GLendale
JUNIOR COLLEGE
GLendale • CALIFORNIA

ANNOUNCEMENT
OF COURSES FOR
1939 - 1940

YOUTH EVER
UPHOLDS
OUR FINEST
TRADITIONS
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Administration</td>
<td>7</td>
</tr>
<tr>
<td>II. General Information</td>
<td>11</td>
</tr>
<tr>
<td>III. Grades and Scholarship</td>
<td>19</td>
</tr>
<tr>
<td>IV. Admission and Registration</td>
<td>21</td>
</tr>
<tr>
<td>V. Graduation Requirements</td>
<td>28</td>
</tr>
<tr>
<td>VI. Lower Division Requirements at Various Universities</td>
<td>29</td>
</tr>
<tr>
<td>VII. Semi-Professional and Technical Curricula</td>
<td>33</td>
</tr>
<tr>
<td>VIII. College and Professional Curricula</td>
<td>49</td>
</tr>
<tr>
<td>IX. Announcement of Courses</td>
<td>68</td>
</tr>
<tr>
<td>X. Index</td>
<td>123</td>
</tr>
</tbody>
</table>
CALENDAR 1939-1940

FALL SEMESTER

Sept. 8....Psychological Examination.................9:00 A.M.
Sept. 8....English Subject A Examination........2:00 P.M.
Sept. 11....Forum Meeting for NEW Students.2:30 P.M.
Sept. 11....Registration of OLD Students........9:00 A.M.-3:00 P.M.
Sept. 12....Registration of OLD Students........9:00 A.M.-12:00 M.
Sept. 12....Registration of NEW Students........1:00 P.M.- 4:00 P.M.
Sept. 13....Registration of NEW Students........9:00 A.M.- 4:00 P.M.
Sept. 14....Registration of NEW Students........9:00 A.M.-12:00 M.
Sept. 14....Registration of SPECIAL Students...1:00 P.M.- 4:00 P.M.
Sept. 15....Class Instruction Begins
Sept. 22....File Permanent Programs
Oct. 13....Last Day for Filing Graduation Petitions
Oct. 27....Grade Reports (First)
Nov. 11....Holiday—Armistice Day
Nov. 17....Last Day to Drop Courses Without Penalty
Nov. 30-Dec. 1...Thanksgiving Vacation
Dec. 8....Grade Reports (Second)
Dec. 18-29...Christmas Vacation
Jan. 1....Holiday—New Years
Jan. 26....End of Semester

SPRING SEMESTER

Jan. 26....Psychological Examination.................9:00 A.M.
Jan. 26....English Subject A Examination........2:00 P.M.
Jan. 29....Forum Meeting for NEW Students 2:30 P.M.
Jan. 29....Registration Begins
Feb. 9....File Permanent Programs
Mar. 1....Last Day for Filing Graduation Petitions
Mar. 13....Grade Reports (First)
Mar. 18-22...Easter Vacation
April 5....Last Day to Drop Courses Without Penalty
April 26....Grade Reports (Second)
May 30....Holiday—Memorial Day
June 14....End of Semester
ADMINISTRATION

BOARD OF EDUCATION

George W. Blanche .................................................. President
J. Marion Wright .................................................. Secretary
Merritt P. Kimball .................................................. Clency H. Hasbrouck
Mrs. Roy L. Adamson

OFFICERS OF ADMINISTRATION

Willard S. Ford .................................................. Superintendent
A. L. Ferguson .................................................. Deputy Superintendent
John T. Cate .................................................. Assistant Superintendent
Charles A. Nelson .................................................. Director
Elmer T. Worthy .................................................. Dean of Men
Lois H. Flint .................................................. Dean of Women
Donald V. Spagnoli .................................................. Registrar
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, Political Science
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
A. B., M. A., Syracuse University.

Fox, Marguerite V.—French
A. B., De Pauw University; Diploma of French Literature, University of Bordeaux, France.

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 William—Zoology
A. B., Dakota Wesleyan University; M. A., University of Pennsylvania; Ph. D., University of Pennsylvania.

Herndon, Leroy Travers, Jr.—Spanish
A. B., Stanford University.

*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.—Physical Education
   A. B., M. A., 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.

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, Gwen—Commerce
   B. S., M. S., University of Southern California.

Miller, Sherman C.—Commerce, Physical Education
   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.

Nelson, Charles A.—Director
   A. B., University of Washington; M. A., Stanford University.

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.

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
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.

Shennum, Harland O.—Music
B. S., Nebraska State Teachers College.

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
A. B., B. S., University of Redlands; M. S., University of California.

Ueland, Emma M.—Social Arts
B. S., Oregon State College; M. A., Columbia University.

Wiebe, Herman H.—German
A. B., University of Nebraska; M. A., University of Wisconsin.

Worthy, Elmer T.—Dean of Men, Political Science
A. B., J. D., Stanford University; M. A., University of Southern California.

*Part Time Instructor.
GENERAL INFORMATION

HISTORY AND ORGANIZATION

In March 1927, the citizens of Glendale, by an overwhelming vote of nineteen to one, approved the establishment of the Glendale Junior College District. The Junior College District is coterminous with the Glendale Unified School District and is governed by the same Board of Education, which is regularly organized as the Board of Directors of the Glendale Junior College District.

Class instruction began for the first time on September 19, 1927. There were four full time and five part time junior college instructors. During this first year the total enrollment reached 139, with an average daily attendance of 102 for the entire year.

The enrollment for the collegiate year 1938-1939 totaled 1503. The faculty included 42 full time and 3 part time junior college instructors.

The Junior College has attained considerable success during its first eleven years. The University of California has placed it on the accredited list. The students have an excellent collegiate spirit. There are many clubs and organizations. Regular inter-collegiate competition in men’s athletics, women’s playday games, and debating has been introduced. Many social gatherings are held. A weekly newspaper and an annual are published each year.

LOCATION OF COLLEGE

The Glendale Junior College is located in Glendale, California, a city of about 75,000 people. A new college has just been completed on a beautiful 25 acre tract in the northeast part of the city. The campus when fully landscaped will be one of the most picturesque in the west. A large administration building and a modernly equipped science building and separate locker rooms for men and women have already been built. Over half a million dollars have been expended with plans for further growth.

EQUIPMENT

Every effort has been made to equip adequately every department of the institution for college work. The chemistry and physics departments have been equipped with the very best type of apparatus. The biological and geological departments are well supplied with necessary equipment and supplies. Instruments have been purchased for the music department while calculating machines and other office appliances have been secured for the commerce department. Fine instruments for the surveying classes have been provided. New equipment and supplies have been liberally added from time to time by the Board of Education.
LIBRARY

The Junior College library is housed on the second floor of the Administration Building. The reading room seats 165 students and provides, in addition to the main book collection, reference material, bound magazines and the card catalogue. Two additional rooms provide space for cataloguing of books, storage, and for unbound magazines.

The library contains approximately 10,000 volumes and receives regularly 125 of the best periodicals and 7 daily and weekly newspapers.

The library is open from 7:30 A. M. to 4:30 P. M. from Monday through Friday.

PURPOSE OF THE JUNIOR COLLEGE

The purpose of Glendale Junior College is democratic education for all persons in the community: both those who plan a university career, and those who plan to terminate their education at the end of two years. Democratic education develops good citizens with an understanding of responsible citizenship.

Glendale Junior College teaches specific skills, encourages effective thinking, offers a true integration of practical and cultural materials.

COLLEGE ATTITUDE

There is every reason to believe that the great majority of young men and women attend college for the purpose of improving and equipping themselves for lives of happiness and usefulness. In order to attain this end, and thereby get the most from college, each student must maintain a proper attitude toward work and a well poised campus conduct. College students should take the initiative to institute a campus citizenship which will develop the most and the best in all. With the development of this spirit, problems of discipline become very few.

AUTHORITY OF INSTRUCTORS

No student shall be permitted to enter a class if the instructor concerned believes that he is not sufficiently prepared to do the work involved.

A student enrolled in any class is expected to attend regularly and comply with all assignments to the satisfaction of his instructor.

Any instructor satisfied that a student is willfully neglecting his work, may, with the Director’s approval, exclude such student from his class. Under such circumstances the student shall be given an “F” in the course.
ATTENDANCE

Registration and enrollment in the different classes in the Junior College presupposes that recitations, lectures, and laboratory sessions will be attended regularly. Absence from class necessarily lowers a student's grade. For this reason, regular attendance is required. Students who are irregular in their attendance may be dropped from the class and given an "F" in the course.

Instructors will be expected to take into consideration attendance and attitude in determining each student's final grade.

Three tardinesses shall constitute the equivalent of one absence. Absences in physical education must be made up, subject to satisfactory arrangements with the instructors.

EXAMINATIONS

Final examinations shall be conducted in all courses. An examination schedule will be announced, stating the time for examinations, all of which will be conducted in writing wherever practicable. No examination shall exceed three hours.

No student shall be excused from taking a final examination.
A student arriving late for an examination may be denied the privilege of writing, provided the person conducting the examination considers such tardiness inexcusable.

Re-examinations are not given except as a means of removing an incomplete or condition grade (E). See page 19.

CHANGE OF PROGRAM

A student may change his program up to but no later than Friday of the second week of college, after the opening of any semester, without penalty.

A student may drop a course before the end of the tenth week of any semester without having an "F" (Failure) recorded as his grade in the course. A student dropping a course after the expiration of the first ten weeks will have an “F” recorded against his record with corresponding loss of grade points.

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”.

HONORABLE DISMISSAL

Any student who finds it necessary to withdraw from college, except at the end of a semester, should make a statement to that effect and petition the faculty to grant him an honorable dismissal.
All higher institutions of learning require, as a prerequisite to admission, an honorable dismissal clearance from the institution previously attended. Even though the student may not expect to attend college again, the Glendale Junior College recognizes this clearance as the businesslike method of withdrawing from college. Such procedure may prevent the individual from being graded “F” in all courses. Furthermore, a record of such dismissal will make subsequent readmission privilege possible with little delay.

No student will receive an honorable dismissal if his financial record at the college is not clear. All grades, credits, and transcripts will be withheld until all his bills due the college have been paid.

STUDENT COUNSELING

The Junior College Faculty assist the administration in advising and counseling with students about their work and college problems. An attempt will be made to counsel each student in order to assist him in discovering his potentialities and limitations so that he may make the most satisfactory social, mental, moral and physical adjustments for the development of a full life.

At the time of registration each student is assigned a faculty adviser. This adviser will counsel the student during his entire career at the Junior College. Advisers are assigned to students on the basis of their major interests.

PLACEMENT BUREAU

A placement Bureau is established to assist students in finding employment. Special attention will be given to students who are specializing in commercial and secretarial courses. Systematic effort will be made to find positions for those students who are dependable and have attained skill and proficiency.

ASSOCIATED STUDENT BODY BOOKSTORE AND STUDENT UNION

A co-operative bookstore is operated by the Associated Student Body. The bookstore manager is appointed by the student executive committee.

The bookstore handles all the textbooks needed in the various classes. In addition, a full line of college supplies is carried in stock. This includes pens, pencils, notebooks of various kinds, etc. They are sold on a very small margin of profit, which goes into the student body treasury.
During the last year a Student Union has been built on the campus. The bookstore is housed in the Union with a cafeteria and fountain. The best foods are served at moderate prices.

The Union may also be used as a general meeting place during the day where the students may study together or visit as they desire.

FEES

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

The Student Body has agreed upon a fee of $10.00 per year payable at the time of registration. 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 worthwhile activities on the campus that help in the development of college life in its many phases.

1. All regularly enrolled students will pay $10.00 for the year.
2. Any student declaring his intention to go for the first semester only will have the option of paying $6.00. (If he should then enroll for the second semester he must pay an additional $6.00).
3. Students enrolling in January will pay $6.00 for the one semester.
4. Students enrolled in 5 units or less are required to pay a fee of $2.50 per semester.

NUMBERING OF COURSES

All courses listed in the Catalog are accepted toward the title of Associate of Arts.

However, only courses numbered from 1 to 49 inclusive, will be accepted in the fulfillment of requirements for the Junior Certificate at the University of California. Such courses meet the lower division requirements for the Bachelor of Arts (B. A.) or Bachelor of Science (B. S.) degree.

College preparatory courses, vocational courses, and junior college liberal arts courses are numbered from 50 to 100. These courses are not accepted by the University of California in meeting the unit requirements for the Junior Certificate.

In some cases it is possible for students to obtain non-university credit in university courses. These courses will be numbered from 80 to 100 inclusive. A detailed statement concerning this possibility is given on page 68.
TRANSFERS TO OTHER COLLEGES

A transcript of a student's record at the Glendale Junior College will be sent to a college or university upon the request of the student. Transcripts of record are not given to students.

The admission of a student to a college or university rests entirely with the college or university. The requirements for transfer to the University of California are noted on page 25. Students planning to transfer to other institutions of higher learning are advised to refer to the catalog of that institution to determine their transfer rules.

STUDENT ACTIVITIES

Each student entering Glendale Junior College pays a student body fee of $10.00 which entitles him to membership in the Associated Student Body. This membership includes admission to all regularly scheduled conference athletic contests, receipt of "El Vaquero" and "La Reata," and the right to vote at student body elections. An Executive Board is elected by means of which the Associated Student Body may control various campus activities.

In addition to the authorized intercollegiate athletics, college activities have taken on a broad scope in all phases of college life. For the women, there are the Associated Women Students, the Women's Athletic Association, Epsilon Omega and Gamma Mu. The men have the Associated Men Students, Y. M. C. A. and the Charros Club. Epsilon Omega and the Charros Club are composed of leaders of the college and are organized primarily for service to the college.

To promote greater interest scholastically, as well as serve the college, are the Alpha Gamma Sigma, state honor society; Phi Theta Kappa, National Junior College Scholastic Fraternity; Phi Rho Pi, National Honorary Forensic Fraternity; Delta Psi Omega, National Honorary Dramatics Fraternity; Beta Phi Gamma, National Honorary Journalistic Fraternity; Tau Alpha Delta, science club; Gamma Alpha Pi, geology-paleontology club; Alphi Chi, art club; Delta Mu, De Molay club; Sigma Xi Sigma, science club; Sigma Pi Delta, social arts club; Epsilon Alpha Gamma, music club; Archi, architecture club; Lettermen's Club; Engineers Club; Cosmopolitan Club; Camera Club; Bible Club; Army-Navy Club; Press Club; El Vaquero, the weekly college paper; and La Reata, the college annual.

An Inter-Club Council has been established for the purpose of co-ordinating the club activities of the college. Permission for the
establishment of new clubs must be obtained by approval of the Director and the Inter-Club Council.

HONOR STUDENTS

Glendale Junior College recognizes outstanding scholarship attainment by placing the names of such students on an Honor Roll. Students with a scholarship average of "B" or better for any semester will have their names placed on the Semester Honor Roll. It is desired to create as stimulating an atmosphere as possible for general intellectual development among the students. The college hopes the honor students may be distinguished for mental alertness, keen analysis, and fine appreciations. Grades, as they represent such qualities as these, have a genuinely human value which the entire student body can honestly recognize.

Students who have made exceptional collegiate records are also eligible for membership in the Glendale Junior College chapter of Alpha Gamma Sigma, the state honor society, and Phi Theta Kappa, the national scholastic fraternity. Details of requirements for membership in these organizations may be found in the student handbook.

STUDENT FINANCES

A student body accounting office has been established under the supervision of the Commerce Department for handling all receipts and disbursements of the Associated Student Body and all clubs and organizations of the Glendale Junior College.

ASSEMBLIES

Official college assemblies are held twice each college month under the auspices of the Associated Students. Attendance is expected of all students. Administration problems of the college are brought before the students by the Director. Lectures, concerts, and dramatic productions are offered to the student body.

Unofficial assemblies, athletic rallies, and special student meetings are permitted by special consent of the Director.
TIME SCHEDULE OF CLASSES

The class schedule is as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>8:05- 9:00 A.M.</td>
</tr>
<tr>
<td>II</td>
<td>9:05-10:00 A.M.</td>
</tr>
<tr>
<td>III</td>
<td>10:05-11:00 A.M.</td>
</tr>
<tr>
<td>IV</td>
<td>11:05-12:00 M.</td>
</tr>
<tr>
<td>NOON</td>
<td>12:05- 1:00 P.M.</td>
</tr>
<tr>
<td>V</td>
<td>1:05- 2:00 P.M.</td>
</tr>
<tr>
<td>VI</td>
<td>2:05- 3:00 P.M.</td>
</tr>
<tr>
<td>VII</td>
<td>3:05- 4:00 P.M.</td>
</tr>
<tr>
<td>VIII</td>
<td>4:05- 5:00 P.M.</td>
</tr>
</tbody>
</table>

When assemblies are held, the class schedule is as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>8:05- 8:50 A.M.</td>
</tr>
<tr>
<td>II</td>
<td>8:55- 9:40 A.M.</td>
</tr>
<tr>
<td>III</td>
<td>9:45-10:30 A.M.</td>
</tr>
<tr>
<td>IV</td>
<td>10:35-11:20 A.M.</td>
</tr>
<tr>
<td>Assembly</td>
<td>11:25-12:10 P.M.</td>
</tr>
<tr>
<td>NOON</td>
<td>12:10- 1:00 P.M.</td>
</tr>
</tbody>
</table>

(The afternoon schedule is the same as above)
GRADES AND SCHOLARSHIPS

UNITS OF WORK AND CREDIT

A "unit" is the term used to indicate one semester-hour of work, or credit—i.e., one hour of work a week continued throughout one semester is considered one "unit" of work. Each unit of work requires approximately two hours of preparation, exclusive of the time spent in recitation.

Sixty-four units are required for graduation.

UNIT LIMITATIONS

A regular student must enroll for no less than 12 units, and no more than 16 1/2 units, unless granted permission to the contrary by his faculty adviser.

The average study list in Junior College is 15 1/2 or 16 1/2 units per semester. Under NO CIRCUMSTANCES will a student be permitted to carry more than 17 1/2 units a semester without the permission of the Registrar and the Director. (The University of California will not accept more than 16 units a semester unless the preceding semester shows a "B" average in a full program.)

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 given 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

In addition to the semester grades a system of grade points is used to determine the student's general standing and fitness for graduation. Every semester unit successfully completed will be credited with grade points corresponding to grades in the following manner:

- The grade of A is credited with three grade points.
- The grade of B is credited with two grade points.
- The grade of C is credited with one grade point.
- The grade of D is credited with 0 grade points.
- The grade of F is credited with −1 grade point.

Explanation: A three-unit course with a grade of A earns 9 grade points; with a grade of B earns 6 grade points; with a grade of C earns three grade points; with a grade of D earns no grade points; with a grade of F loses 3 grade points.

DISQUALIFICATION

The Glendale Junior College attempts to place students in those courses in which they are interested and for which they have special abilities. When this has been done and the student has neither the attitude nor the ability to carry his program, or for any other good reason, he may be dropped from college if he fails to pass in eight units of work.

Students thus dismissed from college may, upon petition, be reinstated by the Director of the Junior College.

A student who is dropped a second time for failure is not eligible for reinstatement.
ADMISSION AND REGISTRATION

APPLICATION FOR REGISTRATION

All applications and requests for information should be directed to the Registrar, Glendale Junior College, Glendale, California. From the Registrar all blanks for registration may be secured. As early as possible after graduation from high school all applicants should send transcripts of credits, certified by the principal of their high school. Failure to present a transcript may delay or prevent admission.

Formal registration takes place during the first week of each semester. Information and advice may be received at the Registrar’s office previous to this time.

Prior to enrollment at Glendale Junior College, all applicants must:

1. File an application blank with the Registrar of the Junior College.
2. File a transcript of high school record with the Registrar.
3. Take certain psychological and aptitude examinations.
4. Take an English Subject A Examination.

No registration will be permitted after Friday of the second week of any semester.

Students entering late will be permitted to enter only those classes in which registration is not closed. The college assumes no responsibility to satisfy late entrants as to choice of subjects.

ENTRANCE REQUIREMENTS

Students must be graduates of a high school or secondary school. Students over 18 years of age who are not graduates of a high school will be admitted to take special liberal arts and vocational courses. It is advisable, however, for students to graduate from high school before attempting collegiate work.

RESIDENCE REQUIREMENTS

In order to comply with legal regulations concerning residence of Junior College students, the following residence rules and regulations are in force.

1. A student living in the Glendale Junior College District may attend the Glendale Junior College provided his legal residence is in the district. The legal residence if a student under 21 is with his father or legal guardian. The father is the legal guardian except when deceased or by action of a court of law. The legal residence of the father or guardian is in the school district in which he is qualified to vote.
2. A student whose residence is outside of the Glendale Junior College District and not in another Junior College District may attend the Glendale Junior College.

3. A student whose residence is outside of the Glendale Junior College District and in another Junior College District may attend the 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 and the Junior College District of Residence contracts to pay the Junior College District of Attendance (Glendale Junior College) the cost of education.

At the time of registration each student is required to file a “Statement of residence.” Falsification on this statement may result in dismissal from the Glendale Junior College.

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

Students from out-of-state high schools shall not be eligible for admission to the Glendale Junior College. However, it is to be understood that whenever an out-of-state family establishes residence in Glendale, members of the family will be accepted as local residents. An exception to this rule is made in the case of students who have already been in attendance at the Glendale Junior College.

SPECIAL ENTRANCE EXAMINATIONS

For the purpose of aiding registration and making counseling more effective, certain examinations are given at the time of registration. These examinations will be scheduled for some time during the week preceding formal registration each semester.

Subject A Examination

The examination known as the Subject A Examination is designed to test the student's ability to write English without gross errors in spelling, diction, sentence-structure, and punctuation. All entering students are required to take this examination before their first registration in Glendale Junior College. Failure to take this examination is the equivalent of failure. The papers will be graded either “Passed” or “Failed.”

The College Aptitude Test

This test is required of all students entering Junior College. It is a psychological test designed to test the student's ability in various types of work, and its results should serve as a material guide in a student's registration. Admission to college depends in no way upon the results of this examination.
Physical Examination

All students are given a physical examination at least once during the college year. This is done by a local physician assisted by the college nurse. Records of these examinations are kept on file and are used in outlining courses in remedial and corrective exercises in physical education.

PHOTOGRAPHS

In order to complete office records and to aid in advisory work, it is necessary that all students present themselves at the time of their first registration to be photographed. These photographs are attached to the permanent records of students.

Students whose records are incomplete due to their failure to cooperate in this matter will not be entitled to honorable dismissals. Such students will not receive grades, credits or transcripts until they have made satisfactory arrangements with the office.

MATHEMATICS REQUIREMENTS

One year of high school algebra and one year of plane geometry must be completed before a student can qualify for upper division standing in a standard university.

FOREIGN LANGUAGE REQUIREMENTS

Students registering in foreign languages should note the following suggestions very carefully:

1. If a student has had no high school course in a foreign language which he desires to study in Junior College, he should enroll in the foreign language course numbered 1. In such case the student will receive 5 units for the course.

2. If a student has had one year in a high school course in a foreign language which he desires to study in Junior College he must enroll in the foreign language course numbered 1. In such a case, however, the student will receive only 2 units for the course. The reason for this reduction in the number of units is due to the duplication of high school work.

3. If a student has had two years of work in a high school course in a foreign language which he desires to study in Junior College, he should enroll in the foreign language course numbered 2. In such a case the student will receive 5 units for the course. If the student should enroll in the course numbered 1 he will receive no college credit for the repetition of high school work.
4. Students who have had three years of a high school foreign language should enroll in the foreign language course numbered 3.

5. Students who have four years of high school foreign language should enroll in the foreign language course numbered 4.

Students who received a “D” in their last semester’s work in foreign language, either in high school or Junior College, are strongly advised not to continue with that particular language in college.

PHYSICAL EDUCATION REQUIREMENTS

All students are required to enroll in Physical Education. Exceptions are made to this rule in the following cases only:

1. Enrollment in 5 units or less. (Even in this case, however, two units of physical education credit are required for graduation.)

2. The completion of two units of college physical education.

The State Board of Education requires that all students complete four units in health and physical education for graduation from Junior College.

ORGANIZATION OF COURSES

In an attempt to “guide” the student into the courses wherein he will derive the greatest benefit in preparing him for life, the courses of the Junior College are divided into two divisions:

1. University Preparatory Courses (Courses numbered from 1 to 49.)

2. Semi-professional and Technical Courses (Courses numbered from 50 to 100.)

Enrollment in University Preparatory Courses is limited to students who have demonstrated by scholastic attainment that they are capable of pursuing these courses successfully. A student with no more than 2 subject deficiencies or 4 grade deficiencies in his high school program (based on the University of California Admissions Plan) will be allowed to register in University Preparatory Courses. Exceptions are made to this general rule only in the following cases:

1. A student who has shown outstanding ability in a particular field in his high school program may be permitted to take University Courses in that particular field.

2. Any student may register in courses in the Art, Music, Social Arts, or Physical Education Departments irrespective of course number or high school program.
Enrollment in the Semi-professional or Technical Courses is open to all students. Curricula in Secretarial Training, Merchandising, Finance and Accounting, Architectural Drafting, Aviation Drafting, Medico-Dental Secretarial Training, Advertising Art, Costume Design, Fashion Illustration, Music, Speech Arts, and Home Arts are open for registration. These curricula are explained on pages 33-48.

CLASSIFICATION OF STUDENTS

The students of the Glendale Junior College are classified on the basis of the number of units completed. The Greek letters Alpha, Beta, Gamma, and Delta are used to designate the academic standing of the students. The students are grouped into four classes and the student groups are known as Alphas, Betas, Gammas, Deltas. Each group is organized and functions as a unit in the life of the college.

Alphas—Students who have completed less than 12 units.
Betas—Students who have completed 12 to 27 units, inclusive.
Gammas—Students who have completed 28 to 45 units, inclusive.
Deltas—Students who have completed 46 units or more.

All students are classified in the above manner on the basis of the number of units completed. For administrative purposes and in addition to this classification, any student who carries less than 12 units in a semester is considered as a “Special Student” for that semester.

TRANSFERS TO UNIVERSITY OF CALIFORNIA

The entrance requirements for admission to the University of California, effective August 1933 are 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 language, 2 units will be required).................................1 unit

It is to be noted that subject requirements may be completed in the junior high school or in the senior high school. In a four-year high school they may be completed in any one of the grades, including
the ninth. It should be observed, however, in the following paragraph, that the grade requirement is based wholly upon the grades obtained in the last three years of the high school course.

3. An average grade of "B" or above in these subjects designated by requirements (a) to (f) which are taken by the student during the last three years of his high school course, provided, however, that no subject in which the applicant has received grade "D" will be counted in reckoning the applicant's average grade for admission or in satisfaction of the specific subject requirements.

4. 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.

Students who have fulfilled these requirements in the high school may transfer to the University of California at the end of any semester provided they have maintained at least a "C" average at the Glendale Junior College.

There are a considerable number of students who come from the high school without the proper qualifications for admission to the University of California. In some cases it is possible for them to remove these deficiencies in their high school programs in the Junior College.

Deficiencies in the high school program of the student are made up in the Junior College in the following manner. The completion of a Junior College 3 unit course with a grade of "A," "B," or "C" in courses numbered from 1 to 49 inclusive, will count as the equivalent of one high school recommended unit. It should be noted, however, that the work taken in Junior College to make up unrecommended units, must be in subjects in which the student has deficiencies in his high school program. For example: to remove a high school deficiency in English, a student should enroll in a 3 unit English course numbered from 1 to 49 inclusive and receive a grade of "A," "B," or "C." Restrictions on enrollment in University Preparatory Courses (courses numbered from 1 to 49 inclusive) are listed on page 24.

A student not eligible for admission to the University of California at the time of his enrollment in the Glendale Junior College may transfer there after removing the deficiencies in his high school program and either:

1. Completing, in addition, 60 units with a "C" average—grade point average of 1.0
2. Completing, in addition, 15 units with a grade point average of 1.5.
TRANSFERS FROM OTHER COLLEGES

Students who transfer from other colleges and universities, with acceptable grades, will be granted advanced standing in so far as the work completed corresponds with that of the Glendale Junior College, or the lower division work offered in the University of California.

Students must produce a transcript of previous scholastic record when transferring. The Glendale Junior College reserves the right to evaluate work completed in other colleges.

Students who have been disqualified in any other college, on account of scholarship, conduct, or any other cause, cannot enter Glendale Junior College until they have qualified for readmission to the institution from which they were dismissed.
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 ½ 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.
LOWER DIVISION REQUIREMENTS, ETC.

One of the primary functions of the Junior College is to present work of a collegiate nature for students desiring to continue their work in a college or university. Glendale Junior College offers many courses which meet the requirements demanded by the various institutions of higher learning for the completion of the work in the lower division. The work of the lower division comprises the studies of the freshman and sophomore years. By careful choice of subjects taken in the Junior College, the student is able to matriculate in the college or university of his choice without any subject deficiencies. Lower division requirements may be completed at the Glendale Junior College.

The following lower division requirements in the College of Letters and Science for the larger colleges and universities of the state are included for the use of the student in order that he may plan his course with a definite objective in mind. It is naturally expected and necessary that the student fulfill the prerequisites for the major work upon which he will concentrate in the upper division. In addition, various general requirements are added with the purpose of establishing a basis for that breadth of culture which will give the student a realization of the methods and results of some of the more important types of intellectual endeavor, and a mental perspective that will aid him in reaching sound judgments.

Every student should choose at the earliest possible moment the college or university which he plans to attend. Colleges and universities differ in certain specific requirements. The early choice of a particular college or university will enable the student to meet the lower division requirements of that particular institution. The early choice of a major subject or department will also aid and facilitate the student in planning his program. The catalog of the college or university which the student plans to attend should be studied carefully. This responsibility is placed upon the student.

JUNIOR CERTIFICATE REQUIREMENTS
UNIVERSITY OF CALIFORNIA

The Junior Certificate requirements in the College of Letters and Science at the University of California are as follows:
First, the completion of not less than 60 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 3 units of this requirement.

c. Mathematics
Elementary Algebra and Plane Geometry. This requirement should be fulfilled in the high school. 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 6 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 in 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 2 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.

JUNIOR CERTIFICATE REQUIREMENTS
UNIVERSITY OF CALIFORNIA AT LOS ANGELES

The requirements for the completion of the Lower Division work in the College of Letters and Science at the University of California at Los Angeles are identical with the requirements at the University of California at Berkeley (given above).

JUNIOR CERTIFICATE REQUIREMENTS
UNIVERSITY OF SOUTHERN CALIFORNIA

The Lower Division curriculum as offered in the College of Letters, Arts, and Sciences at the University of Southern California includes the following:

American Political Institutions—2 units.
   Political Science 5.

Art Appreciation or Music Appreciation—2 units.
   Students who transfer with 60 or more units of advanced standing may substitute 2 units of electives in fine arts or music.

English—6 units.
   English 1-2.

Foreign Language—12 units in one language.
   Each year of a foreign language in high school will be accepted in fulfillment of three units of this requirement.

General Studies—15 units.
   1. Principles of Learning—1 unit. Students who transfer with 28 or more units of advanced standing will be excused from this requirement.
   2. Man and Civilization—8 units. Students who transfer with 60 or more units of advanced standing may substitute 6 units of social studies, and 2 units of electives.
The Glendale Junior College provides several curricula for students interested in preparing for a career within the general business field. These are designated as secretarial, merchandising, and finance and accounting. Each curriculum is a two year training program including basic study in business fundamentals, instruction in specific job skills, and a background of related courses of both professional and personal value. Serious effort on the part of a student in addition to a good general high school education is necessary to adequately prepare for employment at the end of the two year training program.

**Secretarial Curriculum**

Preparation for satisfactory employment in the secretarial field today emphasizes a broad general educational background and the continued development of personality as well as the mastery of certain professional skills. The Glendale Junior College in a two year curriculum offers complete training in the essential skills and additional opportunities for an enriched program of college study. Electives may be chosen from music, art, science, or home economics. Certain survey type courses in literature, economics, and sociology are also suggested as possible electives. The two years of study beyond high school graduation permits application for a position at a more employable age. The period is of value not only in specific and related secretarial training, but also provides opportunities for participation in the social life and activities of the Junior College Student Body.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<td>Beginning Shorthand, Commerce 53</td>
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SECOND YEAR

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<td>Office Practice,</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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Merchandising Curriculum

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, warehousing, market research, and traffic management.

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.

Included in the curriculum are: courses which present some of the larger phases of domestic business and foreign trade, courses which especially emphasize skills in English usage and business computation, opportunities for personality development, and provision for some elective choices of personal interest.
FIRST YEAR

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<tr>
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<td>Salesmanship, Commerce 75</td>
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<td>Store Management and Merchandising, Commerce 71</td>
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<td>Introduction to Economics, Economics 51</td>
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<td>Bookkeeping and Accounting, Commerce 61</td>
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<td>Economic Geography, Geography 55</td>
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SECON D YEAR

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<td>Textiles and Non-Textiles, Commerce 79</td>
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<td><strong>TOTAL</strong></td>
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Finance and Accounting Curriculum

The Finance and Accounting Curriculum provides training needed for employment in banks, in accounting departments of business enterprises, and as a "junior accountant" in the public accounting field. The two year training program emphasizes training and practice in modern accounting procedures, but study in broader aspects of the field of finance and business is included.
Special training in related mathematics and good English usage are important elements of the curriculum. Fundamental skills in the use of modern office machines are taught, and opportunities provided for the achievement of satisfactory speed and accuracy.

The finance and accounting curriculum should be chosen by students if there is a definite interest in this type of office work, and a willingness to make the intensive study necessary in a two year preparation.

### FIRST YEAR

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<th>First Semester</th>
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### SECOND YEAR

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<td><strong>TOTAL</strong></td>
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ARCHITECTURAL DRAFTING

A two year training in basic construction engineering with special emphasis upon skill in drafting will prepare for employment in the building construction field. The training is not as complete as that required to qualify as an architect, but it is sufficient for employment as an assistant in an architect's office. It also provides an excellent background for students who wish to enter building construction and later become building contractors. For this purpose training in the building and allied trades or apprenticeship experience is desirable as well.

Approximately one half of the class time each semester of the two year program is devoted to fundamentals of architectural design and actual drafting practice. Related courses in structural materials, mathematics, geology, landscaping, and interior design are important contributions to a thorough understanding of the field. Other curricular offerings of personal and occupational value are typewriting, economic problems, and instruction in speech and good English usage.

FIRST YEAR

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SECOND YEAR

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AVIATION INDUSTRIES

Southern California is one of the most important centers for aircraft manufacturing. Both commercial and military aircraft are designed and produced in several large industrial plants in this area. Acceleration in production and expansion of plant capacities have increased employment openings beyond the available supply of properly trained men. There will probably be continued opportunities for employment as the airplane becomes an even greater factor in modern life.

As in other manufacturing enterprises involving technical production, the demand is for trained employees. Certain skills and abilities are essential. Pre-employment training also assists in advancement.

Design and production phases of the aviation industry offer a greater number of employment opportunities than are found in the fields of operation and maintenance. Employment is most likely through basic engineering preparation with emphasis upon skill in drafting of aircraft construction detail.

The Glendale Junior College provides a two year training program based upon certain preparatory work in the senior high school. Approximately one half of the class time during each semester of the two years is devoted to instruction in the theory of aircraft design and practice in drafting detail. Skill in the reading of blueprints and accuracy in graphic representation are important elements which are developed.

Related courses in mathematics, physics, and materials of construction contribute to the specific design skills and provide a basis for future on-the-job progress. Broad courses in modern economic and political relationships assist in an understanding of some of the industrial production problems of today. Courses which train in good speech and in good English usage provide for both occupational and personal needs.

Students who seriously wish to prepare for employment in the aircraft production field but who do not have the basic training in the high school mathematics, drawing, and machine shop may carry this extra work during the two year training period or extend the time of preparation to an additional year. Machine shop practice is not offered at the Junior College, but it may be secured through the Evening High School in late afternoon or evening class work.
## FIRST YEAR

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## SECOND YEAR

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## MEDICO-DENTAL SECRETARY

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

The instruction in science includes both broad basic courses and certain specific but elementary laboratory training especially designed for this curriculum. Secretarial instruction includes training in bookkeeping, filing, and business writing as well as in shorthand and typewriting. Opportunity is provided for instruction in good English usage, speech, and dress. The two year training program does not permit election of courses outside of the curriculum except on the advice of the counselor. Inclusion of study in literature and political science, however, provides for graduation requirements and contributes toward a balanced training experience.
Students who are interested in this field and who are willing to make necessary preparation will find the work attractive. There are opportunities for employment if proper preparation has been made.

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TOTAL: 16½

**CAREERS IN ART**

Art is playing an increasingly important role in the industrial and business world. Design and appearance are recognized as factors in the production and marketing of goods of all kinds. Rapid introduction of new merchandise and the continued acceptance of commodity values is possible through effective advertising. Not only
consumer goods, but public offerings through pictures, drama, and publications are increasingly calling upon the skill and talent of the artist for attractive presentation. There are many excellent opportunities today for the well trained and resourceful student in art.

Entrance into employment in the field of art can be made at various levels of training and into several different types of work. The kind of a position available and the opportunities it offers for advancement will be in proportion to the training and ability possessed by the applicant. Through basic art study, some specialized instruction, and some broad related courses of both personal and occupational value can be secured by a student in the two year training curricula offered at the Glendale Junior College. Each year some students go directly from the Junior College into commercial positions. Other students wishing greater opportunities build upon the two year training by an additional year or two of study at a professional art school. The work taken at the Glendale Junior College is accepted for advanced standing by the professional schools.

Three specialized fields of art are recognized by appropriate training curricula at the Glendale Junior College. These are designated as Advertising Art, Fashion Illustration, and Costume Design. Each curriculum includes fundamental art courses, specialized art courses, related courses from other fields, and electives for personal choice. Enrollment in one of these curricula does not require high school credits in art, but previous training will assist the student in mastery of the fundamentals.

Advertising Art Curriculum

Leaders in the field of advertising art emphasize the need for good lettering layouts and color combinations. Knowledge of the fundamentals of business practice and the nature of modern merchandising is also needed by the commercial artist today. Supplementary study in fields other than art is included to give the broad background of understanding and experience so essential in commercial work as well as in satisfactory personal living.

**FIRST YEAR**

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Fashion Illustration Curriculum

A special field within advertising art, fashion illustration, is today an important area of art enterprise. Essentially it is the art of illustrating current fashions as a means of advertising commercial products in the clothing field. Particularly in Southern California, one of the acknowledged style centers of the world, are there unusual opportunities for well trained fashion illustrators.

The training consists of thorough instruction in basic art study and definite training in the principles underlying costume design. Practice in figure drawing, special work in the use of various mediums and modern techniques, and instruction in the development of layouts suitable for magazines and newspapers are all important elements in the two year training curriculum. Emphasis is placed toward the development of an original style demanded for success in this field.
**FIRST YEAR**

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**TOTAL** ........................................16½  **TOTAL** ........................................16½

Costume Design Curriculum

Good taste in dress is a very desirable personal characteristic. Its importance as a factor in business success and in social relationships is generally recognized. Modern fabrics and other clothing materials are not only attractive but are increasingly within the reach of all people. Variety and abundance of materials create a need for suitable design. Opportunities for careers in the field of costume design and construction are rapidly developing. Training preparatory for employment in dress shops, studios, and manufacturing enterprises consists of fundamental art skills plus specialized costume study. Discussion of historic styles, personality analysis, investigation of modern clothing materials, and abundant opportunities for actual practice in pattern drafting and clothing construction are all important aspects of the two year curriculum.
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### MUSIC

Students who have an interest in music as a career are offered a two year curriculum in this field. Employment opportunities in music usually require a training which cannot be secured completely even in an intensive two year program of study. However, the two year training at the Junior College added to abundant private study and earlier school training will greatly assist in the progress toward a music goal. Varied types of courses in special
music fields are available. Elective offerings in other fields such as foreign language, literature, art, and social science make possible a broad educational experience to accompany the continued music training.

**FIRST YEAR**

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**TOTAL**... 16½

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<tr>
<td>Orchestra, Music 34 or Band, Music 44</td>
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<td>Theater Acting, Directing, and Producing, Speech 58..</td>
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<td>American Political Ideals, Political Science 55..</td>
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<tr>
<td>Electives</td>
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**TOTAL**... 16½

**SPEECH ARTS**

Employment opportunities in the speech arts lie chiefly in radio broadcasting and the theater. Attractive as these fields are for students planning a career, it must be realized that actual employment is limited to comparatively few people. For students who seriously wish definite training leading toward these fields, the Junior College offers a curriculum including basic speech and drama
courses. An unusual amount of elective opportunities from other fields are possible to insure the varied background needed for success in a speech career. As in the field of music, the two year training at the Junior College will permit a rich and well balanced educational experience for the student while he is continuing his work in the special field of his choice.

### FIRST YEAR

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<td>Oral Interpretation, Speech 2</td>
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<tr>
<td>The Theater Today, Speech 57</td>
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<td>Theater Acting, Directing and Producing, Speech 58</td>
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<tr>
<td>Health Education, Hygiene</td>
<td>2</td>
<td>Reading and Thinking, English 52</td>
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<tr>
<td>Language and Life, English 51</td>
<td>3</td>
<td>Independent Reading, English 68</td>
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<td>Modern Periodical Literature, English 66</td>
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<td>Applied Psychology, Psychology 51</td>
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<tr>
<td>Social and Economic Survey of the United States, Economics 61</td>
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<td>Introduction to Economics, Economics 51</td>
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<tr>
<td>Typing for Personal Use, Commerce 50</td>
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### SECOND YEAR

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<td>State and Local Government, Political Science 65</td>
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<td>Introduction to Sociology, Sociology 51</td>
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<td><strong>TOTAL</strong></td>
<td>16½</td>
<td><strong>TOTAL</strong></td>
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HOME ARTS

A curriculum of interest to many students is a two-year special preparation in the field of home arts. Not leading to employment, nevertheless it offers a balanced training in good home management, creative design in the home, and understanding in problems of marriage and family relationships. Provision is made for broad related courses in English and political science and for many electives of personal interest.

FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
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<td>Language and Life, English 51</td>
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<td>Reading and Thinking, English 52</td>
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<td>Elementary Food Study, Social Arts 21</td>
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<td>Handicrafts, Social Arts 4</td>
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<td>Design and Color, Art 3</td>
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<td>Managing Personal Finances, Commerce 91</td>
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<td>Health Education, Hygiene 1</td>
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<td>Textiles and Non-Textiles, Commerce 79</td>
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SECOND YEAR

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<td>Child Growth and Development, Social Arts 64</td>
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<tr>
<td>Clothing, Social Arts 11</td>
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<td>Clothing, Social Arts 12</td>
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<td>Interior Decoration, Social Arts 2</td>
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<td>Domestic Management, Social Arts 65</td>
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<tr>
<td>Elements of Nutrition, Social Arts 25</td>
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<td>Law for the Layman, Law 67</td>
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<tr>
<td>American Political Ideals, Political Science 55</td>
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<td>Applied Psychology, Psychology 51</td>
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<td>Electives</td>
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<tr>
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<td>TOTAL</td>
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</table>
COLLEGE AND PROFESSIONAL CURRICULA

ARCHITECTURE

Completion of this curriculum will insure acceptance of the student at the University of Southern California with full credit for the first two years' work in architecture at that university. Only those students who show unusual ability in this field are advised to attempt it.

This course presupposes the completion in high school of instrumental drawing, two units of high school French, plane geometry and intermediate algebra. The completion in high school of free-hand drawing and solid geometry will aid the student in his collegiate work in architecture.

FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
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<td>History 2</td>
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</tr>
<tr>
<td>Art 5</td>
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<td>Art 6</td>
<td>2</td>
</tr>
<tr>
<td>Art 3</td>
<td>2</td>
<td>Art 4</td>
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<tr>
<td>Hygiene 1</td>
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<td>Engineering 3</td>
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<tr>
<td>Mathematics 2</td>
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SECOND YEAR

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<td>Art 11</td>
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<td>Art 34</td>
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**ART**

This course is recommended for students who plan to major in art at some institution of higher learning. It presupposes the completion of high school chemistry and physics and two years of a foreign language.
FIRST YEAR

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<td>Art 1</td>
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<td>Art 3</td>
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<td>Art 4</td>
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<td>Art 34</td>
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SECOND YEAR

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<td>Philosophy 3</td>
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<td>16⅔</td>
<td><strong>TOTAL</strong></td>
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</table>

*The student is advised to take a Biological Science.

COMMERCE

COLLEGE OF COMMERCE REQUIREMENTS
UNIVERSITY OF CALIFORNIA AT BERKELEY

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.
d. Natural Science | 9 units
   High School Physics
   High School Chemistry
   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
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. Economics ............................................................. 6 units
   Economics 1-2
   Elementary Statistics is also a requirement but
   may be deferred until the junior year at the
   university.
i. Electives .................................................................. 10 units

TOTAL ............................................................................. 60 units

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 YEAR

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SECOND YEAR

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<td>Economics 15 or</td>
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TOTAL ............................................................................. 16½
*Economics 10 or 11 may be offered in substitution for Mathematics of Finance. This mathematics requirement may be deferred until the junior year.

**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 electives in the first two years.

***The student is required to select either History 1-2, History 3-4, Political Science 1-2 or Political Science 3-4.

College of Business Administration Requirements
University of California at Los Angeles

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.
   - History 3-4.
   - Psychology 1-2.

d. Required courses:
   - Economics 1-2.
   - 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 YEAR

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<th>Second Semester</th>
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TOTAL........... 16\$1\frac{1}{2}$

SECOND YEAR

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<th>Second Semester</th>
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<td>Electives</td>
<td>1</td>
</tr>
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</table>

TOTAL........... 16\$1\frac{1}{2}$

*The student is required to select either History 1-2, or History 3-4, or Political Science 3-4, or Psychology 1-2.

Note: In the curriculum listed above the student may substitute courses in Natural Science in place of the foreign language courses.
DENTISTRY

Most standard dental colleges require two years of general academic training preliminary to admission to the dental college. The University of California College of Dentistry requires that the candidate meet the regular requirements for junior standing in the College of Letters and Science. The University of Southern California College of Dentistry requires that the candidate complete not fewer than 60 semester units of satisfactory ("C" average) college work, preceded by a four-year high school course acceptable for admission to freshman standing in the College of Letters, Arts, and Sciences, at the University of Southern California, or any other college of approved standing.

The student seeking admission to this curriculum is advised to take the following subjects in high school:

- English ........................................ 3 units
- History ........................................ 1 unit
- Mathematics .................................. 3 units
- Chemistry ...................................... 1 unit
- Physics .......................................... 1 unit
- Foreign Language (French or German) 3 units
- Instrumental Drawing ......................... 1 unit

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.

Students should consult the catalog of the college of their choice before arranging their pre-dental program.

**FIRST YEAR**

<table>
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<tr>
<th></th>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
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</tr>
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</tr>
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<td>French 2 or German 2</td>
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<tr>
<td>Mathematics</td>
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<td>Hygiene 1</td>
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</table>

TOTAL ........................................ 17½

**SECOND YEAR**

<table>
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<tr>
<th></th>
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<th>Second Semester</th>
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</tr>
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</table>

TOTAL ........................................ 16½
PRE-ENGINEERING

The following curriculum prepares the student for further work in any of the branches of engineering. However, certain specific courses should be taken by different engineering majors. It is necessary, therefore, that the individual student's program differs somewhat from the general type courses set up because of his special interests along certain engineering lines.

This curriculum presupposes the completion of the following subjects in high school:

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Plane Geometry</td>
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<tr>
<td>Elementary Algebra</td>
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</tr>
<tr>
<td>Algebraic Theory</td>
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</tr>
<tr>
<td>Trigonometry</td>
<td>½</td>
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<tr>
<td>Solid Geometry</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Geometric Drawing</td>
<td>1</td>
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</table>

All students in engineering fields must take:

- Chemistry 1-2.
- Mathematics 3-4, 5-6.
- Physics 1-2, 3-4.
- Engineering 3, 6, 7, 8.

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

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

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

A reading knowledge of French and German is not only highly desirable, but essential if a student wishes to pursue advanced work in engineering, or allied scientific fields. For the student taking an engineering major, but not desiring to take work beyond the Bachelor's degree, it is strongly recommended that either French or German be included.

Students who do not follow the above recommendations, or the outline given, cannot expect to complete the lower division requirements of the University of California or the California Institute of Technology, in any time less than three years.
### FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
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<td>3</td>
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<tr>
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<td>Engineering 7</td>
<td>3</td>
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### SECOND YEAR

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<td><strong>TOTAL</strong></td>
<td>16½</td>
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</tbody>
</table>

*The student should be very careful in the choice of his electives, making certain that he chooses courses which will (1) remove any deficiencies in his work and (2) aid him in attaining his ultimate goal in some particular branch of engineering. Such a choice of electives should only be made after consultation with instructors in the engineering field.

### JOURNALISM

### FIRST YEAR

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<tr>
<td>Electives</td>
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<td>Electives</td>
<td>0–2</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16½</td>
<td><strong>TOTAL</strong></td>
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</table>
## SECOND YEAR

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</table>

**TOTAL** 16½-18½

*If the student has taken foreign language or chemistry, or physics in the high school some of the starred courses may be eliminated. 15 units of foreign language and 12 units of science are required for graduation. Each year of work in the high school in these subjects counts as 3 units in the fulfillment of this requirement.

## PRE-LEGAL

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 planning on entering Stanford, University of California, or University of Southern California, should satisfy the regular lower division requirements for those schools. The state law requires two years of pre-legal study as a prerequisite to the study of law. However, most of the law schools require three years of pre-legal work. Some schools require an A. B. degree for entrance to the law school. The curriculum presupposes the completion of both chemistry and physics and two years of a foreign language in the high school.

## FIRST YEAR

<table>
<thead>
<tr>
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<th>Second Semester</th>
<th>Units</th>
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</tr>
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</tr>
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<td>History 1</td>
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<td>History 2</td>
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**TOTAL** 16½

**TOTAL** 16½
SECOND YEAR

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<tr>
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</tr>
<tr>
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<td>Electives</td>
<td>4</td>
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</tbody>
</table>

TOTAL | 16½ | TOTAL | 16½ |

LIBERAL ARTS AND SCIENCE

The following Liberal Arts curricula should serve as guides to students in making their semester programs. The Liberal Arts curricula are designed for students who have not yet decided in which field they wish to specialize or for those who may desire a general cultural education embracing many fields of knowledge. It is expected that the individual interests and previous preparation will cause many individual programs to differ somewhat from these suggested courses. However, these suggested programs may well serve as a fundamental basis from which to work. Students following these suggested programs will have completed the requirements for the majority, if not all, of the institutions of higher learning in this state, and most other states of the United States.

In choosing electives, the student should make certain that he elects courses in a department in which he intends to do advanced work. Suggestions for preparatory work for a major in each department are given in the announcement of courses under each subject division.

The student should make certain that he includes in his science courses at least one course in a laboratory science. Practically all colleges and universities demand some science work and the majority demand a laboratory science. The choice of sciences should be made from the science list on page 30.

Algebra and plane geometry are requirements in mathematics which must be met before the student receives upper division rating.

No university credit is given for either high school algebra or plane geometry.
LIBERAL ARTS COURSE A

Liberal Arts Course A is designed primarily for students having neither a science nor a foreign language in the high school.

FIRST YEAR

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<tr>
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<td>Electives</td>
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SECOND YEAR

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<tr>
<td><strong>TOTAL</strong></td>
<td>16½</td>
<td><strong>TOTAL</strong></td>
<td>16½</td>
</tr>
</tbody>
</table>

*Concerning Science Announcement see page 30.

LIBERAL ARTS COURSE B

Liberal Arts Course B is designed primarily for students who have completed high school chemistry and high school physics but no foreign language.

FIRST YEAR

<table>
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<td>Mathematics*</td>
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<td>Mathematics*</td>
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</tr>
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<td>History 1</td>
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</tr>
<tr>
<td>Hygiene 1</td>
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**SECOND YEAR**

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<td>Electives</td>
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</table>

**TOTAL**............ 16½

*If a student does not desire to register in a year course in mathematics in his first year, he may substitute Philosophy 3-4 in his second year.

**LIBERAL ARTS COURSE C**

Liberal Arts Course C is designed primarily for students who have completed two years of a foreign language in high school but neither high school chemistry nor physics.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
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<th>Units</th>
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**TOTAL**............ 16½

**SECOND YEAR**

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</tbody>
</table>

**TOTAL**............ 16½

*Concerning Science Announcement see page 30.

**If a student does not desire to register in a year course in mathematics in his first year, he may substitute Philosophy 3-4 in his second year.
LIBERAL ARTS COURSE D

Liberal Arts Course D is designed primarily for students who have completed two years of a foreign language in the high school in addition to high school chemistry and physics.

FIRST YEAR

<table>
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<th></th>
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SECOND YEAR

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<td>Hygiene 1</td>
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<td></td>
<td>Science*</td>
</tr>
<tr>
<td></td>
<td>Speech 3</td>
<td>3</td>
<td></td>
<td>Speech 4</td>
</tr>
<tr>
<td></td>
<td>Economics 1</td>
<td>3</td>
<td></td>
<td>Economics 2</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>4</td>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>161/2</td>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

*Concerning Science Announcement see page 30.

**If a student does not desire to register in a year course in mathematics in his first year, he may substitute Philosophy 3-4 in his second year.

PRE-MEDICAL

The student in the pre-medical curriculum should make sure that his program is so arranged as to satisfy the Junior Certificate requirements at the University of California and also the particular requirements of the Medical School he is planning to attend.

This curriculum presupposes the completion of the following subjects in high school:

<table>
<thead>
<tr>
<th>English</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>1 year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1 year</td>
</tr>
<tr>
<td>Physics</td>
<td>1 year</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years</td>
</tr>
</tbody>
</table>
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
- Physics: 8 units
- Biology or Zoology: 8 units
- General Chemistry: 8 units
- Organic Chemistry: 4 units
- Electives: 30 units
- Total: 64 units

French and German are common requirements and should be included in the electives if possible. However, some medical schools will admit students without either.

Students should consult the catalog of the college of their choice before arranging their pre-medical work.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
<td>English 2</td>
<td>3</td>
</tr>
<tr>
<td>French 1 or German 1</td>
<td>5</td>
<td>French 2 or German 2</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 3</td>
<td>3</td>
<td>Political Science 4</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1</td>
<td>5</td>
<td>Chemistry 2</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL**…………………………………….. 16½

**SECOND YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
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<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>French 3 or German 3</td>
<td>3</td>
<td>French 4 or German 4</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 1</td>
<td>4</td>
<td>Zoology 2</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 5 or Physics 5</td>
<td>3-4</td>
<td>Chemistry 6 or Physics 6</td>
<td>3-4</td>
</tr>
<tr>
<td>Hygiene 1</td>
<td>2</td>
<td>Electives</td>
<td>5-6</td>
</tr>
<tr>
<td>Electives</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**…………………………………….. 16½

**MUSIC**

The following curriculum will lead to the title of Associate of Arts at the Glendale Junior College. The successful completion of the course will entitle the student to admission in the Teachers College at the University of California at Los Angeles with junior standing. This outlined program presupposes the completion of two years of
foreign language, chemistry, and physics in the high school. Students who have not completed those designated courses in the high school program may find it difficult to include all the basic music courses in their two year program as shown in the music curriculum.

Students who plan to enter the University of Southern California should study the music requirements as outlined in the catalog of that institution.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
<td>English 2</td>
<td>3</td>
</tr>
<tr>
<td>French 1 or German 1</td>
<td>5</td>
<td>French 2 or German 2</td>
<td>5</td>
</tr>
<tr>
<td>Music 1</td>
<td>2</td>
<td>Music 2</td>
<td>2</td>
</tr>
<tr>
<td>Music 5</td>
<td>3</td>
<td>Music 6</td>
<td>3</td>
</tr>
<tr>
<td>Music 11 or 15</td>
<td>1</td>
<td>Music 12 or 16</td>
<td>1</td>
</tr>
<tr>
<td>Hygiene 1</td>
<td>2</td>
<td>Political Science 5</td>
<td>2</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16½</td>
<td>TOTAL</td>
<td>16½</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>Music 3</td>
<td>3</td>
<td>Music 4</td>
<td>3</td>
</tr>
<tr>
<td>Music 7</td>
<td>2</td>
<td>Music 8</td>
<td>2</td>
</tr>
<tr>
<td>Music 21</td>
<td>2</td>
<td>Music 22</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>3</td>
<td>Psychology 2</td>
<td>2</td>
</tr>
<tr>
<td>Year Course:</td>
<td></td>
<td>Year Course:</td>
<td></td>
</tr>
<tr>
<td>Philosophy or</td>
<td></td>
<td>Philosophy or</td>
<td></td>
</tr>
<tr>
<td>Mathematics or</td>
<td>3</td>
<td>Mathematics or</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16½</td>
<td>TOTAL</td>
<td>16½</td>
</tr>
</tbody>
</table>

**NATURAL SCIENCE**

The following curriculum is designed to give students interested in the Natural Sciences a background for further work in the geological or biological sciences. This curriculum presupposes the completion of two years of a foreign language, trigonometry, chemistry, and physics in the high school.
FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 1*</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 1</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 3</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL ............................................... 16½

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
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<tr>
<td>English 2</td>
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</tr>
<tr>
<td>Foreign Language 2</td>
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</tr>
<tr>
<td>Chemistry 2</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 4</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL ............................................... 16½

SECOND YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>Political Science 3</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 1</td>
<td>4</td>
</tr>
<tr>
<td>Physics 1 or 5</td>
<td>3-4</td>
</tr>
<tr>
<td>Geology 1</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 1</td>
<td>2</td>
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</table>

TOTAL ............................................... 15½-16½

<table>
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<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>Political Science 4</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 2</td>
<td>4</td>
</tr>
<tr>
<td>Physics 2 or 6</td>
<td>3-4</td>
</tr>
<tr>
<td>Geology 2</td>
<td>3</td>
</tr>
<tr>
<td>Paleontology 1</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL ............................................... 16½-17½

*This foreign language course (10 units) must be in a foreign language not studied in high school in order to meet the 15 unit requirement.

It is important that the student take at least one year of college work in both chemistry and physics because they are fundamental to all other sciences. Further work in these departments, as also in mathematics, may be desirable but will be determined by the needs of the individual student.

PRE-NURSING

The following curriculum is designed for students who plan to enter the nursing profession. Nursing schools are constantly increasing the requirements for admission so that it has become necessary for candidates, almost without exception, to meet the entrance requirements of the University of California. This curriculum is planned with that idea in mind; namely, that the student is eligible for admission to the University of California. Students planning to enter the nursing curriculum are strongly urged to confer with the nursing school of their choice before registering at Glendale Junior College. This curriculum presupposes the completion of two years of foreign language in the high school.
**ANNOUNCEMENT OF COURSES FOR 1939-1940**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
<td>English 2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 41</td>
<td>4</td>
<td>Chemistry 42</td>
<td>4</td>
</tr>
<tr>
<td>Physiology 1</td>
<td>4</td>
<td>Anatomy 1</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language 2</td>
<td>5</td>
<td>Foreign Language 3</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 1</td>
<td>2</td>
<td>Hygiene 1</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** $16\frac{1}{2}$

**SECOND YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>3</td>
<td>Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>Social Arts 25</td>
<td>3</td>
<td>Foreign Language 4</td>
<td>3</td>
</tr>
<tr>
<td>Social Arts 26</td>
<td>1</td>
<td>Bacteriology 1</td>
<td>4</td>
</tr>
<tr>
<td>Economics 1</td>
<td>3</td>
<td>Economics 2</td>
<td>3</td>
</tr>
<tr>
<td>Year Course*</td>
<td>3</td>
<td>Year Course*</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 5</td>
<td>2</td>
<td>Political Science 5</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** $15\frac{1}{2}$

*The requirement of "Year Courses" is explained on page 30-31.*

**PHYSICAL EDUCATION FOR MEN**

Many men students desire to major in physical education with the ultimate goal of athletic coaching. The following curriculum is designed for these students. It presupposes the completion of either high school chemistry or physics.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
<td>English 2</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>5</td>
<td>Foreign Language 2</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 11</td>
<td>4</td>
<td>Chemistry 12</td>
<td>4</td>
</tr>
<tr>
<td>Speech 3</td>
<td>3</td>
<td>Speech 4</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** $15\frac{1}{2}$

**SECOND YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
<td>Physical Education</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>Foreign Language 3</td>
<td>3</td>
<td>Foreign Language 4</td>
<td>3</td>
</tr>
<tr>
<td>Economics 1</td>
<td>3</td>
<td>Economics 2</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>3</td>
<td>Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 3</td>
<td>3</td>
<td>Philosophy 4</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 1</td>
<td>2</td>
<td>Zoology 3</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 5</td>
<td>2</td>
<td>Electives</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** $16\frac{1}{2}$

**TOTAL** $16\frac{1}{2}$
PHYSICAL EDUCATION FOR WOMEN

This curriculum is designed for women students who plan to major in physical education at some educational institution of higher learning. It presupposes the completion of two years of foreign language in the high school. Students majoring in physical education should note that they must meet the specific requirements for the Junior Certificate in the College of Letters and Science (Liberal Arts).

FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
<td>English 2</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 1*</td>
<td>5</td>
<td>Foreign Language 2*</td>
<td>5</td>
</tr>
<tr>
<td>Music 3</td>
<td>3</td>
<td>Music 4</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 11</td>
<td>4</td>
<td>Chemistry 12</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>1</td>
<td>Electives</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL | 16½ | TOTAL | 16½ |

SECOND YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
<th>Second Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>Philosophy 3</td>
<td>3</td>
<td>Philosophy 4</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>3</td>
<td>Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>Speech 7</td>
<td>3</td>
<td>Speech 8</td>
<td>3</td>
</tr>
<tr>
<td>Social Arts 25</td>
<td>3</td>
<td>Zoology 3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>Hygiene 1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Political Science 5</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL | 16½ | TOTAL | 16½ |

*This foreign language course (10 units) must be in a language not studied in high school in order to meet the 15 unit requirement.

PRE-TEACHER

Students planning to enter the teaching profession should decide at the earliest possible time:

1. The school level for which they desire to be prepared to teach, such as, kindergarten-primary, elementary, junior high, senior high, junior college, or the university.
2. If they desire to teach in the secondary field, special fields of emphasis should be chosen.
3. The college or university in which they hope to complete their academic training so that programs may be arranged to meet the lower division requirements of that particular college or university. Detailed requirements for each type of credential are given in the catalogs of the various universities. The student should make certain that he study these requirements carefully and follow their instructions.

In the first two years of collegiate work, students must:

1. Meet the lower division requirements of the institution of higher learning which they plan to attend. The requirements of certain colleges and universities in California are listed on pages 29-32.

2. Lay the foundation for advanced work in departments in which they desire to major or minor.

All students who plan on teaching in any type of school or receive any type of credential should enroll in Psychology 1-2 during the second year at the Junior College.

The requirements for the Junior Certificate in the Teachers College at the University of California at Los Angeles are very similar to the requirements for the Junior Certificate in the College of Letters and Science as listed on pages 29-31. The only difference is noted in the (e) requirement. In choosing year courses, the student must complete:

1. English 1-2 or Speech 3-4.
2. Psychology 1-2.

For his third year course, he may choose any one of the following:

2. Geography 1-2.
5. Political Science 3-4.
7. Six units of Mathematics.
ANNOUNCEMENT OF COURSES

Many courses are herein described, yet the college makes no pretense of offering all of these courses any one academic year. The offering of a course in many cases depends upon the number of students who desire it. Other courses than those listed may be offered if there is a sufficient number of students desiring any particular course. Diversification of course offerings and enlargement of faculty personnel will be determined by student requirements and growth of the institution.

At the beginning of each semester, the exact courses offered will be announced in supplement form.

The early choice of a major subject or department will aid and facilitate the student in planning his program. Required and recommended courses are listed at the beginning of each subject division. These suggestions are based on the University of California requirements.

FOREWORD

Courses numbered 1 to 49 inclusive carry university credit. Courses numbered 50 and above do not carry university credit. These courses are accepted, however, by the Glendale Junior College for graduation credit.

In certain cases, instructors may, with permission of the Administration, give non-university credit to students enrolled in university courses. If a student does not attain the required standards as set by the instructor and the university, it is possible for the instructor to give the student a passing grade in a non-university course if the student has made an accomplishment in the course to warrant such a grade. Example: If a student does work of an "F" grade in History 1 (i.e., does not maintain university standards), he may receive a grade of "D" if his achievement warrants it, in a course which would be numbered History 81, which does not carry university credit, but does carry credit towards graduation from Glendale Junior College.

The number of these non-university courses will be comparable to the number of the university courses. In each case, the non-university course number will be the number of the university course plus 80. Examples:

1. English 1 and English 81
2. Economics 10 and Economics 90
3. Chemistry 1 and Chemistry 81
4. Spanish 1 and Spanish 81
EXPLANATORY NOTE

Each course in each department is designated 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 95-97)

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.
ART

C. Jeannette Abel, Instructor
O. Howard Caya, Instructor

Preparation for the Major

Required:
1. Art 1-2
2. Art 3-4
3. Art 5-6
4. Art 34
5. Zoology 1-2 or Botany 1-2

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.

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 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. The art of dress design studied in relation to individual style and becomingness.
Introduction to figure draping through demonstration and student participation. Experiences in assembling accessories and ensembles. Designing costumes for individuals. Designing costumes for theater productions.

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

15-16. Stage Costume Design. (2-2) YR
Costume design for the theater. Study of historic costume. Designing of sets and costumes for the stage. Practical work in collaboration with the social arts and drama departments.

Prerequisite: Art 13-14.

17-18. Costume Illustration. (2-2) YR
Stylization of figure for fashion illustration. Careful study of techniques with emphasis on original presentation. Analysis of elements and principles relating to problems of illustration.

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

25-26. Advanced Freehand Drawing. (2-2) NO
A practical course leading to the drawing of cuts and illustrations for newspapers and magazines. Methods of using various media.

Prerequisite: Art 5-6.

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.

41-42. Pottery. (2-2) NO
Practical work in building, firing, glazing, making plaster molds, and casting.

43. Industrial Design. (2) NO
Practical work in the application of highly conventionalized de-
signs to textiles, leather and clay.
Prerequisite: Art 3-4.

51. Art Appreciation. (3) II
Can we enjoy and evaluate art without being artists? What is the “modern” artist trying to express? What constitutes a good color scheme? Who were the great masters in art and why? What is mutual relationship between art and the environment in which it is produced? Why are marble and bronze usually used in statuary? What are the minor arts and why are they so termed? Explanation of the various techniques used in the arts and crafts, such as copperwork, leather work, batik, engraving, etching and other reproductive processes.

ANATOMY
Ernest W. Hawkes, Instructor

1. Anatomy for Nurses (4) II
The essential features of the structure of the systems of the human body. It is 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 structure.
Prerequisite: Zoology 1 or Physiology 1.

ASTRONOMY
Ernest W. Hawkes, Instructor

1. Elements of Astronomy (2) II
An introductory, descriptive course in the fundamental facts of our universe, presented as far as possible, in non-technical language. Lectures, field trips, and constellation study.

AVIATION
Thomas S. Ryan, Instructor

51. Principles of Aviation. (2) I
A non-technical introduction to the field of aviation. This will be a survey course including the study of the history of aviation, basic ground principles, aerodynamics, theory of flight, meteorology, air commerce regulations, trade routes, commercial aviation problems and the future progress of aviation. No shop work will be included.

71-72. Elementary Aviation Drafting. (8) YR
A detailed study of aviation drafting designed for those students who are entering this field as a vocation. The work will advance chronologically from the most elementary principles of drafting to the very latest practices. Lettering, descriptive geometry, projections, orthographic projections, intersections, and developments will constitute the basic work. The study and practice of factory pro-
procedure, standards, terms, systems, guides, detailed drawings and blueprint reading of all parts of airplanes and the machinery used in their construction will constitute the technical work. All previous mechanical drawing, machine shop, and metal work is very beneficial to students taking this course.

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 the airplane.

**BACTERIOLOGY**
Loran W. Kitch, Instructor

1. Bacteriology for Nurses. (4)
Occurrence, classifications, and biochemical activities of bacteria; bacteria of soil, water, and foods; industrial and sanitary applications; disease and immunity; emphasis on pathogenic bacteria. Laboratory work includes routine techniques, identification of species, studies of growth characters of type organisms, and microscopic study of important pathogens. Lecture three hours, one three-hour laboratory period.

Prerequisite: Chemistry 41 and Physiology 1.

**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.

Prerequisite: High School Chemistry.

51-52. Introduction to Botany. (3-3) NO
How can we identify the trees and flowers of this vicinity? What plants are adapted to gardens of this region? Why are certain chemicals necessary in the soil? How do plants get their food? How do plants use sunlight? How do fruits form? How do seeds form? What parts of plants do we use as food? How do growers produce new varieties? Why don’t seeds always produce plants like the
parent? What causes plant diseases? How can they be checked? How are some of the important economic plants grown? Where are they found? What does the Forest Service do for the community? How does government regulation affect our crops and forests? Lectures, demonstrations, laboratory work and field trips. Two lectures and one three-hour laboratory period. Botany 52 may be taken before Botany 51.

61-62. Landscape Design. (3-3) YR
Fundamental principles of landscape design. The names and ecology of common ornamental plants and the care of gardens will be studied. Students will be given an opportunity to visit many of the homes and estates in Glendale and environs and will be required to design and make planting plans and estimates of costs for some small homes in the community. Some knowledge of drafting, botany and architectural drawing are highly desirable in order to obtain the most effective results.

CHEMISTRY
Charles H. Harrington, Instructor
Park L. Turrill, Instructor

Preparation for the Major

Required:
1. Chemistry 1-2, which must be passed with a grade of C or better before any further work in Chemistry is taken.
2. Chemistry 3-4.
3. Chemistry 5-6.
6. A comprehensive reading knowledge of French or German.

Recommended:
1. Physics 3-4.

For those planning to transfer to the California Institute of Technology advanced shop work and mechanical drawing (Engineering 1-2) are required. For chemical engineers 3, 6-7 are recommended. The above recommendations follow those given by the College of Chemistry, University of California.

Advanced Standing:
All sophomores from other institutions who desire courses in chemistry more advanced than Chemistry 1-2 must present themselves to the chemistry instructor on or before the date of their registration for an informal examination, or test of their fitness to undertake such work.
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. (This course is prerequisite to Chemistry 3-4-5-6.) 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. For Chemistry 5, two hours lecture and four hours laboratory per week; for Chemistry 6, one hour lecture and six hours laboratory per week. Chemistry 5-6 should be taken by all students majoring in Chemistry, Petroleum Engineering, Sanitary and Municipal Engineering, Pharmacy, or Pre-Medicine.

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) EI

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 requirements for the Junior Certificate at the University of California. Three hours lecture and recitation and a three hour laboratory period each week.

Prerequisite: 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 home economics majors. Two laboratory periods of three hours each, one lecture per week.

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) EI**

A foundation course in chemistry in which sufficient fundamentals are stressed to furnish a basic course for those students enrolled in the Curriculum for Nurses. Three lectures per week and one three-hour laboratory period.

Prerequisite: Elementary algebra and plane geometry.

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

A survey of fundamental science and scientific principles, with applications to chemistry. This course is particularly designed for those students, who, in increasingly large numbers, pursue a study of fundamental science as an element of general culture rather than as a part of their professional or technical training. It seeks the answers to many questions, among which are: What is the aim and method of science? When was the "Dawn of Chemistry"? What are the fundamental laws that govern matter; how are we dependent upon them, and how may they be employed in the service of mankind? What peculiar properties of metals and alloys, sulfur, salts of sodium and potassium, compounds of nitrogen, silica, clay, lime and glass, and organic compounds render them applicable in the arts?

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

The physiological chemistry of the body, the fate of proteins, carbohydrates, and fats in digestion, the role played by vitamins and hormones, the chemistry of blood and urine, the caloric value of foods are some of the subjects treated. Sufficient laboratory technique is acquired by the student to successfully 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 its equivalent.
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 use in connection with Chemistry 1-2, 3-4, 5-6, and 15-16. Credit will count towards graduation only. Registration in this course by permission of instructor in charge. Three hours per week.

COMMERCE

Theodore W. Anderson, Instructor
Dorothy Esther Klotz, Instructor
Florenze K. Mane, Instructor
Gwen Miller, Instructor
Sherman C. Miller, Instructor
D’Alton B. Myers, Instructor
Loyd S. Noble, Instructor

50. Typing for Personal Use. (1) EI

An introductory course in typewriting for academic and other students not enrolled in Commerce. It is the aim to develop sufficient skill in typewriting 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 class periods a week.

51. Beginning Typing. (3) EI

An introduction to typewriting designed especially for the student of Commerce. This is the foundation course for practical use in business. Registration open to all students. Five class periods a week.

52. Intermediate Typing. (3) EI

An intensive course in typewriting. A foundation course for practical use in the business world with emphasis on accuracy in both speed and business forms, such as business letters, legal forms, rough drafts, and tabulation work. Five class periods a week.

Prerequisite: One year of high school typing or Commerce 51.

51-A. Advanced Typing. (2) EI

Third semester typewriting. Emphasis is placed on speed and accuracy in doing professional work. A complete review of business letters and business forms. Three class periods a week.

Prerequisite: One and a half years or more of high school typing or Commerce 51-52.
51-B. Advanced Typing. (2) EI
Fourth semester typing. The work will be mainly individual, arranged according to the needs of the student. Admission only by consent of the instructor.

53-54. Shorthand. (4-4) EI
Theory, dictation, transcription. An intensive course in Gregg shorthand. Fundamentals of Gregg shorthand are mastered; emphasis is placed on correct writing technique, principles, and phrase-writing. This course is designed to train stenographers to meet the demands of the business world. Seven hours a week.
Prerequisite: Commerce 53: None.
Commerce 54: One year of high school shorthand or Commerce 53.

53 A, B, C, D. Advanced Shorthand. (3-3-3-3) EI
A thorough review of the manual with emphasis placed on shortcuts and phrase-writing. Individual work in speed. Five hours per week.
Prerequisite: Commerce 53-54, or 100 word certificate from Gregg, or permission of the instructor.

55-56. Office Practice. (4-4) EI
An intensive course devoted to the study of secretarial practice, office methods, and procedure. Consideration is to be given to the alphabetic, geographic, subject and numeric systems of filing. It is the purpose of this course to familiarize the student with the use of the various machines commonly found in the modern business office, such as the Comptometer, the Mimeograph, the Ditto, the Monroe Calculator, and the Dictaphone. Business etiquette and ethics will also be a part of the course. The second semester students are given the opportunity to work in business offices for practical office training. Five class periods a week. Students may enroll in this course as beginning students either semester.

57. English for Business. (2) EI
This course is designed to help students overcome deficiencies in grammar, punctuation, spelling, and diction, which hinder students entering the business world in transcribing correctly and express their thoughts effectively and concisely.

58. Writing in Business. (3) II
A careful study of the business letter and the business report. The student will receive instruction and individual supervision in writing the following type letters: application, order, adjustment, sales, credit, and collections. The problems of direct mail advertising and selling will be studied.
Prerequisite: Commerce 57 with a grade of "C."
59. Readings in Business. (2) I
A survey of fiction and non-fiction of special interest to students of commerce and business. Special emphasis will be given to biographies of successful business men, and to histories of businesses. Lectures, oral and written reports.

60. Business Mathematics. (2) EI
An intensive course in arithmetic needed for a successful career in business. Special consideration will be given the following: Commercial Discounts, Interest, Bank Discount, Partial Payments, Property Taxes, Inheritance Taxes, Pay Rolls, Perpetual Inventory, Building and Loan Associations, etc.

61-62. Bookkeeping and Accounting. (4-4) EI
The equation of modern accounts; 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.

63. Accounting Problems (3) II
This course gives additional theory and practice, and is particularly designed for students who plan to follow accounting for a profession. Auditing procedure; payroll taxes; income tax; accounting and management; analysis of financial statements; working papers; and advanced theory problems.
Prerequisites: Commerce 61-62, or Economics 14-15.

67. Law for the Layman. (3) EI
Emphasis is placed on legal problems that every one should know. The course includes courts, trials, marriage and divorce, community property, wills, trusts, succession, mortgages, trust deeds, conditional sales contracts, partnerships, corporations, contracts, sales and agency.

68-69. Business Law. (3-3) YR
A practical course in 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 laws of California that a person should know in order to take care of his everyday business affairs. A study of negotiable instruments, partnerships, corporations, securityship, real property and wills.

71. Store Management and Merchandising. (3) EI
A course for the young man or woman interested in retailing. Special emphasis is placed on the problems of the independent merchant in meeting existing and probable competition. Store location, organization, and lay-out. Budgeting, stock control, pricing, and mark-up systems. Class discussions, individual projects, collateral readings, and reports.
74. Advertising. (2) II
Planning advertising campaigns for retailers, wholesalers, and manufacturers. How to select the best media—radio, billboards, magazines, newspapers, etc. Techniques of lay-out and copy-writing. How to sell advertising. Lectures, class discussions, conferences with advertising men, and individual projects in selling advertising.

75. Salesmanship. (2) EI
Methods of approaching prospects and demonstrating goods. Actual practice in the selling of ideas and services, meeting objections, inducing decisions, closing the sale. Course is designed to give students the basic principles of good salesmanship. Sales presentations by students, class discussions, lectures, conferences with successful salesmen.

77. Supervised Retail Selling. (6) I
Practical experience in the field of merchandising is offered for those who wish to choose retailing as a vocation. Students will be taught how to secure a position, how to hold it, and how to better themselves in their present work. There will be numerous problems confronting the student in his practical work. These problems and other questions which may arise will be discussed in the meetings of the selling group with the thought of increasing the students’ efficiency on the job. In his selling position, the student will be expected to perform satisfactory work, so that he can maintain his position on his own merit in competition with other employees.

Supervised selling is open to second year merchandising students who have shown above average ability in salesmanship or store management. It will consist of two meetings each week on the campus under direction of the supervisor and an average of at least ten hours per week working in some retail establishment.

Prerequisite: Consent of instructor.

79. Textiles and Non-Textiles. (2) I
A study of textile fabrics, fibres, and processes, leather and fur products, metals, woods, porcelains and glass products. Lectures and individual research projects. Conferences with buyers and other experts.

81-82. Theory and Problems of Marketing. (3-3) YR
An intensive study of how goods and services are marketed and sold. Special attention is given to the subjects of merchandising, sales-management, advertising, salesmanship, foreign trade, and marketing statistics. The methods and procedures of successful businesses, both large and small, are studied. Visits are made to large industrial plants.

Prerequisite: Economics 14 or Commerce 61 or consent of instructor.
90. Money and Banking. (2)

A course for the young man or woman interested in investment banking, commercial banking, the stock exchange, and the stock exchange business. A survey of the financial institutions of the United States and of the financial and monetary policies of the federal government. Lectures, class discussions, problems, and reports.

91. Managing Personal Finances. (2)

Inflation or deflation, how do they affect you? Is it better to buy or rent a home? What are annuities? What are the advantages and disadvantages of life insurance? What is industrial insurance? Term? 20 Pay life? 30 year endowment? How are stocks or bonds bought and sold? How can I plan a sound personal financial program? Lectures, class discussions, conferences with business men.

95. Investments. (2)

A systematic study of the buying and selling of stocks and bonds from the point of view of the individual investor. New York Stock Exchange, brokerage companies, financial counseling services, Dow Jones indices and reports. Lecturers, class discussion, and projects.

ECONOMICS

John E. Kienle, Instructor
Loyd S. Noble, Instructor
Anne H. Rambo, Instructor
Donald V. Spagnoli, Instructor

Preparation for the Major

Required:
2. At least one of the following year courses:
   History 1-2.
   History 3-4.
   Political Science 1-2.
   Philosophy 3-4.
   Geography 1-2.
   Psychology 1-2.

Recommended:
1. A reading knowledge of French and German.
2. Additional social science courses.
3. Economics 10 or 11.

Economics 1-2 is prerequisite to all upper division work in the departments of economics at all the institutions of higher learning in the state.

The lower division requirements for the College of Commerce at the University of California are listed on pages 50-51.
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: Sophomore 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 geographical, 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, 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. Elements of Accounting. (3-3) YR
The equation of modern accounts; 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
What are the present day major economic problems? How does the farmer, the factory owner, the wage earner, the consumer attempt to solve his economic problems? How are goods priced? What causes prices to change? What are the reasons for competition? Cooperation? Government control? What plans for economic security have been tried?

61. Social and Economic Survey of the United States. (3) EI
Do you want to further understand the conditions and problems of your own United States? How wealthy is the United States? How is this wealth distributed? As a laborer, what will be your
chances to get a job when you conclude your formal education?
What are the new fields developing in industry? In transportation?
In communication? What is Labor's future?
What is imperialism? Into which countries has imperialism
carried the American Flag? To what extent? Will the United
States of America be able to maintain her economic and intellectual
domination? Should the economic policy of laissez-faire be aban-
doned? What causes wars? What causes depressions? What can
be done to make your country the richest nation in the world, a
better place, economically and socially, in which to live?

Lectures, readings and discussions. Open to all students with-
out prerequisite.

ENGINEERING
Robert R. Inslee, Instructor
C. Leslie Nichols, Instructor
Walter C. Roberts, Instructor

Preparation for the Major

Required:
1. Engineering 2, 3, 6, 7, 8.
3. Physics 1, 2, 3, 4.
4. Chemistry 1, 2.

Recommended:
2. Geology 1.

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 visual-
ization. For students in the College of Mechanics, Mining, and Civil
Engineering. Six hours weekly.
Prerequisite: Engineering 1.
4. Shades and Shadows. (3)

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

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

6. Plane Surveying. (3)

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)


Prerequisite: Engineering 6.

Parallels University of California Civil Engineering 1B.

8. Materials of Construction. (2)

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)

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)

60. Engineering Computations. (1)
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.

61. Graphic Analysis. (2)
An elementary drawing course accompanied by lectures on the resolution of forces and velocities; the use of graphic methods in the analysis of stresses in simple trusses. One hour lecture, four hours laboratory each week.

71-72. Elementary Architectural Drafting. (8-8) YR
A vocational course designed to give a student training in the fundamentals of the manipulation and care of drafting instruments, lettering, line work, use of architectural symbols and conventions, freehand sketching, blue print reading, measured and scale detailing of architectural units. A study of stock materials and equipment sizes, fundamental types of frame construction, building codes, and architectural styles as particularly related to residential usage.

73-74. Advanced Architectural Drafting. (8-8) YR
A continuation of the first year of vocational drafting designed to give the student training in the various architectural presentation media, general and technical detailing of required working information of structural framing and materials for the erection of a building and its component parts, the use of building codes and specifications, with particular reference to fireproof types of construction. A study of the physical properties and strength of materials on practical job applications of complete sets of working drawings.

ENGLISH
Gerald Nathan Allen, Instructor
Mary Jane Collins, Instructor
James D. Davis, Instructor
W. C. D. Kerr, Instructor
May E. Murphy, Instructor
Derrill Place, Instructor

Preparation for the Major
Required:
1. English 1-2 (with an average grade of C).
2. English 5-6.
Recommended:
1. One ancient and one modern foreign language in high school.
2. Continuation of above in Junior College.
3. Philosophy 3-4.

1-2. Freshman English. (3-3) EI
A foundation course in composition and in reading, intended to give methods and procedure for further college study. Both the reading and the composition work of the first semester are concerned with exposition, giving particular attention to unity of subject matter, clarity of expression, and precision in diction. Regular written composition is required, in the form of the one paragraph theme, with emphasis upon criticism and revision for more forceful expression. During the second semester the short story, the essay, and the research paper are studied as to purpose and technique of structure, the aim being to stimulate appreciation for creative writing and to develop a skill in preparing the research paper. Book reports are required in both English 1 and English 2 with the intention of acquainting the student with the various forms in which prose literature is produced.

Prerequisite: Passing grade in the Subject A Examination.
Parallels University of California English 1A-1B.

5-6. Survey of English Literature. (3-3) YR
The survey course covering the entire field of English literature from the Beowulf to the end of the nineteenth century. Required of all students whose major subject is English and open to all sophomores who have completed English 1-2.

The aim 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 in British poetry and prose. One hour weekly is devoted to a discussion of the historical and biographical background; two hours weekly are spent in interpretation of important writings. A program of required collateral reading including important plays and novels reinforces the class work.

Prerequisite: English 1-2.
Parallels University of California English 46A-46B.

7. The Modern Novel. (2) NO
An elective course designed to further the knowledge and appreciation of the works of the best modern novelists, and to develop an understanding of the novel as an art form which is an interpreter of the thought and philosophy of the day. A brief historical survey
of the novel in English literature is made as preliminary to the main work of the course. Consideration of the student's previous acquaintance with outstanding novels, and of leading references and critical works connected with the novel is made before selecting readings appropriate to the needs and interests of the class. Readings are accompanied by oral and written reports, class discussions, and lectures.

Prerequisite: English 1-2.

8. The Modern Drama. (2)
A study of modern plays and playwrights. Representative works of European and American dramatists read with special attention to portrayal of character and sociological problems. Readings, reports, discussions.

10. Shakespeare. (2)
A course designed to provide the student with a comprehensive acquaintance with the plays of Shakespeare. About fifteen dramas are assigned for rapid reading. Lectures on the background of the plays are given; class discussions follow the reading assigned.

12. Modern Poetry. (2)
An elective course designed for students who are interested in poetry or those who wish to increase their knowledge and appreciation of poetry. Extensive readings of the work of the chief English and American poets since 1890, and of the work of literary persons and current publications concerned with modern poetry constitute the main work of the class. The plan of the course, primarily to further literary appreciation, is informal and flexible, and is readily adapted to interested students of various reading backgrounds. It aims to provide opportunity, if desired, for students to attempt verse making, and to increase the understanding of modern poetry as an art which is interpreter of thought and philosophy of the time.

Prerequisite: English 1-2.

50. Mechanics of Writing. (2)
Do you know when to say don't and when to say doesn't? Do you know when to write there and when to write their? Are you sure when to say he and when to say him? When is it useful to begin a sentence with And? What abbreviations are permitted in writing? Do the commas and the semicolons which you use help your reader to understand you? To do your required reading, do you need to learn more words? Do the ideas which you write say what you mean?

Drills, discussions, reading, and writing. Open to all students without prerequisite. Recommended for everyone failing the Subject A Examination.
51. Language and Life. (3) I

A course in reading, writing, and talking, with emphasis upon modern methods of communication. What is language? How does written language differ from spoken language? To what extent is language related to "good manners"? What is the importance of language in applying for a position? What makes a good business letter good? What is the difference between gossip and conversation? Why is it important to read? How much of what we read should we believe? What kinds of propaganda are you "conditioned" to believe? What is meant by "movie-made" people? What makes a good radio program good?

52. Reading and Thinking. (3) II

A course in reading, writing, and talking, with emphasis upon be asked by the teachers or by the students? What is left in the conditions in contemporary life. How many of the questions that children ask should adults answer? In school should the questions world for the younger generation to do? What can we learn about America, about the whole world, from popular books? How does life in other countries differ from life in America? What is meant by the "culture" of a people? How is that "culture" determined? What place does reading hold in controlling our attitudes toward each other? Is your vocabulary large enough to meet your needs? Are you qualified to serve as chairman of a meeting?

57. The Modern Novel. (2) NO

An introduction to the understanding of the modern novel. What value is a comprehensive reading background to you in your reading of your modern novel today? Is yours suitable and adequate? Do you believe you understand human nature better and are more able to cope with the existing problems in the world because of your reading? Do you feel that a book is your friend and the modern novel a challenge? Do you wish to achieve a better understanding and knowledge of the modern novel and gain an historical perspective by acquaintance with the novels of the past?

Lectures, discussions, oral and written reports comprise the classroom activities.

58. The Modern Drama. (2) NO

An introduction to the study of contemporary drama. How have the plays produced in Europe during the last half-century affected American drama? In what respects have the Russian plays of the last twenty-five years influenced productions on the American stage? What has been the importance of Ibsen? What significance should
be attached to the names of Pirandello and Pinero? How do the plays of Eugene O’Neill compare to those of European dramatists? Who are the most important writers of American drama today? Lectures and readings of eighteen plays.

63. Introduction to World Literature. (2)

What is literature? In what forms has literature been written? Have the various countries of the world produced the same kinds of literature? What literature written before the time of Christ gives us knowledge of past civilizations? What literature has inspired the composition of well-known music? Is there any relationship between the social conditions of a people and the kinds of literature that they produce? What literature has helped the growth of democracy in the world? Reading, discussions, lectures.

64. Modern American Literature. (2)

How do the writings of Americans of the last half-century reflect changing conditions of life in the United States? In which respects may the novels, short-stories, biographies, essays, poetry, written in our day be useful in determining how and why these changes have come about? How have the writings of foreign authors influenced American literature? To what extent have we succeeded in developing a “national literature”?

What standards can one apply to contemporary literature? How can one learn to distinguish between writing that may be permanently valuable from that which is of temporary interest only? Readings, lectures, reports.

66. Modern Periodical Literature. (2)

A survey of the entire magazine field. Are you interested in modern magazines? Do you know what is going on in the world today? What are the subjects of vital interest about which every American student should know something? In which magazines may a student find these subjects discussed accurately and well? Who are the best writers of today? To which magazines do they contribute? Would you like to become introduced to the modern writers and thinkers and become acquainted with the best in periodical literature? Oral and written reports, discussions, and lectures.

68. Independent Reading. (2)

A course for students who like to read. Do you enjoy reading but believe you do not have the time for it? Would you like to know more about all types of literature—poetry, fiction, biography, and travel? Readings, discussions, lectures, oral and written reports.
FRENCH
Marguerite V. Fox, Instructor
W. C. D. Kerr, Instructor

Preparation for the Major

Required:
1. 16 units of lower division French.
2. A minor in Spanish, German, English, or History, best supplements the work of the major subject.

Recommended:
1. One year or two years of Latin.
2. English 1-2.
4. Philosophy—introductory course.
5. Another language (10 units).

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

How does the French family train its children? What are the essential differences among social classes? How does a French peasant differ from an American farmer? Why is mass production difficult in France? What kind of education is provided for peasants, workers, and artists? How did the Revolution change the life of the people? Do Communists and Fascists have any influence in the present government? How much does propaganda control the thinking of the people? What French writers have contributed to the world ideas on government, education, and social organization? How have the French contributed to art and its application in daily life? Readings, lectures, discussions, and reports.

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

What are the sounds of the foreign language? How are they made? What simple words and sentences are used everyday? How are passports obtained? What is the best arrangement for travel by steamer, by train, by automobile? What theaters should one attend, and what other foreign pleases are there? Where does one stay? How does one order a meal? These things and a hundred other foreign things are talked about in simple words.

GEOGRAPHY
D'Alton B. Myers, Instructor

Preparation for the Major

Required:
1. Geography 1-2.
2. Geology 1-2.

Recommended:

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.
Prerequisite: Geography 1.
Parallels University of California Geography 2.

51. World Geography. (3) I
Principles of geography and regional studies. Do your interests extend beyond the locality in which you live? Do you read and hear about peoples, products, governments, wars, customs and natural phenomena of far off places? Do you know where those places are and what they are like? Earth relations, climates, maps and effect of earth features and other natural phenomena on forms of life all over the world are studied.

55. Economic Geography. (3) II
Survey of the world's resources, industries, and trade routes. What countries are leading iron and steel producers? How does steel contribute to America's problems of the wheat farmers, the cotton farmers, and the corn farmers? What are the foreign-trade opportunities in Southern California? What are Southern California's leading industries? What vocational opportunities do they offer Junior College students? Lectures, discussions, motion pictures, and trips to important industrial plants.

GEOL OGY
Clement D. Meserve, Instructor

Preparation for the Major
Required:
2. Physics 5-6.

Recommended:
1. A reading knowledge of both French and German.
2. Chemistry 3-4 for students going into petrological, mineralogical, or economic lines.
3. Art 5.

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, and are still at work. Three lectures per week, and three or more half day field trips.
Recommended prerequisite: One year of high school physics or chemistry or the equivalent.
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. Three lectures per week and three half day field trips.
Prerequisite. Geology 1.
Parallels University of California Geology 1B.

51. Earth Science. (3) EII
A survey of physical and historical geology. What may have been the origin of the earth and of life? How do geologists study the past? What are the chief kinds of rocks? How has erosion affected the earth? How have events in the geologic past affected present day events? What sort of animals have lived on the earth? How does a volcano work? What about earthquakes? How do geologists find oil fields? What makes an ore deposit? What has been the history of man?

61. Determinative Mineralogy. (3) NO
An elementary study of mineralogy intended to acquaint the student with some of the more important minerals which are found in rocks and which are used in industry. What properties are used in studying minerals? Where do they occur? How are the metals extracted from the minerals? How is modern civilization dependent on mineral products? What are some of the practical applications of mineralogy? Two lectures and one 3 hour laboratory period per week.

72. The Oil Industry. (3) I
A general survey course covering the method of origin of oil, the geological conditions under which it occurs, and the methods of drilling and producing petroleum. Emphasis is placed on the importance of the oil industry and the necessity for conservation. Trips will be taken to nearby oil fields and other points of interest.

GERMAN
Herman H. Wiebe, Instructor
Preparation for the Major
Required:
1. 16 units of lower division German.
2. A minor in French, Spanish, English, or History, best supplements the work of the major subjects.
Recommended:

3. Philosophy—introductory course.
4. Another language (10 units).

1. Elementary German. (5)  
Training in accurate pronunciation through daily drill; elementary grammar and sentence structure. Reading and reproduction of simple graded 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)  
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 stressed.
Prerequisite: German 1 or two years of high school German.
Parallels University of California at Los Angeles German B.

3. Intermediate German. (3)  
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)  
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)  
What are some peculiarly characteristic German traits? How have they been preserved among other races? Why is the German a good scientist? How is Germanic psychology and philosophy reflected in American history and government? Where are Germany's industrial centers located? What is characteristic about the castles along the Rhine? How does Gothic architecture differ from other types? Where is the old Germanic culture best preserved?
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) II

Tour Germany as you learn to speak German. Do you know that many German words are similar to English? How should one prepare for the trip? Passports? On board ship? At which port does your boat dock? How shall we travel in Germany? What is the life of the country? Of the city? Where can we catch the spirit of German music, art, and literature? These things and a hundred other foreign things are talked about in simple words.

HISTORY

John E. Kienle, Instructor
Lee R. Marsh, Instructor
Anne H. Rambo, Instructor
Donald V. Spagnoli, Instructor

Preparation for the Major

Required:
2. History 3-4.
3. Economics 1-2 or Geography 1-2.

Recommended:
1. Political Science 1-2.
2. Political Science 3-4.
3. Philosophy 3-4.
4. All students who intend to take upper division courses in history are advised to acquire a reading knowledge of at least one of the following languages before they reach their junior year: French, German, Italian, Latin, Spanish.

Introductory Courses

History 1-2 is open to freshmen and sophomores. History 3-4 is designed for sophomores and is not open to freshmen. All other courses are open to freshmen and sophomores.

All courses are organized to give supplementary instruction in historical geography, map work, bibliography, the use of the library, and methods of historical study.
1-2. History of Western Europe. (3-3) EL
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.
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 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 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 through the medium of the Western experiment—Individualism and its phases; namely, Democracy, Christianity, Industrial Capitalism, Imperialism, etc. This survey will give the development of man's achievements from prehistoric to present times, thus giving the student the proper perspective on past history and an interpretation of current world events.

12. Pacific Coast History. (2) I
A survey of the political, economic and cultural phases of the history of Mexico, California, Oregon, Washington, and Alaska and their present day relations to the world, particular emphasis being placed on relations with the Orient.
Parallels University of California at Los Angeles History 39.

51-52. Social and Economic Aspects of Civilization. (3-3) NO
Would you like to know more of the world in which you live today? What has the western world contributed to civilization? What have been the effects of imperialism? What are the conditions produced by the industrial revolution? What are the causes of wars? What will cause future wars? Will Germany and Italy continue to extend their Fascist state? What is bringing about the decline of the British Empire?
What is the philosophy of India? Of China? Of Japan? What problems face industrialized Japan? What hold has she in South
America? What are her relations with the United States? Will Russia or Japan control China? What is the future of Communism in the world? What can be done to improve world conditions for the benefit of all mankind?

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

Would you like to know something of the history and future of the countries facing the Pacific Ocean? Who settled Mexico and California? How did the United States get control of her portion? Why have the Japanese and Chinese been excluded from the United States? Is Japan getting a foothold in Mexico? How does Canada handle her Oriental problem?

What is the future of the Philippines? Will they get their independence? What are the possible results of independence? How important is Hawaii? Will the Chinese trade increase? How far east will Russia come? Who will dominate the trade of the Pacific? What can be done to foster friendly relations among all nations on the Pacific?

63. Contemporary Latin America. (2) NO

Do you want to know about your next door neighbors? What countries compose Latin America? What is their racial make-up? Their social inheritance? Their religion? Their political philosophy? Their political practice? How rich are they in natural sources? How well are their industries developed? Their agriculture? Foreign control of all occupations is how great?

What is the Monroe Doctrine? What is the attitude of the United States toward it? The Latin American attitude? Has it outlived its service and time? What should take its place? What control do the Japanese have in Brazil? In Argentina? Will Germany set up a Fascist state in Argentina? How strong are the Italians in Brazil? Will Mexico continue to expropriate foreign capital? What is the future to be in Latin America for American imperialists? For American trade? For good will? Lectures, readings and discussions. Open to all students without prerequisite.

HYGIENE

Winifred E. Champlin, Instructor
Helen Cox Steele, Instructor
Sam A. Tenison, Instructor

1. Health Education. (2) EI

The course consists of 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, Instructor

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.
   Prerequisite: Passing grade in either the Subject A Examination or English 50.

2. Newspaper Reporting. (2) II
   Study of the work of the reporter. Practice in news gathering, writing for publication.
   Prerequisite: Passing grade in either Subject A Examination or English 50.

61. Copy Reading. (3) I
   How is manuscript prepared for the printer? Does journalism have its own rules for punctuation? How does a reader correct proof? 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.

62. Newspaper Problems. (3) II
   What is news "fit to print"? What is the responsibility of a newspaper to its readers? What is meant by a "free press"? By publishing the college paper, putting copy into print, the student in this course learns something of the background of journalism and accustoms himself to the routine of publication.

Note: All students enrolled in Journalism should be able to use a typewriter or should register in Commerce 50.

LAW
Loyd S. Noble, Instructor
Elmer T. Worthy, Instructor

1. Elementary Law. (3) NO
   History and development of law. Nature of sovereignty, the Roman law, common law, fundamental concepts of justice, legal rights and duties, the courts, doctrine of stare decisis nature of property and property rights.

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
   Legal problems that everyone should know. Will you ever be arrested? What legal responsibilities are connected with marriage and divorce? What legal obligations are incurred when you sign a contract to buy on time? Do you know how to make a will? Will you inherit property when your uncle dies? What is the function of a grand jury? Will your life be affected by laws and law enforcement? Do you understand what you read and hear about courts and trials? Emphasis is placed on legal problems met sooner or later by every one.

**LIBRARY SCIENCE**
Esther Ramont Nichols, Instructor

1. **Library Science.** (3) EI
   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 Junior College Library is an important phase of the course. Three hours of lecture and discussion and five hours of laboratory work a week.
   Prerequisite: Consent of instructor.

**MATHEMATICS**
Burgoyne L. Griffing, Instructor
Charles H. Harrington, Instructor
Clement D. Meserve, Instructor
C. Leslie Nichols, Instructor
Walter C. Roberts, Instructor

Preparation for the Major
Required:
1. Mathematics 2, 3, 4, 5, 6.

Recommended:
1. Physics.
2. Astronomy.
3. Reading knowledge of French or German.
1. Intermediate Algebra. (3)  
   Fundamental laws, curve plotting, linear equations, negative, and fractional indices, quadratic equations, arithmetic and geometric progressions, the binomial 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)  
   An elementary course in plane trigometry 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)  
   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 2A.  

4. Differential Calculus. (3)  
   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 is 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)  
   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)  
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)  
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 receiving the grade "B" in this course may remove both subject and grade deficiencies in high school geometry. A lower grade will remove only a subject deficiency.

51. Elements of Mathematics. (2)  
A general course in the arithmetic of proportion, fractions, multiplication 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.

MUSIC

Irene Maddocks Pattison, Instructor
Harland Otis Shennum, Instructor

Preparation for the Major
Required:
1. Music 1-2, 3-4, 5-6, 7-8.
Recommended:
1. Related courses in English.
3. Foreign languages, particularly French and German.
4. Philosophy 3-4.
5. Physics 5-6.

1-2. Solfegge. (2-2)  
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. (3-3) YR

One year course in the study of materials used in music both diatonic and chromatic. Deals with chord relationships and progressions. Harmonization of melodies by section and phrase with the use of embellishing tones. Emphasis is placed on rhythmic principles governing harmonizations. Common chord and common tone modulation. Allied chords and modulations. Use of the augmented Sixth chords.

Prerequisite: Music 1-2. (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.

16-16-17-18. 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)  
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)  
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.

53-54. History and Appreciation of Music. (3-3) YR  
A study of the development of form and style in music through lectures, 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.

61-62. Instrumental Training. (1-1)  
Elementary instruction on all string and wind instruments. Stress is placed upon proper tone production, simple technique, and ensemble playing. Fundamental principles of transposing, arranging and conducting are also given.

71-72. Trio. (1-1)  
Class for vocal trios to be trained for public appearance with special emphasis placed on phrasing, diction, interpretation, and stage presence. Two hours per week.
Prerequisite: Consent of instructor.

73-74. Male Quartet. (1-1)  
Class for training male quartets for public appearance. Special emphasis is laid on blending tone quality, interpretation, phrasing, and diction. Two hours per week.
Prerequisite: Audition and consent of instructor.

75-76. Instrumental Quartet. (1-1)  
Quartet for string or woodwinds. Study of suitable material for public appearance with emphasis on phrasing, interpretation, and the tone quality. Two hours per week.
Prerequisite: Consent of instructor.

77-78. Mixed Quartet. (1-1)  
Admission by audition only. Experience in group singing desirable. Ability to sight read music is necessary. This group specializes in motet and madrigal singing. Much experience in
public performance is offered. Students interested must try out before registering for credit. Do not try out unless you can take the full year.

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 a 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

Preparation for the Major
Required:
2. Geology 1-2.
4. High school chemistry and physics.
Recommended:
2. A reading knowledge of both French and German.

1. General Paleontology. (3)  II
A general study of the history of life on the earth with particular reference to the principles of and evidences for organic evolution. Three lectures or recitations each week and three half day field trips.
Parallels University of California Paleontology 1.

PHILOSOPHY
Ralph Leslie Johns, Instructor

Preparation for the Major
Required:
1. Philosophy 3-4.
Recommended:
1. Foreign Languages.
2. Social Sciences.

3-4. History of Philosophy. (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.

Sophomore standing preferred.

Parallels University of California Philosophy 10A-10B.

51. Social Ethics. (3)

What is the nature of moral deliberation? How do we know the good and the right? The beautiful and true? Is pleasure the goal in life? Duty? Self-realization? Virtue? What is moral responsibility? How is it related to duty to one’s self and to the State? What is the meaning of Justice? Upon what bases is political authority built? How do monarchy, aristocracy, anarchism, communism, syndicalism, guild socialism, political pluralism and democracy relate themselves to totalitarianism, authoritarianism, and the democratic ideal?

What is the nature of capitalism? What codes of ethics apply? How is it related to industry? What are the international aspects of business? How are they related to the morality or amorality of nations? What are the problems of free choice and determinism, the assumptions of science, ideals, belief in God, and belief in progress?

One lecture, two discussion groups weekly. Open to all students without prerequisite.

PHOTOGRAphy

B. L. Griffing, Instructor

51. Elements of Photography. (2)

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. One will study the use of different developers, various kinds of paper and film. 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. Every student will be expected to turn in one picture each week. This course is not open to students who have had any previous course work in the field of photography.

52. Intermediate Photography. (2)

For more advanced students, opportunity will be given to study such topics as the chemistry of development, filters, lenses, sensitometry, toning, the making of a montage, the making of prints in color, and some portrait work. 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 instructor.
PHYSICAL EDUCATION FOR MEN

James L. Jonas, Instructor
Sherman C. Miller, Instructor
Thomas S. Ryan, Instructor
Sam A. Tenison, Instructor

Preparation for the Major

Required:
1. Chemistry 11-12.

Recommended:
1. Speech 3-4.
2. Economics 1-2.

Physical Education is required of all freshmen and sophomore students regardless of the course in which they are majoring. Medical examination by the college physician is required of all freshmen before registration.

Men who qualify as candidates for representative athletic teams may transfer to practice and training in any of the following sports: football, basketball, baseball, track, tennis, golf, and swimming. When the season of participation closes for any of these activities all members must return to regular physical education assignments.

In addition to the required activities there is wide opportunity for participation in intramural competition in touch football, soft ball, and track. These games have become traditional in the college and it is recommended that all qualified students take part.

Two hours per week of physical education is required of all men students. Physical Education 1-2 is required of all freshmen.

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. (1/2)
Instruction and participation. Open for potential candidates for the varsity.

7. Basketball. (1/2)
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) El
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) El
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

**Preparation for the Major**

**Required:**
1. Chemistry 11-12.
4. Social Arts 25.

**Recommended:**
1. Music 3-4.
2. Speech 7-8.

Two hours per week is required of all women students.
1. Freshman Formal Gymnastics. (½) EI
   Instruction in Danish and Swedish gymnastic exercises with marching and games.

2. Beginning Sports. (½) EI
   Instruction in the fundamental techniques of volleyball, basketball, hockey and baseball in season.

3. Intermediate Sports. (½) EI
   Development of techniques in volleyball, basketball, hockey and baseball in season with matches and tournaments.

4. Beginning Tennis. (½) EI
   Instruction in fundamental strokes and practice for beginners.

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.

6. Beginning Rhythmic Activities. (½) I
   Instruction in simple clogs and athletic rhythms.

7. Intermediate Rhythmic Activities. (½) II
   Instruction in clogs and taps.

8. Beginning Folk Rhythms. (½) EI
   Instruction in folk dances of all nations with some discussion of costumes.

9. Adapted Activities. (½) EI
   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 recommended by the Department of Physical Education.

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. Beginning Swimming. (½) NO
    Instruction in correct breathing, body balance, elementary strokes, and diving.

13. Intermediate Swimming. (½) NO
    Recreational swimming with instruction in advanced strokes.
14. Beginning Archery. (½) EI
   Instruction in the technique of archery and a tournament in which the Junior Columbia Round is shot.

15. Intermediate Archery. (½) EI
   A continuation of Archery 14. Practice in shooting and a tournament in which the Columbia Round is shot.

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.

PHYSICS
B. L. Griffing, Instructor
Charles H. Harrington, Instructor

Preparation for the Major

Required:
1. Physics 1-2, 3-4.

Recommended:
2. A reading knowledge of French and German.

1-2. General Physics. (3-3) YR
   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 great many students who are not making a major of any field of science, wish to find out more of the scientific world which surrounds them. How does a Neon sign function? Why do airplane wings have the shape they do? What are X-rays, and what uses do they have? What are Neutrons, Positrons, and Cosmic Rays? What great scientific ideas did Galileo and Bacon give to the world? Why are the methods of the scientist in attacking a problem so much more effective than the blundering attempts of the layman?

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)
   A study of the functions of the various systems of the mammalian body with special reference to man. It is presented by lectures, and the use of skeletons, charts, models and other laboratory materials. A work-book is used.
   Prerequisite: High school chemistry or physiology.

POLITICAL SCIENCE
Theodore W. Anderson, Instructor
John E. Kienle, Instructor
Lee R. Marsh, Instructor
Elmer T. Worthy, Instructor

Preparation for the Major

Required:
   1. Political Science 1-2.
   2. Political Science 3-4.

Recommended:
   3. Law 1.

1-2. Comparative Government. (3-3) NO
   Study of the origin and development of the state; its organization, function and chief problems, with emphasis placed on the study of the governments of Great Britain and her dominions, France, Italy, Russia, Germany and Switzerland.
Parallels University of California at Los Angeles Political Science 51A-51B.

3-4. American Government. (3-3) YR
   A study of principles and problems in relation to the organization and functions of the American system of government. A survey of the organizations and functions of the national government with special attention to the features and the principles of the Federal Constitution. Some features of the organization of state and local governments will be briefly considered.
   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
   This, or a similar course, must be taken by all students graduating
from a four year institution of higher learning in the State of Cali-
ifornia, and by all teachers before receiving a certificate to teach.
The background of American institutions, the Constitution studied
from the historical, philosophical and analytical points of view.
   No credit is allowed for Political Science 5 if the student has
already taken Political Science 3.
   Prerequisite: At least second semester standing.
Parallels University of California at Los Angeles American In-
stitutions 101.

55. American Political Ideals. (2) EI
   What is democracy? How much democracy have we in America?
What dangers threaten our democracy? How can these be met?
How free should “free” speech and press be? How can these be
   guaranteed?
   What is a constitution? Where did the ideas in our federal
constitution come from? Who wrote our constitution? What kind
of men were they? What educational, social, and economic back-
ground did they have? What great problems arose while writing
the constitution? How were they solved? What are the chief
problems today relative to our constitution and its interpretation?
   What is the purpose of a government? How far should the power
of the government extend? What should be the relation of govern-
ment to business? Should the three departments of government
be independent and equal, or should one hold the ultimate power?

65. State and Local Government. (2) II
   Who makes the laws of the State of California? Who governs
Los Angeles County? How does county government differ from
city government? How does the State of California government
affect our daily life? What important Los Angeles County laws
affect us? What is an incorporated city? How is the citizen
affected when the territory where he lives becomes incorporated?
What regulations of the state, county, and city directly concern a
man starting a business? How does the state, county, and city
protect the working man and woman? What of health laws, and
traffic ordinances?

PSYCHOLOGY
Lois H. Flint, Instructor
Ralph Leslie Johns, Instructor

Preparation for the Major
   Required:
   1. Psychology 1-2.
Recommended:
1. French and German.
2. Chemistry and Physics.

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 demonstrations, and frequent quizzes.
    Sophomore standing preferred.
    Parallels University of California Psychology 1A-1B.

51. Practical Applications of Psychology. (3) II
    What is mind? Intelligence? How is intelligence measured? Can we improve intelligence? What do tests show about vocational and personal fitness? What are the emotional and social factors in college students' lives? How may repressions, avoidances and escape mechanisms be resolved? How may fear be overcome? What factors enter into correct, effective thinking? How may I get on with other people? How may I gain self-confidence?
    Cases from business, social, professional, and political life. Conferences with persons for the purpose of observation. One lecture, two discussion conference groups weekly. Open to all students desiring a workable knowledge of psychology.

60. Personal Relations. (2) EI
    Why am I in college? What kind of a person am I? How can I get along with people? What can I expect from my college education? How can I be successful? What advantages have I? How can I overcome my handicaps? For what vocation am I best fitted? How can I find a job? What openings are there?
    Lectures, discussion, reports. A course for entering freshmen, designed to help them solve the immediate important problems confronting everyone who enters college.

SOCIAL ARTS
    Emma M. Ueland, Instructor

Preparation for the Major of Household Arts
    Required:
    1. High School Chemistry.
    2. Social Arts 11-12.
    3. Art 3-4.

    Recommended:
    1. High school courses in clothing, freehand and mechanical drawing, and physiology.
2. Anthropology 1A-1B (University of California).
4. Psychology 1-2
5. French, Latin, Italian, Spanish or German.

Preparation for the Major of Household Science

Required:
2. Economics 1-2.

1. The American Home. (2) EI

Questions of social usage, personality development and the art of entertaining. How does one introduce guests to members of one’s family? What may be served at a tea? How does a hostess correctly set a table? How does one answer an invitation to a buffet luncheon? How may one develop poise, grace, and social ease? What are some of the special foods served in Sweden? In Japan? In Mexico? How are they prepared and served? Teas, luncheons and dinners are served in this course.

2. Interior Decoration. (2) I

A study of house planning and furnishing in accordance with structural art principles. The historic, artistic, economic and sanitary phases are emphasized and problems of selection and arrangement of furniture, draperies, rugs, pictures, and decorative objects studied. A study is made of period furniture and of historic decorative accessories.

4. Handicrafts. (2) EI

This course aims to stimulate students to observe and appreciate art in the fields of textiles and crafts. The historic, economic, as well as artistic phases are studied. The principles of color, line, and design are applied to household accessories as well as to wearing apparel. The application of the following processes: batik, weaving, leather tooling, book binding, wood carving, stenciling, wool embroidery, etc., are used in the construction of simple craft problems.

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

Study of costume through art principles of design and color. Study of kinds and qualities of material. Construction of typical garments, including sport, afternoon and evening wearing apparel, and suits and coats. Clothing industries and clothing standards in relation to the economic and social life of the community.

Parallels University of California Household Arts 1A-1B.
21-22. **Elementary Food Study. (3-3)**

The principles involved in food selection, preparation, and preservation. Analysis of recipes and standard products. The composition and general properties of food stuffs.

Prerequisite: High school chemistry or Chemistry II (may be taken concurrently).

Parallels University of California: Household Science 1A-1B.

25. **Elements of Nutrition. (3)**

The principles of nutrition and their application to the feeding problems of everyday life. Discussions of metabolism and feeding experiments for testing biological efficiency of different types of food materials. Attention is given to recent literature bearing upon problems in dietetics, upon growth, and upon normal and subnormal nutrition.

26. **Food Studies for Nurses. (1)**

Food preparation and menu making. Emphasis is placed on a study of hospital trays, and special diets. This course is planned especially for nursing students and should be taken concurrently with Social Arts 25 (Nutrition).

31. **Modes and Manners, Men. (1)**

It is the purpose of this course to develop in men students an appreciation of the art of gracious living, which is built around good taste, correct speech, quiet unassuming behavior and a proper pride of dignity. Good manners, both in the social and the business world will be stressed. Practical everyday social problems will be discussed. Correct dress will be emphasized.

31. **Modes and Manners, Women. (1)**

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 the course. Individual problems are given consideration. This course is planned especially for students who are not taking other clothing courses.

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

An advanced course in handicrafts. Six hours laboratory work a week.

60. **Marriage and the Home. (3)**

A course in the art and science of family life. Such topics as friendships, the engagement, personality adjustments in marriage, social and economic responsibilities of family members. Sex hygiene will be discussed.
64. Child Growth and Development. (2) II
The care and training of children. It will include the study of early training in food habits, play and recreation, parent-child relationships, discipline, home training for citizenship, 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. Field trips and demonstrations by experts.

73-74. Pattern Drafting. (2-2) YR
Flat pattern work, drafting and draping. Each student will make a foundation pattern to fit her figure, and from this other drafts will be developed. Its aim is to give the student an understanding of figure construction to the extent that she will not be dependent upon commercial patterns. Some designs will be followed through to completion of garments.

SOCIOLOGY
John E. Kienle, Instructor

51. Introduction to Sociology. (3) I
What are folkways? What makes a person cultured? What effect does culture have upon the unity of mankind? What is gregariousness? Are nations gregarious? Why did Eugenics develop? What are the problems of the family? Should everyone work? Why are there racial conflicts between groups? How may race hatred and prejudice be reduced? How may groups be stimulative? Why is there need for group control through customs; public opinion; law; labor? What are the origins of leadership? What traits of leadership are evidenced in such characters as governmental leaders, industrial leaders, religious leaders, financial leaders. Two lectures, one discussion weekly.

52. Applied Sociology. (3) II
What are the methods of dealing with the delinquent? the criminal? the blind? the deaf? the feebleminded? the insane? the aged? the handicapped? What is the work of the visiting school-teacher? the child guidance clinic? the church? the Scouts?
the playground? the state institutions? What factors seem to have unusual weight in the production of delinquents, the physically handicapped, mentally ill in society? How many industrial traffic, and health hazards be decreased? Why should cities be planned? zoned? One lecture, two discussions weekly.

SPANISH

Leroy T. Herndon, Instructor
W. C. D. Kerr, Instructor

Preparation for the Major

Required:
1. 16 units of lower division Spanish.
2. Stanford and the University of Southern California recommended two years of Latin in the high school. The University of California requires it. It must be taken in the high school, as the universities are not offering elementary Latin.

Recommended:
1. History of Spanish-speaking countries.
2. Additional Latin.
3. Related courses in other literatures.
4. Courses in French, German, Italian. A Minor in another language is strongly advised.
5. A thorough course in English grammar.

1. Elementary Spanish. (5) E1

The elements of grammar, composition, and conversation, with drill in pronunciation. May not be taken for credit by students who have had two years of high school Spanish. Students who have had one year of high school Spanish receive only 2 units of college credit.

Parallels University of California at Los Angeles Spanish A.

2. Elementary Spanish. (5) E1

Spanish 2 is a continuation of Spanish 1. It furthers the study of grammar, adding much in conversation and reading knowledge. Special emphasis is placed on idioms and oral work.

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

Parallels University of California at Los Angeles Spanish B.

3. Intermediate Spanish. (3) E1


Prerequisite: Spanish 2 or three years of high school Spanish.

Parallels University of California at Los Angeles Spanish C.
4. Intermediate Spanish. (3) EI

A continuation of Spanish 3. Reading of more advanced texts and grammar.
Prerequisite: Spanish 3 or four years of high school Spanish.
Parallels University of California at Los Angeles Spanish D.

5. Advanced Spanish. (3) NO

Advanced grammar review, class and supplementary reading of Spanish texts, practice in conversation.
Prerequisite: Spanish 4.
Parallels University of California at Los Angeles Spanish 50A.

51. Spanish Culture and Civilization. (3) II

How does the Spanish-Mexican background in California affect our lives today? What are California's borrowings from Spanish sources? What are Americans learning nowadays from Mexico? What are some of the things the Spanish-speaking peoples have learned from us? Is there more that we could learn from them? How did Spain become the most powerful nation in the world? Why did she decay? What changes occurred in government, education and business? What are the causes of Mexico's War of Independence? What are its effects in the United States? How is the Spanish Revolution explained by American history and traditions? Readings, lectures, discussions, and reports.

51A. Spanish Culture and Civilization. (2) II

Spanish 51 is organized into units of 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

What are the sounds of the foreign language? How are they made? What simple words and sentences are used everyday? How are passports obtained? What is the best arrangement for travel by steamer, by train, by automobile? What theaters should one attend, and what other foreign pleasures are there? Where does one stay? How does one order a meal? These things and a hundred other foreign things are talked about in simple words.
SPEECH

James D. Davis, Instructor
Richard B. Lewis, Instructor
Derrill Place, Instructor

1. Fundamentals of Expression. (2)  
A study of the principles governing voice quality, articulation, and clarity of expression. The means to effective speech will be studied in lecture sessions. In small laboratory sections the student will work to analyze and to correct his individual speech problems. Practice in reading from the printed page and in speaking informally to develop force and clarity in conversational situations will compose part of the work. Recordings will be made. Designed especially for pre-professional students.

2. Oral Interpretation. (2)  
A continuation of Speech I with stress upon reading aloud from prose, poetry, and plays. Choral reading of poetry and group reading of plays will be done in addition to individual reading. Speaking and reading for radio and public address systems will be practiced. Prerequisite: Speech 1.

3-4. Public Speaking. (3-3)  
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. 
Prerequisite: Passing grade in Subject A Examination.
Parallels University of California Public Speaking 1A-1B.

5-6. Argumentation and Debating. (3-3)  
The application of the rules of evidence and of inductive and deductive reasoning to public debate and discussion. Practice in gathering materials, in briefing, and in preparation of speeches for intercollegiate debating.
Prerequisite: Permission of the instructor.
Parallels University of California Public Speaking 5A-5B.

7. Introduction to the Theater. (3)  
A general introductory course offering foundation study for acting and play production, but with stress upon appreciation and enjoyment of the modern stage 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

Do you find it difficult to "speak up"? Are you a victim of stage fright when you recite in class, answer questions, or take part in discussions? Do you know how to make a report clear and interesting? Do you feel uncomfortable in conversation with strangers?

This short concentrated course is designed to help you improve your 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.

51. Speech Fundamentals. (2) NO

How do I sound when I speak? How can I improve the sound of my voice? How can I learn to speak clearly? Can I overcome stage fright when I speak to others? How can I take part in conversation with strangers? How can I learn to speak and read so that others will want to listen? How should I speak into a microphone for radio or public address systems?

One lecture session and one laboratory section each week. Recordings will be made twice during the course.

57. The Theater Today. (3) I

What makes a good stage production good? What makes a good motion picture good? Where are the best reviews of plays and motion pictures to be found? How can I get the most satisfaction and enjoyment from seeing or reading a play or motion picture? What is the contribution of the theater to evolving society?

What are the most important contemporary plays? What playwrights, actors, directors, producers, technicians and other artists are doing the most important work in the theater and motion pictures today?

Can I act? What can I learn about acting? How can I develop social poise through acting? What are the fundamentals of stage make-up?
What part can theater entertainment in its many forms play in my life?

58. Theater Acting, Directing, and Producing. (3) II

How can we enjoy participating in drama activities throughout life? How can we present plays for enjoyment and at the same time develop abilities to act, design, and produce in the theater?

How do we select a play for production? How do we analyze it before starting rehearsals? How do we cast a play? What do we do in rehearsals? How do we organize a production?

How do producing organizations, both professional and non-professional, plan and execute their productions?

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.

Note: The courses in drama are planned to give students an introduction to the theater. Work in the department is not primarily intended to train students for the professional stage, 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 and screen productions through a trained appreciation.

STAGECRAFT

Leroy T. Herndon, Instructor

1-2. Stagecraft. (2-2) NO

A laboratory course in modern stage design, construction, painting, lighting, and backstage organization.

51-52. Stagecraft. (3-3) NO

What are the first steps in designing settings for a play? Why do plays need scenery? What plays need very little? What can be done if the stage is too small? If there isn’t much money? If there are too many different scenes? What can lighting do for a play? How long will an audience wait for scene-changes? What are the responsibilities of a stage-manager?

Practical experience in designing, building, and painting settings for college plays, in lighting and backstage organization.
ZOOLOGY

Ernest W. Hawkes, Instructor
Loran W. Kitch, Instructor

Preparation for the Major

Required:

Recommended:
1. Chemistry 5-6.
2. French.
3. German.
4. Elementary courses in other biological subjects.

1. General Zoology. (4)
All
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
An outline of the principles of animal biology, with special reference to evolution, heredity, eugenics, and the relation of biology to human life. Open without prerequisite to all students, but designed for those not specializing in zoology. Not open for credit to those students who have taken Zoology 1, but students who have taken this course may elect Zoology 1 for credit. Lectures, conferences, and reports.

Parallels University of California Zoology 10.

51-52. Biology and Man. (3-3)
YR
Man in relation to other living things. How was he evolved? What is his heritage? What kind of an animal is he? How does he inherit his physical and mental characters? What is his future from a biological standpoint? Of what use are plants and animals to him? How do they resemble him in structure and function, and how do they differ from him? Weekly lectures and demonstrations supplemented by laboratory work on typical forms of plants and animals.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Art Curriculum</td>
<td>42</td>
</tr>
<tr>
<td>Anatomy</td>
<td>72</td>
</tr>
<tr>
<td>Announcement of Courses</td>
<td>68</td>
</tr>
<tr>
<td>Application for Registration</td>
<td>21</td>
</tr>
<tr>
<td>Architecture</td>
<td>49</td>
</tr>
<tr>
<td>Architectural Drafting Curriculum</td>
<td>388</td>
</tr>
<tr>
<td>Art</td>
<td>70</td>
</tr>
<tr>
<td>Assemblies</td>
<td>17</td>
</tr>
<tr>
<td>Associated Book Store</td>
<td>14</td>
</tr>
<tr>
<td>Astronomy</td>
<td>72</td>
</tr>
<tr>
<td>Attendance</td>
<td>13</td>
</tr>
<tr>
<td>Authority of Instructors</td>
<td>12</td>
</tr>
<tr>
<td>Aviation</td>
<td>72</td>
</tr>
<tr>
<td>Aviation Industries Curriculum</td>
<td>39</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>73</td>
</tr>
<tr>
<td>Board of Education</td>
<td>7</td>
</tr>
<tr>
<td>Botany</td>
<td>73</td>
</tr>
<tr>
<td>Calendar</td>
<td>6</td>
</tr>
<tr>
<td>Careers in Art</td>
<td>41</td>
</tr>
<tr>
<td>Change of Program</td>
<td>13</td>
</tr>
<tr>
<td>Chemistry</td>
<td>74</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>25</td>
</tr>
<tr>
<td>College and Professional Curricula</td>
<td>49</td>
</tr>
<tr>
<td>College Attitude</td>
<td>12</td>
</tr>
<tr>
<td>Commerce</td>
<td>77</td>
</tr>
<tr>
<td>Commerce and Business Vocational Curricula</td>
<td>33</td>
</tr>
<tr>
<td>Commerce, College and Professional Curricula</td>
<td>50</td>
</tr>
<tr>
<td>Costume Design Curriculum</td>
<td>44</td>
</tr>
<tr>
<td>Dental Curriculum</td>
<td>54</td>
</tr>
<tr>
<td>Disqualification</td>
<td>20</td>
</tr>
<tr>
<td>Economics</td>
<td>81</td>
</tr>
<tr>
<td>Engineering</td>
<td>83</td>
</tr>
<tr>
<td>Engineering Curriculum</td>
<td>55</td>
</tr>
<tr>
<td>English</td>
<td>85</td>
</tr>
<tr>
<td>Entrance Examinations</td>
<td>22</td>
</tr>
<tr>
<td>Entrance Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Equipment</td>
<td>11</td>
</tr>
<tr>
<td>Examinations</td>
<td>13</td>
</tr>
<tr>
<td>Faculty</td>
<td>8</td>
</tr>
<tr>
<td>Fashion Illustration Curriculum</td>
<td>43</td>
</tr>
<tr>
<td>Fees</td>
<td>15</td>
</tr>
<tr>
<td>Finance and Accounting Curriculum</td>
<td>36</td>
</tr>
<tr>
<td>Foreign Language Requirements</td>
<td>23</td>
</tr>
<tr>
<td>French</td>
<td>90</td>
</tr>
<tr>
<td>Geography</td>
<td>91</td>
</tr>
<tr>
<td>Geology</td>
<td>92</td>
</tr>
<tr>
<td>German</td>
<td>93</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Grades</td>
<td>19</td>
</tr>
<tr>
<td>Grade Points</td>
<td>20</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>28</td>
</tr>
<tr>
<td>History</td>
<td>95</td>
</tr>
<tr>
<td>History and Organization</td>
<td>11</td>
</tr>
<tr>
<td>Home Arts Curriculum</td>
<td>48</td>
</tr>
<tr>
<td>Honor Students</td>
<td>17</td>
</tr>
<tr>
<td>Honorable Dismissal</td>
<td>13</td>
</tr>
<tr>
<td>Hygiene</td>
<td>97</td>
</tr>
<tr>
<td>Journalism</td>
<td>98</td>
</tr>
<tr>
<td>Journalism Curriculum</td>
<td>56</td>
</tr>
<tr>
<td>Law</td>
<td>98</td>
</tr>
<tr>
<td>Legal Curriculum</td>
<td>57</td>
</tr>
<tr>
<td>Liberal Arts and Science Curricula</td>
<td>38</td>
</tr>
<tr>
<td>Library</td>
<td>12</td>
</tr>
<tr>
<td>Library Science</td>
<td>99</td>
</tr>
<tr>
<td>Location of College</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>99</td>
</tr>
<tr>
<td>Mathematics Requirements</td>
<td>23</td>
</tr>
<tr>
<td>Medical Curriculum</td>
<td>61</td>
</tr>
<tr>
<td>Medico-Dental Secretary</td>
<td>40</td>
</tr>
<tr>
<td>Merchandising Curriculum</td>
<td>35</td>
</tr>
<tr>
<td>Music</td>
<td>101</td>
</tr>
<tr>
<td>Music, College and Professional Curriculum</td>
<td>62</td>
</tr>
<tr>
<td>Music, Semi-Professional Curriculum</td>
<td>45</td>
</tr>
<tr>
<td>Natural Science Curriculum</td>
<td>63</td>
</tr>
<tr>
<td>Numbering of Courses</td>
<td>15</td>
</tr>
<tr>
<td>Nursing Curriculum</td>
<td>64</td>
</tr>
<tr>
<td>Officers of Administration</td>
<td>7</td>
</tr>
<tr>
<td>Organization of Courses</td>
<td>24</td>
</tr>
<tr>
<td>Paleontology</td>
<td>104</td>
</tr>
<tr>
<td>Philosophy</td>
<td>104</td>
</tr>
<tr>
<td>Photographs</td>
<td>23</td>
</tr>
<tr>
<td>Photography</td>
<td>105</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>106</td>
</tr>
<tr>
<td>Physical Education for Men Curriculum</td>
<td>65</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>107</td>
</tr>
<tr>
<td>Physical Education for Women Curriculum</td>
<td>66</td>
</tr>
<tr>
<td>Physical Education Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Physics</td>
<td>109</td>
</tr>
<tr>
<td>Physiology</td>
<td>111</td>
</tr>
<tr>
<td>Placement Bureau</td>
<td>14</td>
</tr>
<tr>
<td>Political Science</td>
<td>111</td>
</tr>
<tr>
<td>Psychology</td>
<td>112</td>
</tr>
<tr>
<td>Purpose of the Junior College</td>
<td>12</td>
</tr>
<tr>
<td>Residence Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Secretarial Curriculum</td>
<td>34</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Semi-Professional and Technical Curricula</td>
<td>33</td>
</tr>
<tr>
<td>Social Arts</td>
<td>113</td>
</tr>
<tr>
<td>Sociology</td>
<td>116</td>
</tr>
<tr>
<td>Spanish</td>
<td>117</td>
</tr>
<tr>
<td>Speech</td>
<td>119</td>
</tr>
<tr>
<td>Speech Arts Curriculum</td>
<td>46</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>121</td>
</tr>
<tr>
<td>Student Activities</td>
<td>16</td>
</tr>
<tr>
<td>Student Counseling</td>
<td>14</td>
</tr>
<tr>
<td>Student Finances</td>
<td>17</td>
</tr>
<tr>
<td>Student Union</td>
<td>14</td>
</tr>
<tr>
<td>Teaching Curriculum</td>
<td>66</td>
</tr>
<tr>
<td>Time Schedule of Classes</td>
<td>18</td>
</tr>
<tr>
<td>Transfers from Other Colleges</td>
<td>27</td>
</tr>
<tr>
<td>Transfers to Other Colleges</td>
<td>16</td>
</tr>
<tr>
<td>Transfers to University of California</td>
<td>25</td>
</tr>
<tr>
<td>Unit Limitations</td>
<td>19</td>
</tr>
<tr>
<td>Units of Work</td>
<td>19</td>
</tr>
<tr>
<td>Withdrawal from College</td>
<td>13</td>
</tr>
<tr>
<td>Zoology</td>
<td>122</td>
</tr>
</tbody>
</table>