

STATE NORMAL SCHOOL OF SAN DIEGO
VOLUME SEVEN BULLETIN NUMBER 1

APRIL, 1919

CATALOG FOR 1918-1919

ANNOUNCEMENTS

FOR

1919-1920

SUMMER QUARTER

TERM I—JUNE 30 TO AUGUST 8
(SIX WEEKS)

TERM II—AUGUST 11 TO SEPTEMBER 5
(FOUR WEEKS)



STATE NORMAL SCHOOL OF SAN DIEGO
VOLUME SEVEN BULLETIN NUMBER 1

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CATALOG

AND

CIRCULAR OF INFORMATION



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

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CALENDAR OF CONTINUOUS SESSIONS.

1919-1920.

Quarter	Dates	Character of session
I	Term 1— Monday, June 30, to Friday, August 8, (6 weeks)	Regular—Training school in session.
	Term 2— Monday, August 11, to Friday, Sep- tember 5 (4 weeks)----- (Vacation of one week)	
II	Monday, September 15, to Friday, De- cember 12 (13 weeks)----- (Vacation of two weeks)	Regular—Training school in session.
III	Monday, December 29, to Friday, March 23 (13 weeks)----- (Vacation of one week)	Regular—Training school in session.
IV	Monday, April 5, to Friday, June 18 (11 weeks)-----	Regular—Training school in session.

1920-1921.

Quarter	Dates	Character of session
I	Term 1— Monday, June 29, to Friday, August 6, (6 weeks).	NOTE.—Announcement of the ar- rangements for the year 1920-1921 will be made in the bulletin of April, 1920.
	Term 2— Monday, August 9, to Friday, Septem- ber 3 (4 weeks).----- (Vacation of one week)	
II	Monday, September 13, to Friday, De- cember 10 (13 weeks).----- (Vacation of two weeks)	
III	Monday, December 27, to Friday, March 25 (13 weeks).----- (Vacation of one week)	
IV	Monday, April 4, to Friday, June 17, (11 weeks).	

FACULTY.

EDWARD L. HARDY, PRESIDENT - - *School Administration*
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 - - *History and Social Economics*
B.S., Mount Union; B.L., M.L., University of California; Superin-
tendent of Schools, Rochester Pa.; Supervising Principal, Colton,
Cal.; Vice-Principal, High School, Santa Barbara, Cal.; Teaching
Fellow in History, University of California. (Appointed Septem-
ber, 1900.)

MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN - *Head*
Department of Household Economics
Special study, Europe, 1899-1900; Special Student in Domestic Science,
Teachers' College, Columbia University, New York City, 1907. (Appointed
June, 1907.)

MIRIAM E. BESLEY - - - - *Director of Education*
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 - - *Assistant Director of Education*
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 - - - *Education*
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 - - - - *Fine Arts*
Student at Rosemont Dezailey, 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.)

MARY M. BOWER - - - - *Assistant Physical Education*
Graduate State Normal School of San Diego. (Appointed October 1, 1917.)

VINNIE B. CLARK - - - - *Geography*
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.)
- INEZ G. KILTON - - - *Assistant Primary Education*
Ph.B., University of Chicago; Graduate State Normal School, Worcester, Massachusetts; elementary school teacher, Wellesley, Mass. (Appointed September 15, 1918.)
- GERTRUDE LAWS - - - - *Class Management*
Graduate State Normal School, San Diego; departmental teacher, city schools of San Diego. (Appointed September 1, 1913.)
- GLADYS NEVENZEL - - - *Assistant Home Economics*
Graduate Throop Polytechnic Institute; teacher of Home Economics, Los Angeles city schools. (Appointed October 1, 1917.)
- 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.)
- CHARLES R. SCUDDER - - - - *Industrial Arts*
Preparation at University of Illinois; teacher of industrial work at Grand Rapids, Michigan, and director of industrial arts at Washington State Normal School at Bellingham. (Appointed September 1, 1918.)
- 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.)
- FLORENCE L. SMITH - - - - *Penmanship*
A.B., Northwestern University; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)
- 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.)
- (To be appointed) - *Elementary Manual Training, Arts and Crafts*

SPECIAL LECTURERS.

- GUY V. WHALEY - - - - *School Supervision*
Superintendent City Schools, San Diego.
- JOHN FRANKLIN WEST - - - - *Rural School Problems*
Superintendent Schools, San Diego County.
- J. L. STOCKTON - - - - *Statistical Methods*
Principal Training School, State Normal School of San Jose.
- (To be appointed) - - - - *Moral Education*

* * * *

OCCUPATIONAL THERAPY STAFF.

(For the course offered November 18, 1918, to April 18, 1919.)

- EDWARD L. HARDY, B.L. - - - - *Special Lectures*
President of the School.
- CHARLES R. SCUDDER - - - - *Woodwork*
Director of the Course, State Normal School.
- JESSIE RAND TANNER, B.S. - *Hygiene and Physical Education*
Head Dept. of Physical Education, State Normal School.
- MARY BENTON - - - - *Applied Design and Dyeing*
Instructor in Industrial Arts, State Normal School.
- MONTANA HASTINGS, A.B., A.M. - *Applied Psychology*
Of the Francis W. Parker School of San Diego; worker with Whipple, Thorndike and Wallin.
- ANNA M. VALENTIEN - - - *Leather, Metals and Basketry*
Former Instructor in Arts and Crafts, State Normal School.
- BLANCHE S. BAXTER - - - - *Weaving*
Student and worker with Dr. Herbert Hall, Miss Elsa M. de Neergaard and Dr. Roger Vittoz of Lausanne, Switzerland.
- EDNA M. SCOFIELD - - - - *Modeling*
Student and worker at Chicago Art Institute, and with Julia Bracken Wendt and at Dr. Barlow's hospital.
- WM. T. SKILLING, M.S. - - - *Agriculture and Gardening*
Instructor in Agriculture, State Normal School.

SUMMER QUARTER. CONCERNING REGISTRATION.

Since the capacity of the school's classrooms 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 9
<i>Second</i> —From other California Normal Schools.....	March 20 to June 9
<i>Third</i> —California teachers	March 20 to June 25
<i>Fourth</i> —Teachers from other states.....	March 20 to June 30
<i>Fifth</i> —Special students	March 20 to June 30

Teachers from other states and special students who register, will be notified on or before June 9, should it be necessary to close registration at that date. A deposit of \$1.00, to be returned to all registrants notified on or before June 9 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.

Term I, six weeks. Term II, four 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, tests, etc., will give courses, supplemented by model and demonstration lessons in the training school. 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.

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.

THE PROGRAM FOR THE SUMMER QUARTER.

Term I, 1919.

Class work should begin promptly on Monday, June 30, and registrants should report Friday and Saturday, June 27 and 28, to make out their programs.

To give, as far as possible, assurance to teachers in service attending the summer session that specific types of work can be arranged for without conflict of courses, the time schedule and program of courses has been arranged on the plan of "blocks," as follows:

Block	Period and hour	Courses scheduled
A	I—8:00-8:50	Courses in pedagogy.
	II—8:55-9:45	Demonstrations of work in special subjects.
B	III—9:50-10:45	Courses in methods.
	IV—10:55-11:50	Demonstrations of work in regular subjects. Courses in special subjects.
C	V—11:50-12:45 (Intermission) 12:45-1:10 (Conferences)	NOTE.—On Mondays, the periods will be reduced to 45 minutes, and an assembly will be held from 11:15 to 12:10.
D	VI—1:15-2:05	General culture courses.
	VII—2:10-3:00	Courses in special subjects.

The arrangements for "Block B" will be of special interest to elementary school teachers who wish to do *specific* work on the *specific problems* of their several grades. In the first week of the session, in periods III and IV, two introductory conferences, one for teachers of the lower school grades and one for the teachers of the upper school grades, will be held, at which the types of problems and methods to be discussed and illustrated by the class and individual work of pupils in the training school, which will be in regular session, will be outlined.

In the second week, the lecture and conference hours and the demonstrations will be devoted to the question of problem-project teaching, with illustrations of individual and class projects. On Friday, July 18, a demonstration of a large project, involving the whole school, will be illustrated by a series of demonstrations—and the discussion of the second week will show how this program is *the result of and the natural climax* of regular school work, involving a minimum of special preparation and of disturbance of the routine work of the training school.

The third week of the term will be given up to a study of standard tests applied to the regular school subjects, and the demonstrations will show these tests in use in the training school. The character of the remaining work of "Block B" is shown in the schedule which follows:

Block B—Program of Methods Courses and Demonstrations.

Week	Dates (Incl.)	Subjects
I	July 1-3 -----	Period III. Introductory conferences—upper grades. Period IV. Introductory conferences—lower grades.
II	July 7-11 -----	Period III. Projects, upper grades; demonstrations, lower grades. Period IV. Projects, lower grades; demonstrations, upper grades.
III	July 14-18 -----	Period III. Standard tests, upper grades. Period IV. Standard tests, lower grades. (Demonstrations arranged as above.)
IV	July 21-25 -----	Period III. History and geography. Period IV. Arithmetic. (Demonstrations of history and geography in IV; of arithmetic in III.)
V	July 28-Aug. 1 -----	Period III. Language and literature, upper grades. Period IV. Language and literature, lower grades. (Demonstrations of upper grades in IV, and of lower in III.)
VI	Aug. 4-8 -----	Period III. Arts. Period IV. Music. (Demonstration of work in arts, in period IV, and of music in Period III.)

PROGRAM OF COURSES—Continued.

Term I: June 30 to August 8, (6 weeks.)

NOTE.—Courses are described by number on pp. 28 to 42 of this bulletin. The numbers in parentheses indicate hours per week.

Pedagogy and Methods		Special Subjects		General and Culture Courses	
Title of Course	Course number	Title of Course	Course number	Title of Course	Course number
Period I—8:00-8:50: Education IA (5)----- Moral Education (5)-----	1 36	Period I—8:00-8:50: Folk Dancing (3)----- School Athletics (5)-----	12 10	Period II—8:55-9:45: Contemporary History (5)-----	16
Period II—8:55-9:45: Statistical Methods (5)----- (Continued in Period III.) Education IB (5)-----	35 1	Period II—8:55-9:45: Rural School Home Economics (5). Primary Games (2)----- Singing Games (2)-----	30 8 7		
Periods I and II (double class hours): School Law and Administration (8)----- Education IIA (10)----- Education IIB (10)-----	4 2 2	Periods I and II (double class hours): Basketry (10)----- Elementary Industrial Arts (10)-----	40 26		
Period III—9:50-10:45: Statistical Methods (5)-----	35	Period III—9:50-10:45: Advanced Games (3)-----	9		
Period IV—10:55-11:50: Rural School Problems (5)----- Principles of Supervision (5)-----	5 37	Period IV—10:55-11:50: Home Management (5)----- Theory and Practice of Physical Education (5)-----	34 11		
Periods III and IV (double class hours): N. B.—For the program of methods and demonstrations in periods III and IV, see p. 10.		Periods III and IV (double class hours): Sewing (10)----- Woodwork II (10)----- Clay Modeling (10)----- Elementary Drawing (10)----- Agricultural Nature Study (10)-----	29 28 41 21 19	Period III—9:50-10:45: Child Welfare and Development (5)-----	33

PROGRAM OF COURSES—Continued.
Term I: June 30 to August 8, (6 weeks).

NOTE.—Courses are described by number on pp. 28 to 42 of this bulletin. The numbers in parentheses indicate hours per week.

Pedagogy and Methods		Special Subjects		General and Culture Courses	
Title of Course	Course number	Title of Course	Course number	Title of Course	Course number
Period V—12:45-1:10; Conferences.		Period V—12:45-1:10; Conferences.		Period V—12:45-1:10; Conferences.	
Period VI—1:15-2:05; Class Management (5)	6	Period VI—1:15-2:05; Home Decoration (3) (Continued in VII) Music (Elementary Coach Class) (5)	23	Period VI—1:15-2:05; Geography of South America (5)	38
Periods V and VI (double class hours); Sociology (10)	15	Periods V and VI (double class hours); Penmanship, including methods (10) Typewriting (10)	25	Periods V and VI (double class hours); Literature I (10)	18
		Period VII—2:10-3:00; Music IV (5) Home Decoration (2)	32 31	Period VII—2:10-3:00; Geography IA (5) Current History (5)	13
		Periods VI and VII (double class hours); Woodwork I (10) Weaving (10) Advanced Drawing (10) Agriculture (10)	24 23		17 & 39 14
			27 42 22 20		

PROGRAM OF COURSES—Continued.

Term II: August 11 to September 5, (4 weeks).

During this term, a limited number of teachers and students of advanced standing will be programmed for an extension of the work in Term I, in the following seminars:

Seminar I—9:00-10:00—Mrs. Bell Pedagogy of language subjects

Seminar II—10:00-11:00—Mr. Stockton .. Pedagogy of problem-project method

Seminar III—11:00-12:00—Mr. Bliss Pedagogy of history, civics and sociology

The work of these seminars, while largely individual in type, will include reports and discussions. The library of the school is well stocked with materials for the subjects outlined.

N.B.—The summer quarter programs will be followed as printed as closely as possible, but the school reserves the right to change them, if necessary.

TYPICAL INDIVIDUAL PROGRAMS FOR TEACHERS

NOTE.—These programs are suggestive only; a student may make out any program desired by consulting the schedule of classes on pp. 11 and 12. Ordinarily, not more than four single-hour or two double-hour courses should be attempted.

1. Program of a teacher of one of the lower grades:

Periods I and II (8.00-9.45)—Education IIA (Primary Pedagogy), or Folk Dancing and Primary Games.

Periods III and IV (9.50-11.50)—Daily conferences and demonstrations of methods, primary grades.

11.50-1.10—Luncheon and private conferences.

Periods VI and VII (1.15-3.00)—Election among following subjects: Sociology, Class Management, Elementary Woodwork, Weaving, Home Decoration, Advanced Drawing, Music, Penmanship, Agriculture, Geography and Literature. (See program of classes, pp. 11 and 12.

NOTE.—In periods I and II, in lieu of Ed. IIA or Primary Games, any of the subjects listed below (upper grade program) may be taken.

2. Program of a teacher of one of the upper grades:

Periods I and II (8.00-9.45)—Education IIB (Upper Grade Pedagogy); or any of the following: School Administration, Education IA and IB, Education IIA, Moral Education, Rural School Home Economics, Basketry, Industrial Arts, Primary Games, School Athletics.

Periods III and IV (9.50-11.50)—Daily conferences and demonstrations of methods, upper grades.

11.50-1.10—Luncheon and private conferences.

Periods VI and VII (1.15-3.00)—Election among subjects, as listed above under Program 1.

3. Program of a special teacher.

Periods I and II (8.00-9.45)—Basketry or Industrial Arts or Folk Dancing and Primary Games or School Athletics.

Periods III and IV (9.50-11.50)—Sewing, Woodwork II, Clay Modeling and Cement Casting, Drawing, Agriculture, Advanced Games, Theory and Practice of Physical Education.

11.50-1.10—Luncheon and private conferences.

Periods VI and VII (1.15-3.00)—Election among subjects, as listed under Program 1.

Regular normal school students will make out their programs in consultation with the Registrar.

ENTRANCE REQUIREMENTS FOR HIGH SCHOOL GRADUATES.

Recommendation: Entrants must have recommendations of university entrance standard in *eleven* out of fifteen units of work required. A unit of work is defined as a course of study taken for one year of not less than thirty-six weeks for five full periods a week. Fractions of units may be accepted and counted.

Entrance Requirements: Examinations are not required, for the reason that entering students are obliged to take courses for teacher-training in arithmetic, geography, English, pedagogy, physical education, etc., as listed below. Students who have not taken in high school the subjects required by the rules of the State Board of Education, can usually arrange to take them at the normal school. Such students should, however, submit their cases to the registrar for review before they present themselves for admission.

Subjects prescribed as prerequisite to admission are listed in the State Board of Education regulations, which are kept on file in the office of California high school principals, or can be secured from the Commissioner of Secondary Schools, at Sacramento, California.

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.*

Dates for Matriculation: High school graduates will be received at the beginning of the summer, autumn, winter and spring quarters. They should report at least one day before the opening date (see calendar).

Prospects of Employment: The demand for teachers now exceeds the supply, and is increasing at a rate which indicates that there will be a serious shortage of teachers in 1919 and for several years thereafter. Preparation *now* means an opportunity to serve in the most important branch of public civil service, and to earn a livelihood in a professional way.

The State Normal School of San Diego offers the following advantages:

- A flexible, all-the-year calendar;
- A large and strong faculty and a student body not too large for individual work;
- Unusual opportunities for out-of-door recreation and physical development on land and water;
- An efficient appointment service.

Preliminary Junior Courses for High School Graduates.

	Hours	Credits
1. Education I	65	6
2. Geography I	65	6
3. English I	65	4
4. Arithmetic I	65	3
5. Physical Education	26	1
Total	20	

NOTE.—The work in geography, arithmetic and English (spelling, penmanship, composition, grammar and a study of derivations), will not only include as much remedial work, of an individual type, as the class 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 time allotted for the work outlined above.

N. B.—On and after July 1, 1920, the regular professional course for the elementary school certificate will be increased from *two* to *three* years.

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GENERAL REQUIREMENTS AND ADMISSION TO ADVANCED STANDING.

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.

All applicants 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, having junior college or postgraduate credit.

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

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

(d) Teachers of experience not candidates for graduation, who 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.

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 fifty 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 or other 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 one 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 Admission and 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. The rules of the Committee follow:

1. Every applicant for admission to candidacy for a diploma of the school, excepting those holding regular credentials from accredited high schools, shall be interviewed by each member of the Committee and the status of students shall be decided only in general conference of the Committee, after the interviews have taken place.
2. The Committee shall enforce the rules and prescriptions of the State Board of Education concerning admission to and graduation from state normal schools, and these rules and prescriptions are hereby made a part of the rules of this Committee.
3. Since discretion in the following cases has been vested by the State Board of Education in the several normal school faculties, the minimum requirements for graduation for all persons belonging to the several groups indicated below are hereby fixed as follows:
 - a. Graduates of accredited colleges, or institutions of like rank, without other school education or training or experience in teaching, shall be required to take a minimum of twenty-four weeks of work in residence.
 - b. Graduates of accredited normal schools who received their diplomas before the schools were placed on the accredited list by the State Board of Education, shall be required to take a minimum of eighteen weeks of work in residence.
 - c. Students transferred from other state normal schools to this school shall be required, according to the rules of the State Board of Education, to take a minimum of eighteen weeks of work in residence.
 - d. Experienced teachers with high school education from states outside of California, shall receive credit for experience only, according to the regular schedule of credit for experience in teaching.
 - e. California teachers of experience with high school education shall receive credit for experience according to the regular schedule and in addition shall receive a credit of twenty-four normal school units for the California certificate, provided that this certificate is not more than six years old.
 - f. Experienced teachers (with high school education) holding California Life Diplomas, shall receive the same credits as those holding California certificates, providing the Life Diploma is not more than ten years old.
 - g. Experienced teachers with no high school education holding California certificates or diplomas shall receive credit for experience according to

the regular schedule, and shall be referred to the Committee on Admission and Advanced Standing.

- h. Persons over twenty-four years of age, asking admission to the school, must conform to the rule of the State Board of Education and shall also be referred to the Committee on Admission and Advanced Standing.

The State Board rule follows:

"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."

* * * *

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.

* * * *

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.

If a student's work in his junior year gives assurance that he has developed capacity for teaching, he will be admitted to practice teaching in the Training School by vote of the faculty.

* * * *

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. There are no fees for its services.

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.

* * * *

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 to an elementary school certificate from any county or city and county board of education in the state.

* * * *

ATHLETICS.

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

* * * *

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.

THE COURSES OFFERED.

1. For the elementary school certificate; see pp. 22 and 23.
2. Fellowship courses leading to special certification; see pp. 24, 25 and 26.
3. Departmental teachers' courses; see p. 24.
4. A vocational home economics course; see pp. 26 and 27.
5. Summer session courses for school officers and teachers; see pp. 11, 12 and 13, also pp. 28-42.

* * * *

STUDENT ADVISORS.

- Concerning matters of student-body policy, leaves of absence, personal advice (men), use of buildings, etc. - - - - -
- - - - - *The President of the School*
- Concerning appointments to teaching positions - - - - -
- - - - - *The Vice President of the School*
- Concerning the housing and living arrangements of students, rules of conduct, student social affairs, personal advice (women), rules of attendance, etc. - - - - -
- - - - - *The Dean of Women*
- Concerning supervision of practice teaching, conferences, etc. - - - - -
- - - - - *The Director of Education*
- Concerning matriculation, program of studies and teaching, credits, locker arrangements, etc. - - - - -
- - - - - *The Registrar*
- Concerning health and physical condition, school athletics, rowing, etc. - - - - -
- - - - - *The Director of Physical Education*
- Concerning relations to the training school, to pupils, routine, etc. - - - - -
- - - - - *The Principal of the Training School*
- Concerning student-body affairs - *The President of the Student Body*

THE COURSE OF STUDY AND OF PRACTICE TEACHING.

JUNIOR YEAR.

Subject	Total hours	Credit hours	Credit
Arithmetic I	65	30	3
English I	65	40	4
Education I	65	60	6
Music I, II, III (60 hours each).....	180	90	9
Drawing I, II, III (60 hours each).....	180	90	9
Science I, II, III (Biology, Physiology and Hygiene) (60 hours each).....	180	120	12
Geography I	65	60	6
Physical Education	88	40	4
Elementary Industrial Arts.....	60	40	4
Agricultural Nature Study.....	60	40	4
Model Lesson Study.....	60	30	3
History and Geography Methods.....	24	20	2
Education IIA (Lower Grade Methods).....	60	50	6
Education IIB (Upper Grade Methods).....	60	50	6
Total Junior credits.....			78

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
Agriculture	48	40	4
School Law	48	40	4
Education IVA (Rural School Problems).....	36	30	3
Education IVB (Class Management)	24	20	2
Teaching (2 subjects, 60 hours each).....		120	12
Teaching (½ day for one quarter).....		180	18
Electives		70	7
Total Senior credits.....			72
Total Junior credits.....			78
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 nine (9) 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
Contemporary History	60	6
Periodical Literature	36	3
The Short Story.....	36 to 60	3 or 6
Education V, Primary education, advanced.....	60	6
Education VI, Standards in education.....	60	6
Education VII, History of education.....	60	6
Education VIII, Psychology.....	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
Food and Dietaries (for departmental and special teachers)	120	6
Institutional Cookery (for departmental and special teachers)	120	6
Rural School Cookery, Elementary school.....	30	2
Sewing, Elementary	96	4
Agriculture II	48	4
Woodwork I, II, each, Bench work in wood.....	60	3
Art IV	30	1.5
Music IV	30	1.5
Mechanical Drawing, I and II, each.....	60	3
Arts and Crafts each (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.

* * * *

VOCATIONAL COURSE IN HOME ECONOMICS.

In co-operation with the Federal Board for Vocational Education appointed under the provisions of the Smith-Hughes Act, and under the direction of the State Board of Education, the State Normal School of San Diego offers training for vocational teachers of home economics.

The course covers a period of two years, and its purpose is to prepare teachers to conduct classes in the various phases of home making, in day and evening full-time and part-time, elementary and high schools.

It includes the following subjects:

Pedagogical.

Educational psychology.
Principles of education.
Vocational education.

Sociological.

State and Federal legislation relating to woman's work.
Economics.

Scientific. /

Inorganic and organic chemistry.
Biology.
Bacteriology.
Physiology.

Technical.

Children's literature, story telling, plays and games.
English and home reading.

Food study and home cookery.

Dietetics and nutrition.

Sewing.

Clothing.

Millinery.

The Home.

House planning and furnishing.

Home gardening.

Household physics.

Care of house; housekeeping processes.

Sanitation (household and public).

Hygiene.

Home nursing.

Administration (accounting and economics of the home).

Household design.

Physical education (personal).

Practice teaching and methods in home economics.

The certification granted on completion of the course will be a secondary Household Arts Credential.

Applicants must be citizens of the United States, and have had four years of schooling beyond the elementary school and at least four years of experience in home management and household duties. This experience must have been gained after the age of eighteen years. Those persons having had maternal or other special care of children will be given preference. References as to character and general intelligence will be required, and an entrance examination, testing the applicant's ability to use spoken and written English, will be given.

In the year 1919 applicants will be received July 1 and September 15. The dates for matriculation in 1920 will be announced in the bulletin of April, 1920.

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 1919 the courses not numbered in the margin will not be given. The additional special courses offered in the summer quarter of 1919 will be found at the end of this section of the bulletin. For the program see pp. 11 and 12.

Education I—Analysis of Teaching Process.

- 1 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. In the summer session of 1919, given as Ed. IA (for students in training), and Ed. IB (for teachers).

5 hours a week for one quarter.

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

- 2 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 one quarter.

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

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

5 hours a week for one quarter.

Education III—School Law.

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

4 hours a week for one quarter.

Education IVA—Rural School Problems.

The distinct purposes of this course are:

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.

- 6 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 is required of practically all entrants, and consists both of the remedial work revealed by the class examinations as necessary in each individual case, and of a methods course based upon the accepted findings of recent researches in standardization.

5 hours a week for one quarter.

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.) *3 hours a week for each of three quarters.*

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.*

NOTE.—The following courses in physical education will be given in Term I of the summer quarter of 1919. 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 physical education will be offered. The special courses for the summer quarter of 1920 will be announced in the bulletin of April, 1920.

Singing Games.

- 7 Dramatic games and singing games especially adapted to the first three grades.

Primary Gymnastic Games.

- 8 Games of skill suitable to the lower grades.

Advanced Gymnastic Games.

- 9 Formal games for the intermediate school, not including the highly organized athletic games.

School Athletics.

- 10 A course designed to instruct teachers in the rules, methods of presenting, and coaching of popular school athletics. The following will be given: Playground Ball; Basket Ball (boys); Soccer; Hand Ball and Track Athletics. Other games will be added if time allows.

Tennis.

A trained instructor is provided to coach students wishing to learn to play tennis. Appointment for such instruction may be secured from the Physical Director during the first week of the session.

Rowing.

For the students who join the crews of the rowing association, regular rowing in the eight-oared barges belonging to the school will be arranged, under competent instruction. All applicants must be able to swim.

Theory and Practice of Physical Training.

- 11 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.

Folk Dancing.

- 12 A series of 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.

English I.

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

5 hours a week for one quarter.

Literature I—Modern Prose.

- 13 Lectures on American literature. Discussion of modern prose literature of Europe and America. Extensive reading in recent and contemporary fiction and drama.

5 hours a week for one quarter.

Literature II—Modern English and American Poetry.

Lectures with illustrative readings from modern English and American poetry, beginning with Tennyson and Browning and ending with Masfield and other poets of the present day. Extensive reading in recent and contemporary poetry.

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

The Short-Story.

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.*

Current History.

- 14 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.*

Biology I—Animal and Plant 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, also 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 II—Human Biology and Physiology.

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.

Biology III—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.*

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.

15

5 hours a week for one quarter.

Contemporary History.

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.

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

30 hours in s.s., 1919.

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. Given as Geography IA (30 hrs.) in the summer of 1919. See No. 39.

5 hours a week for one quarter.

Geography II—South America.

- 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.

- 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.

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.*

Art Courses (formerly Drawing I, II, III).**Art I.**

- Exercises in line, dark and light, and color, and their adaption to elementary grades. Use of ink, charcoal, crayons and water color as mediums for developing self-expression.

60 hours.

Art II.

- Complementary to Art I, having the study of animal and human forms and their use in design emphasized. Blackboard drawing. A short methods course for the last ten lessons.

60 hours.

Art III.

- Problems in applied design suitable for upper grades. Actual construction of objects, the completion of which calls for wood blocking, stencilling, embroidery, simple cement casting, etc. Papers on design required.

60 hours.

Art IV.

- Simplified art courses for school and community plays and festivals. Theory of line and color in relation to stage setting and costuming, including tie-dyeing, batik, and wood blocking.

(Elective.) *30 hours.*

Art VA—Home Decoration.

- This course gives the principle of spacing, dark and light and color, applied to room planning, wall paper, furniture, rugs and decoration; the study of line, use and style in furniture; the economics of home decoration; visits to shops; specific problems in decorating and furnishing, with budgets.

(Elective.) *30 hours.*

Music I, II, III.

- These courses provide instruction in the elements of music. They include the study of terminology, key and measure signatures, major

and minor scales, chromatics, triads, intervals, modulation and transposition. 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. A careful study of methods, based upon the periods of child development, runs through the course.

Music IV (Special).

This is an abridged course in music methods for grades 1-8. It is open to all students, but only those are eligible for credit who enter with advanced standing in music. No time is given to the study of music as a subject in itself, all attention being devoted to the consideration of methods of presentation adapted to the various grades. Ability to comprehend musically the subject matter under discussion, is prerequisite to credit in this course. It includes study of the problems of:

A. The sensory period—grades 1, 2, 3.

The rote song, treatment of monotones, organized ear training, introduction of eye work (analytic and synthetic methods).

24

B. The associative period—grades 4, 5, 6.

Organized study of problems of tone, time and theory found in song material studied—e. g., Books Two and Three, California State Textbook; two and three part music.

C. The adolescent period—grades 7, 8.

Organization of girls', boys', and mixed choruses; seating, conducting; the changing voice; teaching the tenor and bass parts; selection of choral material.

D. Brief examination and discussion of series of textbooks most commonly used at this time.

(Elective.) 30 hours, offered only as announced.

Music IA (Coach Class).

25 A course in the rudiments of music and elementary theory, with daily practice in recognition and singing of rhythmic and tonal figures; study of chromatics, major and minor scales, intervals, practical transposition, correct notation and musical terminology. All problems are approached through both ear and eye experience. No theoretical work is given

without thorough practical application. This course is supplementary to Music IV.

(Elective) 30 hours.

Industrial Art. (Formerly Elementary Manual Training.)

26 This course deals with those typical forms of industrial art work which are practical in the first six grades. The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, including bookbinding, and work in clay and wood. All are given in their relation to other subjects and to man's need in food, shelter, clothing, utensils, tools and records.

60 hours.

Woodwork I.

27 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.

28 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.

These courses involve copper or brass work, leather work, weaving and basketry, clay modeling and cement casting. 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, 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.

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.

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.

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.*

Typewriting I and II.

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.*

Penmanship.

Methods and practice in the development of good penmanship will be included in this course. It is planned to meet the needs both of students in training for teaching and teachers in service.

(Elective.) *60 hours.*

Library Methods.

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.

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 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.

* * * *

SPECIAL COURSES: SUMMER SESSION OF 1919.**Child Welfare and Development.**

- 33 The object of this course is to bring to the attention of parents and teachers the findings of recent researches in child welfare and development. Three periods of development—infancy, childhood and adolescence, with their respective phases, and the problems of both school and home treatment of these phases—will be discussed, with particular reference to the unity of the physical, mental and moral life of the child, and the proper development of the child through scientific physical, mental and moral care.

(Elective.) 30 hours.

Home Management.

- 34 This course will deal with household management as a practical art and a trained profession. It will consider the home plant as a highly specialized industry requiring expert business ability, and will include among its factors of study fundamental principles of household finance, such as apportionment of income through the family budget, maintenance expenses, purchase of food and clothing, savings and methods of saving.

The household working equipment, system, service and cultural wants will receive attention.

(Elective.) 30 hours.

Statistical Methods.

- 35 School superintendents, supervising principals and principals of school buildings who wish to make an elementary but thorough study of statistical methods in school work will find this course very helpful, particularly because it will be presented from a consideration of the needs of the school officer rather than those of the professional statistician. The uses of statistics in revealing the development of pupils and teachers, the rating of pupils and teachers, etc., together with statistical methods of presenting school situations and problems to school boards and to the public, will be presented and illustrated.

(Elective.) 60 hours.

Moral Education.

- 36 In this course the problem of moral education in the school is discussed with a view to the development of a procedure that is self-consistent and well balanced as to both incidental and direct instruction. Practical methods of teaching civic duty, patriotism and international ethics will be developed, from the point of view of making school life an adequate preparation for democracy.

(Elective.) 30 hours.

Principles of Supervision.

- 37 The courses in moral education, educational statistics and principles of supervision are planned to meet the needs of supervising principals and principals of schools who may wish to spend the summer session in study and class discussion of their particular problems in school administration. Some attention will be paid to methods of selection of teachers; more to the matter of development of teachers in service through supervision. The course presumes an adequate presentation and discussion of the important features of the business of administering a school.

(Elective.) 30 hours.

The New Map of Europe.

- 38 This course will deal with Poland, Ukraine, Czechoslovakia, the country of the Yugoslavs and Finland in regard to their former and present boundaries, economic resources, and the manners and customs of the people, and with the arrangements that may result from the peace conference.

(Elective.) 30 hours.

Geography IA.

- 39 This course will deal with the method of teaching geography in the third, fourth, fifth and sixth grades. The third grade material deals with child life in other lands, the fourth grade with local and United States geography, the fifth grade with South America and Asia, and the sixth grade with Europe.

(Elective.) 30 hours.

Basketry.

- 40 This course covers basket making in raffia, reed and native materials, showing in the raffia the following stitches: lazy squaw, knot or tie, figure eight, wheat and fern; and, in the reed, weaving with one, two or more weaves and methods of forming basket shapes.

(Elective.) 60 hours.

Clay Modeling and Cement Casting.

- 41 This course covers the methods of building and decorating pottery, tiles, book ends, etc.; of mold making and casting in cement; of coloring in cement.

(Elective.) 60 hours.

Weaving.

- 42 This course includes textile and bead weaving. Complete instruction is given in the elementary principles of dyeing, warping and threading of looms, in plain weaving, two treadle weaving, four treadle pattern weaving, embroidery or darning in, hooked pattern and raised work.

(Elective.) 60 hours.

ROSTER OF STUDENTS.**GRADUATES FROM AUGUST 9, 1918, TO APRIL 4, 1919.**

Arnett, Zeola Belle.....	Ontario	Hellwig, Adelaide B.....	Los Angeles
Austin, Marjorie.....	Chula Vista	Hoffman, Mrs. Rowena.....	Carlsbad, N. M.
Borden, Elizabeth Emily.....	Oceanside	Kindler, Louise D.....	San Diego
Cavana, Blanche.....	Portland, Ore.	Landis, Mrs. Estella C.....	San Diego
Claydon, Cecyl Marie.....	San Diego	Leopold, Mrs. Margaret.....	San Diego
Cochran, Velma Catherine.....	San Diego	Minson, Juliet Isabel.....	San Diego
Perbitz, Mrs. Emma C.....	National City	Morgan, Maude Leone.....	Orange
Fouts, Gladys.....	Winslow, Ariz.	Phelps, Mrs. Faye Littell.....	San Diego
Gardiner, Evelyn Louise.....	Pacific Beach	Shaw, Esther Miller.....	San Diego
Garton, Hannah Mae.....	Phoenix, Ariz.	Watrous, Mary Elizabeth.....	San Diego
Harned, Elsie.....	San Diego		

JUNIORS.

Arnett, Ruby.....	Ontario	King, Rachel.....	Chula Vista
Beckwith, Grace.....	Escondido	Knudtson, Mildred.....	La Mesa
Bone, Grace.....	San Diego	Legge, Helen.....	San Diego
Brewer, Marjorie.....	El Centro	Lewis, Dorothy.....	San Diego
Bruning, Pleasant.....	San Diego	Lidington, Geneva.....	San Diego
Bryant, Deborah.....	Ontario	McCarthy, Clare.....	La Mesa
Butts, Hazel.....	Elida, N. M.	Marks, Alma.....	Julian
Champion, Esther.....	San Diego	Miner, Effie.....	San Diego
Chancey, Lula L.....	Bisbee, Ariz.	Morgan, Mrs. Ida.....	San Diego
Clark, Mary Eleanor.....	San Diego	Mouser, Evelyn.....	San Diego
Clayton, Muriel.....	San Diego	Nesbitt, Nellie.....	Santee
Click, Mildred.....	San Bernardino	Nicholls, Luella.....	San Diego
Coghlan, Anna Marie.....	San Diego	O'Neal, Katherine.....	San Diego
Comer, Mrs. Maude.....	New Mexico	Palomares, Raphaelita.....	La Verne
Contreras, Mrs. Maria.....	San Diego	Pannell, Lucy.....	Escondido
Edwards, Helene P.....	San Diego	Parmateer, Wilma.....	San Diego
Ellis, Marjorie.....	Santa Ana	Peck, Bess.....	San Diego
Everly, Mrs. Nest H.....	San Diego	Perkins, Martha.....	San Diego
Felty, Mrs. Janet E.....	Lemon Cove	Perman, Pearl.....	Chula Vista
Ferry, Mabel.....	San Diego	Poole, Dorothy.....	National City
Fox, Margaret.....	San Diego	Reed, Mrs. Daisy.....	San Diego
Freshman, May.....	Denver, Colo.	Rivers, Mrs. Lillian Black.....	San Diego
Gannon, Pansy.....	San Diego	Roy, Ipannah.....	San Diego
Georgia, Mrs. May.....	San Diego	Sargent, Edith.....	San Diego
Guadagnini, Luigina.....	San Diego	Schutte, Martha W.....	Lakeside
Hall, Irene.....	Newcastle, Me.	Sheldon, Ruby.....	La Verne
Haubrich, Inez.....	Craig, Colo.	Sheppherd, Fannie.....	San Jacinto
Haubrich, Lucille.....	Craig, Colo.	Smale, Mrs. Adele.....	San Diego
Heldring, Athalie Elizabeth.....	San Diego	Smith, Katherine.....	San Diego
Henderson, Edith.....	San Diego	Taylor, Irene.....	National City
Hensel, Florence.....	San Diego	Torstenon, Elna.....	East San Diego
Hitchcock, Mary.....	San Diego	Waters, Gwendolen.....	Chula Vista
Iams, Gertrude.....	San Diego	Wenrich, Mrs. Bessie.....	San Diego
Jones, Mary S.....	Lewis, Iowa	Westlund, Katarina.....	San Diego
Jones, Thelma.....	Grossmont	Wolfe, Estelle.....	San Diego

SENIORS.

Adair, Myra	San Diego	Inwood, Marion	Los Angeles
Akeley, Zilda	San Diego	Johnson, Cora	San Diego
Ames, Marjorie	National City	Keeney, Ellen	San Diego
Angle, Elizabeth	Willcox, Ariz.	Kirk, Bessie	San Diego
Bailey, Mary	Coronado	Knapp, Beatrice	San Diego
Bevans, Mrs. Hazel	Portland, Ore.	Kynoch, Ethel	Chico
Bond, Miriam	Solomonville, Ariz.	Lunt, Mrs. Ulah	San Diego
Bradbury, Bettie	Escondido	Lutes, Edna	San Diego
Bradley, Ethel	National City	McBride, Esther	Pima, Ariz.
Bradshaw, Elsie	San Diego	McRoberts, Elizabeth	Miami, Ariz.
Brookshank, Irma	Springfield, Mo.	Macpherson, Marjorie B.	San Diego
Brown, Lila M.	Los Angeles	Marshall, Angela	Phoenix, Ariz.
Brown, Mrs. Nina	Coronado	Miller, Louise	San Diego
Carlson, Florence	Riverside	Moore, Frances	San Diego
Carpenter, Laura	San Diego	Moore, Mrs. Virginia	Los Angeles
Chase, Dorothy	San Diego	Otto, Myrtle	San Diego
Colbern, Reba	Corona	Pate, Mrs. Gertrude	San Diego
Crane, Frankie Irene	Santa Ana	Paul, Beulah	Redlands
Crane, Lila	Santa Ana	Philow, Maud	San Diego
Crawford, Rebecca	Pomona	Rogers, Bess	Cananea, Mex.
Crutchfield, Alice	Long Beach	Rolfe, Mrs. Margaret	San Diego
Culp, Rebekah	Escondido	Ross, Mrs. Munn	San Diego
Dale, Holly	Santa Ana	Salisbury, Gladys	San Diego
Day, Marguerite	Winslow, Ariz.	Schnack, Esther	Escondido
Doddridge, Gladys	San Diego	Sharman, Mrs. H.	San Diego
Dozier, Mrs. Alberta	Susanville	Simmons, Marguerite	Escondido
Duff, Mildred	Ione	Smith, Wilma	Lowell, Ariz.
Dula, Mabel	San Diego	Snyder, Marion	San Diego
Eddy, Sara	Elsinore	Sparks, Florence	San Diego
Fallon, Mrs. Minnie	San Diego	Spileman, Hazel	San Diego
Fleming, Mabel	Fallbrook	Stead, Daisy	Spring Valley
Foster, Cornelia	San Diego	Thoren, Edna	San Diego
Fox, Angie	San Diego	Tinker, Mrs. Lotta	Ukiah
George, Bessie	Somerton, Ariz.	Tracy, Bessie	Bluefield, W. Va.
Hahn, Marie	San Diego	Tuckey, Lois	Phoenix, Ariz.
Hall, Elizabeth	National City	Van Horne, Lucile	Chula Vista
Hall, Victorinne	San Diego	Waggoner, Marguerite	San Jacinto
Harding, Emma	San Diego	Walter, Elizabeth	La Mesa
Hatch, Dorothy	Escondido	Webster, Pauline	San Diego
Hilliard, Irene	Shelley, Idaho	Wheaton, Dorothy	San Diego
Hinkle, Mildred	Pacific Beach	Wilder, Ruth	San Diego
Holloway, Mrs. Laura	Fort Worth, Tex.		

SPECIAL STUDENTS.

Bliss, Mrs. W. F.	McNemar, Mrs. Leda A.
Bowlby, Mrs. Margaret	Marvin, Mrs. F. O.
Cooley, Mrs. Earl	Mayes, Mrs. J. T.
Dickinson, Mrs. L.	Mock, Mrs. Lola
Dodge, Mrs. H. C.	Mosk, Mrs. Bertha
Eldred, Evaline	Moynahan, Mrs. Ollie
Ely, Mary	Nash, Mary
Ervin, Mrs. Mary	Norton, Mr. W. W.
Fabling, Mrs.	O'Brien, Mrs. J. T.
Fitzpatrick, Rose	Parmateer, Mrs. Anna
Fraser, Mrs. D. A.	Peckham, Mrs. Leda M.
Gardner, Mrs. T. M.	Reed, Mrs. Mary A.
Gose, Mrs. E. B.	Reid, Mrs. Alma
Haas, Mrs. Theodore	Robbins, Mrs. Marian
Harvey, Flora B.	Ruggles, Ida M.
Hitchcock, Mary	Shelton, Mrs. C. C.
Hitchcock, Mrs. Merrill	Shields, Florence
Howes, Mrs. F.	Skilling, Mrs. W. T.
Howes, Virginia	Snyder, Mrs. A. D.
Kendall, Mrs. E. I.	Tillman, Mrs. Frank
Latimer, Mrs. E. W.	Tracy, Mrs. Emma
Lawrence, F. M.	

ARTS AND CRAFTS—SHORT COURSE.

Abbott, Mrs. Wm. G.	Jones, Alice M.
Aitken, Mrs. H.	La Parte, Mrs. J. C.
Bergundthal, Mrs. Kate	McPetridge, Mrs. W. H.
Boulet, Mrs. Anna	Millar, Floryne
Clark, Mrs. W. L.	Morin, Sue
Click, Myrtle	Newton, Lucy
Craig, Mrs. Helen	Patrick, Effie E.
Davis, Mrs. D. J.	Scovel, Mrs. J. W.
DeWitt, Mrs. R.	Seymour, Mrs. Ida
Dow, Mrs. Joseph	Southwick, S. F.
Glascok, Margaret	Treggarth, Mrs. J. G.
Grubel, Daisy	Walters, Mrs. Richard
Jepsen, Mr. H. P.	Young, Mrs. W. E.

OCCUPATIONAL THERAPY.

Chadwick, Winifred	Lyford, Margaret
Christian, Mrs. Myrtle	Oftstad, Enga O.
Ernsting, Viola	Owens, Katherine F.
Farr, Mrs. Winifred	Pauly, L. Myra
Fetherston, Florence	Prentice, Mrs. Hannah V.
Flint, Margaret F.	Robe, Margaret

RECAPITULATION.

(Of date April 10, 1919.)

Graduates, August 9, 1918.....	19	
Graduates, December, 1918, and April, 1919.....	21	
Total graduates		40
Summer session, 1918:		
Graduates	19	
Regular students	93	
Students from other normal schools.....	14	
Teachers in service.....	192	
Special students	29	
Total, summer session.....		347
Juniors, September 16, 1918, to April 10, 1919.....	70	
Seniors, September 16, 1918, to April 10, 1919.....	83	
Total, regular students, September 16 to April 10.....		153
Special students, September 16 to April 10.....		43
Short course (arts and crafts).....		26
Occupational therapy		12
Total		621
Counted twice		73
Net enrollment, 1918-1919.....		548
Net enrollment, regular students.....	215	
Net enrollment, other students.....	333	
		548

