machine shop prepares a student for employment as a machinist's helper, a machinist's apprentice, a machine tool operator, or a craftsman in the mechanics field. The kind of position available and the opportunities it offers for advancement will be determined by the degree of skill and ability possessed by the applicant as a result of his training. The two-year preparation includes training in the fundamental operation of the standard machine tools used in industry and also in the proper use of hand tools used by machinists.

The curriculum may begin in the senior year of high school and may be completed by one year at Glendale Junior College, or the two year program may begin in the junior college. The basic courses in Machine Shop Practice and Theory are given in the high school shops.

High school preparation should include mechanical drawing, science, mathematics, and industrial arts courses.

FIRST SEMESTER	<i>Units</i>	SECOND SEMESTER	<i>Units</i>
Physical Education.....	1/2	Physical Education.....	1/2
Engineering 85, Machine Shop Practice and Theory.....	8	Engineering 86, Machine Shop Practice and Theory.....	8
English.....	3	English.....	3
Electives.....	5	Engineering 1, Instrumental Drawing.....	3
Total.....	16 1/2	Electives.....	2
		Total.....	16 1/2
THIRD SEMESTER	<i>Units</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education.....	1/2	Physical Education.....	1/2
Engineering 87, Advanced Ma- chine Shop Practice & Theory	8	Engineering 88, Advanced Ma- chine Shop Practice & Theory	8

Political Science 55,	Hygiene 1, Health Education....	2
American Political Ideals.....	Engineering 8, Materials	
★Economics 61, Social and Eco-	of Construction.....	2
nomie Survey of the United	Electives.....	4
States.....		
Electives.....	Total.....	16½
Total.....		16½

### MEDICAL OR DENTAL SECRETARY

A two-year program at Glendale Junior College provides the science and business training needed for employment as an office and laboratory assistant to a physician or a dentist. This type of position requires the ability to make simple laboratory tests, to write business letters, to keep accurate accounts and issue monthly statements, and to meet the public capably and efficiently.

High school preparation should include algebra and geometry; chemistry is recommended.

FIRST SEMESTER	Units	SECOND SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Commerce 57, English		Commerce 58,	
for Business.....	3	Writing in Business.....	3
Physiology 1, Physiology		Bacteriology 1,	
for Nurses.....	4	Bacteriology for Nurses.....	4
Chemistry 51,		Physics 51,	
Chemical Principles.....	3	Physical Principles.....	3
Commerce 51,		Commerce 52,	
Beginning Typing.....	3	Intermediate Typing.....	3
Electives.....	3	Hygiene 1, Health Education....	2
		Home Arts 31,	
Total.....	16½	Modes and Manners.....	1
		Total.....	16½

THIRD SEMESTER	Units	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Chemistry 65, Organic,		Chemistry 66, Organic,	
Medical and Food Chemistry	3	Medical and Food Chemistry	3
Commerce 61, Bookkeeping.....	4	Commerce 55, Office Practice....	4
Political Science 5,		Psychology 51, Practical	
American Political Ideals.....	2	Applications of Psychology....	3
Commerce 53, Shorthand.....	5	Speech 50, Speech Improvement 1	
Electives.....	2	Commerce 54, Shorthand.....	5
		Total.....	16½
Total.....	16½		

### MEDICINE

The student in the pre-medical curriculum should make certain that his program is arranged to satisfy the general lower division

requirements of the university, and also the particular requirements of the medical school he is planning to attend.

The *minimum* requirements for entrance to standard medical colleges, as prescribed by the American Medical Association, include the following subjects:

English Composition and Rhetoric.....	6 units	General Chemistry.....	8 units
Physics.....	8 units	Organic Chemistry.....	4 units
Biology or Zoology.....	8 units	Electives.....	30 units
		Total.....	64 units

Quantitative Chemical Analysis, Chemistry 3, is required by the University of California and the University of Southern California, and recommended by Loma Linda.

French and German are common requirements and should be included in the electives if possible. However, some medical schools do not have a language requirement.

For specific requirements, students should consult the catalog of the college which they expect to attend.

High school preparation for the curriculum given below should include English, 3 years; history, 1 year; mathematics, 3 years; chemistry, 1 year; physics, 1 year; foreign language, 2 years.

FIRST SEMESTER	Units	SECOND SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
English 1, Freshman English....	3	English 2, Freshman English....	3
French 1, Elementary French,		French 2, Elementary French,	
or		or	
German 1, Elementary German	5	German 2, Elementary German	5
Political Science 3,		Political Science 4,	
American Government .....	3	American Government .....	3
Chemistry 1,		Chemistry 2,	
General Chemistry.....	5	General Chemistry.....	5
Total.....	16½	Total.....	16½
THIRD SEMESTER	Units	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
French 3, Intermediate French,		French 4,	
or		Intermediate French, or	
German 3,		German 4,	
Intermediate German .....	3	Intermediate German .....	3
Zoology 1,		Zoology 2, General Zoology.....	4
General Zoology.....	4	Chemistry 6,	
Chemistry 5,		Organic Chemistry, or	
Organic Chemistry, or		Physics 6, General Physics.....	3-4

Physics 5, General Physics.....	3-4	Hygiene 1, Health Education....	2
Chemistry 3,		Electives.....	3-4
Quantitative Analysis.....	3		
Electives.....	2-3	Total.....	16½
Total.....	16½		

**MUSIC**

The two-year curriculum in music at Glendale Junior College offers courses in special music fields. Experience in radio and concert programs is offered for those ready for public appearance. The student preparing for a career in music may also enrich his background by taking the elective courses in foreign language, literature, art and social science. Students who intend to continue further music training at a university must fulfill the lower division requirements in their program at junior college. University requirements are listed on pages 48ff. Students should confer with counselors to determine their qualifications to take lower division university courses. (See page 26.)

FIRST SEMESTER	Units	SECOND SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
English.....	3	English.....	3
Music 1, Solfeggio.....	2	Music 2, Solfeggio.....	2
Music 5, Harmony.....	5	Music 6, Harmony.....	5
Music 21, Voice Training.....	2	Music 22, Voice Training.....	2
Music 11, Chorus, or		Music 12, Chorus, or	
Music 15, A Cappella.....	1	Music 16, A Cappella.....	1
Music 31, Orchestra, or		Music 32, Orchestra or	
Music 41, Band.....	1	Music 42, Band.....	1
Electives.....	2	Electives.....	2
Total.....	16½	Total.....	16½

*Related Electives:*

Music 61,	
Instrumental Training.....	1
Speech 1, Fundamentals	
of Expression, or	
Speech 50,	
Speech Improvement.....	1-2

*Related Elective:*

Music 62,	
Instrumental Training.....	1

THIRD SEMESTER	Units	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Music 3, History and		Music 4, History and	
Appreciation of Music.....	3	Appreciation of Music.....	3
Music 13, Chorus, or		Music 14, Chorus, or	
Music 17, A Cappella.....	1	Music 18, A Cappella.....	1
Music 33, Orchestra, or		Music 34, Orchestra, or	
Music 43, Band.....	1	Music 44, Band.....	1



Speech 57, The Theater Today.....	3
Hygiene 1, Health Education....	2
Electives.....	6
Total.....	16½

*Related Electives:*

Music 91, Arranging and Conducting....	3
French 51, French Culture and Civilization.....	3
French or German.....	3-5

Speech 58, Theatre Acting, Directing, and Producing.....	3
Science 55, American Political Ideals.....	2
Electives.....	6
Total.....	16½

*Related Electives:*

Music 92, Arranging and Conducting....	3
German 51, German Culture and Civilization.....	3
French or German.....	3-5
Art 51, Art Survey.....	3
Physics 51, Physical Principles.....	3

**NURSING**

Training schools for nurses usually require two years of preliminary study and three years of professional training. The following curriculum includes the usual preliminary requirements, but to be certain of special requirements students in nursing must consult with the nursing school which they expect to attend. Students who plan to transfer to the University of California must meet the requirements outlined on pages 48-50.

High school preparation should include algebra and geometry, and either chemistry or physiology.

FIRST SEMESTER	Units
Physical Education.....	½
English 1, Freshman English....	3
Chemistry 41, Chemistry for Nurses.....	4
Physiology 1, Physiology for Nurses.....	4
Foreign Language, or Electives.....	5
Total.....	16½

THIRD SEMESTER	Units
Physical Education.....	½
Psychology 1, General Psychology.....	3
Home Arts 21, Elementary Food Study.....	3
Home Arts 25, Elements of Nutrition.....	2
Economics 1, Principles of Economics.....	3

SECOND SEMESTER	Units
Physical Education.....	½
English 2, Freshman English....	3
Chemistry 42, Chemistry for Nurses.....	4
Anatomy 1, Anatomy for Nurses.....	4
Hygiene 1, Health Education....	2
Electives.....	3
Total.....	16½

FOURTH SEMESTER	Units
Physical Education.....	½
Psychology 2, General Psychology.....	3
Bacteriology 1, Bacteriology for Nurses.....	4
Economics 2, Principles of Economics.....	3
Sociology 52, Applied Sociology.....	3

Political Science 5, American Political Ideals.....	2	Electives.....	3
Electives.....	3	Total.....	16½
Total.....	16½		

### PRINTING

The two-year curriculum in printing provides training leading to employment in the printing industry. Occupations for which training is offered include hand composition, newspaper make-up, press operation, proof-reading, and machine composition.

The curriculum may begin in the senior year of high school and be completed by one year at Glendale Junior College, or the two-year program may begin in the junior college. The basic courses in Print Shop Practice are given in the high school shops.

High school preparation should include a good background of English composition and literature.

FIRST SEMESTER	Units	SECOND SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
English.....	3	English.....	3
Journalism 81, Print Shop Practice and Theory.....	5	Journalism 82, Print Shop Practice and Theory.....	5
Electives.....	8	Electives.....	8
Total.....	16½	Total.....	16½
THIRD SEMESTER	Units	FOURTH SEMESTER	Units
Physical Education.....	½	Physical Education.....	½
Journalism 83, Advanced Print Shop Practice and Theory.....	5	Engineering 84, Advanced Print Shop Practice and Theory.....	5
Political Science 55, American Political Ideals.....	2	Hygiene I, Health Education.....	2
Electives.....	9	Electives.....	9
Total.....	16½	Total.....	16½

### SHEETMETAL

The sheetmetal curriculum offers training leading to employment in building construction, aircraft, air-conditioning, and similar industries.

The curriculum may begin in the senior year of high school and be completed by one year at Glendale Junior College, or the two-year program may begin in the junior college. The basic courses in Sheetmetal Practice and Theory are given in the high school shops.

High school preparation should include mechanical drawing, science, and mathematics.

FIRST SEMESTER	<i>Units</i>	SECOND SEMESTER	<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
English .....	3	English .....	3
Engineering 95, Sheetmetal Shop Practice and Theory.....	8	Engineering 96, Sheetmetal Shop Practice and Theory.....	8
Electives.....	5	Electives.....	5
<hr/>		<hr/>	
Total.....	16 1/2	Total.....	16 1/2
THIRD SEMESTER	<i>Units</i>	FOURTH SEMESTER	<i>Units</i>
Physical Education.....	1/2	Physical Education .....	1/2
Engineering 97, Advanced Sheetmetal Shop Practice and Theory.....	8	Engineering 98, Advanced Sheetmetal Shop Practice and Theory.....	8
Political Science 55, American Political Ideals.....	2	Hygiene 1, Health Education....	2
Electives.....	6	Electives.....	6
<hr/>		<hr/>	
Total.....	16 1/2	Total.....	16 1/2

### TEACHING

A career in teaching in the elementary school requires a four year university or college preparation. Five years are necessary to teach in junior high, senior high, or junior college. The first two years of preparation may be secured at junior college by enrolling in the Liberal Arts Curriculum (B) described on page 48. The beginning course in General Psychology (Psychology 1-2) should be included as an elective. Professional courses in teaching methods are not usually offered in the lower division program, but the student should elect the lower division courses required for the major fields in which he expects to teach. (See page 52.)

### WELDING

Welding is increasingly important in many industries today. The welding curriculum prepares a student for employment as a welder's helper, apprentice welder, or welder in such fields as aviation, petroleum, ship building, heavy construction, or various production shops.

The curriculum may begin in the senior year of high school and be completed by one year at Glendale Junior College, or the two-year program may begin in the junior college. The basic courses in Welding Shop Practice and Theory are given in the high school shops.

High school preparation should include mechanical drawing, machine shop, science, and mathematics.

FIRST SEMESTER	<i>Units</i>	SECOND SEMESTER	<i>Units</i>
Physical Education .....	1/2	Physical Education .....	1/2
English.....	3	English.....	3

Engineering 91, Welding Shop Practice and Theory.....	5	Engineering 92, Welding Shop Practice and Theory.....	5
Chemistry 51, Chemical Principles .....	3	Engineering 1, Instrumental Drawing.....	3
Electives.....	5	Electives.....	5
Total.....	16½	Total.....	16½
<b>THIRD SEMESTER</b>	<i>Units</i>	<b>FOURTH SEMESTER</b>	<i>Units</i>
Physical Education .....	½	Physical Education .....	½
Engineering 93, Advanced Welding Shop Practice and Theory.....	5	Engineering 94, Advanced Welding Shop Practice and Theory.....	5
Political Science 55, American Political Ideals.....	2	Hygiene 1, Health Education .....	2
★Economics 61, Social and Economic Survey of the United States.....	3	Engineering 8, Materials of Construction.....	2
Electives.....	6	Electives.....	7
Total.....	16½	Total.....	16½

## ANNOUNCEMENT OF COURSES

Each course in each department is designed by a number. In listing the courses the first number on the line refers to the number of the course. The title of the course follows.

The credit value of each course is indicated for each semester by a number in parentheses following the title. For example, a (3) indicates that the course is a one semester course and carries three units of credit. A (3-3) indicates that the course is a year course carrying three units of credit each semester of the year.

A notation or an abbreviation follows which indicates the semester in which the course is given.

"I"—indicates that the course is given during the first semester.

"II"—indicates that the course is given during the second semester.

"YR"—indicates that the course is a year course. This means that the course begins in September and continues as a year course ending in June of the following year.

"EI"—indicates that the course is given *either* semester—both the first and the second semesters.

"NO"—indicates that the course will probably *not* be given during the present academic year.

### **Examples in History Departments: (Page 87)**

#### **1-2. History of Western Europe. (3-3) . . . . . EI**

History 1-2 is a year course entitled History of Western Europe. It carries three units of credit each semester and it is possible to begin the course in either the first or second semester.

#### **12. Pacific Coast History. (2) . . . . . I**

History 12 is a semester course entitled Pacific Coast History. It carries two units of credit and is given in the first semester.

## ANATOMY

ERNEST W. HAWKES . . . . . Instructor

#### **1. Anatomy for Nurses. (4) . . . . . II**

The essential features of the systems of the human body, presented by lectures, text assignments, and the use of skeletons, charts, and models. The dissection of the cat furnishes correlation for the study of human structures.

Prerequisites: Physiology 1 or Zoology 1.

## ART

C. JEANNETTE ABEL . . . . . *Instructor*  
 O. HOWARD CAYA . . . . . *Instructor*

**1-2. History of Art. (3-3) . . . . . YR**

A study of art from prehistoric man to the present day. Art 1 includes the time from the Primitive through the Romanesque period. Art 2 includes the period from the Renaissance through Modern.

Parallels University of California Art 1A-1B.

**3-4. Design and Color. (2-2) . . . . . YR**

A study of space and color relationships and their application.

Parallels University of California at Los Angeles Art 2A-2B.

**5-6. Freehand Drawing. (2-2) . . . . . YR**

A study of outlines of objects, their shadows, space relationships and grouping. The study of texture, trees, shrubbery, houses, landscapes, with interpretations in pencil and water color.

Parallels University of California at Los Angeles Art 4A-4B.

**7-8. Life—Elementary. (2-2) . . . . . YR**

Drawing from life to develop the ability to construct the figure. Study of the shapes, proportions, and structural relations of the skeletal masses; the balance of weights and supports in a moving figure. Introductory study of muscle masses.

Prerequisite: Art 3, 5. (May be taken concurrently.)

**9-10. Life—Advanced. (2-2) . . . . . YR**

Drawing from life to develop the ability to use the figure creatively. The first semester stresses a study of anatomy. The second semester develops compositional treatment of the figure.

Prerequisite: Art 7-8.

**11-12. Watercolor. (2-2) . . . . . YR**

Painting of still-life and landscape forms to give the student ability to build simple form in paint, and an opportunity to experiment in the medium of watercolor to develop a technique for use in either the commercial or fine arts field. The second semester emphasizes painting composition.

Prerequisite: Art 3, 5. (May be taken concurrently.)

**13-14. Costume Design (2-2) . . . . . YR**

A study of the fundamentals of costume art in relation to person-

ality analysis. Designing clothes suitable to the various personalities, with emphasis placed upon creative design. The aim of the course is the orientation of the student in problems of the person, the dress and the market, together with the development and organization of creative ideas.

Prerequisite: Art 3. (May be taken concurrently.)

**15-16. Stage Costume (2-2) . . . . . YR**

A study of costumes and scenery for theater and dance productions. Designing of the sets and costumes of various plays and ballets with their application to miniature stage productions. Practical work in collaboration with the drama and home arts departments.

Prerequisite: Consent of instructor.

**17-18. Costume Illustration. (2-2) . . . . . YR**

Stylization of the figure for fashion illustration. Careful study of techniques with emphasis on original presentation. Analysis of the elements and principles relating to problems of illustration. Methods of reproduction and printing processes are studied. Emphasis is placed on training for skill in rendering, layout, and figure drawing.

Prerequisite: Art 3, 5. (May be taken concurrently.)

**34. Lettering. (1) . . . . . EI**

Fundamentals of lettering. Emphasis on the use of the "single stroke" alphabet. This alphabet is used by architects and with its variations may be applied to greeting cards and decorative lettering. It is particularly useful in the science laboratory or in any other place where neat captions or notes must be quickly made. This course is a foundation for more advanced work in the art department and is required for all art majors.

**35-36. Advertising Art—Elementary. (2-2) . . . YR**

The fundamental forms and their structure, spacing and application in advertising art uses. The adaptation of lettering to layouts, package design and posters.

Prerequisite: Art 3, 5. (May be taken concurrently.)

**37-38. Advertising Art—Advanced. (2-2) . . . YR**

Advertising art in all its various phases: book jackets, magazine pages and covers, design for industrial uses, billboards, show cards, etc.

Prerequisite: Art 35-36.

**51. Art Survey. (3) . . . . . II**

Line, color, form, light, volume, space, time, and texture. Art terminology and the use of this vocabulary. Fully illustrated and demonstrated whenever possible by motion pictures, color photography, slides, collections of art objects, guest speakers, and guest artists demonstrating. Outside lectures and exhibitions are assigned.

**ASTRONOMY**

ERNEST W. HAWKES . . . . . *Instructor*

**1. Elements of Astronomy. (2) . . . . . EI**

An introductory, descriptive course in the fundamental facts of our universe, presented, as far as possible, in non-technical language. The development of the sidereal universe is explained by lectures, field trips, and constellation studies.

**AVIATION**

THOMAS S. RYAN . . . . . *Instructor*

**61. Flight Ground School Course. (4) . . . . . I**

A detailed study of six phases of aviation: history of aviation; theory of flight and aircraft; civil air regulations; aviation; meteorology; and instruments, power plants, and radio. An understanding of the scientific and natural laws involved in the flight of aircraft as well as an appreciation of the possibilities and limitations of these laws.

**71-72. Elementary Aviation Drafting. (8-8) . . . YR**

A detailed study of aviation drafting designed for those students who are entering this field as a vocation. Lettering, descriptive geometry, projections, orthographic projections, intersections, and developments will constitute the basic work. The study and practice of factory procedure, standards, terms, systems, detailed drawing, and blueprint reading will constitute the technical work. To develop students so they will possess the necessary knowledge and manipulative skill in aviation drafting to secure a position as a junior draftsman in the aviation industry.

**73-74. Advanced Aviation Drafting. (8-8) . . . YR**

A continuation of the first year of vocational aviation drafting designed to give the student further technical training in all types of drawing and blueprint reading used in the construction of aircraft.



**78. Aircraft Materials, Processes, and Stress Analysis. (3) . . . . . II**

A comprehensive study of the materials, processes, and stressing used in the construction of aircraft. The development of an understanding of the abilities and limitations of these processes and materials; and the attainment of skill in stressing, testing and selecting materials.

**BACTERIOLOGY**

LORAN W. KITCH . . . . . *Instructor*

**1. Bacteriology for Nurses. (4) . . . . . II**

The nature, occurrence, classification, and bio-chemical activities of bacteria; bacteriology of everyday life; fermentation; industrial and sanitary applications; bacteriology in food and disease; commoner bacterial diseases and preventive practices; disease and immunity. Laboratory work includes routine techniques, identification, growth characteristics and microscopic study of important type organisms and pathogens. Three hours of lecture and one three hour laboratory period each week.

Prerequisite: High school chemistry, Chemistry 1, 11, 41, or 51, and Physiology 1, Zoology 3 or Zoology 51.

**BOTANY**

LORAN W. KITCH . . . . . *Instructor*

**1-2. General Botany. (4-4) . . . . . YR**

An introduction to plant life. A study of the structure, functions, and economic importance of the major plant groups. First semester: the morphology and physiology of seed plants; their identification and economic uses; the influence of plant distribution on human geography; variations and heredity and their applications in agriculture and plant propagation. Second semester: comparison of the major plant groups; the relation of plants to their environment; economic importance in soil formation; plant diseases; identification of trees and of spring wild flowers. Lectures, laboratory work, special topics and field trips. Two lectures, two three-hour laboratory periods each week.

Prerequisites: High school chemistry.

**61-62. Landscape Gardening and Design. (3-3) . . . YR**

The first semester is a general study of principles of planting the home grounds, plant propagation, and local plant materials. The second semester is a continuation of the above but with emphasis

upon landscape design and planning. The course is designed to give appreciation of the opportunities of beautifying the grounds about one's home. Discussions, reports, assigned readings, and field trips.

### CHEMISTRY

CHARLES H. HARRINGTON . . . . . *Instructor*  
 PARK L. TURRILL . . . . . *Instructor*

#### **1-2. General Chemistry. (5-5) . . . . . YR**

A course in fundamental chemistry designed to set forth the most important facts and theories with which chemistry is concerned. Basic laws are stressed. Three hours lecture, six hours laboratory each week.

Prerequisites: High school chemistry, physics, and trigonometry, or any two of these three subjects, or high school chemistry with a grade of "B" or better.

Parallels University of California Chemistry 1A-1B.

#### **3-4. Quantitative Analysis. (3-3) . . . . . YR**

The principles and methods of quantitative chemistry. Large numbers of illustrative problems are solved. Applications to industrial chemical analysis are studied. Chemistry 3-4 should be elected by (a) all students majoring in Chemistry, Physics, Pharmacy, Mining Engineering, Metallurgical or Petroleum Engineering; (b) Pre-medical students. One hour lecture, six hours laboratory each week.

Prerequisite: Chemistry 1-2 with a grade of "C" or better.

Parallels University of California at Los Angeles Chemistry 6A-6B.

#### **5-6. Organic Chemistry. (3-3) . . . . . YR**

Lectures, recitations, laboratory work and problems in an introductory study of the compounds of carbon. Chemistry 5-6 should be taken by all students majoring in Chemistry, Petroleum Engineering, Sanitation and Municipal Engineering, Pharmacy, or Pre-Medicine. For Chemistry 5, two hours lecture and four hours laboratory per week; for Chemistry 6, one hour lecture and six hours laboratory per week.

Prerequisite: Chemistry 1-2 with a grade of "C" or better.

Parallels University of California Chemistry 8-9 if both semesters are taken.

#### **11-12. Elements of Chemistry. (4-4) . . . . . YR**

An intermediate course in fundamental college chemistry, in which

the descriptive phases are emphasized. This subject should be elected by all physical education and home economics majors, and by those desiring a cultural knowledge of scientific matters. Chemistry 11-12 can be taken in partial fulfillment of the science requirement for the Junior Certificate at the University of California. Three hours lecture and recitation and a three hour laboratory period each week.

Prerequisites: Elementary algebra and plane geometry.

Parallels University of California at Los Angeles Chemistry 2A-2B.

**15-16. *Organic, Medical and Food Chemistry. (3-3) . YR***

A course of instruction in the chemistry of carbohydrates, fats, proteins, body tissues, body secretions, medical and pharmaceutical products. Blood and urine analysis. Recommended for nurses, for home economics and physical education majors.

Prerequisite: Chemistry 1-2 or 11-12.

Parallels University of California at Los Angeles Chemistry 10 for 4 units and includes also 2 units of instruction in medical and clinical chemistry.

**41-42. *Chemistry for Nurses. (4-4) . . . . . YR***

A foundation course in college chemistry in which sufficient fundamentals are stressed to furnish a basic course for those students enrolled in the nursing curriculum.

Prerequisites: Elementary algebra and plane geometry.

**51. *Chemical Principles. (3) . . . . . I***

A survey of fundamental science and scientific principles, with applications to chemistry. A study of basic science as an element of general culture rather than a part of professional or technical training, covering the fundamental laws that govern matter, how we are dependent upon them, how they may be employed in the service of mankind.

**65-66. *Organic, Medical and Food Chemistry. (3-3) . YR***

A study of the physiological chemistry of the body, the place of proteins, carbohydrates, and fats in digestion, the role played by vitamins and hormones, the chemistry of blood and urine, and the calorific value of foods. Sufficient laboratory technique is acquired by the student to undertake office and laboratory work in the medico-dental field. A course similar to Chemistry 15-16 in subject matter but designed and treated particularly for students enrolled in the Medico-Dental Secretarial Curriculum.

Prerequisite: High school chemistry or consent of instructor.

**90-91. Shop Work and Instrument Making. (1-1) . EI**

A one unit course each semester consisting of laboratory work in designing and constructing apparatus for lecture demonstrations and in use in connection with Chemistry 1-2, 3-4, 5-6, and 15-16. Registration in this course by permission of instructor in charge. Three hours per week.

**COMMERCE**

THEODORE W. ANDERSON . . . . .	<i>Instructor</i>
GWEN KENNEDY . . . . .	<i>Instructor</i>
DOROTHY ESTHER KLOTZ . . . . .	<i>Instructor</i>
FLORENZE K. MANE . . . . .	<i>Instructor</i>
SHERMAN C. MILLER . . . . .	<i>Instructor</i>
D'ALTON B. MYERS . . . . .	<i>Instructor</i>
LOYD S. NOBLE . . . . .	<i>Instructor</i>

**50. Typing for Personal Use. (1) . . . . . EI**

A brief introductory course in typing for students not enrolled in Commerce. The course aims to develop sufficient skill in typing to meet the needs of the student who has a minimum of time to devote to this subject. All work is done in class—no assignments. *Not open to students of Commerce.* Three hours a week.

**51-52. Beginning Typing. (3-3) . . . . . EI**

A year course in typing designed to give the foundation for thorough training in typing. The emphasis is upon usable copy, business letters, reports, and tabulation work. Five hours a week.

Prerequisite: Commerce 51: Open to all students.

Commerce 52: Commerce 51 or one year of high school typing.

**51A-51B. Advanced Typing. (2-2) . . . . . EI**

Advanced typing is vocational and the standards are set in terms of business demands. Emphasis is placed on speed and accuracy in doing professional work. A complete review of business letters and business forms and a study of legal forms and rough drafts. Three hours a week.

Prerequisites: Commerce 51A: Commerce 52, or one and a half years or more of high school typing, or consent of instructor.

Commerce 51B: Commerce 51A, or consent of instructor.

**53-54. Shorthand. (5-5) . . . . . EI**

An intensive course in shorthand covering theory, dictation and

transcription. Fundamentals of shorthand are mastered; emphasis is placed on correct writing and transcription technique. This course is designed to train stenographers to meet the demands of the business world.

Prerequisite: Commerce 53: None. Typing must be taken concurrently.

Commerce 54: Commerce 53 or one year of high school shorthand. Typing must be taken concurrently.

**53A-B-C-D. Advanced Shorthand. (4-4-3-3) . . . EI**

A thorough review with emphasis placed upon short-cuts and phrase-writing. Individual work in speed.

Prerequisites: Commerce 53A: The 80 word Gregg certificate.  
Commerce 53B: The 100 word Gregg certificate.  
Commerce 53C: The 120 word Gregg certificate.  
Commerce 53D: The 130 word certificate.

**55-56. Office Practice. (4-4) . . . . . YR**

An extensive course devoted to secretarial practice, office methods, and procedures. A study is made of business and office organizations, the duties of various types of office workers, and problems met in office situations. Practice is given in the four basic systems of filing, namely; alphabetic, geographic, subject, and numeric. It is the purpose of this course to develop a knowledge of the operation of the machines found in the modern business office, such as the Comptometer, Monroe, Dictaphone, Mimeograph, Ditto, and other business machines. Considerable time is devoted to business etiquette, the development of desirable personality traits, qualifications of office workers, and applying for and making good on the job. Five hours a week.

Prerequisite: Commerce 51. (May be taken concurrently.)

**55A-55B. Advanced Office Practice. (2-2) . . . YR**

In advanced office practice, a high degree of skill in office procedures and speed in machine calculation is developed. Students are given individual projects. Fourth semester students are given an opportunity to work part time, under supervision, in offices for actual experience. Two hours a week. Commerce 55A must precede Commerce 55B.

Prerequisite: Commerce 55-56.

**57. English for Business. (3) . . . . . EI**

A course designed to help secretarial and commerce students over-

come deficiencies in grammar, punctuation, spelling and diction—those defects which hinder young men and women entering the business world in expressing their thoughts effectively and concisely or in transcribing their shorthand notes correctly.

**58. *Writing in Business.* (3) . . . . . II**

This course is designed to help students acquire proficiency in writing business letters and reports, particularly to train them for positions as correspondence, order, and adjustment clerks. Individual supervision is given in the writing of letters of application, order, adjustment, credit, collection, and sales; and in planning and executing direct mail selling campaigns.

Prerequisite: Grade of "C" in Commerce 57 or 59, or in English 1.

**59. *Readings in Business.* (3) . . . . . I**

A survey of fiction and non-fiction of particular interest to students of commerce and business. Special emphasis will be given to biographies of business men, to histories of businesses, and to the development of modern industries. The aim is a more comprehensive understanding of the business world.

**60. *Business Mathematics.* (2) . . . . . EI**

An intensive course in the fundamentals of arithmetic, designed to assist the clerical, secretarial, and accounting student in preparing for a successful career. Students are assigned practical problems and exercises to develop speed and accuracy. Special consideration will be given to interest, discounts, partial payments, taxes, and insurance problems.

**61-62. *Bookkeeping.* (4-4) . . . . . EI**

An introductory course for bookkeepers and accountants; complete training for the keeping of office books by secretaries; accounting routine which is often required of merchandising and clerical workers. Cash basis accounting is stressed to conform to common income tax practice, and the procedure of recording transactions taught is that most often found on the job in small businesses.

**63. *Accounting Problems.* (3) . . . . . II**

A course designed for students who plan to follow accounting as a profession. It includes a study of payroll taxes; income taxes; accounting and management; analysis of financial statements; working papers; and advanced theory problems.

Prerequisite: Commerce 61-62 or Economics 14-15.

**67. Law for the Layman. (3) . . . . . EI**

A survey of practical legal problems which confront people in their every day life activities. Included in the course is a study of courts, trials, marriage and divorce, community property, wills, trusts, succession, mortgages, trust deeds, conditional sales, crimes, torts, homesteads, corporate securities act, workmen's compensation act, and many principles of business law.

**68-69. Business Law. (3-3) . . . . . YR**

A practical course in the principles of law that effect the business relations of persons. Contracts, agency, negotiable instruments, sales, partnership, corporations, property, trusts, and wills. Special emphasis is placed on California laws relating to the conduct of every day business affairs. Legal principles are learned from case studies.

**71. Store Management and Merchandising. (3) . EI**

Problems of the store manager and the department buyer. Retail outlets, store location and layout, organization, problems of buying, pricing merchandise, and methods of control for improving efficiency.

**74. Advertising. (2) . . . . . II**

Principles and practices of advertising. Purpose, copy, layout, mechanics, and media are all studied in this course. Special stress is laid on copy appeals, types of copy, and suggestions for development of copy. The purpose of this course is to give the merchandising and advertising art student a general knowledge of advertising and the psychology behind advertisements that gets results.

**75. Salesmanship. (2) . . . . . EI**

A salesmanship class in which each student selects an article or sales proposition, makes a careful study of it, and presents it before the class to a qualified prospect. His methods of approaching the prospect, demonstrating his goods and closing his sales are discussed or criticized with a view toward perfecting his selling technique. Additional information is contributed by successful salesmen who are invited in to give demonstrations of how sales actually are made. Fundamental principles of retail, wholesale and specialty selling are given in sufficient detail to fit the student for an apprenticeship position in any of these fields, whether it be selling ideas, services, or goods.

**77. Supervised Retail Selling. (6) . . . . . I**

The ideal way for a salesperson to develop skill after he has studied the theory of selling is to work at an actual selling job. In this course, the student spends part of his time in school studying the correct methods, and is expected to work at least ten hours a week as a salesperson in a store, filling station or other selling agency. The student enrolled in this course can earn while learning. He is supervised on the job, and is given an opportunity to discuss his problems with other class members and the instructor. On the job he has a chance to prove his technique in actual competition with others.

Prerequisites: Commerce 75 or Commerce 71, and permission of instructor.

**79. Textiles. (2) . . . . . I**

A study of textile fabrics, fibres and processes. Students become familiar with the physical properties of cotton, wool, silk, linen, and acetates by analyzing and testing samples of materials. Class discussions, individual research projects, demonstrations, and lectures by experts in the fields of merchandising, clothing, costume design, commercial art, color and design.

**80. Non-Textiles. (2) . . . . . II**

A study of leather, fur, metals, woods, porcelains, and glass, and the products of these materials. Class discussions, individual research projects, demonstrations and lectures by experts. Aims to familiarize the students with physical properties and values and to provide the related technical knowledge necessary for students planning to enter those fields of business in which such knowledge is essential.

**81. Principles of Marketing. (3) . . . . . I**

Survey of the functions and agencies concerned in the moving of goods from growers, factories, and mines to the ultimate consumers. For example, wholesaling, retailing, warehousing, advertising, sales managing, mail order houses, chain stores, and cooperatives. The student whose goal in business is above that of a routine worker will benefit by the broad view of American business institutions afforded in this course. He will be able to understand better his place in the business world and the avenues for improvement and advancement.

**90. American Financial Institutions. (2) . . . . . I**

This course is designed to help the young man and woman secure



employment with investment banking houses, commercial banks, finance companies, stock and commodity exchanges, and securities dealers. The study of the American monetary system and of the history of American financial institutions provides much of the vocational background. In addition to the lectures, class discussions, and problems, each student is required to submit a report covering a problem of his own selection and interest.

**91. *Managing Personal Finances.* (2) . . . . . EI**

A study of the principal problems of personal finance including renting vs. purchasing the home; buying insurance policies and annuities; planning and operating a household budget; providing for a disability or retirement pension; investing and speculating in stocks or bonds; borrowing money; and establishing and using credit. Class discussions, lectures, advice from specialists in finance, problems, and individual research reports will help the student to understand the basic principles of finance by which he can plan a sound financial program.

**95. *Investments.* (2) . . . . . II**

To assist the student to prepare for a position with a brokerage company or a stock and bond exchange is the aim of this course. It is accomplished by helping the student to understand the functions and operations of these institutions and their terminology; and by informing the students of vocational opportunities and requirements. Individual attention is given to those students having personal investment problems.

**ECONOMICS**

JAMES L. JONAS . . . . .	<i>Instructor</i>
JOHN E. KIENLE . . . . .	<i>Instructor</i>
LLOYD S. NOBLE . . . . .	<i>Instructor</i>
ANNE H. RAMBO . . . . .	<i>Instructor</i>
DONALD V. SPAGNOLI . . . . .	<i>Instructor</i>

**1-2. *Principles of Economics.* (3-3) . . . . . YR**

An introductory course dealing with fundamental principles of economics, value, price, wealth, wages, population, and social welfare. An attempt is made to give the student an approach to the economic problems of the day with an intelligent appreciation of the factors which make for sound public policy.

Prerequisite: At least second semester standing.

Parallels University of California Economics 1A-1B.

**10. Economic History of Europe. (3) . . . . . II**

A critical survey of the economic history of Europe from the earliest historical times to the present. Stresses economic and social movements and developments, such as Manorism, the Guilds, the Industrial Revolution, the development of cotton and wool industries, the mercantile system, water commerce, and trusts. Emphasis is placed upon the growth and development of English industry.

**11. Economic History of the United States. (3) . . . . . I**

Economic and social history of the United States from its settlement to the present day. Emphasizes geographic, climatic, and economic factors in the development of institutions and organizations. Stress is laid on imperialism and its effects upon world markets; changes occasioned by the factory system, by mass production; and the problems of labor. Internal conditions since 1918 are studied intensively.

Parallels University of California at Los Angeles History 46.

**14-15. Accounting Principles. (3-3) . . . . . YR**

Accounting equation; theory of debit and credit; classification of accounts; procedure of recording transactions in modern accounting devices; preparation of balance sheets and profit and loss statements.

Parallels University of California Economics 6A-6B.

**51. Introduction to Economics. (3) . . . . . II**

A study of those economic principles and policies that affect the daily life of man. An understanding of the fundamental economic problems and institutions in our present day world. Practical consideration is given to problems of prices, taxation, wages, rent, profit, competition, monopoly, etc. Lectures, reports, and discussions.

**61. Social and Economic Survey  
of the United States. (3) . . . . . EI**

A general study of the economic and social problems of the United States with special emphasis placed on their modern aspects. Such subjects as social security, organized labor, agricultural policies, transportation, etc., will be studied with the idea of acquainting the student with the contemporary world in which he lives. Lectures, readings, and discussions.

**ENGINEERING**

ROBERT R. INSLEE . . . . .	<i>Instructor</i>
C. LESLIE NICHOLS . . . . .	<i>Instructor</i>
WALTER C. ROBERTS . . . . .	<i>Instructor</i>

**1. Instrumental Drawing. (3) . . . . . EI**

A course which gives training in the manipulation of instruments and fundamentals prerequisite to work in engineering. Students with matriculation credit in mechanical drawing cannot take this course for credit. Six hours weekly.

Prerequisite: Plane geometry.

**2. Machine Drawing. (3) . . . . . II**

Design and delineation of simple machine parts in the drafting room, with special emphasis upon the production of drawings which conform with standard practice. Six hours per week.

Prerequisite: Engineering 1 or its equivalent.

Parallels University of California Mechanical Engineering 6.

**3. Descriptive Geometry. (3) . . . . . I**

An applied science, which treats of the graphic representation of lines, planes, surfaces and solids, and is excellent training in visualization. For students in the College of Mechanics, Mining, and Civil Engineering. Six hours weekly.

Prerequisite: Engineering 1.

**4. Shades and Shadows. (3) . . . . . NO**

A special application of descriptive geometry including perspective, especially as applied to shadows. Training in the rendering of perspectives with shrunberry and color included. This course is a necessity for architectural students.

Prerequisite: Engineering 1, 3. Art 5-6.

**6. Plane Surveying. (3) . . . . . I**

A course in the fundamentals of surveying for all students of engineering. The measurement of distances by pacing, chaining and the stadia; the use of the Brunton Transit in compass traverses; the computation of area by coordinates; the use and adjustment of Wye and Dumpy levels in differential leveling, level circuits and cross sectioning; the adjustment of the transit and its use in the measurement of angles in vertical and horizontal planes, prolonging lines and the transit traverse. The computation of notes for the staking out of simple curves.

Prerequisite: Plane trigonometry and instrumental drawing.  
 Parallels University of California Civil Engineering 1A.

**7. Plane Surveying. (3) . . . . . II**

A continuation of Engineering 6. The principles of the stadia as used in the transit and plane table. The stadia triangulation for "control" of topographical surveys. Topographical mapping with the transit and plane table. Observations on Polaris for latitude and "meridian" with the transit and sextant. Solar observations for latitude and azimuth. The use of the Solar Ephemeris in surveying and navigation.

Prerequisite: Engineering 6.

Parallels University of California Civil Engineering 1B.

**8. Materials of Construction. (2) . . . . . II**

A study of the structural properties, behavior and adaptability of metals and various building materials.

Parallels University of California Civil Engineering 8.

**56. Plane Surveying. (3) . . . . . NO**

An elementary course in plane surveying for students desiring a practical course in this phase of engineering. The measurement of distances by pacing, chaining, and the use of the compass or Brunton Transit in compass surveys; the use and adjustment of instruments including Wye and Dumpy levels, transits, plane tables, sextants, planimeters and drafting machines. The measurement of angles in vertical and horizontal planes and the computations for the closing of traverses.

**57. Plane Surveying. (3) . . . . . NO**

Methods of mapping topography using level and transit. Estimating quantities, computing notes for vertical, simple, and compound curves. Observations on Polaris for latitude and the true meridian with the sextant and transit and the use of the Solar Ephemeris and Polaris tables.

**60. Engineering Computations. (1) . . . . . I**

Lectures and instruction in the use of the slide rule. The circular type, Mannheim, Log-log, log-log trigonometric and stadia slide rules will be explained and used in computation. Estimating, checking and solving problems in computation will be required of the student.

**71-72. Elementary Architectural Drafting. (3-3) . YR**

Skill development based on fundamentals of the manipulation and care of drafting instruments, lettering, line work, use of symbols and conventions, freehand sketching, blue print reading, measured and scale detailing. A study of stock material and equipment sizes, types of frame construction, building codes and styles as particularly related to residential usage. Field trips to current jobs.

**73-74. Advanced Architectural Drafting. (3-3) . . YR**

Continuation of Engineering 71-72. Training in presentation media; detailing of structural framing and materials for erection of a building; use of building codes and specifications with reference to fireproof types of construction. Study of physical properties and strength of materials on practical job applications of completed sets of working drawings. Field trips to current construction jobs.

This course, together with Engineering 71-72 will help prepare capable students for employment in architectural drafting by development of drafting skill, technical knowledge and appreciation of high standards of workmanship, attitudes, and habits.

Prerequisite: Engineering 71-72.

**81-82. Automotive Shop Practice and Theory. (3-3) . YR**

This course is limited to students who are enrolled in the Automotive Mechanics Curriculum. The course is given in the Herbert Hoover High School shops. Transportation must be provided by the student. Four hours daily are required. Three hours of shop and laboratory and one hour of related technical work.

**83-84. Advanced Automotive Shop Practice and Theory. (3-3) . . . . YR**

Continuation of Engineering 81-82.

**85-86. Machine Shop Practice and Theory. (3-3) . YR**

This course is limited to students enrolled in the Machine Shop Curriculum. The work is given at the Glendale High School shops. Transportation must be provided by the student. Four hours daily are required. Three hours are devoted to shop practice and one hour to related technical study.

**87-88. Advanced Machine Shop Practice and Theory. (3-3) . . . . YR**

Continuation of Engineering 85-86.

**91-92. Welding Shop Practice and Theory. (5-5) . YR**

The course may be taken only by students enrolled in the Welding Curriculum. The work is given in the Glendale High School shops. Transportation must be provided by the student. Three hours daily are required.

**93-94. Advanced Welding Shop Practice and Theory. (5-5) . . . . . YR**

Continuation of Engineering 91-92.

**95-96. Sheetmetal Shop Practice and Theory. (8-8) . YR**

This course may be taken only by students enrolled in the Sheetmetal Curriculum. The work is given in the Herbert Hoover High School shops. Transportation must be provided by the student. Four hours daily are required. Three hours of shop and laboratory and one hour of related technical work.

**97-98. Advanced Sheetmetal Shop Practice and Theory. (8-8) . . . . . YR**

Continuation of Engineering 95-96.

**ENGLISH**

GERALD NATHAN ALLEN . . . . .	<i>Instructor</i>
MARY JANE COLLINS . . . . .	<i>Instructor</i>
JAMES D. DAVIS . . . . .	<i>Instructor</i>
W. C. D. KERR . . . . .	<i>Instructor</i>
RICHARD B. LEWIS . . . . .	<i>Instructor</i>
MAY E. MURPHY . . . . .	<i>Instructor</i>
DERRILL PLACE . . . . .	<i>Instructor</i>

**1-2. Freshman English. (3-3) . . . . . EI**

A foundation course in written composition and reading. Both the reading and the composition work of the first semester are concerned with exposition and the development of the research paper. Novels, short stories, and plays are read, both for enjoyment and for appreciation of purpose and technique. Frequent written assignments will be required each semester, including book reports.

Parallels University of California English 1A-1B.

**5-6. Survey of English Literature. (3-3) . . . . . YR**

The survey course covers the entire field of English literature from the beginnings to the present time. Required of all students whose major subject is English and open to all who have completed English

1-2. The chief objective of the course is to familiarize students with the movements, names, dates, and facts which have been significant in the development of English literature and to provide a sound basis for further and more specialized study. Special consideration of the forms of literature is included.

Prerequisite: English 1-2.

Parallels University of California English 46A-46B.

**7. *The Modern Novel.* (2) . . . . . NO**

A study of the modern novel. Brief historical survey of the development of the novel, followed by extensive readings selected from representative books. Especial attention is given to character portrayal and to the interpretation of thought and philosophy, to aid the student in acquiring wide understanding. Readings, reports, discussions.

Prerequisites: English 1-2.

**8. *The Modern Drama.* (2) . . . . . NO**

A study of modern plays and playwrights. Representative works of European and American dramatists are read, with especial attention given to the literary and sociological importance of the plays written in the last half century. Readings, reports, special assignments, and class discussions. The aim of the course is to enable the student to make an intelligent evaluation of contemporary drama.

**10. *Shakespeare.* (2) . . . . . I**

A comprehensive reading course including about fifteen of Shakespeare's plays. Lectures on the background of Elizabethan drama are given; class discussions follow the reading assigned. The course aims to provide a basic familiarity with the work of Shakespeare.

**12. *Modern Poetry.* (2) . . . . . NO**

A study of modern poetry. Representative works of English and American poets since 1890 are read. Especial attention given to appreciative reading of poetry, to aid the student in developing understanding and enjoyment of it. Readings, reports, discussions.

Prerequisites: English 1-2.

**50. *Mechanics of Writing.* (2) . . . . . EI**

A course to improve grammar, punctuation, sentence structure, and spelling. Practice is given in reading and writing. Standards of usage are discussed.

**51. *Language and Life.* (3) . . . . . I**

A course in reading, writing, and discussion, with emphasis upon modern methods of communication which tend to influence thinking. The importance of language in human relations is studied, with particular attention given to the language of every-day life, as it is spoken, as it is read, and as it is heard.

**52. *Reading and Thinking.* (3) . . . . . II**

A course in reading, writing, and discussion, with emphasis upon the study of personalities as presented in modern biography. The characteristics of personal greatness are considered, as determined by the relationship existing between the individual and society. Vocabulary improvement is stressed.

**57. *The Modern Novel.* (2) . . . . . NO**

A study of the modern novel. Selected readings from representative works of the best known contemporary novelists. Especial attention given to character, problem and thought treatment, to aid the student in acquiring a liking for the most worthwhile contemporary works. Readings, reports, discussions.

**58. *The Modern Drama.* (2) . . . . . II**

A study of approximately eighteen of the most important European and American plays of the last fifty years. Especial attention is given to the literary and social significance of the dramas read. Readings, reports, and class discussions. The aim of the course is to provide the student with a basis for the intelligent appreciation of modern drama.

**63. *Introduction to World Literature.* (2) . . . . . I**

Selections from world masterpieces of literature are studied by types. The relationship of literary movements of the past to the writings of our own day is emphasized and the readings presented in such manner that the student may regard them not as isolated examples but as part of the whole body of literature.

**64. *Modern American Literature.* (2) . . . . . II**

A course designed to provide a wide reading experience in the significant American literature of the last fifty years. The important literary movements with their sociological implications are traced chronologically from the 1890's to the present day so that the student



may have a background for critical judgment of contemporary American writing.

**66. Modern Periodical Literature. (2) . . . . . I**

A study of modern periodicals. Brief historical survey of the development of the magazine to date, followed by extensive readings selected from current magazine articles. Especial attention is given to kinds of magazines published, to aid the student in discovering for himself the value of the more authoritative and better ones. Readings, reports, discussions.

**68. Independent Reading. (2) . . . . . II**

Selected readings. General introduction to types of literature, followed by extensive readings of representative works. Especial attention given to value of worthwhile books, to aid the student in furthering his interests and increasing his understanding and enjoyment of literature. Readings, reports, discussions.

**FRENCH**

MARGUERITE V. FOX . . . . .	<i>Instructor</i>
W. C. D. KERR . . . . .	<i>Instructor</i>
LAURA C. MANETTA . . . . .	<i>Instructor</i>

**1. Elementary French. (5) . . . . . EI**

Training and pronunciation with stress on smoothness and proper intonation. Essentials of grammar, conversation, and composition. Reading of elementary prose and some stress placed on French character and customs. May not be taken *for credit* by students who have had two years of high school French. Students who have had one year of high school French receive only 2 units of college credit.

Parallels University of California at Los Angeles French A.

**2. Elementary French. (5) . . . . . EI**

Continuation of French 1. Stress on correct use of verbs in conversation and writing, and accuracy of grammatical detail. Elementary syntax completed. Reading of intermediate texts and the reproduction of simple French.

Prerequisite: French 1 or two years of high school French.

Parallels University of California at Los Angeles French B.

**3. Intermediate French. (3) . . . . . I**

Thorough review of grammar, composition, translation, and reading. Oral and written resumes to develop fluency and accuracy in idiomatic usage.

Prerequisite: French 2 or three years of high school French.  
 Parallels University of California at Los Angeles French C.

**4. Intermediate French. (3) . . . . . II**

Continuation of French 3. Reading of more difficult material representative of the best in French thought. Free written composition and conversation.

Prerequisite: French 3 or four years of high school French.  
 Parallels University of California at Los Angeles French D.

**51. French Culture and Civilization. (3) . . . . . I**

Brief survey of French civilization with the aim of understanding the people of France and their influence in the cultures of other countries. Stress on the growth of political and economic institutions and contributions to science, art, and literature. Background material presented in lectures. Extensive reading and reports by students. Conducted in English.

**51A. French Culture and Civilization. (2) . . . . . I**

French 51 is organized into units of work. For this reason it is possible for students to enter the regular three unit course in French Culture and Civilization at the end of the first grade report period. The class meets three times per week for the remainder of the semester and carries two units of credit.

**52. Conversational French. (3) . . . . . II**

A course in the elements of conversation. It offers drill on correct sounds, practical words, simple constructions of everyday speech. It is conducted as a progressive journey to and through a foreign land. Words and sentences are taught as they are needed for each day's use. The course is planned to make possible a better understanding of another people and its ways. Not open to students who have had previous training in French.

**GEOGRAPHY**

D'ALTON B. MYERS . . . . . *Instructor*

**1. Elements of Geography. (3) . . . . . I**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions; varied map study.

Parallels University of California Geography 1.

**2. Regional Geography. (3) . . . . . II**

Natural divisions of the world and their utilization under different cultural systems. Systematic regional map studies.

Prerequisites: Geography 1.

Parallels University of California Geography 2.

**51. World Geography. (3) . . . . . I**

Geographic knowledge of the climates, rains and winds, temperatures, soils, resources, and locations of countries, cities, and regions helps the student to understand more adequately our complicated economic and social world. By means of lectures, discussions, motion pictures, maps, individual reports, and field trips the student gains knowledge of the geography of Southern California, United States, and the more important foreign countries.

**55. Economic Geography. (3) . . . . . II**

A survey of the world's resources, industries, and trade routes designed to give students an understanding of where and how important metals, food stuffs, fuels, etc., are produced. Iron and steel, coal and petroleum, cotton and silk, wheat, water power, and chemicals are studied in detail, but in addition each student is given the opportunity to investigate special resources in which he is particularly interested.

**GEOLOGY**

CLEMENT D. MESERVE . . . . . *Instructor*

**1. Physical Geology. (3) . . . . . EI**

Dynamic and Structural Geology. A general study of the earth, its materials, structures, and the processes, internal and external, which have aided in determining its present form. Includes the major features of minerals, rocks, erosion, structures, vulcanism, and earthquakes. Three lectures per week, and three or more half day field trips.

Parallels University of California Geology 1A.

**2. Historical Geology. (3) . . . . . II**

Historical. A general study of the origin of the earth, its geological history, sequence of formations, and types of life represented in each period. Stress is laid on ancient climates, former topographies, and economically important deposits.

Prerequisites: Geology 1.

Parallels University of California Geology 1B.

**51. Earth Science. (3) . . . . . EI**

A survey course combining the essentials of physical and historical geology. Emphasis in the first half is placed on geologic processes and in the second half on geologic events. The practical applications of geology are stressed throughout. An attempt is made to give the student an appreciation of the part geology plays in every day life; to increase his enjoyment of the world around him by increasing his understanding of it; to give him a concept of the geologic time and some of the forms which have lived in the geologic past.

**61. Mineral Industries. (3) . . . . . NO**

A survey course in the study of minerals and their uses. Emphasizes the importance of minerals in modern civilization. Acquaints the student with minerals and how to identify them. Studies the origin, distribution, and occurrences of the more important minerals.

**72. The Oil Industry. (3) . . . . . I**

A survey course in the production and refining of oil. Emphasis is placed on the essential uses of petroleum products in modern civilization; world and national production; the geological conditions under which oil occurs; the methods of drilling and production; and the principles underlying refining.

**GERMAN**

HERMAN H. WIEBE . . . . . *Instructor*

**1. Elementary German. (5) . . . . . I**

Training in accurate pronunciation through daily drill; elementary grammar and sentence structure. Reading and reproduction of simple prose. This course may *not* be taken *for credit* by students who have had two years of high school German. Students who have had *one* year of high school German receive only 2 units of college credit.

Parallels University of California at Los Angeles German A.

**2. Elementary German. (5) . . . . . II**

Continuation of German 1. Completion of elementary grammar essentials. Reading and interpretation of prose of increasing difficulty. Conversation, diction, composition. Some knowledge of German tradition and character in folk-lore; essential geographical and historical data concerning German peoples.

Prerequisite: German I or two years of high school German.

Parallels University of California at Los Angeles German B.

**3. Intermediate German. (3) . . . . . I**

Review of elementary grammar. A study of word analysis, sentence structure, idioms, and composition. Intensive reading of modern prose and drama, with rapid reading of simple stories, plays, or science material.

Prerequisite: German 2 or three years of high school German.  
Parallels University of California at Los Angeles German C.

**4. Intermediate German. (3) . . . . . II**

Continuation of German 3. Reading and interpretation of more difficult prose. Increasing stress on conversation and free composition.

Prerequisite: German 3 or four years of high school German.  
Parallels University of California at Los Angeles German D.

**51. German Culture and Civilization. (3) . . . . . II**

Brief survey of German civilization with the aim of gaining an international insight and understanding. This class tours Germany. It makes a study of the ports, industrial centers, the Rhine district, the Black Forest, and many cities. The German characteristics and institutions are studied. German music and art are discussed; the reflections of Germanic psychology and philosophy in American history and civilization are traced; and outstanding German contributions in the United States are noted. Conducted in English.

**51A. German Culture and Civilization. (2) . . . . . II**

German 51 is organized into units of work. For this reason it is possible for students to enter the regular three unit course in German Culture and Civilization at the end of the first grade report period. The class meets three times per week for the remainder of the semester and carries two units of credit.

**52. Conversational German. (3) . . . . . I**

A course in the elements of conversation. It offers drill on correct sounds, practical words, simple constructions of everyday speech. It is conducted as a progressive journey to and through a foreign land. Words and sentences are taught as they are needed for each day's use. The course is planned to make possible a better understanding of another people and its ways. Not open to students who have had previous training in German.

**HISTORY**

JAMES L. JONAS . . . . .	<i>Instructor</i>
JOHN E. KIENLE . . . . .	<i>Instructor</i>
LEE R. MARSH . . . . .	<i>Instructor</i>
ANNE H. RAMBO . . . . .	<i>Instructor</i>
DONALD V. SPAGNOLI . . . . .	<i>Instructor</i>

**1-2. History of Western Europe. (3-3) . . . . . EI**

The growth of western European civilization from the decline of the Roman empire to the present time. An introduction to the study of history, giving a general perspective of the development of those political, economic and social institutions which explain our present day civilization. An attempt is made to orient the student's thinking on present world problems.

Parallels University of California History 4A-4B.

**3-4. History of the Americas. (3-3) . . . . . YR**

A general survey of the history of the western hemisphere from the discovery to the present time. The planting of European civilization in the western hemisphere, the growth of the colonies of the different nations, colonial systems, the international contest for the continents, the wars of independence in English-America and the Hispanic-America, the development of independent American Republics, their relations with each other and with the rest of the world.

Parallels University of California History 8A-8B.

**7-8. The History of Civilization. (3-3) . . . . . YR**

The world in which we live today is explained through the study of the progress of civilization. Emphasis is placed upon the economic and social experiments attempted by Egypt, Greece, Rome, India, China and Japan during ancient times. The modern world is analyzed by a study of those factors which tend to determine present world conditions; namely, Individualism, Christianity, Industrial Capitalism, Imperialism, Democracy, Republicanism, Dictatorships, etc. The survey will give the development of man's achievements from prehistoric to present times, thus giving the student a perspective on past history and an interpretation of current world events.

**12. Pacific Coast History. (2) . . . . . I**

A survey of the discovery, exploration, and settlement of Mexico, California, Oregon, Washington, and Alaska. Emphasis is placed upon the development of their particular political, economic and

cultural institutions, along with their present day relationships with each other and the rest of the world, particularly the Orient.

Parallels University of California at Los Angeles History 39.

## **62. Contemporary Problems of the Pacific Ocean. (2) . II**

Issues of outstanding current interest and importance are singled out for individual study and discussion: Japanese-American relations, the Matanuska Valley experiment, Mexican expropriations, Philippine independence, the importance of Hawaii. The development of new issues will be studied as they arise. Individual reports are utilized as a basis of class discussion.

### **HOME ARTS**

NELLE W. PARR . . . . . *Instructor*  
EMMA M. UELAND . . . . . *Instructor*

#### **1. The American Home. (2) . . . . . EI**

Problems of social usage, personality development, and the art of entertaining. Teas, luncheons, and dinners are served. A comparative study is made of customs and manners in foreign countries.

#### **2. Interior Decoration. (2) . . . . . I**

A study of house planning and furnishing in accordance with art principles. Problems of selection and arrangement of furniture, draperies, rugs, pictures, and decorative objects are emphasized. A study is made of period furniture and historic decorative accessories.

#### **4. Handicrafts. (2) . . . . . EI**

The application of art principles in the following crafts: weaving, batik, leather tooling, book binding, wood carving, block printing, stenciling and wool embroidery. This course aims to stimulate students to observe and appreciate art in the fields of textiles and crafts. Three two hour laboratory periods a week.

#### **11-12. Clothing. (3-3) . . . . . YR**

Construction of garments, including sport, afternoon and evening wearing apparel, and suits and coats. A study of pattern construction is made. Problems of clothing selection through the application of art principles of design and color are emphasized. Two laboratories of three hours each and one lecture each week.

Parallels the University of California Decorative Art 10A-10B.

**21-22. Elementary Food Study. (3-3) . . . . YR**

The study of the underlying principles of food selection, preparation, service and preservation; study of recipes, their construction and substitutions; menu making and meal preparation, with emphasis on cost and food value. Two three hour laboratory periods and one hour lecture each week.

Prerequisite: High School Chemistry or Chemistry 11. (May be taken concurrently.)

Parallels University of California Home Economics 1A-1B.

**25. Elements of Nutrition. (2) . . . . . I**

A study of the principles of nutrition and their application to the problems of growth, physical development, and maintenance of health. This course is planned for pre-nursing students.

Prerequisite: Home Arts 21. (May be taken concurrently.)

**31. Modes and Manners for Men. (1) . . . . . EI**

Special consideration is given to practical everyday social problems. Good manners and correct dress, both in the social and the business world, are stressed.

**31. Modes and Manners for Women. (1) . . . . . EI**

This course aims to develop good taste in dress. Art principles are emphasized in the study of line and color in costume, and in the use of fabric. Personality types are studied. Practical problems of the clothing budget, dressing on a limited income, and shopping suggestions are also part of this course. Students taking Home Arts 11-12 should not register for this course.

**55. Advanced Handicrafts. (2) . . . . . EI**

An advanced course in handicrafts. Three two hour laboratory periods each week.

**60. Marriage and the Home. (2) . . . . . EI**

A course in the art and science of family life. Such topics as friendships, the engagement, personality adjustments in marriage, and social and economic responsibilities of family members are discussed.

**61-62. Foods: Their Selection,  
Preparation, and Service. (3-3) . . . . . YR**

A comparative study of the fundamental processes of cookery in relation to the problem of family meals, with the necessary study of



costs. Two three hour laboratory periods and one hour lecture each week.

**64. *Child Growth and Development.* (2) . . . . II**

The care and training of children. This course includes the study of early training in food habits, play and recreation, parent-child relationships, discipline, home training for citizenship and clothing for children.

**65. *Domestic Management.* (2) . . . . . II**

A systematic study of the problems of domestic management designed to meet the needs of students who will soon have homes of their own, and also for those who are working for their room and board. It will deal with practical home problems, such as: cleanliness and sanitation, modern equipment, meal planning and table service, time and money budgeting, relationship of employer and employee, and other subjects of special interest to the home maker.

**73-74. *Pattern Construction.* (2-2) . . . . . YR**

Flat pattern work, drafting and draping. Each student will make a foundation pattern to fit her figure, and from this other patterns will be developed. The aim of this course is to give the student an understanding of figure construction to the extent that she will not be dependent upon commercial patterns. Two three-hour laboratory periods per week.

**81-82. *Cosmetology Practice and Theory.* (8-8) . YR**

The State Board of Cosmetology requires this basic course for certification in the field. Enrollment is limited to students in the Cosmetology Curriculum. The work is given in the cosmetology laboratories at Glendale High School. Transportation must be provided by the student. Four hours daily are required. Three hours daily are devoted to practical training and one hour to related science study.

**83-84. *Advanced Cosmetology Practice and Theory.* (8-8) . . . . . YR**

Continuation of Home Arts 81-82.

**HYGIENE**

WINIFRED E. CHAMPLIN . . . . .	<i>Instructor</i>
JAMES L. JONAS . . . . .	<i>Instructor</i>
HELEN COX STEELE . . . . .	<i>Instructor</i>
SAM A. TENISON . . . . .	<i>Instructor</i>

**1. Health Education. (2) . . . . . EI**

A consideration of health and its effect on the quality of human life; the effect of exercise and fatigue; prevention in specific diseases; and the hygiene of the different body systems. One semester is required of all students for graduation.

**JOURNALISM**

DERRILL PLACE . . . . .	<i>Instructor</i>
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**1. Introduction to Journalism. (2) . . . . . I**

An introductory course in Journalism, designed to give the student an understanding of the modern newspaper with some practice in writing for publication.

**2. Newspaper Reporting. (2) . . . . . II**

A study of work of the reporter. Practice in news gathering. Writing for publication.

**61. Copy Reading. (3) . . . . . I**

By handling copy that is to appear in print, the student interested in writing has an opportunity in this course to prepare copy for publication and to correct the material of other writers. Study of the rules of punctuation; practice in proofreading.

**62. Newspaper Problems. (3) . . . . . II**

A practical course in journalism. Students enrolled in this course publish the college newspaper. Practical work in make-up and layout is designed to train those interested in the routine of publication.

**81-82. Print Shop Practice and Theory. (5-5) . . . YR**

The course may be taken only by students enrolled in the Printing Curriculum. The work is given in the Glendale High School shop. Transportation must be provided by the student. Three hours daily are required.

**83-84. Advanced Print Shop  
Practice and Theory. (5-5) . . . . . YR**

Continuation of Journalism 81-82.

**LAW**

LOYD S. NOBLE . . . . . *Instructor*

**18. Commercial Law. (3) . . . . . I**

A practical course on the principles of law that affect the business relations of persons, including contracts, sales, agency and insurance. Special emphasis is placed on the study of the laws of California that a person should know in order to take care of his every day business affairs.

Parallels University of California at Los Angeles Business Administration 18A.

**19. Commercial Law. (3) . . . . . II**

A continuation of 18. A study of negotiable instruments, partnerships, corporations, securityship, real property and wills.

Prerequisite: Law 18.

Parallels University of California at Los Angeles Business Administration 18B.

**67. Law for the Layman. (3) . . . . . EI**

A survey of practical legal problems which confront people in their every day life activities. Included in the course is a study of courts, trials, marriage and divorce, community property, wills, trusts, succession, mortgages, trust deeds, conditional sales, crimes, torts, homesteads, corporate securities act, workmen's compensation act, and many principles of business law.

**LIBRARY SCIENCE**

ESTHER RAMONT NICHOLS . . . . . *Instructor*

**1. Library Science. (2) . . . . . I**

An orientation course in the use of books and libraries for students who are interested in the field of librarianship as a possible vocation. It is designed to familiarize students with the tools, techniques, and responsibilities of this field. Practical experience in the routine of the library is an important phase of the course. One hour of lecture and discussion and five hours of laboratory work a week.

**MATHEMATICS**

BURGOYNE L. GRIFFING . . . . .	<i>Instructor</i>
CHARLES H. HARRINGTON . . . . .	<i>Instructor</i>
LORAN W. KITCH . . . . .	<i>Instructor</i>
CLEMENT D. MESERVE . . . . .	<i>Instructor</i>
C. LESLIE NICHOLS . . . . .	<i>Instructor</i>
WALTER C. ROBERTS . . . . .	<i>Instructor</i>
PARK L. TURRILL . . . . .	<i>Instructor</i>

**1. Intermediate Algebra. (3) . . . . . EI**

Fundamental laws, curve plotting, linear equations, negative, and fractional indices, quadratic equations, arithmetic and geometric progressions, the binominal theorem, and logarithms. Students who have *two* entrance units in algebra may *not* receive college credit for this course. Students who have one and one-half entrance units in algebra may receive only 2 college credits for this course.

Prerequisite: One year of high school algebra.

**2. Trigonometry. (3) . . . . . EI**

An elementary course in plane trigonometry and spherical right triangles with practical applications. Trigonometric functions, the right triangle, functions of multiple angles, trigonometric equations and identities, radians, inverse functions, the oblique triangle, logarithms, calculations, trigonometric analysis, and Napier's rule as used in solving spherical right triangles. Students who have entrance credit in trigonometry may *not* receive college credit for this course.

Prerequisite: High school plane geometry and either one and one-half years of high school algebra or Mathematics 1.

**3. Plane Analytic Geometry. (3) . . . . . EI**

A study of the equations representing the straight line, circle, ellipse, and other conic sections as the locus or equations of first and second degree in rectangular coordinates; methods of writing equations for tangents and normals to circles and conic sections. Polar coordinates and transformation of coordinates.

Prerequisite: Two years of high school algebra, plane geometry and trigonometry, or Mathematics 1 and 2.

Parallels University of California Mathematics 3A.

**4. Differential Calculus. (3) . . . . . EI**

The study of functions, algebraic and transcendental and their classification. The derivative defined; its practical use in obtaining velocities and acceleration values in non-uniform straight line and curved line motion; and in obtaining maximum and minimum values

useful in design. The differential, and infinitesimal and its use in forming derivatives. The use of the first and second derivative in rapid curve tracing.

Prerequisite: Mathematics 3.

Parallels University of California Mathematics 3B.

**5-6. Integral Calculus, Solid Analytical  
Geometry and Infinite Series. (3-3) . . . . . YR**

A study of integration in the indefinite and definite integral. Applications of the definite integral in the determination of areas, volumes, centroids and moments of inertia. The study of surfaces in the geometry of space; partial differentials, multiple integrals and infinite series.

Prerequisite: Mathematics 4.

Parallels University of California Mathematics 4A-4B.

**8. College Algebra. (3) . . . . . EI**

A review of fundamental processes of algebra and advanced work in progression, determinants, theory of equations, partial fractions, permutations and combinations, logarithms, probability, and infinite series.

Prerequisite: One and one-half years of high school algebra or Mathematics 1, and Mathematics 2.

Parallels University of California Mathematics 8.

**50. Plane Geometry. (3) . . . . . II**

A comprehensive course in plane geometry. Parallel lines, proportion congruent and similar triangles, the right and oblique triangles; the theorem of Pythagorus, circles, and pologons are included.

Students may elect this course in order to remove deficiencies in high school geometry. If a student has not had geometry in high school, he will remove both subject and grade deficiencies if he receives a grade of "B" or better in Mathematics 50; if he receives a grade of "C", he will remove only the subject deficiency. If the student has received a "D" in high school geometry, he can raise this grade no higher than a "C"; this will remove the subject deficiency but not the grade deficiency.

Students who have already completed the course in high school geometry with a grade of "C" should *not* enroll in this course. No college credit is allowed for the duplication of a high school course.

**51. Elements of Mathematics. (2) . . . . . I**

A general course in the arithmetic of proportion, fractions, mul-

tiplication and division, roots and powers of numbers; addition and subtraction of complex or mixed numbers and an introduction to the use of the equation in algebra. Methods of computation are emphasized.

**61. Algebra Review. (3) . . . . . EI**

A review course in elementary algebra and selected topics in advanced algebra. Completely reviews all the work normally taken in the first two years of high school algebra. Fulfills the needs of all Architectural Drafting and Aviation Drafting students, and meets the prerequisites for Mathematics 2 if passed with a grade of "B" or better. Two hours lecture and recitation per week, and three hours laboratory drill.

**MUSIC**

CHARLES C. HIRT . . . . .	<i>Instructor</i>
IRENE MADDOCKS PATTISON . . . . .	<i>Instructor</i>
GEORGE SHOCHAT . . . . .	<i>Instructor</i>

**1-2. Solfege. (2-2) . . . . . YR**

Basic course for all students of both instrumental and vocal music. Extensive drill in sight reading, ear training and melodic dictation.

**3-4. History and Appreciation of Music. (3-3) . . . YR**

A study of the development of form and style in music through lecture, illustration and readings with regard to the structure and esthetics of musical compositions. The course also assists in a better understanding of music literature. The historical development of music through to the contemporary composers is taken up in conjunction with the study of their works. Either semester may be taken first.

**5-6. Harmony. (5-5) . . . . . YR**

Study of materials used in music, both diatonic and chromatic. Deals with chord relationships and progressions. Harmonization of melodies by section and phrase with use of embellishing tones. Common tone and common tone modulation. Allied chords and modulations. Use of augmented sixth chords. Aims to give command of music materials, to write music in simplest forms to harmonize a melody and to hear progressions readily.

Prerequisite: Music 1. (May be taken concurrently.)

**7-8. Counterpoint. (2-2) . . . . . YR**

Fundamental principles of good melody. Strict Counterpoint in all orders; two, three, and four voices. Free or modern counterpoint; note to note; second order: two or more notes to one admitting unharmonized dissonances either as changing notes, passing notes, retardations or suspensions.

**11-12-13-14. Chorus. (1-1-1-1) . . . . . EI**

Studies in the appreciation and performance of standard choral literature with special emphasis placed upon principles of part singing, vocal control, expression, diction, phrasing, and breath control. Development of ability to interpret printed page. Give training in public appearance.

**15-16-17-18. A Cappella Choir. (1-1-1-1) . . . EI**

Emphasis on singing technique, repertoire, and public performance. A wide variety of music from Praetorius to the modern literature is studied. Assist in annual school opera. Open to all students by tryout.

**21-22. Voice Training. (2-2) . . . . . YR**

Study of the principles of correct tone production and application of same to the simpler songs and ballads in English. Poise and diction stressed. Much individual singing and class discussion. Course planned toward the development of individual accomplishment. Style, tone color and interpretation are stressed. Class meets once a week for lecture and discussion and once in smaller groups for laboratory work.

**31-32-33-34. Orchestra. (1-1-1-1) . . . . . EI**

Standard symphonic literature studied. Appears at the annual school opera, many school functions and the Annual Spring Junior College Festival. Open to all students.

**41-42-43-44. Band. (1-1-1-1) . . . . . EI**

The better literature for modern bands is studied. Beginners admitted by arrangement with the instructor. Functions at all school athletic events. Open to all students.

**61-62. Instrumental Training. (1-1) . . . . . YR**

Elementary instruction on all string and wind instruments. Stress is placed upon proper tone production, simple technique, and en-

semble playing. Fundamental principles of transposing, arranging and conducting are also given.

**81-82-83-84. Ensemble. (1-1-1-1) . . . . . EI**

Small instrumental and vocal groups, meeting as trios, quartets, quintets, etc., will study suitable music for small groups for public performance. Special emphasis on phrasing, interpretation and stage presence. Aim is to prepare for public appearance on programs and radio broadcasts and to gain experience in blending and balance in performance.

Prerequisite: Consent of instructor.

**91-92. Arranging and Conducting. (3-3) . . . . . YR**

The practical essentials of arranging music for various combinations of instruments such as string quartet, brass quartet, dance orchestra, band and symphony orchestra. Part of the term will be spent in arranging for the popular dance orchestra. The student should be well acquainted with brass, woodwind or stringed instrument. One hour per week will be spent in conducting. The year's work will culminate in a complete symphonic score with the student conducting.

Prerequisite: Consent of instructor.

**PALEONTOLOGY**

CLEMENT D. MESERVE . . . . . *Instructor*

**1. Elementary Paleontology. (3) . . . . . II**

A study of the history of life on the earth with particular reference to the principles of and evidences for organic evolution. An appraisal of the physical environment of organism and animal adaptations thereto. The development of life from the simplest forms to the most complex by a study of fossils from all ages. A brief survey of human development.

Parallels University of California Paleontology 1.

**PHILOSOPHY**

RALPH LESLIE JOHNS . . . . . *Instructor*

**3-4. History of Philosophy. (3-3) . . . . . YR**

The development of philosophical theories from the early Greek period to the end of the eighteenth century, with a brief outline of philosophical movements of the nineteenth century. Attention will



be given throughout to the relations of philosophy with social and political conditions and with science, literature, and religion.

Prerequisite: Sophomore standing preferred.

Parallels University of California Philosophy 10A-10B.

**51. Social Ethics. (3) . . . . . I**

A survey of the challenging social and moral problems of the present day. The determination of moral situations, the processes involved in solution and adaptation; pleasure, duty, and the supreme good as aims and goals in life; practical application of social ethics in politics, in business, the school, and the home. Lectures, discussions, reports, term paper.

**PHOTOGRAPHY**

CHARLES H. HARRINGTON . . . . . *Instructor*

**51. Elements of Photography. (2) . . . . . EI**

Development of the basic techniques in the art of taking pictures. Making exposures, developing negatives, the making of prints, and the making of enlargements from both miniature and large negatives. It is expected that the student will, by the end of the course, have mastered the art of making well finished pictures under all ordinary conditions.

Prerequisite: A camera and the consent of the instructor.

**52. Intermediate Photography. (2) . . . . . EI**

For more advanced students. For students who show suitable skill, opportunities will be given in connection with the drama department, school publications, and sports to take pictures such as those a reporter would have on assignment.

Prerequisite: Consent of the instructor.

**PHYSICAL EDUCATION FOR MEN**

JAMES L. JONAS . . . . . *Instructor*

THOMAS S. RYAN . . . . . *Instructor*

SAM A. TENISON . . . . . *Instructor*

EUGENE WOLFE . . . . . *Instructor*

**1-2. Freshman Physical Education. (1/2-1/2) . . . . . EI**

Marching, free exercise, tests, and limited activity in games.

**3-4. Sophomore Physical Education. (1/2-1/2) . . . . . EI**

Limited free exercise and class athletics in various games and

sports: touch football, tennis, badminton, volley ball, basketball, soft ball, and horse shoes.

**5. Baseball. (½) . . . . . II**

Instruction and participation. Open for potential candidates for the varsity.

**7. Basketball. (½) . . . . . I**

Instruction in fundamentals and participation in the game.

**9-10. Recreation. (½-½) . . . . . YR**

A modified program of adapted activities upon recommendation of the college physician.

**11. Social Dancing. (½) . . . . . EI**

Instruction in social dancing for men and women who do not know how to dance. This class meets once a week for two hours.

**13-14. Football. (½-½) . . . . . EI**

Instruction in rules and various fundamentals of the game. Participation for those who expect to compete on the college team.

**15. Golf. (½) . . . . . II**

For beginners and varsity candidates. Each student must furnish his own equipment.

**17. Swimming. (½) . . . . . II**

Instruction in swimming and diving.

**21. Tennis. (½) . . . . . II**

Instruction in fundamentals of tennis. Students must furnish their own equipment.

**30. Leadership. (2) . . . . . II**

Discussion of the principles governing the choice of activities. Study of technique and rules. Organization and leadership of activities. This is a general course that takes into consideration the principal factors that are necessary for leadership. Such subjects as public speaking, dramatics, social sciences, and biology are recommended for students interested in leadership activities.

**PHYSICAL EDUCATION FOR WOMEN**

WINIFRED E. CHAMPLIN . . . . . *Instructor*  
 HELEN COX STEELE . . . . . *Instructor*

**1. Formal Gymnastics. (½) . . . . . I**

Instruction in Danish and Swedish gymnastic exercises with marching and games. To improve posture, increase or decrease weight and develop an appreciation of simple rhythm.

**2. Beginning Sports. (½) . . . . . EI**

Instruction in the fundamental techniques of volleyball, basketball, hockey and baseball in season. To provide healthful organized recreational activity for women students.

**3. Intermediate Sports. (½) . . . . . EI**

Development of techniques in volleyball, basketball, hockey and baseball in season with matches and tournaments. To provide healthful organized recreational activity for women students.

**4. Beginning Tennis. (½) . . . . . EI**

Instruction in fundamental strokes and practice for beginners. To provide skills of carry-over value for adult recreation.

**5. Intermediate Tennis. (½) . . . . . EI**

Practice for those who have had beginning tennis and can pass an examination in fundamental strokes. Instruction in umpiring, doubles and singles tactics. To provide healthful recreational activity for women students and develop skills for use in community service.

Prerequisite: P. E. 4.

**6. Beginning Rhythmic Activities. (½) . . . . . EI**

Instruction in simple clogs and tap dancing with an opportunity for creative expression. To develop neuro-muscular control and provide an opportunity for an expressive outlet.

**7. Intermediate Rhythmic Activities. (½) . . . . . II**

Instruction in clogs and tap dancing. A continuation of P. E. 6. To develop further neuro-muscular control and provide an opportunity for expressive outlet.

Prerequisite: P. E. 6.

**8. Beginning Folk Rhythms. (½) . . . . . EI**

Instruction in folk dances of all nations with some discussion of costumes. To provide healthful recreational activity for women students and develop skills for use in community service.

**9. Adapted Activities. (½) . . . . . EI**

Rest, ping-pong, sun-baths, or other limited activities as need is indicated on the health record. A class for the student whose medical examination indicates that she should take restricted activities.

**10. Social Sports. (½) . . . . . EI**

Practice in badminton, ping-pong, and deck tennis for fourth semester students. To provide healthful recreational activity for women students.

Prerequisite: Consent of instructor.

**11. Social Dancing. (½) . . . . . EI**

Instruction in social dancing for men and women who do not know how to dance. This class meets once a week for two hours.

**12. Intermediate Social Dancing. (½) . . . . . II**

A continuation of Beginning Social Dancing, to be offered the second semester only.

Prerequisite: P. E. 11.

**14. Beginning Archery. (½) . . . . . EI**

Instruction in the technique of archery and a tournament using the Junior Columbia Round.

**15. Intermediate Archery. (½) . . . . . EI**

A continuation of P. E. 14. Practice in shooting and a tournament using the Columbia Round.

Prerequisite: P. E. 14.

**30. Leadership. (2) . . . . . II**

Discussion of the principles governing the choice of activities. Study of technique and rules. Organization and leadership of activities. This is a general course that takes into consideration the principal factors that are necessary for leadership. Such subjects as public speaking, dramatics, social sciences, and biology are recommended for students interested in leadership activities. To prepare for community leadership and service.

**PHYSICS**

B. L. GRIFFING . . . . . *Instructor*  
 CHARLES H. HARRINGTON . . . . . *Instructor*

**1-2. General Physics. (3-3) . . . . . YR**

Heat, sound and mechanics. A study of the laws of motion, dynamics, statics, properties of matter, molecular nature of heat, laws of heat transfer. A study of the fundamental laws of sound and musical tone; acoustics of buildings; modern applications to theory of sound.

Only engineering students and science majors should enroll in Physics 1-2.

Prerequisite: High school physics or chemistry, and trigonometry (trigonometry may be taken concurrently).

Parallels University of California Physics 1A-1B.

**3-4. General Physics. (3-3) . . . . . YR**

Continuation of Physics 1-2. Electricity and light. The laws of magnetic fields, the laws and measurements of current flow and potential difference; Ohms law and electromagnetism and induced currents; conduction of electricity through gases, ferromagnetism; radio activity; laws of illumination; photometry, measurement of wave length; spectroscopy. A short survey will be made of some of the tendencies in modern physics.

Prerequisite: Physics 1-2 with a grade of "C" or above.

Parallels University of California Physics 1C-1D.

**5-6. General Physics. (4-4) . . . . . YR**

A study of properties of matter, mechanics, heat, sound, light, electricity and magnetism. Lectures, demonstrations, problems and laboratory work. Required for pre-medical students. Elective for liberal arts students. Students desiring a general knowledge of physics should enroll in this course. Only engineering students and science majors should enroll in Physics 1-2, 3-4.

Prerequisite: High school physics or chemistry, and trigonometry (trigonometry may be taken concurrently).

Parallels University of California Physics 2A-2B, 3A-3B.

**51. Physical Principles. (3) . . . . . II**

A study of mechanics, heat, sound, light, and electricity, with emphasis on their relation to everyday life. The history of the discovery of important facts and principles, and a study of the biography of some of the great scientists intended to give the student

an appreciation of scientific methods. This course is intended for students who are not specializing in science, yet desire to understand something of the physical world in which they live. No credit given if the student has taken high school physics, and obtained a grade of "C" or better.

**60. Sound Recording. (1) . . . . . EI**

A laboratory course in which measurements will be made to determine the frequency response, decibel gain, and percent of distortion of various parts of the equipment. Required of those who operate the recording equipment.

Prerequisite: Consent of instructor.

**61-62. Radio Engineering. (3-3) . . . . . NO**

Fundamental laws of direct and alternating currents; characteristics of vacuum tubes; circuit theory. Applications of principles of radio to public address systems, transmitters, and various kinds of receivers.

Prerequisite: High school physics and 3 years of mathematics.

**90-91. Shop Work and Instrument Making. (1-1) . EI**

A course consisting of laboratory work in designing and constructing apparatus for lecture demonstration and use in connection with Physics 1-2, 3-4, and 5-6. A student will be eligible for two units in this course and the credit will count toward graduation only. Registration in this course is subject to the approval of the instructor.

**92-93. Radio Measurement. (1-1) . . . . . NO**

A course covering experiments in radio and electrical measurements. Three hours.

**PHYSIOLOGY**

ERNEST W. HAWKES . . . . . *Instructor*

**1. Physiology for Nurses. (4) . . . . . I**

A study of the functions of the various systems of the human body, presented by lectures, text assignments, and the use of charts, models, and other laboratory material. A work-book is used in reviewing the system.

Prerequisites: High school physiology or chemistry.

**POLITICAL SCIENCE**

JAMES L. JONAS . . . . .	<i>Instructor</i>
JOHN E. KIENLE . . . . .	<i>Instructor</i>
LEE R. MARSH . . . . .	<i>Instructor</i>
ELMER T. WORTHY . . . . .	<i>Instructor</i>

**1-2. Comparative Government. (3-3) . . . . . YR**

A study of the historical development of the governments of the chief European states: England, France, Germany, Italy, Russia, and others. Governmental institutions, principles, and problems, national and international, are studied. Modern political technique and ideology are analyzed and evaluated in the light of history and man's social development.

Parallels University of California Political Science 1A-1B.

**3-4. American Government. (3-3) . . . . . YR**

A broad survey of the structures, the functioning processes, the services, ideals and problems of American Government. The origin and purpose of various governmental institutions of the United States, as well as an indication of what they are, what they are designed to do, and how they function. Lectures, discussion, and reports. Students who have credit for Political Science 5 should not enroll in Political Science 3-4. Duplication of material studied will result in deduction of units.

Parallels University of California at Los Angeles Political Science 3A-3B.

**5. American Political Ideals. (2) . . . . . EI**

An historical, philosophical, and analytical study of the theory and practice of American government. Special emphasis is placed on American Constitutional history and development of American democratic thought. A critical study of modern political ideology is made. This, or a similar course, must be taken by all students graduating from a college, and by all who desire a certificate to teach in the State of California.

Prerequisite: At least second semester standing.

**55. American Political Ideals. (2) . . . . . EI**

A study of the individual's part in the functions and processes of government in a democracy. Practical political problems confronting the American people are analyzed by a study of the Constitution, its background, its provisions, and its interpretation. Lectures, reports, and discussions. This course meets the graduation require-

ment of a two-unit course in the Constitution of the United States. It is not open to students who have completed Political Science 3-4, or Political Science 5.

**65. American State and Local Government. (2) . II**

A study of the development of state constitutions, practices and laws. The relation of the states to the Federal government and also to the county and municipal government is studied. Political and legal practices are analyzed and evaluated.

**PSYCHOLOGY**

LOIS H. FLINT . . . . .	<i>Instructor</i>
RALPH LESLIE JOHNS . . . . .	<i>Instructor</i>
LEE R. MARSH . . . . .	<i>Instructor</i>

**1-2. General Psychology. (3-3) . . . . . YR**

A systematic treatment of various reactions, traits, and tendencies; reflexes, instincts, feelings, emotions, intelligence, memory, imagination, perception, personality, etc. Lectures, collateral reading, laboratory demonstration, and frequent quizzes.

Prerequisite: Sophomore standing preferred.

Parallels University of California Psychology 1A-1B.

**51. Practical Applications of Psychology. (3) . II**

A survey of the practical applications of psychology in the home, school, theater, press, street, vocational and personal relations. The relation of heredity and eugenics to psychology, a psychological study of marriage, the home, the child, adolescence, and adulthood, mental health and conflicts, overcoming fear, anger, inferiority, criminal tendencies, emotions and their control. Lectures, discussions, term paper, readings in assigned texts.

**60. Social Psychology. (2) . . . . . EI**

Student relations to college problems are studied. Practical applications of the principles of social psychology in their relation to personal development are made. A survey of several vocations is undertaken by each student. The fundamental principles of success are analyzed in class. Through lectures, discussions, and reports two objectives are pursued: (1) the student's discovery of himself, (2) the student's discovery of a worthy vocation in the light of his own characteristics and abilities.



**SOCIOLOGY**JOHN E. KIENLE . . . . . *Instructor***51. Introduction to Sociology. (3) . . . . . I**

A study of social groups of which students themselves are members. One learns why and how persons act differently under similar circumstances. Consideration is given to the basic processes of group behaviour and fundamental concepts concerning human relations. Lectures, discussion, and reports.

**52. Applied Sociology. (3) . . . . . II**

A study of specific problems of cultural inefficiencies and social handicaps in society; subnormal and abnormal groups and conditions; problems of marriage, the family, and other social institutions; agencies and methods of treatment, control and prevention of social maladjustment. Lectures, discussions, and reports.

**SPANISH**LEROY T. HERNDON . . . . . *Instructor*W. C. D. KERR . . . . . *Instructor*LAURA C. MANETTA . . . . . *Instructor***1. Elementary Spanish. (5) . . . . . EI**

Fundamentals of Spanish grammar. The student is trained to pronounce Spanish correctly, to acquire a small working vocabulary which he uses in conversation and writing, and to learn to read simple Spanish. Students who have had one year of high school Spanish receive only 2 units of college credit. May not be taken for credit by students who have had two years of high school Spanish.

Parallels University of California Spanish A.

**2. Elementary Spanish. (5) . . . . . EI**

This course is based upon the reading and interpretation of idiomatic Spanish prose, with a further study of pronunciation and review of the fundamentals of Spanish grammar.

Prerequisites: Spanish 1, or two years of high school Spanish.

Parallels University of California Spanish B.

**3. Intermediate Spanish. (3) . . . . . EI**

This course includes further study of Spanish grammar and idioms, intensive and extensive reading in contemporary colloquial Spanish, oral résumés of readings, and written composition.

Prerequisite: Spanish 2, or three years of high school Spanish.

Parallels University of California Spanish C.

**4. Intermediate Spanish. (3) . . . . . EI**

A continuation of Spanish 3, with reading of more difficult literary texts.

Prerequisite: Spanish 3, or four years of high school Spanish.

Parallels University of California Spanish D.

**51. Spanish Culture and Civilization. (3). . . . . II**

The growth of Spanish culture and its expansion into Spanish America through the periods of exploration, colonial development, and independence. Attention is given to the cultural, political and economic relations between Latin America and North America. The specific contributions of Spain to our California history and institutions are studied in detail. This course is conducted in English.

**51A. Spanish Culture and Civilization. (2) . . . . . II**

Spanish 51 is organized into units for work. For this reason it is possible for students to enter the regular three unit course in Spanish Culture and Civilization at the end of the first grade report period. The class meets three times per week for the remainder of the semester and carries two units of credit.

**52. Conversational Spanish. (3) . . . . . I**

A course in the elements of conversation. It offers thorough drill on correct sounds, practical words, simple constructions of everyday speech. It is conducted as a progressive journey to and through a foreign land. Words and sentences are taught as they are needed for each day's use. The course is planned to make possible a better understanding of another people and their ways. Not open to students who have previously studied Spanish.

**SPEECH**

JAMES D. DAVIS . . . . .	<i>Instructor</i>
RICHARD B. LEWIS . . . . .	<i>Instructor</i>
DERRILL PLACE . . . . .	<i>Instructor</i>

**1. Fundamentals of Expression. (2) . . . . . EI**

A study of the fundamentals of speech including the principles governing voice quality, articulation, and clarity of expression. The course, including modes of speaking, the proper use of action and gesture, the study and improvement of the voice, is designed to give the principles of speech preparation and to help the student acquire a simple direct manner of speaking. Frequent organized speeches, voice recordings, practice in group discussion, conferences.

**2. Oral Interpretation. (2) . . . . . II**

A continuation of Speech 1 with stress upon reading aloud from prose, poetry, and plays. Choral reading of poetry and group reading of plays will be done. Speaking for radio and public address systems will be studied.

Prerequisite: Speech 1.

**3-4. Public Speaking. (3-3) . . . . . EI**

A study of the fundamental principles of speech preparation, and of simple and direct speaking. Practice in outlining speech material and in presenting extemporaneous speeches. A forum of organized student discussion centering about a study of contemporary affairs. Training in oral composition.

Parallels University of California Public Speaking IA-1B.

**5-6. Principles of Argumentation. (2-2). . . . . YR**

The application of the rules of evidence and reasoning to public debate and discussion. Analysis of the types of arguments and refutations. Debate technique. Practice in gathering materials, in briefing, and in preparing a speech for intercollegiate debating.

Prerequisite: Speech 3. (May be taken concurrently.)

**7. Introduction to the Theater. (3) . . . . . I**

A general introductory course offering foundation study for acting and play production, but with stress upon appreciation and enjoyment of the modern stage, radio, and motion pictures. Play reading and evaluation with concentration upon the contemporary period. An introduction to acting and a practical study of general body control for social poise and for acting. Discussions and research in theories of play production. Field trips. Introduction to stage make-up.

**8. Techniques of Dramatic Production. (3) . . . . . II**

A critical and experimental study of the actor's craft. Preparation of plays for production including how to study a play, how to cast, how to plot action, how to plan sets, properties and lighting. Stage organization and management. Advanced study of make-up. Each student will produce at least one scene for public presentation and will act in several plays.

Prerequisite: Speech 7.

**50. Speech Improvement. (1) . . . . . EI**

This short concentrated course is designed to improve speaking in everyday situations. Each section will meet two hours each week

for one-half a semester for one unit of credit. At mid-semester, new sections will begin. Class work will include methods of overcoming stage fright, and techniques of making class recitations, clear and interesting reports, and contributions to group discussions.

**51. *Speech Fundamentals.* (2) . . . . . II**

This course surveys the fields of informal public speaking, group discussion, conversation, speaking for radio and public address equipment, and reading from the printed page. Individual attention will be given to the improvement of voice and articulation. One lecture session and one laboratory section each week. Recordings will be made during the course.

Prerequisite: Speech 50.

**55-56. *Fundamentals of Debate.* (2-2) . . . . . YR**

A study of the fundamental principles of argumentation and debate, including the analysis of a question, the technique of gathering evidence, essentials of briefing, the construction of arguments, and the principles of rebuttal.

**57. *The Theater Today.* (3) . . . . . I**

A consideration of the methods used in evaluating stage plays, radio productions, and motion pictures. Materials will include current productions, reviews by critics, and articles and books on the mediums of entertainment. Class activities will include acting for stage and radio, and stage make-up.

**58. *Theater Acting, Directing, and Producing.* (3) . . . . . II**

The course is planned to show how individuals can present stage and radio plays for enjoyment and at the same time develop abilities to act, design and produce in the theater.

**61-62. *Repertory Acting.* (2-2) . . . . . NO**

Open to a limited number of advanced students. Plays will be prepared for presentation in the community.

Prerequisite: Speech 7-8 or Speech 57-58.

**71-72. *Radio Production.* (2-2) . . . . . YR**

A laboratory course in radio script writing, acting, announcing, and producing. Broadcasts will be prepared for presentation over the air.

Prerequisite: Consent of instructor.

NOTE: The courses in drama are planned to give students an introduction to the theater. Work in the department is not primarily in-

tended to train students for the professional stage or radio, but experience and knowledge which are essential to a theatrical career can be acquired. Emphasis is placed upon training for non-professional theater work and enjoyment of stage, radio, and screen productions through a trained appreciation.

### STAGECRAFT

LEROY T. HERNDON . . . . . *Instructor*

**1-2. Stagecraft. (2-2) . . . . . NO**

A laboratory study of techniques in modern stage design, construction, painting, lighting, and backstage organization.

**51-52. Stagecraft. (3-3) . . . . . NO**

Laboratory experience in backstage organization: designing, building, painting, lighting, and handling settings for college plays.

### ZOOLOGY

ERNEST W. HAWKES . . . . . *Instructor*

LORAN W. KITCH . . . . . *Instructor*

**1. General Zoology. (4) . . . . . I**

An introduction to the principles of animal biology, with special reference to the structure, functions, heredity, and evolution of animals. Study and dissection of animal types, assisted by charts and models. Two lectures and two three-hour laboratory periods.

Required of pre-medical and pre-dental students, and psychology, paleontology, and zoology majors.

Prerequisite: High school biology and physiology, or high school chemistry.

Parallels University of California Zoology 1A.

**2. General Zoology. (4) . . . . . II**

A continuation of Zoology 1. Structure and functions of chordate types, including their embryonic development. Two lectures and two three-hour laboratory periods.

Prerequisite: Zoology 1.

Parallels University of California Zoology 1B.

**3. General Biology. (3) . . . . . EI**

A study of the fundamentals, functions and principles of animal and plant life; the relation of organisms to their environment; modern conceptions of heredity, variation and evolution; and the biological aspects of human problems. Lectures, demonstrations, assigned readings, and reports. Open without prerequisite to all

students, but designed for those not specializing in zoology. Not open for credit to students who have had Zoology 1, but students who have taken Zoology 3 may elect Zoology 1 for credit.

**51-52. *Biology and Man.* (3-3) . . . . . YR**

An exploratory course in the life sciences, particularly a study of man in his relation to other living things: his origin and heritage, his relation to plants and animals, his future from a biological standpoint. Lectures, demonstrations and related laboratory work.

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