

STATE NORMAL SCHOOL OF SAN DIEGO

VOLUME EIGHT

BULLETIN

NUMBER 1

APRIL, 1920

CATALOG FOR 1919-1920

ANNOUNCEMENT OF PROFESSIONAL
AND COLLEGIATE COURSES

FOR

1920-1921

SUMMER QUARTER

TERM I—JUNE 28 TO AUGUST 6
(SIX WEEKS)

TERM II—AUGUST 9 TO SEPTEMBER 3
(FOUR WEEKS)



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CIRCULAR OF INFORMATION



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SAN DIEGO, CALIFORNIA

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CALENDAR OF CONTINUOUS SESSIONS.

1920-1921.

Quarter	Dates	Character of session
I	Term 1— Monday, June 28, to Friday, August 6 (6 weeks) -----	Regular—Training school in session.
	Term 2— Monday, August 9, to Friday, September 3 (4 weeks) ----- (Vacation of one week)	
II	Monday, September 13, to Friday, December 10 (13 weeks) ----- (Vacation of two weeks)	Regular—Training school in session.
III	Monday, December 27, to Friday, March 25 (13 weeks) ----- (Vacation of one week)	Regular—Training school in session.
IV	Monday, April 4, to Friday, June 17 (11 weeks) -----	Regular—Training school in session.

1921-1922.

Quarter	Dates	Character of session
I	Term 1— Monday, June 27, to Friday, August 5 (6 weeks).	NOTE.—Announcement of the arrangements for the year 1921-1922 will be made in the bulletin of April, 1921.
	Term 2— Monday, August 8, to Friday, September 2 (4 weeks). ----- (Vacation of one week)	
II	Monday, September 12, to Friday, December 9 (13 weeks). ----- (Vacation of two weeks)	
III	Tuesday, December 27, to Friday, March 24 (13 weeks). ----- (Vacation of one week)	
IV	Monday, April 3, to Friday, June 16 (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. (Appointed September 1, 1910.)

W. F. BLISS, VICE PRESIDENT - - *History and Social Economics*
B.S., Mount Union; B.L., M.L., University of California; Superintendent of Schools, Rochester, Pa.; Supervising Principal, Colton, Cal.; Vice Principal, High School, Santa Barbara, Cal.; Teaching Fellow in History, University of California. (Appointed September, 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 - - - - *Assistant Director of 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 - - - - *Head Department of Fine Arts*
Student at Rosemont Dezalet, Lausanne, Switzerland; at Chicago Art Institute; at New York School of Art; pupil of W. J. Whittmore, 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.)

GERTRUDE LAWS - - - - *Class Management*

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

BEULAH MARKER - - - - *Assistant Fine Arts*

B.S., Columbia University; Teachers' College diploma; graduate of Los Angeles State Normal School, with general professional and special art diplomas; assistant in Fine Arts Department, Teachers' College, Columbia University, 1918-1919. (Appointed July 1, 1919.)

CHESLEY MILLS - - - - *Training School Orchestra*

Violin training in San Francisco under Max Fleishman, later under Gustav Pringnitz and Wenzel Kopta; has held the following among other positions: First violin, Atlanta Symphony Orchestra, Atlanta, Georgia; director of Symphony Orchestra, San Diego, two seasons. (Appointed January 1, 1919.)

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 - - - - *ENGLISH*

A.B., Northwestern University; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)

DOROTHY F. SNAVELY - - - - *Music*

Graduate Northwestern University, School of Music; assistant Department of Public School Music, Northwestern University, summer session, 1916; supervisor of music, Little Falls, Minnesota, 1916-1917; teacher of Public School Music, University of California, summer session, 1917. (Appointed September 15, 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.)

SPECIAL LECTURERS.

H. C. JOHNSON - - - - *School Supervision*
Superintendent City Schools, San Diego.

A. P. SHIBLEY - - - - *Rural School Problems*
Superintendent Schools, Imperial County.

J. L. STOCKTON, M.A. - - - - *Statistical Methods*
Principal Training School, State Normal School of San Jose.

ROSALIE GERIG EDWARDS, M.A. - - - - *Spanish*
Instructor in Spanish, San Diego Junior College; Instructor in Spanish, University of California, Summer Session of 1919.

LECTURERS FOR THE COLLEGIATE COURSE.

(Offered, October, 1919, to May, 1920, to candidates for the intermediate school certificate.)

EDWARD L. HARDY, B.L. - *Political History of the United States*
President of the School.

W. F. BLISS, M.L. - - - *Political History of the United States*
Vice President of the School.

IRVING E. OUTCALT, M.A. - *Literature: A Review of Masterpieces*
Head Dept. English.

MIRIAM A. BESLEY, M.A. - - - - *Mathematics*
Director of Education.

WILLIAM T. SKILLING, M.A. - - - - *Agriculture*
Instructor in Agriculture.

VINNIE B. CLARK, A.B. - - - - *Physiography*
Instructor in Geography.

GEORGIA V. COY, B.S. - - - - *Physiology and Hygiene*
Instructor in Biology.

ADA HUGHES COLDWELL - - - - *Dietetics*
Dean of Women.

CHARLES R. SCUDDER - - - *Industrial Arts (Woodwork)*
Head Dept. Industrial Arts.

(For the courses of 1920-1921, see pp. 39-42.)

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:

First—From the San Diego State Normal School.....	April 1 to June 11
Second—From other California Normal Schools.....	April 1 to June 11
Third—California teachers	April 1 to June 26
Fourth—Teachers from other states.....	April 1 to June 26
Fifth—Special students	April 1 to June 26

Teachers from other states and special students who register, will be notified on or before June 11, 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 11 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, June 28 to August 6, 1920.

Class work should begin promptly on Monday, June 28, and registrants should report Friday and Saturday, June 25 and 26, to make out their programs. The courses will be arranged on the following time schedule:

Period	Monday	Tues., Wed., Thurs., Fri.	Period	Monday	Tues., Wed., Thurs., Fri.
I	8:00-8:45	8:00-8:50	V	Assembly 11:20-12:15	Conferences and demonstrations 11:45-12:15
II	8:50-9:35	8:55-9:45	Inter- mission	12:15-12:55	12:15-12:55
III	9:40-10:25	9:50-10:40	VI	1:00-1:50	1:00-1:50
IV	10:30-11:15	10:45-11:35	VII	1:55-2:45	1:55-2:45

NOTE: One post-session class in contemporary history, open to all, 3:00-4:00 daily.

Schedules of classes, arranged by periods and by groups, will be found on the following pages, so that students can, if they wish to do so, arrange their programs before registration. *While these schedules will be followed as closely as possible, the school reserves the right to change them.*

Observation of Teaching and Demonstrations.

Teachers in service and others interested will find, on examination of the summer session program, that it has been arranged *with particular reference to the needs of the class room teacher*. In practically every time section in every course in pedagogy, free periods have been arranged during the training school sessions so that teachers can visit the *regular class work* of the training school. Eight groups of children, representing the first six grades of the elementary school and the seventh and eighth grades of the intermediate school, will carry on the regular work of the training school curriculum under the instruction of the regular class supervisors. Abundant illustration of the problem-project method, of school assemblies and of the use of group tests and measurements, will be arranged.

SCHEDULE OF COURSES.

NOTE.—The numbers refer to the descriptions of the courses—see pp. 26, 44.
Courses marked with the asterisk (*) are continued in the next period.

Subject	Number of course	Instructor
Period I—8:00-8:50 (Mon. 8:00-8:45):		
Education I.B. (daily).....	2	Mrs. Bell.
Education IV.B. (M., T., W., Th.).....	7	Miss Laws.
*El. Ind. Arts (daily).....	25	Mrs. Valentien.
School Athletics.....	13	Miss Bower.
*Woodwork I (daily).....	23	Mr. Seudder.
Penmanship (daily).....	29	Miss Smith.
Rural School Physical Training (daily).....	42	Miss Tanner.
Period II—8:55-9:45 (Mon. 8:50-9:35):		
*Education II.B. (T., W., Th., F.).....	4	Mrs. Bell.
Education VI. (M., T., Th., F.).....	8	Mr. Stockton.
Ind. Arts (continued) (daily).....	25	Mrs. Valentien.
Folk Dancing (daily).....	15	Miss Coy.
Geo. of Europe (Sec. I) (daily).....	30	Miss Clark.
Music IV. (M., T., W., Th.).....	38	Miss Snavelly.
Woodwork I. (continued) (daily).....	23	Mr. Seudder.
Period III—9:50-10:40 (Mon. 9:40-10:25):		
*Social Economics (daily).....	17	Mr. Bliss.
Arith. Meth.-Prim. (T., W., Th., F.).....	40	Miss Besley.
Ed. II.B. (continued) (M., W., Th., F.).....	4	Mrs. Bell.
Ed. VII. (M., T., Th., F.).....	9	Mr. Stockton.
*Home Making (daily).....	26	Mrs. Coldwell.
*Art III. (daily).....	21	Miss Marker.
Adv. Games (M., W., F.).....	12	Miss Tanner.
Prim. Games (T. and Th.).....	11	Miss Coy.
Geog.-Meth. (M., T., W., Th.).....	37	Miss Clark.
*Music I. (T., W., Th., F.).....	22	Miss Snavelly.
*Woodwork II. (daily).....	24	Mr. Seudder.
Period IV—10:45-11:35 (Mon. 10:30-11:15):		
Social Economics (continued) (daily).....	17	Mr. Bliss.
Ed. I.A. (T., W., Th., F.).....	1	Miss Besley.
Ed. VIII. (M., W., Th., F.).....	10	Mrs. Bell.
Ed. IV.A. (M., T., Th., F.).....	6	Mr. Stockton.
Home Making (continued) (M., W., F.).....	26	Mrs. Coldwell.
Agric. Nature Study (daily).....	19A	Mr. Skilling.
Art III. (continued) (daily).....	21	Miss Marker.
Theory and Prac. Phys. Ed. (daily).....	14	Miss Tanner.
Music I. (continued) (T., W., Th., F.).....	22	Miss Snavelly.
Woodwork II. (continued) (daily).....	24	Mr. Seudder.
Adv. Spanish (daily).....	32	Mrs. Edwards.
Period V—11:45-12:15 (Mon. omitted):		
Eng. Meth.-Conf. (T., W., Th., F.).....	33	Mr. Outcalt.
Spanish-Meth. (T., W., Th., F.).....	39	Mrs. Edwards.
Penmanship-Meth. (T., W., Th.).....	43	Miss Smith.

NOON INTERMISSION—12:15-12:55

Subject	Number of course	Instructor
Period VI—1:00-1:50 (daily):		
*School Law (daily).....	5	Mr. Hardy.
Arith. Meth.—Upper Grades (daily).....	41	Miss Besley.
*Ed. II.A. (daily).....	3	Miss Townsend.
*Literature IV. (daily).....	16	Mr. Outcalt.
*Sewing (daily).....	27	Mrs. Coldwell.
*Agriculture I. and II. (daily).....	19B	Mr. Skilling.
*Art I. (daily).....	20	Miss Marker.
Geog. of Europe (Sec. 2) (daily).....	30	Miss Clark.
Typing I. (daily).....	28	Miss Adams.
*Spanish I. (daily).....	31	Mrs. Edwards.
Period VII—1:55-2:45 (daily):		
School Law (continued) (M., W., F.).....	5	Mr. Hardy.
Ed. II.A. (continued) (daily).....	3	Miss Townsend.
Literature IV. (continued) (daily).....	16	Mr. Outcalt.
Sewing (continued) (T. and Th.).....	27	Mrs. Coldwell.
Agriculture I. and II. (continued) (daily).....	19B	Mr. Skilling.
Art I. (continued) (daily).....	20	Miss Marker.
Typing II. (daily).....	28	Miss Adams.
Spanish I. (continued) (daily).....	31	Mrs. Edwards.
Post-session Period—3:00-4:00:		
College History (daily).....	18	Mr. Bliss.

COURSES AVAILABLE FOR COLLEGE CREDIT.

Offered in Term I, June 28–August 6, 1920.

(For the courses offered in Quarters II, III, IV, see p. 21.)

Subject	Number of course	Period	Credit*
Geography IV.	30	II. (and VI.)	1.5
Social Economics	17	II. and III.	3.0
Spanish—Advanced	32	IV.	1.5
Literature IV.	16	VI. and VII.	3.0
Spanish—Beginning	31	VI. and VII.	3.0
Contemporary History	18	3:00-4:00 P.M.	2.0

*Semester hours.

NOTE: The courses in pedagogy and many of the special courses in subject matter are also available for college credit in the courses in education leading to the degree of B.S. in Science.

PROGRAM OF THE TRAINING SCHOOL CURRICULUM.

The training school will be in session throughout the period of Term I (June 28-August 6), and will be open for observation of the regular class work of the eight grades of the elementary school from 9.00 A.M., to 12.00 M. daily, with frequent special demonstrations arranged for the special conference and demonstration period (Period V, 11.45 A.M. to 12.15 P.M.) in addition. Because of this arrangement, *practice teachings can not be offered in the summer session* to candidates for the diploma of the normal school.

PROGRAM OF COURSES—TERM II.

Term II: August 9 to September 3, (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 Educational measurements
Seminar III—11.00-12.00—Mr. Bliss—United States History in Its World Setting

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.

ENTRANCE REQUIREMENTS FOR HIGH SCHOOL GRADUATES.

Recommendation: Entrants must have general recommendation of university entrance standard, and must be graduates who have completed at least fifteen units of work. 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, or, in the case of a laboratory subject, for at least eight 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. 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).

ENTRANCE REQUIREMENTS FOR COLLEGIATE COURSES.

Entrants must meet the same requirements as those set forth above. The courses offered are available for college credit, and include the subjects required for intermediate schools certification. For the list, see pp. 40-42 of this bulletin.

GENERAL REQUIREMENTS.

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.

Admission to Advanced Standing.

Applicants for advanced standing 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—CREDIT REGULATIONS.

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 [twenty-one years of age if honorably discharged from war service, army, navy, or auxiliary] 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 no student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Section IV [reading, writing, spelling, English, grammar, composition, arithmetic and geography] and fulfilling all professional requirements.

* * * *

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.

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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. There are no fees for its services.

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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.

* * * *

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.

Graduates taking a year of collegiate work as outlined on pp. 40-42 of this bulletin are entitled to the certificate permitting them to teach in the intermediate (junior high) schools of California.

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.

* * * *

GENERAL CONSIDERATIONS.

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.

* * * *

INTER-COLLEGIATE RELATIONS.

Committees representing the normal schools and the University of California, and the School of Education of the University, have recommended to the University Senate that graduates of California normal schools be given full credit for two years of work toward the degree B. S. in Science. Students interested in this matter should write to the registrar of the school for detailed information.

THE COURSES OFFERED.

1. For the elementary school certificate; see pp. 20 and 21.
2. Collegiate courses, available also for the intermediate school certificate; see pp. 40-42.
3. Fellowship courses leading to special certification; see pp. 22, 23 and 24.
4. Departmental teachers' courses; see p. 22.
5. A vocational home economics course; see pp. 24 and 25.
6. Summer session courses for school officers and teachers; see pp. 9-12, also pp. 26-44.

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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.

N. B.—Students entering after July 1, 1921, will be required to take a third year of preparation.

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ELECTIVES.

The courses available as electives are so designated in the description of courses found on pp. 26-44.

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.

College Credit Courses.

Subject	Total Hours	Semester Hour
Education I to VIII-----	*	*
Physical Education: Theory and Practice---	200	4
Art I -----	60	1.5
Art III -----	60	2
Art IV -----	30	1
Art V A -----	60	1.5
Art V B-----	60	1.5
Music I, II, III-----	*	*
Industrial Arts 1 to 11-----	*	*
Home Economics -----	*	*
Library Methods -----	60	3
History -----	60 to 180	3 to 10
Geography -----	60 to 180	3 to 10
English (Literature) -----	60 to 372	3 to 20
Spanish -----	60 to 120	3 to 6
Mathematics -----	60 to 180	3 to 10
Chemistry -----	180	7
Biology -----	180	7
Sociology -----	60	3

*See the descriptions of the courses.

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-third 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-third 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 HOME MAKING COURSES.

1920-1921.

QUARTER I.—Summer Session.		QUARTER II.	
	Hours		Hours
Plays and Games	30	Biology	60
Story Telling		Chemistry	60
Interior Decoration	30	Household Accts.	60
Rural School Problems	30	and	
		Education I	
		Sewing I	60
		Art I	60
QUARTER III.		QUARTER IV.	
	Hours		Hours
Physiology	60	Bacteriology	60
Chemistry and		Chemistry	60
Household Physics	60	Vocational Education	60
Laundrying	24	Science of Foods	60
Sewing	60	Observation	30
Costume Design	36		

Second Year.

Foods and Dietetics	60	Nutrition	60
Teaching	120	Hygiene and Home Nursing	60
or		Social Economics	60
Millinery	120	Teaching	120
or		or	
Institutional Cookery	48	Millinery	120
Home Gardening		or	
School Law	48	Institutional Cookery	
		Home Reading	60

Electives.

Seminar:		Arts and Crafts:	
Home and School Plant	60	Weaving	
Economics of Household		Basketry	
Place of H. E. in Ed.		Applied Arts?	
Advanced Dressmaking	60	Advanced Millinery	
Teaching	120	Sewing	
or		Physiology	
Millinery	120	Biology	
or		Trade Work of Any Kind	
Institutional Cookery		Rural Home Economics	
Contemporary History	60	Teaching Allied Subjects	
		English or Literature	
		Typing	
		Applied Sociology	

NOTE.—Courses in vocational home economics will be offered as nearly as possible according to schedule, but the school reserves the right to make necessary changes.

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 1920 applicants will be received July 1 and September 13. The dates for matriculation in 1921 will be announced in the bulletin of April, 1921.

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 1920 the courses not numbered in the margin will not be given. The additional special courses offered in the summer quarter of 1920 will be found at the end of this section of the bulletin. For the program see pp. 10 and 11.

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. In the summer session of 1920, given as Ed. IA (for students in training), and Ed. IB (for teachers).

60 hours (3 semester hours.)

Education IA—Psychology of Child Development.

This course includes brief studies of the physical growth and development of children, of instincts and impulses as a basis of education and of the psychology of learning and thinking with emphasis upon the differences between the thought processes of children and adults.

(Summer of 1920.) 30 hours (1½ semester hours.)

Education IB—Psychology of the Elementary School Subjects.

This course includes a study of the psychology of reading, spelling, language and similar subjects, with emphasis upon economical methods of learning.

(Summer of 1920.) 30 hours (1½ semester hours.)

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

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.

60 hours (3 semester hours.)

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

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

60 hours (3 semester hours.)

Education III—School Law.

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

48 hours (2½ semester hours.)

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.

36 hours (2 semester hours.)

Education IVB—Class Management.

- 7 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.

24 hours (1 semester hour.)

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. Special attention is given to reading.

Elective. 60 hours (3 semester hours.)

Education VI—Pedagogy of the Problem-Project Method.

- 8 A discussion of the advantages to the learner of the organization of study around a large central topic or interest.

(Elective.) 30 hours (1½ semester hours.)

Education VII—Educational Measurements—Theory.

- 9 A brief history of the movement, together with a study of the derivation of scales and scientific tests for the measurement of intelligence and attainment.

(Elective.) 30 hours (1½ semester hours.)

Education VIII—Educational Measurements—Practice.

- 10 This course includes actual practice in giving scientific tests with special emphasis upon interpretation of the results.

(Elective.) 60 hours (3 semester hours.)

30 hours in summer session of 1920.

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.

12 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. 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 1920. 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 1921 will be announced in the bulletin of April, 1921.

11 Primary Gymnastic Games.

Games of skill suitable to the lower grades.

Advanced Gymnastic Games.**12** Formal games for the intermediate school, not including the highly organized athletic games.**School Athletics.****13** 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.**14** 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. Candidates for the intermediate school certificate will be required to take added hours of work.

Credit for adv. course, 4 semester hours.

Credit for reg. course, 2 semester hours.

Folk Dancing.

15

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. (Elective.)

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.

Lectures and class discussion, with required reading in contemporary English, American and European fiction and drama.

60 hours (3 semester hours.)

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.) *60 hours (3 semester hours.)*

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.) *36 hours (2 semester hours.)*

Current 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.) *36 hours (2 semester hours.)*

NOTE.—For other courses in literature, see the announcements under the lead "Collegiate Courses," pp. 40-42.

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.

60 hours (2 semester hours.)

Biology II—Human Biology

The application of biological principles to the study of the human body and its functions.

60 hours (2 semester hours.)

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. The elements of microbiology are given as an approach to hygiene and sanitation.

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

(c) Emergencies.

(Required.) *60 hours (3 semester hours.)*

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.

60 hours (3 semester hours.)

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.

(Elective.) *60 hours (3 semester hours.)*

30 hours in s.s., 1920.

17

18

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.

60 hours (3 semester hours.)

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.) 60 hours (3 semester hours.)

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.) 60 hours (3 semester hours.)

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.

30 hours in s.s., 1920.

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.

- 19B 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.

60 hours in s.s., of 1920.

Art I—Elements and Principles of Space Art.

Appreciation is gained through study of world's best examples of painting, architecture, sculpture and handicrafts; power to use the principles is gained through problems in composition and design.

60 hours (1½ semester hours.)

Art II—Methods.

This course is a practical application of elements and principles to problems for grades 1-8, with further experience through lettering and poster making, and figure, flower and animal sketching and painting.

30 hours (1½ semester hours.)

Art III—Art, History and Design.

(a) A course in appreciation and history of art.

(b) Advanced applied design, through block-printing, mono-printing, tie-dyeing, batik, etc.

60 hours (2 semester 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 (1 semester hour.)

Art VA—Home Decoration.

This course gives the principles 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. Required of vocational home economics students.

(Elective.) 60 hours (2 semester hours.)

Art VB—Costume Design.

Application of elements and principles to costume through general problems and specific problems dealing with individual types in the class. Application of design to smocks, blouses, bags, etc., through batik, block-printing or embroidery. Required of vocational home economics students.

(Elective.) 60 hours (2 semester hours.)

Music I.

22 A course in the rudiments of music and in 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, music terminology and sight singing in one, two and three parts. 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 and prerequisite to Music II and III. Advanced students are excused from this course by special examination.

60 hours (1½ semester hours.)

Music II and III.

Methods and material for grades 1-8. No technical drill is given in these courses, all periods being devoted to study of graded song material and to practice teaching in the class room of the problems under discussion. These courses treat in comprehensive form the subjects briefly outlined under Music IV. In addition to the above, two hours each week are given to the development of music appreciation, the building of discriminating taste, ability to analyze musical form, recognition of types and schools of musical composition, the instruments of a symphony orchestra. All work in the class is conducted from the standpoint of the listener as a member of an appreciative public. Work is graded and progress measured by the ability to take notes and to join in discussion. Assigned outside reading and graded lesson plans for school children based upon class work, are also required.

60 hours (1½ semester hours.)

Music IV (Special).

38 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).

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 in s.s., of 1920.

INDUSTRIAL ARTS.**1. Woodwork.**

23 This 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.

60 hours (1 semester hour.)

24 2. Advanced Woodwork.—Prerequisite, Industrial Arts I.

Tool operations and the application of constructural principles suitable for eighth grade and beginning high school work. An analysis of the tools and principles involved. The proper care and adjustment of tools. Attention is given to the various methods of assembling, and several different finishes are developed. Projects used are to a large extent typical eighth grade models. Shop work and demonstration.

60 hours (1 semester hour.)

3. Cabinet Work. Prerequisite, Industrial Arts 2 and 7.

Tool and machine operations, and finishing processes naturally included in cabinet work are taught. Advanced finishing operations are demonstrated. Shop work and demonstrations eight hours per week. In connection with this course the student will be required to take Industrial Arts I.

(Elective.) 60 hours (1 semester hour.)

4. Woodwork Methods. Prerequisite, Industrial Arts I.

Classification of tools, operation, and projects. Planning of courses from the fifth grade through high school. Equipment costs and installation. Cost charts for various courses worked out in class. General organization of material and its value, as well as methods of presentation.

(Elective.) 60 hours (2 semester hours.)

5. Practice Teaching. Prerequisites, Industrial Arts I, and a minimum course in the subject to be taught.

This work may count as part of the required practice training for the general diploma.

5 hours a week for one quarter.

6. History and Literature of Industrial Education. Prerequisite credits in Industrial Arts Department.

(Elective.) 2 hours a week for one quarter.

7. Mechanical Drawing. No prerequisite.

This course includes freehand lettering, geometric constructions, simple working drawings, isometric and cabinet projections, evolution, a few simple developments, shop sketching and furniture design, tracing and blue printing.

(Elective.) 60 hours (1 semester hour.)

8. Mechanical Drawing. Prerequisite, Industrial Arts 7.

This course includes freehand lettering, sections and their practical applications, shop sketching and elementary machine drawing, penetrations and developments, with practical applications to sheet metal drafting, tracing and blue printing.

(Elective.) 60 hours (1 semester hour.)

9. Mechanical Drawing. Prerequisite, Industrial Arts 8.

This course includes lettering, shadow projections, linear perspective, and perspective of shadows, with many practical applications in each. Also simple farm building design and building construction details. Tracing and blue printing.

(Elective.) 60 hours (1 semester hour.)

10. Elementary Machine Drawing. Prerequisite, Industrial Arts 9.

This course includes the drawing of simple machinery, standard fastenings, and machine parts or details, and also the consideration and applications of the rules and formulæ from which the standard sizes are worked out.

(Elective.) 60 hours (1 semester hour.)

11. Architectural Drawing and Construction. Prerequisite, Industrial Arts 9.

This course will include making, first, sketches and a set of drawings, comprising plans, elevations, etc.; second, a set of specifications to supplement the drawings; third, a contract or contracts.

(Elective.) 60 hours (1 semester hour.)

12. Printing. No prerequisite.

This course is outlined to follow the logical order of processes in learning printing. It includes lay of cases, use of printer's stick, type setting, justification of lines, imposition, lockup, press work, etc.; also the different sizes and styles of type and their artistic and practical arrangements in setting up various jobs.

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

Elementary Industrial Art (Formerly Elementary Manual Training).

25 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 (1½ semester hours.)

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 two quarters.

Home Making.

26 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.

48 hours (2 semester hours.)

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 (2 semester hours.)

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 (2 semester hours.)

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 (1 semester hour.)
42 hours in s.s., of 1920.

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.) 36 hours (1½ semester hours.)

Typewriting I and II.

28 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.) 60 hours (1 semester hour.)
30 hours in s.s., of 1920.

Penmanship.

29 43 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.

30 hours in s.s., of 1920.

COLLEGIATE COURSES.

These collegiate courses will be offered as regular courses to recommended high school graduates (see p. 13) and others desiring to qualify either as junior high school teachers or for advanced credit toward the junior certificate of the University of California.

Candidates for the intermediate school (junior high school) certificate may qualify at a California state normal school by taking the regular professional course, (which requires two years of preparation for students entering prior to July 1, 1921, and three years for those entering after that date,) followed by a year of collegiate work at a normal school during which the candidate must complete at least thirty semester hours of work, including at least twenty-two hours each in any two of the following departments: French, English, German, Spanish, Latin, History, Mathematics, Physical Science, Biological Science. At least ten of the twenty-two semester hours mentioned above must have been taken in the normal school. The remaining twelve may have been taken in a secondary school.

In the year 1920-1921, the State Normal School of San Diego will offer collegiate courses according to the schedule given below. The quarters in which the courses will be offered are indicated.

Schedule of Collegiate Courses: Academic Year 1920-1921.

HISTORY.

This course is offered to those who wish to lay a foundation for further college work or who are working for intermediate high school certification. It includes various epochs or "blocks" of the history of civilization, each block being a unit in itself and completed within a single quarter, so that entering students may begin collegiate history at the opening of any quarter. Social, economic, and political movements of ancient, mediæval and modern times are considered.

Quarters I, II, III, IV. 60 to 180 hours (3 to 10 semester hours.)
Cont. Hist. in s.s., of 1920, see p. 31.

GEOGRAPHY.

- Geography I. (For description, see p. 32.)
- Geography II. (For description, see p. 32.)
- Geography III. (For description, see p. 32.)
- Geography IV. Europe.

30 The purpose of this course is to acquaint the student with the different peoples of Europe, the new developments of boundary lines, and the economic possibilities of the new political units.

60 hours (3 semester hours.)
30 hours in s.s., of 1920.

ENGLISH.

- English I. (For description, see p. 30.) Quarter I.
- Literature I. (For description, see p. 30.) Quarters II and III.
- Literature II. (For description, see p. 30.) Quarters II and IV.
- Literature III. American Writers. Quar. II.

Lectures and class discussion, tracing the development of the American spirit, as expressed through typical writers and orators from colonial days to the 20th century. 60 hours (3 semester hours.)

16 Literature IV. Great Books as Interpreters of Life. Quar. III.
Lectures, readings, and class discussions. The great collections and masterpieces of world literature, such as the Hebrew Bible, Greek epic and tragedy, etc., will furnish the material.

60 hours (3 semester hours.)

The Short Story. (For description, see p. 30.) Quarter III.

Current Literature. (For description, see p. 30.) Quarter IV.

NOTE.—The courses in English will be offered, ordinarily, so that a total amount of ten hours of work a week (6 semester hours a quarter) may be carried in the subject. In the year 1920-1921, courses will be scheduled as nearly as possible as indicated above.

SPANISH.

31 Spanish I. A course for beginners. This course will be offered to students having no previous preparation only once in the year, at the beginning of the autumn quarter, and it will be continued throughout the year. Students with previous high school preparation entering at the beginning of the spring quarter will be permitted to take the work, if qualified for it.

A course of sixty hours for beginners will also be offered in the summer quarter, ordinarily.

60 hours (3 semester hours) each quarter.

Spanish II. A course for students who have had at least a year of previous preparation. Ordinarily, students who have had Spanish I, or its equivalent, will enter the course at the beginning of the autumn quarter.

32 A short course of sixty hours for advanced students, will also be offered in the summer quarter, ordinarily.

60 hours (3 semester hours) each quarter.

NOTE.—For the course in methods of teaching Spanish, see p. 44.

MATHEMATICS.

These courses are designed to meet the needs of two classes of persons, teachers in service who wish to secure university credit as well as to qualify as teachers in the junior high school, and those students who may desire to do major work in mathematics for college credit.

Mathematics I. Advanced algebra, including a discussion of methods found desirable in teaching algebra in junior high school mathematics.
Quarter II. 60 hours (3 semester hours.)

Mathematics II. Solid and spherical geometry, with application and discussion of methods in teaching the subject as presented in junior high school mathematics.
Quarter III. 60 hours (3 semester hours.)

Mathematics III. Plane and spherical trigonometry, including discussion of methods of teaching such principles as are applied to junior high school mathematics.
Quarter IV. 60 hours (3 semester hours.)

PHYSICAL SCIENCE.

Chemistry.

A course of thirty-six weeks, consisting of three hours a week of lectures and two hours a week of laboratory work. In the first twelve weeks, the course will deal with the fundamental principles of chemistry and qualitative tests; in the twenty-four weeks following, the course will include the applications of chemistry to the subjects of fuels, foods and textiles.

Lectures, 108 hours (6 semester hours.)

Laboratory, 72 hours (1 semester hour.)

BIOLOGICAL SCIENCE.

Biology I. (For description, see p. 31.)

Quarters II and III. Lectures, 24 hours (1 semester hour.)
Laboratory, 36 hours (see below).

Biology II. (For description, see p. 31.)

Quarter III and IV. Lectures, 36 hours (2 semester hours.)
Laboratory, 24 hours (1 semester hour including Biol. I):

Biology III. (For description, see p. 31.)

Quarters II, III, IV. 60 lecture hours (3 semester hours.)

SPECIAL COURSES: SUMMER SESSION OF 1920.

Contemporary History.

A special course in contemporary history will be offered as a late afternoon class, from 3.00 P. M. to 4.00 P. M., daily. It will be open to all qualified regular professional students, to teachers in service and to others who may wish to enroll for regular attendance. (See p. 31 for a description of the course.)

Credit of 30 hours (1½ semester hours.)

Conference in English.

An opportunity will be given, daily, for teachers of English in elementary and intermediate schools, to meet with the head of the department of English in conference concerning the problems of teaching English as "functional" English, and the problem, also, of teaching English literature in the upper grades and in the intermediate, or junior high school.

Credit of 20 hours (1 semester hour.)

Elementary Industrial Arts.

This course will deal with the materials and methods used in the lower grades of the elementary school, and will be planned particularly to meet the desires of teachers who wish to carry the work on in accordance with the problem-project method. Eight hours a week of laboratory or shop work and two hours a week of study of the pedagogy of the work, will be required.

48 Laboratory hours (1 semester hour.)

12 Lecture hours (½ semester hour.)

34 Sketch Class. (To be formed, if sufficient enrollment.)

Home Economics.

In addition to the regular course of forty-eight hours in home making (see p. 38) and the course in sewing (see p. 39), opportunity will be given to students desiring it to assist in the teaching of cooking to classes of the training school.

Students desiring practice in cafeteria management will be given an opportunity to work with the manager of the school cafeteria, and to study methods of buying, accounting, management, etc.

Geography: Methods.

This course will deal with the methods and materials used in teaching geography in the seventh and eighth grades, with reference, also, to the problem of teaching geography in the intermediate school.

37 30 hours (1½ semester hours.)

Music: Methods.

This course will include general methods and material for grades 1-8. It is not designed to take the place of Music II and III, but, as an elective course, may be taken by teachers. Regular students may substitute this abridged course for Music II and III only by permission. For details, see Music IV, p. 35.

38 30 hours (1½ semester hours.)

Spanish: Teaching Methods.

This course will include the methods and materials suitable for the teaching of Spanish in the upper grades of the elementary school, or in the junior high school.

39 30 hours (1½ semester hours.)

Elementary School Curriculum: Observation of Methods.

To be arranged on individual programs.

Arithmetic: Methods, Lower Grades.

This course will be based chiefly on the new state text-book in arithmetic, and is offered for the benefit of teachers who wish to be prepared to use the text when it is put into the hands of their pupils in the school year 1920-1921.

40 30 hours (1½ semester hours.)

Arithmetic: Methods, Upper Grades.

This course, like course 41, will deal with the methods and materials found in the new state text. Both courses will also deal with the use of such tests as the Courtis and Studebaker tests.

41 30 hours (1½ semester hours.)

Rural School Physical Training.

This course is arranged to meet the daily needs of teachers in one and two-room rural schools. Women students should be provided with bloomers, middies and rubber-soled gymnasium shoes.

42 (Elective.) 30 hours (1 semester hour.)

ROSTER OF STUDENTS.**GRADUATES FROM APRIL 4, 1919,
TO JUNE 20, 1919.**

Adair, Myra Belle.....San Diego
Ames, Marjorie.....National City
Angle, Elizabeth.....Wilcox, Ariz.
Bevans, Mrs. Hazel Cobb.....Portland, Ore
Pond, Miriam.....Solomonville, Ariz.
Carlson, Florence Olivia.....Riverside
Colbern, Reba V.....Corona
Culp, Anne Rebekah.....Escondido
Dale, Helen.....Santa Ana
Day, Marguerite.....Winslow, Ariz.
Duff, Mildred Price.....Ione
Eddy, Sara.....Elsinore
Fallon, Mrs. Minnie.....San Diego
Fox, Angie Louise.....San Diego
Hall, Elizabeth.....National City
Harding, Emma Thayer.....San Diego
Hatch, Dorothy Lois.....Escondido
Hilliard, Irene G.....Shelley, Idaho
Hinkle, Mildred.....Pacific Beach
Keeney, Ellen.....San Diego
Kirk, Bessie Irene.....San Diego
Miller, Louise.....San Diego
Moore, Frances May.....San Diego
Moore, Mrs. Virginia.....Los Angeles
Otto, Myrtle Katherine.....San Diego
Pate, Mrs. Gertrude Owen.....San Diego
Paul, Beulah Anita.....Redlands
Philow, Maud.....San Diego
Rofe, Mrs. Marguerite E.....San Diego
Salisbury, Gladys V.....San Diego
Schnack, Esther.....Escondido
Simmons, Marguerite.....Escondido
Stead, Daisy Elizabeth.....Spring Valley
Thoren, Edna Louise.....San Diego
Tuckey, Ruby Lois.....Phoenix, Ariz.
Walter, Elizabeth.....La Mesa
Webster, Pauline E.....San Diego
Wilder, Ruth Talcott.....San Diego

GRADUATES AUGUST 8, 1919.

Akeley, Mary Zilda.....San Diego
Bradbury, Bettie.....Escondido
Bradshaw, Elsie.....San Diego
Brown, Lila M.....Los Angeles
Carpenter, Laura.....San Diego
Chase, Dorothy Renette.....San Diego
Contreras, Mrs. Maria.....San Diego
Fleming, Mabel.....Fallbrook
Foster, Cornelia.....San Diego
Glasscock, Ida D.....Los Angeles
McBride, Esther Clara.....Miami, Ariz.
McDonald, Ethel L.....San Diego
Marshall, Angela.....Phoenix, Ariz.
Ross, Mrs. Munn G.....San Diego
Van Horn, Electa Lucile.....Chula Vista

**GRADUATES FROM AUGUST, 1919,
TO FEBRUARY 9, 1920.**

Bradley, Ethel Grace.....National City
Butts, Hazel.....Elida, New Mexico
Callagy, Edith.....E. Bakersfield
Dozier, Mrs. Alberta.....Susanville
Felts, Mrs. Janet Edith.....Lemon Cove
George, Bessie Clara.....Somerton, Ariz.
Haberman, Margaret.....Cassville, Wis.
Hahn, Marie.....San Diego
Hall, Eldora Victorinne.....San Diego
Haubrich, Lucille.....Craig, Colo.
Holmboe, Mrs. Inez B.....San Diego
Johnson, Cora.....San Diego
Lutes, Edna.....San Diego
McRoberts, Elizabeth.....Miami, Ariz.
Nyberg, Lillian.....Fergus Falls, Minn.
Perman, Pearl.....Chula Vista
Ramser, Helen.....San Diego
Sampson, Florence.....St. Paul, Minn.
Schutte, Martha Wilhelmina.....Lakeside
Sparks, Florence Esther.....San Diego
Spileman, Hazel A.....San Diego
Stillians, E. Ruth.....Redlands
Torstenson, Elna.....San Diego
Wright, Mrs. Jessie Miller.....San Diego

**CANDIDATES FOR GRADUATION
MARCH 26, 1920.**

Allen, Mrs. Mattie Russell.....Campo
Bailey, Mary Ethel.....Coronado
Haubrich, Inez H.....Craig, Colo.
Herlihy, Mrs. Marjorie M.....San Diego
Lynn, Margaret.....Kahoka, Mo.
Marks, Alma.....Julian
Poole, Dorothy Anne.....National City
Premo, La Ventia.....Baraboo, Wis.
Reed, Mrs. Daisy Dodge.....San Diego
Rivers, Mrs. Lillian.....San Diego

HOME MAKING COURSE.

Graduate October 6, 1919.

Lunt, Mrs. Ulah.

**ENROLLED FOR VOCATIONAL
HOME MAKING COURSE.**

Anderson, Edna.....Coronado
Campbell, Mrs. Mattie.....San Diego
Drake, Zoe.....San Diego
Eisiminger, Mrs. E.....San Diego
Everly, Mrs. Nest.....San Diego
Georgia, Mrs. May.....San Diego
Hunter, Mrs. Anna.....San Diego
Martin, Mrs. Margaret.....San Diego
Prall, Mrs. Mary.....San Diego
Skinner, Mrs. Cora.....San Diego
Smale, Mrs. Adele.....San Diego
Wenrich, Mrs. Bessie.....San Diego

REGULAR STUDENTS, 1919-1920.

Alexander, Mary	Yuma, Ariz.	Knudtson, Mildred	La Mesa
Arnett, Ruby	Ontario	Kuhn, Miriam	San Diego
Austin, Ava	Sheridan, Wyoming	Kyle, Mrs. Minnie	San Diego
Beckwith, Grace	Escondido	Lankford, Mrs. Ida	San Diego
Bjornstad, Alice	San Diego	Lantis, Mrs. Belle	San Diego
Blackman, Phyllis	Washington, Ohio	Ledbetter, Wave	La Mesa
Bradt, Lila	San Diego	Lee, Ora	Tucson, Ariz.
Brazee, Norma	Phoenix, Ariz.	Lewis, Dorothy	San Diego
Brenneman, Mrs. Elizabeth	Albuquerque, N. M.	Lischner, Minnie	San Diego
Brewer, Marjorie	El Centro	Livett, Mrs. Ada C.	La Mesa
Bristol, Esther A.	San Diego	Longshore, Marian	San Diego
Brooksbank, Irma	San Diego	Loveland, Esther	Chula Vista
Bruning, Pleasant	San Diego	Lynch, Mrs. Berta	Coronado
Bryant, Deborah	Ontario	McCain, Geneva	San Diego
Busey, Callie	Memphis, Mo.	Mack, Carolyn	San Diego
Cavanaugh, Lorna	San Diego	McLeish, Beatrice	San Diego
Clark, Mary	San Diego	McMillen, May	Riverside
Clayton, Muriel	San Diego	McVey, Evelyn	Coronado
Click, Mildred	San Diego	Mardock, Opha	Escondido
Click, Myrtle	San Diego	Meacham, Mrs. Grace	San Diego
Coffman, Mary	Burbank	Miller, Fern	Lakeside
Coghlan, Marie	San Diego	Miner, Effie	San Diego
Conway, Catherine	East San Diego	Mitchell, Carrie	San Diego
Crane, Alice Lillian	San Diego	Montgomery, Dora	San Diego
Crosland, Mrs. Lessie	San Diego	Morrow, Rose	San Diego
Dalton, Frances	San Diego	Nesbitt, Nellie	Santee
Devine, Madeline	San Diego	O'Neal, Kathryn	San Diego
Donnelly, Louise	La Jolla	Pannell, Lucy	Escondido
Donnelly, Ruth	San Diego	Parmateer, Wilma	San Diego
Dyke, Dorothy	Imperial	Peck, Bess	San Diego
Edwards, Helene	San Diego	Perkins, Martha	San Diego
Flickinger, Mildred	San Diego	Poole, Dorothy	National City
Fox, Margaret	San Diego	Potter, Ethel	Julian
Freshman, May	Denver, Colo.	Prince, Bertha	Yuma, Ariz.
Gaddis, Jessie	San Diego	Pucher, Florence	San Diego
Gannon, Pansy	San Diego	Reed, Mrs. Daisy Dodge	San Diego
Grogan, Anna	San Diego	Rhein, Alma	San Diego
Guadagnini, Luigina	El Centro	Rinde, Helen	San Diego
Hall, Irene	Newcastle, Maine	Rivers, Lillian Black	San Diego
Hampton, Muriel	San Diego	Roberts, Margaret	Alhambra
Hansen, Karen	San Diego	Rudd, May Genevieve	Saltillo, Mexico
Harrah, Mildred	San Diego	Russer, Charlotte	Santa Ana
Harris, Beth	Oceanside	Sanford, Mrs. Zula	San Diego
Hartman, Lenore	San Diego	Sargent, Edith	San Diego
Heffner, Kate	Pasadena	Schueler, Elizabeth	San Diego
Heldring, Elizabeth	San Diego	Shann, Theodosia	San Diego
Henderson, Edith	San Diego	Sheldon, Ruby	La Verne
Henderson, Elmer A.	San Diego	Shepherd, Mrs. Emma	San Diego
Herlihy, Mrs. Marjorie	San Diego	Shepherd, Fannie	San Jacinto
Hildreth, Mrs. Beatrice	San Diego	Smith, Katherine	San Diego
Hitchcock, Mary	San Diego	Smith, Mrs. Laura	Grafton, Neb.
Holmes, Bessie	San Jacinto	Spencer, Pauline	Los Angeles
Horr, Emily	El Centro	Taylor, Mrs. Fanny	San Diego
Horton, Nell	San Diego	Taylor, Grace	Riverside
Hoy, Helen	San Diego	Toepfermann, Frieda	San Diego
Hughes, Mae E.	Portland, Ore.	Tracy, Bessie	Bluefield, W. Va.
Iams, Gertrude	San Diego	Tracy, Gertrude	Pomona
Jack, Edith	Farmington, Iowa	Varni, Rose	East San Diego
Jones, Thelma	Grossmont	Waring, Ellen D.	Emmett, Idaho
Kantz, Lucile	Santa Monica	Waters, Gwendolen	Chula Vista
Kelly, Emily	San Diego	Wheeler, Mildred	San Diego
King, Rachel	Chula Vista	Wintrow, Jeanne	San Diego
Kleinmid, Mrs. Ida	San Diego	Wolfe, Estelle	San Diego
		Young, Alice	San Diego

TEACHERS IN SERVICE. SUMMER SESSION, 1919.

Adams, Frances	Fuller, Avis
Aleutt, Alice	Gamsby, Lucy
Allen, May	Georgia, Alice Rose
Ambler, Olive	Goldsmith, Cornelia
Anderson, Mrs. Alfa Wood	Gorman, Kathryn
Anderson, Hulda	Gray, Clara
Anderson, Mildred	Green, Mrs. Winifred
Armijo, Estella	Griggs, Margaret
Bacon, Mrs. Jessie	Haag, Mrs. Roy
Barber, M. Ellen	Harper, Mrs. Ezura
Barnes, Mary	Harris, Myrtle
Bartlit, May	Hashinger, Margaret
Bell, Mrs. Gertrude	Henderson, Ethel
Bell, Ruth	Higginbotham, Barbara
Bernard, Marguerite	Holland, Alice
Bloch, Mrs. R. M.	Holland, Evelyn
Bolger, May	Holmes, Minnie
Bower, Mary	Horning, Mrs. Josephine
Brady, Grace W.	Houk, Florence
Brittain, Edith	Howieson, Mrs. Alida
Brittain, Lucy	Howland, Mrs. Beulah
Brown, Georgia	Huff, Alice
Brown, Mabel	Hunter, Keysey
Buckmaster, Emma	Jackson, Effie
Burnham, Hazel	Jamison, L. Maude
Carothers, Alva	Jaques, Lois
Carrey, Mary	Johnson, Eva
Cavanaugh, Doretha	Johnson, J. B.
Chase, Mrs. Della	Johnston, Grace
Chase, Helen E.	Johnston, Lucy K.
Christian, Mrs. Myrtle	Jones, Pauline
Churchill, Jeannette	Jones, Willis W.
Clark, Susie O.	Keiller, Annie
Clowes, Dorothy	Langley, Mrs. Marella
Ciendenon, Myrtle	Langridge, Ina B.
Coffeen, Almatie	Langston, Helen
Coleman, Ruth	Laughlin, Lida
Collier, Cecilia	Le Chien, Elizabeth
Colvin, Bess	Lewis, Jane
Copeland, Anna	Lieber, Ruth
Cornell, Helen	Lindberg, Rachel
Courtney, Alice	Link, Magdalen
Cover, Grace	Livingood, Anna
Cowden, Willa	Longwell, Fern
Creekmuir, Edda	Loops, Grace
Cross, Irvin	McBride, Bessie
Cushing, Marie	McBride, Della
Daniels, Mary	McCoy, Lela
Dieterle, Marguerite	McDermott, Lela
Dresser-Dressor, Mrs. Helen	McElrath, Eva
Drew, Ethel	McKee, June
Duffy, Laura	McKee, Maude
Dufur, Gladys	McKenzie, Mrs. Meta
Duncan, Frances	McMullen, Estella
Easley, Mrs. Julia	MacRae, Gertrude
Eddy, Latha	Mahoney, Agnes
Edgerton, Elsie	Marks, Fannie
Eggen, Anna	Marshall, Mrs. Florence
Estus, Mrs. Mary	Martin, Mrs. Stella
Ferbitz, Faith	Mayes, Maude
Filkin, Nina	Meaday, Ruth
Fink, Mamie	Merriam, Dorothy
Flint, Lucy	Merrill, Ruth
Fredendall, Laura	Merry, Mrs. Jessie
French, Lillian	Michael, Carolyn
Fulton, Bluebell	Michler, Lily
Fritz, Helen	Miller, Genevieve

Miller, Margaret
 Miller, Mrs. Mary
 Moody, Mildred
 Mulville, Mrs. A. B.
 Nelson, Eleanor
 Newton, Lenna
 Noben, Lillian
 Oliver, Margaret
 Orcutt, Mary
 Outcalt, Mrs. Adele
 Pace, Myrtle
 Packer, Ethel
 Parker, Kate O'Donnell
 Pease, Esther W.
 Phelps, Elsa
 Phelps, Virginia Ruth
 Pitman, Catherine
 Polly, Francis
 Price, Mrs. Flora
 Prouty, Mrs. Celia
 Rabitte, Katherine
 Raaf, Henrietta
 Rapp, Beryl
 Rapp, Mrs. Carrie
 Riggle, Genevieve
 Risser, Anna
 Risser, Elinor
 Roach, F. Madeline
 Ross, Pete W.
 Ryder, Ruth
 St. Clair, Ada
 Schellbach, C. H.
 Schroeder, Louise
 Schutte, Erna
 Shannon, Mary
 Sheldon, Edith

Shepherd, C. E.
 Sherwin, Harriet
 Shumate, Agnes
 Shumate, Mary
 Smith, Mrs. E. D.
 Spears, Emma
 Spencer, Mrs. Adeline
 Steere, Eva Louise
 Stephens, Madge
 Stevens, Jane
 Stewart, Mrs. Maud
 Stockton, L. Allen
 Strickler, Marie
 Taylor, Mrs. Lorena
 Thomas, C. I.
 Tidball, Mary
 Valentien, Mrs. A. M.
 Van Orshoven, Agnes
 Van Orshoven, Frances
 Von Gruenigen, Emma
 Walters, Evelyn
 Weber, Ada
 Weber, Martha
 Weller, Louise
 Wells, Lorena
 Westlund, Margit
 Whitehill, Olive
 Whitehill, Priscilla
 Wicklund, Nettie P.
 Wiese, Florence
 Williams, Hallie
 Williams, Ruth
 Williamson, Louise
 Williamson, Marianne
 Wilt, Mattie A.
 Winder, P. A.

SPECIAL STUDENTS, 1919-1920.

Adams, Mrs. J. P.
 Anderson, Esther
 Arnold, Grace
 Baker, Mrs. W. J.
 Baskerville, Mrs. E. R.
 Best, Mrs. Mattie E.
 Brown, Mrs. Azile
 Burton, Mrs.
 Clark, Mrs. A. B.
 Cook, Mrs. Frances
 Crandall, Alice
 Cutting, Delia
 Evans, Edith
 Ferguson, Christel
 Finn, Ruth
 Ford, Shirley
 Gelber, Helen
 Gose, Mrs. Frances M.
 Green, Mrs. Mary
 Grubel, Daisy
 Harvey, Mrs. Dorothy
 Jacobs, Ruby
 Johnston, M. E.
 Jones, Mrs. Florence
 Kidd, Mrs. Sadie
 Laidlaw, Helen
 McPetridge, Mrs. W. H.
 Marshall, Mrs. E. A.
 Mason, Mrs. Lucy Ord
 Mayes, Mrs. J. T.

Minchin, Ellen
 Morin, Sue
 O'Neill, Mrs. Anna
 Osgood, Ruth
 Parmateer, Mrs. A. E.
 Perkins, Jane
 Perkins, Mrs. W. B.
 Porter, Josephine Earl
 Prall, J. W.
 Reed, Mrs. Clyde
 Reed, Ethel P.
 Regan, Ella
 Riggle, F. Gardner
 Rohde, Helen
 Schirm, Mrs. Louis
 Seymour, Mrs. Ida
 Shenk, Mrs. Elmer
 Sobotka, Rose
 Stevenson, Mrs. J. F.
 Strickler, Nancy
 Titus, Lela J.
 Tool, Mrs. S. M.
 Traggardh, Mrs. Rachel
 Watson, Mrs. M. V.
 Whipple, W. E.
 White, Mrs. Mary
 Wilson, Mrs. Edith
 Wilson, J. F.
 Young, Mrs. Ella