

STATE NORMAL SCHOOL
SAN DIEGO, CAL.

BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

Vol. V

JANUARY, 1917

No. 1

CATALOG

AND

CIRCULAR OF INFORMATION



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO
SAN DIEGO, CALIFORNIA

CALIFORNIA STATE PRINTING OFFICE.

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California, under the act of August 24, 1912.

CALIFORNIA STATE PRINTING OFFICE

28838

ANNOUNCEMENT

OF

The New Calendar of Continuous Sessions for 1917-1918 and
of Work in the Summer Quarter
Available to Teachers.

The State Normal School at San Diego announces that, under author-
ization given by the State Board of Education and the State Board of
Control, it will be in session throughout the academic year 1917-1918,
the calendar showing four quarters of twelve weeks each, as follows:

Quar- ter	Dates	Character of session
1	TERM I— Monday, July 2, to Wednesday, August 15 -----	Regular—Training School in session.
	TERM II— Monday, August 20, to Friday, Sept. 28 -----	Special—Training School not in session.
2	Monday, October 1, to Friday, Dec. 21 ----- (Vacation of two weeks.)	Regular—Training School in session.
3	Monday, January 7, to Friday, March 29 ----- (Vacation of one week.)	Regular—Training School in session.
4	Monday, April 8, to Wednesday, June 26 -----	Regular—Training School in session.

CALENDAR FOR 1918-1919.

The calendar for 1918-1919 will follow the plan of that for 1917-1918,
the first quarter beginning July 1, 1918; the second, Sept. 30, 1918;
the third, January 6, 1919, and the fourth, April 7, 1919.

BOARD OF TRUSTEES.

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Ex officio.
EDWARD HYATT - - - Superintendent of Public Instruction
Ex officio,
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GLADYS F. KELLY - - - - Assistant Secretary

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- - - - -	- - - - -	Faculty Secretary

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ALICE GREER	- - - - -	Class Supervisor
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W. D. SWANSON	- - - - -	Class Supervisor
HELEN M. DALE	- - - - -	Librarian

GROUNDS AND BUILDINGS.

FRED W. VAN HORNE	- - - - -	Head Janitor
A. O. SMITH	- - - - -	Assistant Janitor and Assistant Engineer
GEORGE AVERBECK	- - - - -	Assistant Janitor
B. C. SPRENGER	- - - - -	Assistant Janitor
A. E. DAVIE	- - - - -	Engineer
MARTIN ROTH	- - - - -	Head Gardener
OTTO YOUNG	- - - - -	Assistant Gardener
ERNEST JONES	- - - - -	Assistant Gardener
J. G. CROW	- - - - -	Watchman

FACULTY.

EDWARD L. HARDY, PRESIDENT	- - - - -	<i>School Administration</i>
B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Principal San Diego High School, 1906-1910.		
W. F. BLISS, VICE PRESIDENT	- - - - -	<i>History and Civics</i>
B.S., Mount Union; B.L., M.L., University of California; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, University of California, 1908-1909. (Appointed September, 1900.)		
MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN	- - - - -	<i>Head Department of Household Economics</i>
Special study, Europe, 1899-1900; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)		
MIRIAM E. BESLEY	- - - - -	<i>Director of Education</i>
Ph.B., A.M., Wellesley College and University of Chicago; Superintendent City Schools, Waukegan, Ill.; study of English and European elementary schools, 1902-1903; special investigator of vocational guidance and pre-vocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)		
CAROLINE I. TOWNSEND	- - - - -	<i>Assistant Director of Education</i>
Ph.B., University of Chicago; Indianapolis Normal School; Teachers' College, Columbia University; teacher of primary reading and literature in the public schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)		
MRS. GERTRUDE SUMPTION BELL	- - - - -	<i>Education</i>
A.B., Indiana University; graduate Indiana State Normal School; research work, Clark University; assistant in education and director of practice teaching, University of Colorado; state institute lecturer, Montana; instructor, School of Education, Indiana University. (Appointed August 1, 1916.)		
MARY BENTON	- - - - -	<i>Elementary Manual Training, Arts and Crafts</i>
Student at Rosemont Dezalet, Lausanne, Switzerland; at Chicago Art Institute; at New York School of Art; pupil of W. J. Whittemore, of New York; pupil of Mrs. Butterworth, of New York; instructor, State Normal School of San Diego. (Appointed July 1, 1916.)		
JANE BUTT	- - - - -	<i>English and Expression</i>
A.B., University of Wisconsin; B.O., Northwestern University; Instructor in the University of Wisconsin; "Otis Skinner" Dramatic Company; Instructor Cumnock School of Expression, Los Angeles; Sub-head Department of Expression, Los Angeles High School. (Appointed September 1, 1911.)		
VINNIE B. CLARK	- - - - -	<i>Geography</i>
A.B., University of Wisconsin; graduate student, University of Chicago; assistant in geography, University of Wisconsin; Oak Park, Ill., High School, 1913-1914. (Appointed September 1, 1914.)		

GEORGIA V. COY - - - *Biology and Physical Education*

Graduate San Diego Normal School; teacher in San Diego County schools, 1909-1910; B.S., Columbia University; bachelor's teaching diploma in biology, Teachers' College, Columbia University; graduate work at University of California, 1915. (Appointed September 1, 1912.)

REBA FLETCHER DOYLE - - *Assistant Household Economics*

Graduate San Diego Normal School; Diploma, State Normal School of Manual Arts and Home Economics, Santa Barbara; Teacher in the Los Angeles City Schools, 1915. (Appointed September 1, 1915.)

ROSE E. JUDSON - - - - - *Music*

Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)

GERTRUDE LAWS - - - - *Principal Intermediate School*

Graduate State Normal School, San Diego; departmental teacher, city schools of San Diego. (Appointed September 1, 1913.)

IRVING E. OUTCALT - - - *Head Department of English*

A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head Department of English, San Diego High School, 1907-1911. (Appointed September 1, 1912.)

C. E. PETERSON - - - - - *Physical Education*

Physical Director, Y. M. C. A., Salt Lake City, Utah, 1911-12; Director of Playground and Recreation Center, Portland, Oregon, 1913-14; Physical Director, Y. M. C. A., San Diego, Cal., 1915-16. (Appointed October 1, 1916.)

W. T. SKILLING - - - - *Agriculture and Nature Study*

State Normal School, Los Angeles, Cal.; M.S., University of California; Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)

MRS. B. KIRK SMITH - - - - - *Drawing*

College of Fine Arts, U. S. C., 1907; teacher in public schools of Denison, Texas, 1907-1910; graduate of Fine Arts Department, State Normal School, Los Angeles, 1915; instructor, State Normal School, San Diego, 1915. (Appointed July 1, 1916.)

JESSIE RAND TANNER - *Head Department of Physical Education*

Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers' College, Columbia University; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

Note.—Special lecturers and instructors for the summer quarter will be named in the April announcement.

SUMMER QUARTER.

CONCERNING REGISTRATION.

Since the capacity of the school's class rooms and laboratories limits enrollment to 400, and since the professional character of the summer quarter should be guaranteed, students will be enrolled as follows:

<i>First</i> —From the San Diego State Normal School	March 20 to June 1
<i>Second</i> —From other California Normal Schools	March 20 to June 5
<i>Third</i> —California teachers	March 20 to June 25
<i>Fourth</i> —Teachers from other states	March 20 to July 1
<i>Fifth</i> —Special students	March 20 to July 1

Teachers from other states and special students who register, will be notified on or before June 5, should it be necessary to close registration at that date. A deposit of \$1.00, to be returned to all students answering class roll call July 5, 6, 7, 10, and to all registrants notified on or before June 5 that the lists have been closed, is required.

Registration may be made by mail, or at the Registrar's office.

For the courses of study, requirements for admission, and other details, see the announcement below; also pages 24 to 36.

Term I, six weeks. Term II, six weeks.

During Term I, and throughout Quarters 2, 3 and 4, the regular 30, 60 and 120-hour courses of the professional curriculum will be offered, and the model and training school will be in session. During Term II, regular academic professional work will be given, the students being divided into small groups to do work somewhat along the lines both of the seminar and of tutoring in courses in pedagogy.

Term I is planned to be equally available to regular students, to students of advanced standing and to teachers in service. For the benefit of the latter class, specialists in methods, both upper grade and primary, in pedagogy and psychology, including standardization, etc., will give courses, supplemented by model and demonstration lessons in the training school. The special courses to be offered will be announced in the April bulletin. These courses include nearly all of the regular and elective courses offered at any time. Special lectures on literature and art, and on civic, social and allied topics will be given. The regular athletic activities of the school, including rowing, will be maintained.

Notice to high school graduates.

Matriculating students just graduated from the high school will not be permitted to take work, except special courses, during Term I.

Term II is planned particularly for entering high school graduates, who may enter, also, in February of each year.

Send to the Registrar for entrance blanks setting forth the conditions of matriculation for high school graduates.

Junior college students.

Send a specific statement of hours of credit in each subject *if you wish to enter the school as a candidate for the normal school diploma.*

TEACHERS IN SERVICE, UNIVERSITY AND COLLEGE STUDENTS, AND OTHERS, send for the regular application blank.

Model and Demonstration Lessons: These will be given, two or three in number each day, in a special period free from other scheduled work; they will be open to all teachers and professional students.

Practice Teaching: Provided principally for regular students; but it may be arranged for, in advance, in a few cases, by teachers in service who desire it.

Special Methods: A special period for methods conferences, free from other scheduled work, has been arranged; classes open to regular professional students and to teachers.

For other information consult the following pages, or address,

THE REGISTRAR,
State Normal School,
San Diego, California.

N. B.—There are no tuition fees, and laboratory and other fees are nominal. All ordinary supplies and the state texts are furnished free. The Associated Student Body fee, for those attending in the summer quarter only, is \$1.00.

HISTORICAL.

The State Normal School of San Diego was established by the legislature of the State, March 13, 1897. It has occupied the present site since May 1, 1899. During the nineteen years of its existence it has graduated over one thousand students. In September, 1910, the Training School was moved from the main building to a new building erected on the campus at a cost of \$55,000, including equipment. Adequate equipment for out-of-door work was added in 1913.

REQUIREMENTS FOR ADMISSION.

N. B.—These requirements hold only to July 1, 1919.

Candidates for admission must be at least sixteen years of age, of good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Applicants will be admitted as follows:

(a) Recommended graduates of accredited secondary schools of California.

(b) Graduates of secondary schools outside of California, provided their credentials are the equivalent of recommended graduation from a California secondary school.

(c) After January 1, 1917, no secondary school graduate will be received who offers less than eleven units of recommendation and who can not offer the minimum units prescribed below as prerequisite.

(d) Applicants presenting credentials from other normal schools and institutions of the college grade will be assigned to such advanced standing as, in the judgment of the Committee on Advanced Standing, their credentials may warrant.

(e) Teachers of experience not candidates for graduation will be admitted as visiting teachers for the purpose of doing special work. Teachers holding California certificates will be admitted with credit to be determined by the Committee on Advanced Standing.

(f) All applicants must take examinations as provided by the regulations of the State Board of Education, to be found on page 11 of this bulletin. Any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of knowledge of current events and modern thought, will be either refused admission or required to make up the deficiency.

Subjects are prescribed as prerequisite to admission as listed in the State Board of Education regulations, pages 11 to 14.

Of the so-called special subjects, the State Normal School of San Diego accepts, in units, not more than two each in manual training, drawing, music, and household arts, and not more than one each in typewriting, stenography, and bookkeeping. Besides the general recommendation from principals, it is required that of the fifteen or sixteen units offered, at least eleven be of "recommended" grade, including the required English. The principal's general recommendation must be supplemented by specific recommendation as to the personality, character and health of the applicant, *with particular reference to teaching.*

Concerning credit for work done in the junior college:

(a) Generally speaking, one year of junior college work will be credited as thirty of the one hundred thirty units required for graduation from the normal school course.

(b) Full credit will be given for subjects that can be accepted as fair equivalents for electives.

(c) Full credit will be given for subjects that can be accepted as equivalents for regular courses.

(d) It is required that a junior college student who wishes to enter this institution to receive either the regular diploma or recommendation for a special certificate of either the elementary or the secondary grade, open, as soon as possible, correspondence with the Registrar for the purpose of securing in detail important information.

* * * *

ADVANCED STANDING.

Experienced teachers holding valid California certificates will be admitted to the Normal School upon presenting such certificates, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For 5 or more years.....	4 teachings or 24 units
For 3-5 years	3 teachings or 18 units
For 2 years.....	2 teachings or 12 units
For 1 year.....	1 teaching or 6 units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for ten weeks.

One year of teaching will be interpreted to mean not less than eight months.

Credits obtained in the State Normal Schools of California or other states or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

* * * *

REQUIREMENTS FOR ADMISSION TO REGULAR TEACHERS' NORMAL COURSE.

Adopted by the State Board of Education, April 13, 1916; effective January 1, 1917.

PART II.

I. General qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

II. Units.

A unit is hereby defined to be a course of study of five full periods per week, taken for one year of not less than thirty-six weeks. Fractions of units may be accepted and counted.

III. Requirements for provisional undergraduate standing.

(a) Graduates of public high schools in California approved by the State Board of Education, graduates of other schools of California recognized by the University of California as qualified to recommend students for entrance to said university, and graduates of schools of secondary grade of other states recognized by the president of the normal school concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, amounting to not less than fifteen entrance units, and who are recommended in eleven units by the principal of the school in which such course of study was completed, may be admitted to provisional undergraduate standing.

(b) Teachers holding valid primary, elementary, kindergarten-primary or special certificates to teach in any county of the state may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the normal schools of this state, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; *provided*, that at least four units shall be required for graduation.

(d) Applicants for admission who present more than sixteen units of credit, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; *provided*, that at least four units shall be required for graduation; *and provided*, further, that a year of work in a junior college or in the freshman or sophomore classes in college shall not be counted as the equivalent of more than a half year taken in a normal school, and that no student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Section IV, and fulfilling all professional requirements.

(e) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and holders of bachelors' degrees issued by American colleges and universities which are on the latest accredited list of the Carnegie Foundation, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; *provided*, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.

(f) Persons over twenty-four years of age not possessing the credentials prescribed above may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; *provided*, that such persons may be graduated only after completing a minimum of two and one-half units of work in the normal school; *and provided*, further, that they shall have met all of the professional requirements hereinafter set forth.

(g) A student received by transfer from another California state normal school shall not be graduated until he has completed at least two full units of work in the period immediately preceding graduation.

(h) Persons who have satisfied the president of the normal school concerned that they have completed a high school course or the equivalent, and who have passed acceptable examinations in eleven units of high school work, may be admitted to provisional undergraduate standing. Only the examinations given for admission to the University of California or any other institutions in California authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and the examination given by the College Entrance Examination Board, shall be accepted as meeting this requirement.

IV. Requirements for full undergraduate standing.

Students who have fulfilled the requirements for provisional undergraduate standing, and who have passed a satisfactory examination in reading, writing,

spelling, English grammar, composition, arithmetic, geography, physiology (including sanitation and hygiene), and United States history and civics, or who have completed the course or courses provided in these subjects in the normal school, may be admitted to full undergraduate standing. Such examination shall be given not later than the end of the first half-year after entrance into the normal school. Should the student fail to pass a satisfactory examination in any of these subjects, such student shall be remanded to a regular high school or normal school class offering work in the subject or subjects in which he has failed. In order that the standards of proficiency maintained in these subjects shall be uniform throughout the state, the State Board of Education shall from time to time adopt regulations governing such examinations. A graduate of a normal school or a teacher holding a certificate of elementary grade may be excused from any or all of the above examinations by the faculty of the normal school concerned.

V. Regulations governing examinations for full undergraduate standing in State Normal Schools.

1. For the examination of candidates as provided in Section IV, the president of each state normal school shall have prepared by a member or committee of members of the normal school faculty not less than ten questions or problems, in each subject except spelling and reading. Each of such questions or problems shall be given such credit-weight as may be determined by the president of the normal school and the faculty member or committee preparing the questions, but the total credit-weight in any subject must be one hundred. The candidates shall be informed of the credit-weight of each question or problem at the time of the examination. In spelling the examination shall include not less than fifty words selected in the same manner as questions in the other subjects. In reading, the examination shall be oral and shall be marked on the basis of one hundred credits.

2. An oral examination, for which the credit-weight shall not exceed twenty-five out of the total of one hundred, may be given in any subject, under such regulations as the president may prescribe. The credit-weights obtained on the oral examination shall be added to the credit-weights in the subject obtained on written examination in determining the standing of the candidate.

3. An examination in any subject shall be based upon the state textbook or textbooks in the subject prescribed for use in the elementary schools of California.

4. Candidates shall be held responsible in the examination for the more significant and salient facts or processes in each subject, the significance or saliency of such facts to be determined by the president and those charged with the preparation of the questions or problems. The questions shall be such as will test the fullness and accuracy of the candidate's knowledge of subject matter or processes.

5. In preparing questions or problems, the examiner shall assume that the candidate has completed a full and thorough course in the subject in the elementary schools, followed by a four-year course of general preparation in the secondary schools. The test shall be such as the examiner would give if called upon to examine candidates for the elementary school teachers' certificate.

6. The president of each normal school shall prescribe such regulations as he may deem wise and necessary to insure honesty in the examination.

7. Each normal school shall fix the standard for passing in each subject, but the standard shall in no case be lower than 90 per cent in spelling or 75 per cent in any other subject.

8. A complete set of questions and problems in each subject, together with the papers of all the candidates and a tabulated statement of standings, shall be kept on file in the normal school for at least one year after the examination.

9. Within thirty days after the date of the holding of an examination, a complete set of questions and problems in each subject, together with a statement of the credit-weight for each question or problem, shall be sent to each of the other state normal schools and to the State Board of Education. This regulation has for its aim the standardization of examinations through the interchange of ideas.

10. Examinations shall not be held more often than once each quarter year.

11. Candidates who have taken in the high school a review course of not less than six months in the special branches listed for examination, and who are recommended in such course by the principal of the high school, may be exempted from any or all of the examinations.

MINIMUM REQUIREMENTS FOR GRADUATION FROM THE REGULAR TEACHERS' COURSE.

No student shall be admitted to candidacy for graduation who has not been admitted to full undergraduate standing.

Before graduation, each candidate must complete credit courses beyond the complete elementary school course as follows:

I. General requirements.

Normal school equivalents Units	Units
36. *English literature and language, including grammar, composition and oral expression	2
18. *Physical Science—One year of general science, including the applied elements of physics, chemistry and physical geography, or one year of physics or chemistry or physical geography, provided that for students entering after June 30, 1918, the general science shall be prescribed	1
18. *Physical sciences, with emphasis upon their application to life, including the elements of physical geography, physics and chemistry; <i>provided</i> , that for students entering after June 30, 1918, two units of physical science shall be required	1
18. Biological sciences, including physiology, hygiene and sanitation	1
18. *History of the United States, and civics, including local and state government	1
36. *World history	2
18. Drawing and painting, including applied design	1
18. Music, including sight reading, two-part singing, and elementary harmony	1
18. Manual training or household arts or elements of agriculture (including practical work in gardening, floriculture and plant propagation) one unit; <i>provided</i> , that for students entering after June 30, 1919, one unit shall be required in manual training or household arts, or both, and one unit in elements of	

*Must be taken in a high school.

Normal school equivalents Units	Units
agriculture, including practical work in gardening, floriculture and plant propagation	1
18. *Mathematics, including general mathematics or the applied elements of algebra or plane geometry, or commercial arithmetic	1
II. Professional requirements.	
9. **Elements of applied sociology, including the study of institutions and social organizations, rural life and rural school problems	1
18. **Education, including a study of the school as an institution, the curriculum, general psychology applied to education and general method	1
49½. **Practice teaching and special methods which shall familiarize the student with and give him a mastery of the state series of textbooks and which shall in addition thereto include special methods in all of the required statutory subjects; <i>provided</i> , that at least one (1) unit shall be given to practice teaching and at least one-third of the total time given to practice teaching shall be in a classroom, by the classroom method and under direct supervision	2½
4½. **The California school system, school law, and their development	½
9. **Physical education, athletics, play, school playground equipment, and indoor and outdoor recreation	½
144. Possible electives	8
126. Possible electives for those entering after June 30, 1918	7
432. Minimum units required for graduation	24

Students entering under the provisions of III (a) above, must complete at least three of the possible elective units in the normal school.

Elective units secured in normal schools may include any of the unstarred subjects listed under "Requirements for Graduation."

Commercial, industrial and economic history, or commercial and industrial geography, or any combination thereof amounting to one unit, may be offered in lieu of one unit of world history.

A student of a normal school serving as a student teacher shall receive credit only for teaching done in a normal training school, or as an assistant to a regularly certified teacher who shall supervise the work.

All normal schools of this state other than the Santa Barbara State Normal School of Manual Arts and Home Economics must maintain class instruction in all of the courses listed under the subheading "Professional Requirements."

These regulations shall become effective January 1, 1917, for students entering after that date.

*Must be taken in a high school.

**Must be taken in a normal school.

SPECIAL NOTICE TO HIGH SCHOOL GRADUATES.

The examinations required by the regulations of the State Board of Education will be given for high school graduates twice in each year—in the third week in August for June graduates and on or about the fifteenth of February for mid-year graduates. These examinations will be, as nearly as possible, complete "inventory" tests of the candidate's available stock of knowledge in elementary school subjects, of his literacy and of his general power to think and to express himself. If the tests reveal serious deficiencies, the applicant will be "remanded to a regular high school class." If the applicant shows sufficient knowledge and power to do normal school work, he will be permitted to begin the regular work of the junior year, taking required courses, as follows:

	Credit
1. Education I—4 hours a week for 18 weeks.....	6
2. Geography I—4 hours a week for 18 weeks.....	6
3. English I—4 hours a week for 18 weeks.....	4
4. Arithmetic I—4 hours a week for 18 weeks.....	3
5. Any "Junior B" subject, after the first six weeks, for not more than 60 hours; also physical education.....	6
Total	25

NOTE.—The work in geography, arithmetic and English (spelling, penmanship, composition, grammar and a study of derivations), will include as much remedial work, of an individual type, as the inventory tests may reveal to be necessary, but will also include the study of these subjects as they should be taught to elementary school children. In other words, these courses will be primarily developing and constructive, but will not omit a rigid requirement of good form in the work of every applicant. When these courses are completed, and not before, the student will be registered as of "full undergraduate standing." The student who plans to finish the full course in two years must be able to attain "full undergraduate standing" in the eighteen weeks allotted for the work outlined above.

* * * *

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

A description of this course will be furnished upon application.

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PROFESSIONAL STANDARDS.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this state. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the Training School only by vote of the faculty.

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APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs.

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EXPENSES.

Students are required to furnish their own textbooks. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses, and small fees are charged for materials used in laboratory courses. The Associated Student Body fee is 50 cents for each quarter.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

This diploma entitles the holder thereof to an elementary school certificate from any county or city and county board of education in the state.

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EQUIPMENT.

The school has standard, modern equipment, sufficient for all of its work, both required and elective.

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ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

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THE CLIMATE OF SAN DIEGO.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

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THE COURSE OF STUDY AND OF PRACTICE TEACHING.**JUNIOR YEAR.**

Subject	Total Hours	Credit hours	Credit
Arithmetic I -----	72	30	3
English I -----	72	40	4
Education I -----	72	60	6

Subject	Total hours	Credit hours	Credit
Music I, II, III (60 hours each)-----	180	90	9
Drawing I, II, III (60 hours each)-----	180	90	9
Science I, II, III (60 hours each)-----	180	120	12
Geography I -----	72	60	6
Physical Education -----	72	30	3
Elementary Manual Training-----	60	40	4
Nature Study -----	60	40	4
Reading and Expression-----	60	40	4
Model Lesson Study-----	60	30	3
History and Geography Methods-----	24	20	2
Education II, A and B (30 hours each)----	60	60	6

Total Junior credits ----- 75

SENIOR YEAR.

Home Economics -----	60	40	4
Social Economics -----	60	60	6
Literature I or II-----	60	60	6
Contemporary History or Literature I or II	60	60	6
Hygiene -----	48	40	4
Agriculture -----	48	40	4
School Law -----	48	40	4
Education IV A-----	36	30	3
Education IV B-----	24	20	2
Teaching (2 subjects, 60 hours each)-----		120	12
Teaching (½ day for one quarter)-----		180	18
Electives -----		60	6

Total Senior credits----- 75

Total Junior credits----- 75

Total for graduation* ----- 150

*Of the 150 credits required for graduation, 20 exemption credits may be given for approved high school work in music, drawing, science, or English, so that the net amount of normal school work required may be not more than is represented by 130 credits. Of the one hundred and thirty (130) normal school credits required for graduation, more than six (6) may be granted for electives, provided that the candidate for the diploma can present courses done in high school or college, or in another normal school, which are the full equivalents of the courses listed in the curriculum of this school and which are not also offered as part of the twenty (20) credits of exemption claimed.

ELECTIVES.

	Hours	Credits
Literature II, Modern English Poetry-----	60	6
Periodical Literature -----	36	3
The Short Story-----	36 to 60	3 or 6
Spanish I, summer quarter only-----	60	6
Spanish II, summer quarter only-----	30	3
Spanish III, teaching methods, summer term only-----	30	3
Dramatization of History and Literature, Elementary school -----	60	6
Education V, Primary education, advanced-----	60	6
Education VI, Standards in education-----	60	6
Education VII, History of education-----	60	6
Library Methods, Elementary -----	60	6
Geography II, South America -----	60	6
Geography III, North America -----	60	6
Typewriting, I and II, each-----	60	3
Bookkeeping, Elementary -----	60	4
Food and Dietaries (for departmental and special teachers) -----	120	8
Institutional Cookery (for departmental and special teachers) -----	120	8
Rural School Cookery, Elementary school-----	30	2
Sewing, Elementary -----	96	4
Woodwork I, II, each, Bench work in wood-----	60	3
Mechanical Drawing, I and II, each-----	60	3
Arts and Crafts I, Metals and leather (summer only)-----	60	3
Farm Mechanics, Forging, concrete, sheet metal-----	60	3
Plays and Games, Elementary school-----	36	3
Theory and Practice of Gymnastics-----	60	4

NOTE.—Many of these courses will meet the requirements for special certification indicated below; but many of the special certificate courses required are not listed, and a candidate, therefore, for special certification will not be registered until, either by correspondence or by personal interview, he has satisfied all of the requirements indicated below under the head of FELLOWSHIPS.

DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution *except to a few selected holders of fellowships, as indicated below.*

FELLOWSHIPS (Special Certification).

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, normal schools, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; *provided*, that within the period specified, they are able to meet the requirements of the State Board of Education, as follows:

Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.

[Adopted August 21, 1915; Amended December 10, 1915.]

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education, individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the state of California; *provided*, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; and *provided*, further, that they may recommend candidates for the elementary or secondary special certificates only as follows:

Elementary Special Certificates.

Educational institutions may recommend an individual for the elementary special certificate; *provided*, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Secondary Special Certificates.

Educational institutions may recommend an individual for the secondary special certificate; *provided*, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement.

On March 11, 1916, the San Diego State Normal School was authorized to certify to the preparation of individuals to receive elementary or secondary special certificates from county or city and county boards of education as specified herein:

1. *Manual and Fine Arts type*—Manual Training (elem.); Manual Training, including Bench Work in Wood and Cabinet Work, and such construction of a prevocational character as may be included in such a course (sec.); Wood Working Machinery and Wood Manufacture (sec.); Wood Turning and Pattern Making (sec.); Metal Art and Craft Work (elem. or sec.); Leather Art and Craft Work (elem. or sec.); Basketry and Weaving (elem. or sec.); Primary Construction (sec.); Sheet Metal Work (sec.); Freehand Drawing, Painting and Designing (elem. or sec.); Mechanical Drawing (elem. or sec.); Geometrical Drawing (sec.); Architectural Drawing (sec.); and such Drawing, Mathematics and Accounting as are strictly supplementary to regularly organized courses in said subjects.

2. *Music type*—Vocal Music (elem.); Piano Music (elem.); and such Musical Appreciation, Harmony and Composition as are strictly supplementary to regularly organized courses in said subjects.

3. *Household Arts type*—Household Science, Household Art or Household Economy (sec.); and such Drawing, Mathematics, Science and Accounting as are strictly supplementary to regularly organized courses in said subjects.

4. *Physical Culture type*—Physical Education and Training (elem.); Play and Playground Management (elem.); Athletics (elem.); and such Physiology, Hygiene and Anatomy as are strictly supplementary to regularly organized courses in said subjects.

BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

NOTE.—The following courses are specified as they will be given in Quarters II, III, and IV. In the summer quarter of 1917 the courses not numbered in the margin will not be given, and there will be a few slight changes in the hours listed. For these changes, see the April announcement.

Education I—Analysis of Teaching Process.

This course includes brief studies in elementary educational psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes.

4 hours a week for 18 weeks; offered only in August and February, except as otherwise announced.

Education IIA—Primary-School Methods: Reading, Literature, Language, Spelling.

See
Ed. V.

This course will include a brief study of the principles governing the selection and presentation of the subjects listed above. Special emphasis will be placed upon methods of teaching these subjects.

5 hours a week for six weeks.

Education IIB—Grammar Grade Methods: Reading, Language, Spelling, Writing, Arithmetic.

- 1 The general method of procedure will be as given above. Methods of teaching arithmetic will receive special emphasis.

5 hours a week for six weeks.

Education III.

- 2 School administration as it affects the teacher, including her relations to administrative officers—and school law of California.

2 hours a week for one quarter. (45 hours after January 1, 1917.)

Education IVA—Rural School Problems.

The distinct purposes of this course are:

- 3 1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
2. To discover what is being done to ameliorate rural conditions.

3. To ascertain the part the school should take in this work.
4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

3 hours a week for one quarter.

Education IVB—Class Management.

- 4 A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

2 hours a week for one quarter.

Education V—Primary Education.

This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Students will take active part in discussions and in presentation of subject matter. Special attention will be given to the principles and methods involved in the teaching of reading.

(Elective.) *5 hours a week for one quarter.*

Education VI—Standards of Measurement as Applied to Elementary School Subjects.

Scales for measuring the quality and legibility of handwriting, tests for attainment in English composition, and for determining the best methods of memory drill, various standards for measuring the arithmetical abilities of the individual child, with tests for making standard measures in arithmetic, in all grades, will be considered. Practical exercises in the uses of the tests and standards will be given so that a superintendent, principal, or teacher may ascertain scientifically how different school systems or different schools and grades in the same system or district, compare.

(Elective.) *5 hours a week for one quarter.*

Education VII—History of Education.

This course consists of a brief history of modern education, including a study of some notable school systems and great social movements which have strongly influenced American education.

(Elective.) *5 hours a week for one quarter.*

Education VIII—Educational Psychology.

A lecture course, with assigned readings dealing with the relations of mind and body, the development of social consciousness, the nature of habit, language, etc.

(Elective.) *5 hours a week for one quarter.*

Special Methods Courses.

All students will be required to attend the methods classes conducted by the supervisors of history and geography. Methods in the other subjects of the elementary school curriculum are given in Education IIA and IIB, or in the classes dealing with specific subjects, as drawing and music.

15 hours, each.

Arithmetic I.

The course in arithmetic follows the preliminary examination required of practically all entrants, and consists both of the remedial work revealed by the examination as necessary in each individual case, and of a methods course based upon the accepted findings of recent researches in standardization.

4 hours a week for eighteen weeks; offered only in August and February.

Physical Education.

Systematic class training is required of all students except seniors. The students are examined by the medical examiner, and can be excused only upon recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

(Required.) *2 hours a week for each of three quarters.*

Sex Anatomy and Hygiene.

(a) A detailed study is made of the anatomy of the human female reproductive organs, a study which affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.

(b) Study of "Health Indexes" of Children.

(c) Emergencies.

(Required.) *4 hours a week for one quarter.*

Plays and Games.

This course deals first with such dramatic games, singing games and games of skill as are especially adapted to the elementary school. These are followed by gymnastic games for the intermediate school, culminating in such higher forms as volley ball and captain ball. Students gain a knowledge of methods by active participation in the games and by practice teaching in the class. Regulation gymnasium suits are required.

(Elective.) *3 hours a week for one quarter.*

Theory and Practice of Gymnastics.

The object of this course is to provide materials for teaching simple physical training with the minimum of gymnastic apparatus. The theory and practice of elementary gymnastics is sufficiently developed to secure acquaintance with the principles which underlie all systematic physical activity. Practice is given in calisthenics, free Swedish exercises, use of light apparatus, and marching.

(Elective.) *5 hours a week for one quarter.*

NOTE.—The following courses will be given in Term I of the summer quarter of 1917. The enrollment in all practical courses will be limited to 35, in order of application. In quarters II, III and IV, hygiene, plays and games and theory of gymnastics will be offered. The special courses for the summer quarter of 1918 will be announced in the bulletin of April, 1918.

Calisthenics.

A course designed to furnish teaching material to teachers who have only the light apparatus to work with. Free hand, dumb-bell, wand and Indian club drills will be furnished, and enough elementary marching to enable a teacher to get a class in position for work.

2 hours a week for six weeks.

Elementary Folk Dancing.

- 8 A series of simple folk dances suitable for the grades is taught. Quite as much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is designed for teachers only.

2 hours a week for six weeks.

Advanced Folk Dancing.

- 9 Designed for students who have pursued elementary courses and possess some skill in folk dancing. A practical examination will be required of all entrants at the first meeting of the class.

3 hours a week for six weeks.

Recreative Gymnastics.

- 10 Light gymnastics, games and dancing; not intended as a training course but as a means of recreation and physical improvement. There are no prerequisites. No credit will be given for this work to students enrolled in other physical education courses. Half credit will be given to students not enrolled in other courses.

3 hours a week for six weeks.

English.

Individual work in English composition, adapted as far as possible to the need of the student, whenever notable deficiency is indicated by the reports of instructors relative to written expression, is required. No credit is given for this work.

Work continued until deficiencies are overcome.

English I.

This course, also, follows the preliminary examination, and consists largely of remedial work for individuals; with class work in methods of teaching spelling, penmanship, composition and English grammar to elementary school children.

*4 hours a week for eighteen weeks;
offered only in August and February.*

Reading and Expression.

- 11 Voice training; the technic of reading, oral and silent; public speaking and dramatic expression.

5 hours a week for one quarter.

Literature I—Modern Prose.

The material for this course is selected from the greatest writers of the period from the Victorian era to the present day. Tolstoi, Ibsen, Hauptmann, and other non-English writers are considered, as well as

the great contemporary English novelists and dramatists. The aim is to promote acquaintance with the "criticism of life" that is expressed in modern prose literature.

5 hours a week for one quarter.

Literature II—Modern English Poetry.

- 12 This course is complementary to Literature I, having a parallel purpose but finding its material in English poetry of the period from Wordsworth to the present day.

(Elective.) 5 hours a week for one quarter.

The Short-Story.

- 13 A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

(Elective.) 3 to 5 hours a week for one quarter.

Periodical Literature.

A course dealing with current conditions and developments in politics, industry, sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

(Elective.) 3 hours a week for one quarter.

Dramatization of History and Literature.

- 14 A study of the different phases of dramatic instinct as manifested in children's plays and impersonations and in their love of seeing and taking part in dramatic performances. Organization of dramatic work in the elementary school. History, in outline, of the development of drama. Study of constructive drama. Practice in the dramatization and staging of literature and history.

(Elective.) 5 hours a week for one quarter.

Biology I—Animal Biology.

The fundamentals of biology as illustrated by the structure and life activities of types of animals. The course includes such related topics as animal adaptations, inheritance, geographical distribution and evolution.

5 hours a week for one quarter.

Biology II—Plant Biology.

The principles of plant biology developed through a comparative study of seed plants and the life activities of representatives of the chief divisions of the plant kingdom.

5 hours a week for one quarter.

Biology III—Human Biology.

The application of biological principles to the study of the human body and its functions. The elements of microbiology are given as a basis for hygiene and sanitation.

5 hours a week for one quarter.

Social Economics.

This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movement of population, industrial problems, race influences, national development, political and social tendencies. The class investigates the various elements of community welfare and reports results for discussion. Problems in rural sociology are discussed.

5 hours a week for one quarter.

Contemporary History.

15 A comprehensive review of European history from the period of the French Revolution, with special reference to the rise of nationalities, the development of constitutional governments, and social and political questions of the day.

(Elective.) *5 hours a week for one quarter.*

Geography I. (Required World Geography.)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteorological and climatological. In addition, some of the main commercial products of the different life zones are studied.

4 hours a week for eighteen weeks.

Geography II—South America.

16 The aim of this course is to acquaint the student with South America as it is today. The social and industrial conditions of each country are discussed, and also the place of each country in the commercial world.

Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international commercial and industrial relations.

(Elective.) *5 hours a week for one quarter.*

Geography III—North America.

In this course the student becomes acquainted with the different physiographic provinces of North America, the industries adapted to each province and the methods of carrying on those industries. In addition, Alaska, Dominion of Canada, Newfoundland, United States, Mexico and Central America are studied as to climate, physiography, people and industries.

(Elective.) *5 hours a week for one quarter.*

Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

5 hours a week for one quarter.

Agriculture I and II.

17 In the first course the fundamental principles of agriculture are studied. Special attention is given to phases of the subject suitable for use in the elementary school where agriculture is taught, or where nature study is given an agricultural trend.

18 The second course is a study of horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath house work throughout the course.

(I is required, II is elective.) *4 hours a week, each, for one quarter.*

Drawing I, II and III.

19 These courses are planned as a unit, and are meant to give the student greater appreciation, some skill in technique and ability to solve problems based on the elements and principles of art. Methods of application of these elements and principles in the grades of the elementary

school, are developed. Drawing III includes somewhat advanced design, and requires papers on the history of design in art.

60 hours, each, for one quarter.

Music I, II, III.

These courses provide for instruction in the elements of music. They include the study of terminology, key and measure signatures, major and minor scales, chromatics, triads and their inversions in close and open harmony, intervals, modulation and transcription. Ear-training and sight-reading are carried through the course. The rote-song, its purpose and method of presentation, will be considered, and a large number of supplementary graded songs will be learned. Music III includes some study of music history, notation and musical forms, and of biographies of great composers with illustrative works from each on the Victrola and the piano player.

Elementary Manual Training.

This course is especially adapted to the needs of the teacher in the primary grades. It involves work in paper (folding, tearing, cutting, weaving), in cardboard (including bookbinding), in reed and raffia, in the coarser textiles, and in clay. Materials, courses of study, and methods of presentation for the different grades are discussed. Correlation with other subjects is emphasized.

5 hours a week for one quarter.

Woodwork I.

The course aims to show the possibilities of woodwork in the elementary grades. Useful objects are made, to teach the elements of wood construction and the care and use of tools. The making of working drawings, suitable designing, reading of blue prints, use of simple wood finishes, and study of the important woods, form an essential part of the course. The place of manual training in the curriculum, simple courses of study and equipment for beginning the work are discussed.

5 hours a week for one quarter.

Woodwork II. Prerequisite: Woodwork I.

The elements of sound cabinet and furniture construction are presented in this course, together with instruction in the technique of wood-working machinery. Larger and more difficult objects in hardwood are made. Special attention is paid to materials, methods of wood finishing, organization, equipment, and courses of study for grammar grades.

(Elective.) *5 hours a week for one quarter.*

Woodwork III. Prerequisite: Woodwork I and II.

An advanced course.

(Elective.) *5 hours a week for one quarter.*

Farm Mechanics.

The aim of this course is to give acquaintance with the fundamental tool operations and tools found on the modern farm. It includes work in forging, sheet metal, concrete, carpentry, general repairing, and rope work. Though it will be primarily practical, outside reading and lectures will supplement the shop experience.

(Elective.) *5 hours a week for one quarter.*

Mechanical Drawing.

This course, for beginners, is closely related to shop work. Care and use of drawing tools and instruments, lettering, conventions, projections, developments, isometric and perspective drawing, machine details, shop sketching, tracing, and blueprinting are taken up. Abstract problems are eliminated, and all the subject matter is taught in concrete practical problems.

(Elective.) *5 hours a week for three quarters.*

Arts and Crafts I.

The course involves copper or brass work and leather work. Fundamental operations of art metal work and of leather work are taught in the construction of artistic and useful objects in metal and leather. Good design is strongly emphasized. Use and care of tools for metal and leather work, course of study, and equipment for the grammar school, are discussed.

(Elective.) *Offered in summer quarter only, and only as specially announced.*

Applied Sociology.

This course is required of all students, and will be given in the junior division. It will include lectures and readings in social usage, and will deal particularly with woman's relation to society.

1 hour a week for one quarter.

Home Economy.

This course is planned to give students a general view of the place of the household in society. It will deal with the administration of the home, and its sanitary, economic, legal and community problems. Emphasis will be placed on management, housing and clothing problems, and the ethics of home making.

4 hours a week for one quarter.

Dietetics and Cookery.

- 26 The purpose of this course is to give a working knowledge of the composition and nutritive value of foods, and of the fundamental principles and processes of cookery. Special attention will be given to methods of laboratory work, and the adaptation of such methods to the school.

(Elective.) 120 class hours for one quarter.

Institutional Cookery.

Menus of balanced rations, involving food analysis, will be prepared and served at the noonday lunch. Materials used will be weighed and measured, and the market prices estimated. Card catalogs will be prepared by the student, indicating cost of articles and individual portions. Training in marketing, accounts, dining room supervision and serving will be given.

(Elective.) 120 class hours for one quarter.

Sewing.

- 27 This course is planned especially for teachers of elementary schools. It covers methods of teaching; a general outline suitable for each grade; use of paper patterns; application of hand and machine sewing to undergarments, shirt waists and plain dresses; darning, patching and simple embroidery. Students must provide materials subject to approval of instructor.

(Elective.) 60 class hours for one quarter.

Home Economics in the Rural School.

- 28 This course is designed to meet the needs of the teacher in the rural school. Methods of teaching cookery, sewing, sanitation and allied subjects will be presented. Low priced equipments will be studied, and courses which can be given in the one-room school will be suggested.

Laboratory methods.

(Elective.) 3 hours a week for one quarter.

Spanish I.

- 29 A beginners' course for teachers who desire an elementary, working knowledge of the language.

60 hours, summer quarter (Term I) only.

Spanish II.

- 30 More advanced work, based on that of Spanish I.

30 hours, summer quarter (Term I) only.

Spanish III.

- 31 A course in methods for teachers of the language, with practice-teaching, if desired, in the intermediate school.

30 hours, summer quarter (Term I) only.

Typewriting I and II.

- 32 An elementary course for the student who wishes to learn to type his own outlines, notes, etc., or to gain sufficient familiarity with the machine and a sufficient foundation in the touch method of typing to enable him to take further work in a commercial school. Students entering with previous preparation can be given practice teaching in typewriting in the intermediate school.

(Elective.) 5 hours a week for one or two quarters.

Library Methods.

- 33 The immediate aim of this course being direct helpfulness to teachers, it deals but briefly with administrative and technical matters and emphasizes all forms of reference work, such as the use of gazetteers, encyclopedias and dictionaries of special subjects, year-books and almanacs, allusion and phrase books; the value and acquisition of government documents; the making of bibliographies on current topics, and the selection of periodicals.

The course will also cover: (1) The Dewey system of classification; (2) the history of the greatest six or eight libraries of the world; (3) children's supplementary reading; (4) the mending and care of books, with choice of editions.

(Elective.) 5 hours a week for one quarter.

Bookkeeping.

- 34 The fundamental principles of the double entry system of bookkeeping, and common business forms, are taken up during the first part of the term. During the latter part of the term a set of books, including cash book, journal and ledger, are kept in connection with the accounts of the Domestic Science Department and the office of the Associated Student Body. The object of the course is not to prepare the student for commercial employment, but to acquaint him with the general principles of accounting, which may easily be applied to such personal, domestic and school accounts as the student may wish to keep. No text is required.

(Elective.) 5 hours a week for one quarter.

Training School Curriculum.

The training school curriculum, with daily programs, statement of evaluation of subjects, etc., is in process of construction, and will be issued, in loose-leaf form, during the forthcoming year. It is sufficient to say, here, that the training school is organized as an elementary school of six grades, followed by an intermediate school of the seventh and eighth grades. The training school, as a laboratory of practice teaching, furnishes facilities for:

1. Model and demonstration lessons.
2. Practice and training in teaching elementary school subjects.
3. Half-day practice in teaching and managing a room of one grade, or of several grades, for one quarter-year.

MEMORANDUM.

The courses numbered marginally above will be offered in Term I of the summer quarter of 1917. Additional special courses in the pedagogy and methods of elementary school subjects, and in such subjects as the history of South America, international law, etc., will be announced in the April bulletin, which will be sent (after April 20th) on request. This bulletin will also show the schedule of classes and of model and demonstration lessons to be given in the summer quarter.

GRADUATES.

GRADUATES FROM FEBRUARY, 1916, TO JUNE, 1916.

Adams, Jennie Elizabeth	East San Diego	McCreery, Kathryn	Coronado
Andrews, Wilma	Santa Ana	MacDuff, Esther	East Wilmington
Armstrong, Clara Edith	San Diego	McFadden, Mary	Tucson, Ariz.
Armstrong, Gladys Viola	Santa Paula	McKee, Maude	La Mesa
Ballantyne, Marion Augusta	El Cajon	Marshall, Mrs. Florence K.	San Diego
Bartley, Lillian Elsie	Escondido	Müller, Bessie Eudella	San Diego
Blake, Florence Louise	San Diego	Müller, Natalie	San Diego
Borden, Lois Millicent	San Bernardino	Munger, Edith	El Toro
Brady, Helen	San Diego	Needham, Mildred	San Diego
Brooks, Jennie	Redlands	Nethery, Edith May	Thomas, Okla.
Brooks, Lula	San Bernardino	Oehl, Freda	San Bernardino
Brown, Laura E.	San Diego	Olsen, Ida	Brooklyn, N. Y.
Burden, Roberta Katherine	Claremont	Penny, Gladys	Escondido
Burdsal, Dorothy Pembroke	San Diego	Peterson, Eleanor E.	San Diego
Bush, May Evelyn	San Diego	Quirk, Nelle Faragher	San Diego
Butler, Gus	Ontario	Rabitte, Katherine	San Diego
Carroll, Mayme Lena	Escondido	Ramsey, James Alfred	San Diego
Caughey, Constance	San Diego	Reed, Helen Elizabeth	San Diego
Charlton, Clara Eugene	National City	Roberts, Winifred	Santa Ana
Churchill, Jeannette	San Diego	Russell, Beatrice Thelma	San Diego
Combs, Alma Beulah	Greeley, Iowa	Sandefur, Irma Myrtle	San Bernardino
Cooper, Frances Lenore	San Diego	Shaw, Sarah Rebecca	Los Angeles
Cornelius, Mary	Morisa, Ill.	Skinner, Naomi Vivian	National City
Dameron, Erile	Phoenix, Ariz.	Smith, Freda Wintin	San Diego
Divine, Irma	La Fox, Ill.	Staley, Juanita	San Diego
Einer, Bertha Marian	San Diego	Stead, Myrtle Selina	Jamacha
Eldred, Ruth Helen	San Diego	Steelhead, Bert	Los Angeles
Farrell, Mazie	Superior, Wis.	Sult, Mrs. Jessie Iness	Gilman, Iowa
Fleming, Marjorie Adelaide	San Diego	Sumner, Margaret L. B.	San Diego
Foley, Irene	Phoenix, Ariz.	Swallow, Coy	San Diego
Gaillard, Gladys B.	Coronado	Thayer, Lucile	San Diego
Garrigues, Laura	San Diego	Townsend, Mrs. Jeanette P.	
Gavin, Helen	La Jolla		Kinderhook, N. Y.
Getchell, Mrs. Grace McMillen	East San Diego	Troutman, Joy Luella	Escondido
Greenberg, Marietta	San Diego	Turner, Ruth Franklin	San Diego
Gregg, Esther Edwina	San Diego	Vestal, Julia Elizabeth	
Hawkins, Ima	San Diego		Snohomish, Wash.
Henderson, Clara Vernay	San Diego	Walker, Anna Belle	
Hubbert, Babson	San Luis Rey		Cripple Creek, Colo.
Huchting, Marie	Encinitas	Walsh, Ruth	San Diego
Hugus, Evelyn Elizabeth	San Diego	Watson, Alice Erwin	Mt. Vernon, Ill.
Jennings, Mary Catherine	San Diego	Wetmore, Mary	San Diego
Johnson, Dorothy	Riverside	White, Annie Corona	San Diego
Kissinger, Lucile	San Diego	Wilson, Laura Lee	San Diego
Lienau, Rhoda Southgate	San Diego	Wilson, Lucy Elizabeth	San Diego
Lincoln, Willa H.	El Centro	Woods, Allie Bess	San Diego
Linger, Daisy Ann	San Diego	Woodward, Bessie Catherine	
Loveall, Lelia Bernice	San Diego		Lubec, Maine
		Work, Agnes	San Diego

GRADUATES FROM JUNE, 1916, TO JANUARY 1, 1917.

Arnold, Alice H.	Needles	Carpenter, Isabel	San Diego
Barnes, Mary	San Diego	Case, Florence Marie	Pomona
Barrett, Violet Lenore	Pacific Beach	Chamberlin, Norma Irene	San Diego
Bernard, Margaret	Lake View, Ore.	Chatterton, Margaret Cragg	San Diego
Bishop, Horace	Ocean Beach	Cleaveland, Kathleen Douglass	
Bradshaw, Catherine Helen	Orange		San Diego
Brightwell, Jennie Shacklett		Close, Frances	San Diego
	Lexington, Mo.	Coffeen, Gretchen	San Diego

GRADUATES FROM JUNE, 1916, TO JANUARY 1, 1917—Continued.

Collins, Miriam.....	San Diego	Murphy, Jessie Carol.....	San Diego
Couse, Helen Louise.....	San Diego	Nagelvoort, Mrs. Helen.....	San Diego
Crise, Mary Elizabeth.....	Escondido	Peck, Bertha Josephine.....	Imperial
Gekkeler, Clarinda T. M.....	San Diego	Phelps, Anna W.....	Phoenix, Ariz.
Gervais, Gladys Mae.....	Anaheim	Rich, Jessie Jones.....	Calexico
Gooch, Gladys Rachael.....	San Diego	Rumsey, Ivy Louise.....	East San Diego
Gooch, Julia Irene.....	San Diego	Sallee, Herbert.....	Basin, Wyo.
Grubb, Louise Hendrie.....	Santa Ana	Scott, Carroll.....	Phoenix, Ariz.
Huff, Alice Helen.....	San Diego	Siebert, Emma.....	San Diego
Humphrey, Pearl.....	Escondido	Smith, Irene Juanita.....	Socorro, N. M.
Hutson, Alice E.....	San Diego	Smith, Marguerite.....	Los Angeles
Johnson, Julia.....	San Diego	Smith, Sadie May.....	Cucamonga
Kelly, Genevieve.....	San Diego	Snow, Carlotta.....	San Diego
Lindberg, Rachel Kezia.....	San Diego	Taylor, Miriam.....	San Diego
Link, Magdalen.....	San Diego	Thurman, Mrs. Pearl Halbert.....	San Diego
McCarthy, Winnifred.....	San Diego		
McGinniss, Elizabeth M.....	Los Angeles	Wood, Anne Margaret.....	San Diego

STUDENTS RECEIVING SPECIAL CERTIFICATES UNDER THE FELLOWSHIP PLAN, 1915-1916.

Benton, Mary, Drawing (Secondary).....	San Diego	De Selm, Lena, Household Arts (Elementary).....	San Diego
Bishop, Horace R., Drawing (Secondary).....	Ocean Beach	Mackinder, Irene, Music (Secondary).....	Napa

Graduates from February, 1916, to June, 1916.....	93
Graduates from June, 1916, to January, 1, 1917.....	47

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NAMES OF STUDENTS ENROLLED 1916-17 NOT GIVEN IN PREVIOUS BULLETINS.

Abell, Eleanor.....	San Diego	Coleman, Edith.....	San Diego
Acosta, Mrs. Neva.....	San Diego	Connors, Mrs. Eva.....	Los Angeles
Applegate, Hope.....	Brawley	Crawford, Rebecca.....	Pomona
Arthur, Edith.....	Los Angeles	Czarnowski, Ruth.....	San Diego
Austin, Marjorie.....	Chula Vista	Dadmum, Dorothy.....	National City
Babbitt, Vera.....	Victor, Colo.	Davis, Emma.....	Santa Ana
Barry, Margaret.....	Astoria, Ore.	Dickermann, Leta.....	San Jacinto
Bartley, Clarine.....	Escondido	Dodenhoff, Mildred.....	Phoenix, Ariz.
Baskin, Florence.....	Calexico	Duncan, Frances.....	San Diego
Bealey, Eva.....	Ontario	Duray, Lucy.....	San Diego
Beckett, Irene.....	Lakeside	Edgerton, Elsie.....	Elsinore
Bell, Varna.....	San Diego	Ferbitz, Faith.....	Santee
Benton, Alora.....	East San Diego	Fleshman, Eula.....	Fallbrook
Bilkey, Addie.....	San Diego	Fogarty, Mary.....	San Luis Obispo
Billings, Ella.....	East San Diego	Foster, Isabel.....	San Bernardino
Boone, Alpha.....	San Bernardino	Fox, Clara Belle.....	San Diego
Borden, Elizabeth.....	Oceanside	Frezieres, Mrs. Nelle (Spec.).....	San Diego
Brainard, Esther.....	San Diego		
Brown, Margaret.....	San Diego	Fritz, Helen.....	National City
Buck, Delma.....	Heber	Gardiner, Evelyn.....	Pacific Beach
Buckmaster, Eva.....	Whittier	George, Nellie.....	El Centro
Burdsall, Dorothy.....	San Diego	Gibson, Lois.....	Monrovia
Burkey, Viola.....	San Bernardino	Gooch, Dorothy.....	San Diego
Burnette, Edith.....	San Diego	Good, Mrs. Mary (Spec.).....	Santa Paula
Busch, Charlotte.....	San Diego	Gray, Mary.....	Los Angeles
Carrey, Mary.....	Walnut	Green, Ursuline.....	San Diego
Cavana, Blanche.....	Portland, Ore.	Greenberg, Mena.....	San Diego
Christy, Helen.....	San Jacinto	Greene, Florence.....	San Diego
Clarke, Priscilla.....	Delaware, Ohio	von Gruenigen, Emma.....	Artesia
Close, Frances.....	San Diego	Hacker, Gertrude.....	Coronado
Cochran, Effa.....	El Dorado Springs, Mo.	Harcleroad, Ruth.....	El Centro
Colburn, Marjorie.....	Chula Vista	Harris, Myrtle.....	San Diego

NAMES OF STUDENTS ENROLLED 1916-17 NOT GIVEN IN PREVIOUS BULLETINS—Continued.

Haskell, Annie.....	Denver, Colo.	Raaf, Henrietta.....	Colorado Springs, Colo.
Hendrick, Alida.....	Azusa	Rafuse, Susie.....	San Diego
Hendrick, Mabel.....	Azusa	Ramsey, Gladys.....	Santa Paula
Herdman, Florence.....	Holtville	Ramsey, Ruth.....	Santa Paula
Herod, J. W.....	San Dimas	Randall, Josephine.....	San Diego
Herod, Mrs. Jewel (Spec.).....	San Dimas	Rapson, Violante.....	San Diego
Higginbotham, Barbara.....	San Diego	Reavis, Ruth.....	Los Angeles
Hillgrove, Luella.....	Elma, Wash.	Riley, Ion.....	San Diego
Hirons, E. Louise.....	San Diego	Risser, Ruth.....	Seattle, Wash.
Holland, Elizabeth.....	San Diego	Ritchey, Eva.....	San Diego
Huff, Nona.....	Highland	Ritchey, Gwynnyth.....	San Diego
Irwin, Doris.....	San Diego	Rosenbaum, Hazel.....	Capistrano
Jacobs, Harry.....	Ramona	Sedlacek, Helen.....	San Diego
Johnson, Ruth.....	San Diego	Sefton, Mrs. Helen Thomas (Spec.).....	San Diego
Jones, Pauline.....	San Diego		
Kincher, Ruth.....	Nordhoff	Shaw, Esther.....	San Diego
Kirkpatrick, Ethel.....	Elsinore	Sheldon, Mary.....	Phoenix, Ariz.
Kissinger, Grace.....	San Diego	Short, Jean.....	San Diego
Korherr, Anne.....	San Diego	Siler, Fay.....	San Diego
Kreeger, Cecil.....	San Diego	Slade, Genevieve.....	San Dimas
Kuchel, Nina.....	Escondido	Slade, Imogene.....	San Dimas
Lander, Hazel.....	San Diego	Smith, Avis.....	Tustin
Latimer, Mrs. Evelyn (Spec.).....	San Diego	Snyder, John.....	San Diego
Leasure, Bernice.....	Seeley	Snyder, Margery.....	Coronado
Leopold, Mrs. Margaret (Spec.).....	San Diego	Snyder, Marion.....	San Diego
		Stall, Ethel.....	El Centro
Lien, Eva.....	San Diego	Sullivan, Elizabeth.....	San Diego
Linder, Irma (Spec.).....	Pasadena	Swain, Mrs. Ruth (Spec.).....	San Diego
McCorkindale, Maude.....	Ontario	Taylor, Mary Lou.....	San Diego
McDivitt, Bernice E.....	Santa Paula	Thompson, Marjorie.....	San Diego
McLean, Charlotte.....	San Diego	Thurston, Bessie.....	Payrtle, Ida.
McLeod, Vera.....	Lakeside	Tinkham, Edith.....	Baraboo, Wis.
Manson, Esther.....	Solon, Maine	Tinkham, Everett.....	Baraboo, Wis.
Marcotte, Pauline.....	Ocean Beach	Todd, Irene.....	Chico
Meza, Mary.....	Coronado	Toole, Eva.....	Savery, Wyo.
Mikesell, W. B.....	San Diego	Turner, Kathleen.....	San Diego
Miller, Genevieve.....	San Diego	Turrill, Lillian.....	Redlands
Mitchell, Mildred.....	San Diego	Vogt, Constance.....	San Diego
Montgomery, Gladys.....	San Diego	Vickers, Irene.....	Liberal, Kan.
Moore, Gertrude.....	Portland, Ore.	Warren, Louise.....	San Diego
Neff, Eunice.....	San Diego	Webb, Zelia.....	Campo
O'Neal, Bessie.....	San Diego	Webster, Gladys.....	San Diego
Peterson, Mrs. C. E. (Spec.).....	San Diego	Weir, Kathryn.....	San Diego
		Weller, Louise.....	Encinitas
Pickens, Elizabeth.....	Ottawa, Ill.	Welty, Mrs. Georgie.....	San Diego
Pickens, Maude (Spec.).....	Ottawa, Ill.	Westlund, Margit.....	Ensenada, Mexico
Potter, Barbara.....	San Diego	Williams, Marion.....	San Diego
Pratt, Mrs. Lide.....	Fairbanks, Alaska	Wood, Fern.....	San Bernardino
Raaf, Phyllis.....	El Monte	Young, Clara.....	Carlsbad