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# State Normal School of San Diego

Volume Nine

BULLETIN

No. 1

## ANNOUNCEMENTS

OF THE  
SAN DIEGO, CALIFORNIA  
STATE COLLEGE LIBRARY

# Summer School

# 1921

FOR

1. *Methods and Demonstration for Class Room Teachers*
2. *Credit Toward Graduation, Regular Diploma Course*
3. *Completion of Certificates for Intermediate School Teaching*
4. *Collegiate Courses*
5. *Preparation for Special Subjects*
6. *Special Work in Dramatics*
7. *The State Program in Physical Education*

### SUMMER QUARTER

*Term I. June 27 to August 5 (6 weeks)*

*Term II. August 8 to September 2 (4 weeks)*

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*Published Quarterly by the State Normal School of San Diego*  
*SAN DIEGO, CALIFORNIA*

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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 Vocational Home 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 Dezaley, Lausanne, Switzerland; at Chicago Art Institute; at New York School of Art; pupil of W. J. Whittemore, of New York; pupil of Mrs. Butterworth, of New York; instructor, State Normal School of San Diego. (Appointed July 1, 1916.)

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

VINNIE B. CLARK - - - - - Geography  
A.B., University of Wisconsin; graduate student, University of Chicago; assistant in geography, University of Wisconsin; Oak Park, Ill., High School 1913-1914. (Appointed September 1, 1914.)

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

AGNES MOORE FRYBERGER - - - - - Music  
Assistant Supervisor of public school music, Minneapolis, Minnesota, 1911-1920; Instructor in public school music, University of Minnesota, 1918-1920.

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.)

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.)

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.)

EDITH WENGEL - - - - - Head Department Home Economics  
B. S. University of Wisconsin; Instructor Home Economics, University of Wisconsin, 1917-1920; Research work, Department Home Economics, Washington, D. C. (Appointed September, 1920.)



**SPECIAL LECTURERS.**

- H. C. JOHNSON, M.A. - - - - - *School Supervision*  
Superintendent City Schools, San Diego.
- F. F. MARTIN, M.A. - - - - - *Rural School Problems*  
Superintendent City Schools, San Diego.
- LEO COOPER - - - - - *Dramatics*  
Dramatic Reader at Greek Theatre, University of California, 1916.
- IDA E. FISHER, B.A. - - - - - *Music*  
Supervisor of Music in the Schools of New York City; Lecturer on public school music, College of the City of New York.
- BESSIE ELLA HAZEN, B.A. - - - - - *Fine Arts*  
Instructor in Art, University of California, Southern Branch.
- WILLIAM L. NIDA, Ph.B. - *Class Management, The Curriculum*  
Principal Florence School, San Diego.
- C. E. PETERSON - - - - - *Physical Education*  
Physical Director, Edison School, Berkeley; Assistant, University of California, 1920.
- J. L. STOCKTON, Ph.D. - - - - - *Education*  
Principal Training School, State Normal School of San Jose.
- BESSIE B. WENRICH - - - - - *Sewing and Millinery*  
Instructor, San Diego High School.

**SUMMER QUARTER.**

**CONCERNING REGISTRATION.**

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

- 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, 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 27 to August 6, 1921.

Class work should begin promptly on Monday, June 27, and registrants should report Friday and Saturday, June 24 and 25, 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. 12, 19. Courses marked with the asterisk (\*) are continued in the next period.

Subject	Number of course	Instructor
<b>Period I—8:00-8:50 (Mon. 8:00-8:45):</b>		
Education I.B. (daily).....	2	Mrs. Bell.
Education IV.A. (daily).....	8	Mr. Martin.
Education IV.B. (M., T., W., Th.).....	9	Mr. Nida.
*Woodwork I. (daily).....	36	Mr. Scudder.
Penmanship (daily).....	47	Miss Smith.
Theory and Practice, Physical Training (daily).....	21	Phys. Ed. Staff.
Human Geography (daily).....	12	Miss Clark.
*Food Study (M., W., F.).....	40	Miss Wengel.
Art I. (daily).....	27	Miss Hazen.
Spanish I. (daily).....	51	See note.
<b>Period II—8:55-9:45 (Mon. 8:50-9:35):</b>		
Contemporary History (daily).....	17	Mr. Bliss.
Education I.A. (T., W., Th., F.).....	1	Miss Besley.
Food Study (continued) (T., Th.).....	40	Miss Wengel.
*Art II. (daily).....	28	Miss Hazen.
Folk Dancing (M., W., F.).....	24	Phys. Ed. Staff.
Special Day Programs, Phys. Ed. (T., Th.).....	23	Phys. Ed. Staff.
Elementary School Athletics (daily).....	20	Phys. Ed. Staff.
*Music I. (daily).....	31	Miss Fischer.
Woodwork I. (continued) (daily).....	36	Mr. Scudder.
Geography of Europe (daily).....	13	Miss Clark.
Spanish I. (daily).....	51	See note.
<b>Period III—9:50-10:40 (Mon. 9:40-10:25):</b>		
Americanization Through Home Econ. (daily).....	45	Mrs. Coldwell.
Education I.B. (I) (M., W., Th., F.).....	5	Miss Besley.
Primary Games (T., Th.).....	18	Phys. Ed. Staff.
Advanced Games (M., W., F.).....	19	Phys. Ed. Staff.
*Music II. (daily).....	32	Miss Fischer.
*Woodwork II. (daily).....	37	Mr. Scudder.
*Advanced Dietetics (daily).....	41	Miss Wengel.
Art II. (continued) (daily).....	28	Miss Hazen.
Elem. Industrial Arts II. (daily).....	35	Miss Benton.
*Education V. (M., T., W., Th.).....	10	Mrs. Bell.
<b>Period IV—10:45-11:35 (Mon. 10:30-11:15):</b>		
Social Economics (daily).....	16	Mr. Bliss.
Primary Geography (T., W., Th., F.).....	11	Miss Clark.
Agric. Nature Study (daily).....	38	Mr. Skilling.
State Program in Phys. Ed. (daily).....	22	Phys. Ed. Staff.
*Music III. (daily).....	33	Miss Fischer.
Woodwork II. (continued) (daily).....	37	Mr. Scudder.
Advanced Spanish (daily).....	49	See note.
Advanced Dietetics (continued) (daily).....	41	Miss Wengel.
Art Methods II. (M., W., Th., F.).....	30	Miss Benton.
Costume Appreciation (M., T., W., Th.).....	29	Miss Hazen.
*Dramatics.....	48	Mr. Cooper.
Education V. (continued) (M., T., W., Th.).....	16	Mrs. Bell.
<b>Period V—11:45-12:15 (Mon. omitted):</b>		
Dramatics (continued).....	48	Mr. Cooper.
Spanish Methods (T., W., Th., F.).....	50	See note.
Penmanship Methods (T., W., Th.).....	47	Miss Smith.
Periodical (Current) Literature (T., W., Th., F.).....	15	Mr. Outcalt.



Subject	Number of course	Instructor
Period VI—1:00-1:50 (daily):		
School Law and Admin. (daily).....	7	Mr. Hardy.
Education II.B. (2) (daily).....	6	Miss Besley.
Education II.A. (1) (daily).....	3	Miss Townsend.
*Literature IV. (daily).....	14	Mr. Outcalt.
*Sewing (T., Th.).....	42	Mrs. Wenrich.
*Millinery (M., W., F.).....	43	Mrs. Wenrich.
*Agriculture (daily).....	39	Mr. Skilling.
*Elem. Industrial Arts II. (daily).....	34	Miss Benton.
Typing I. (daily).....	46	Miss Adams.
*Seminar in Home Economics (daily).....	44	Mrs. Coldwell.
Period VII—1:55-2:45 (daily):		
Education II.A. (2) (daily).....	4	Miss Townsend.
Literature IV. (continued) (daily).....	14	Mr. Outcalt.
Sewing (continued) (T. and Th.).....	42	Mrs. Wenrich.
Millinery (continued) (M., W., F.).....	43	Mrs. Wenrich.
Agriculture (continued) (daily).....	39	Mr. Skilling.
Elem. Industrial Arts II. (continued) (daily).....	34	Miss Benton.
Typing II. (daily).....	46	Miss Adams.
Seminar, Home Econ. (continued) (daily).....	44	Mrs. Coldwell.
Post Session Period—3:00-4:30:		
Phys. Edu.: Rowing, Swimming, Tennis, etc.....	25, 26	
Dramatics: Rehearsals, Production of Plays, etc....	48	

NOTE.—The courses in Spanish will be offered only if there are sufficient registrations to warrant them.

### COURSES AVAILABLE FOR COLLEGE CREDIT.

Offered in Term I, June 27 to August 5, 1921.

Subject	Number of course	Period	Credit*
Human Geography .....	30	I.	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	III.	1.5

\*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.

Students interested in obtaining college credit for the courses listed in history, sociology, literature and geography, and for the courses in Spanish (to be offered if a sufficient number register), will find that these subjects have been so placed in the schedule of courses as to avoid conflicts, in most instances.

### PROGRAM OF THE TRAINING SCHOOL CURRICULUM.

The training school will be in session throughout the period of Term I (June 27–August 5), and will be open for observation of the regular class work of the eight grades of the elementary school from 9:30 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, except as previously arranged

### PROGRAM OF COURSES—TERM II.

Term II: August 8 to September 2 (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 .....Educational Measurements.
- Seminar II—10.00–11.00—Mr. Stockton.....The Problem-Project.
- Seminar III—11.00–12.00—Miss Besley.....Education.

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.



## BRIEF DESCRIPTION OF THE COURSES.

### EDUCATION.

#### 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.

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. General psychology a prerequisite.

30 hours (1½ semester hours.)

#### Education IIA (1)—Primary-School Methods: Reading, Phonics, etc.

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.

30 hours (1½ semester hours.)

#### Education IIA (2)—Primary Language, Literature, Story Telling, etc.

In this course for teachers in the primary grades, special attention will be given to literature and story telling.

30 hours (1½ semester hours.)

#### Education IIB (1)—Upper Grade Methods: Arithmetic, The State Texts.

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

30 hours (1½ semester hours.)

#### Education IIB (2)—Upper Grade Methods: Language, Literature, etc., including Projects.

In this course for teachers in the upper grades, the language-literature subjects, and projects growing out of them, will be presented and discussed.

30 hours (1½ semester hours.)

#### Education III—School Law.

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

36 hours (2 semester hours.)

#### Education IVA—Rural School Problems.

The distinct purposes of this course are:

To discover what is being done to ameliorate rural conditions.

To ascertain the part the school should take in this work.

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.

30 hours (1½ semester hours.)

#### Education IVB—Class Management.

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—Educational Measurements.

The introduction to this course will include a brief background in study of the method and results of intelligence testing. This will be followed by study of the best tests in the elementary school subjects, with practice in giving, scoring, tabulating and interpreting results, and with emphasis upon better grading, grouping and teaching of children.

60 hours (3 semester hours.)

### GEOGRAPHY; LITERATURE; HISTORY; SOCIOLOGY.

#### 11 Primary Geography.

This course will deal with materials and methods suited to the second, third, and fourth grade.

30 hours (1½ units.)

#### Human Geography.

This course will be based on Huntington's and Cushing's new book "Principles of Human Geography" and will consider man's reaction to his physical environment.

30 hours (1½ units.)

#### Geography of Europe.

The purpose of this course is to familiarize teachers with the present European situation as a preparation for teaching Europe in the elementary grades.

30 hours (1½ units.)



**Literature IV. (World Literature.)**

14 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.)

**Current Literature.**

15 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.

15 hours (1 semester hour.)

**Social Economics.**

16 This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology.

30 hours (1½ semester hours.)

**Contemporary History.**

17 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.

30 hours (1½ semester hours.)

**PHYSICAL EDUCATION.**

Courses offered during the summer term are especially arranged to meet the varying needs of teachers in service.

18 Gymnasium suits and shoes required in courses 19, 20, 21, 23 and 24. Suits for men consist of white trousers, soft shirt, small tie, and white gymnasium shoes. The women use one piece suits or dark bloomers and white middies, with white gymnasium shoes.

**Primary Games.**

Dramatic games, singing games and games of skill. Demonstration, reference reading and lecture.

12 hours (½ unit.)

**Theory and Practice of Upper Grade Games.**

19 Gymnastic games for the elementary school, not including the highly organized athletic games. Presentation through class play, lecture and collateral reading.

18 hours (1 unit.)

**Theory and Practice of Elementary School Athletics.**

20 A course designed to instruct teachers in the rules, methods of presenting and the coaching of school athletics. The following will be considered: Indoor Baseball (playground ball); Basket Ball (boys); Soccer; Hand Ball; and Track Events. Members of the class participate actively except when occasional demonstration with children's classes occur. Notebooks required.

30 hours (1½ units.)

**Theory and Practice of Physical Training.**

21 Material is developed to familiarize the teacher with exercises for posture training as well as those necessary for general physical development. Much time is spent in drill to secure correct execution. The technique of lesson construction and training in the use of the fundamentals of physical training activities are emphasized.

30 hours (1 unit.)

**Study of the State Program of Physical Education.**

22 A consideration of the actual materials and methods used under the present state program. Physical training activities for all grades of the elementary school are studied with the State Manual of Physical Education as text. The subject is developed by means of lectures, discussions, assigned readings and demonstrations with children's classes. "Stunts" and "Decathlon Events" are given particular attention.

30 hours (2 units.)

NOTE—Courses 21 and 22 make a strong combination.

**Physical Training and the Special Day Program.**

23 Possible contributions of the physical training classes to school programs for such days as Flag Day, May Day, Thanksgiving, etc. Appropriate drills and exercises, dances characteristic of certain countries or typical of periods and festivals such as Morris Dance, May pole winding, Indian, English, Dutch and Italian dances.

Amount of material covered to be determined by the ability of the class.

12 hours (½ unit.)

**Folk Dancing.**

24 A series of folk dances suitable for the grades. As much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is for teachers only. Notebooks required.

Material previously given in this course will not be repeated.

18 hours (1 unit.)



The following courses are open only to students enrolled in other courses of the summer session.

**Swimming.**

Classes for beginners will be organized, all fees to be paid at the tank. Credit will be given only for certain definite achievement, arrangements for which must be made with the Physical Director within the first two weeks. Bulletin board announcements will furnish particulars. One lesson per week, followed by necessary practice (1/2 unit.)

**Tennis.**

For students wishing to learn to play tennis an instructor will be provided by appointment only. To be arranged for during the first week of the session. Credit based on time and accomplishment. 18 hours (1/2 unit.)

**Rowing.**

Regular rowing in the school barges will be arranged for those students interested in this form of athletics. A competent instructor and coach is always with the crews. All applicants should be able to swim. No credit.

**Social Dancing.**

A class for beginners meeting twice a week at 3:30 o'clock will be organized if enough applications are received during the first three days of the session. Students pay the fee for instruction.

NOTE—The bulletin boards will give full information regarding Swimming, Rowing, Tennis and Social Dancing.

**FINE ART; MUSIC.**

**Art I.**

27 A course in art structure, adapted to the special needs of teachers in a study of the elements of design. 30 hours.

**Art II. (Advanced Applied Design.)**

28 Advanced work in design, applied through block printing, mono-printing, tie-dyeing, batik, painting, etc. It also includes principles applied to lettering and posters. Prerequisite, Art. I. 60 hours.

**Costume Appreciation.**

29 A lecture course, illustrated by lantern slides and other means. 30 hours.

**Art Methods II.**

30 A lecture course, with demonstrations from the work of the eight grades of the elementary school. 30 hours.

**Music I.**

31 An elementary course in methods, emphasizing the work of the lower grades. 30 hours.

**Music II.**

32 A more advanced course in methods, with special reference to the problems of the upper grades. 30 hours.

**Music III.**

33 Either a course in music appreciation, or a coach class in the elements of music, according to the needs of the group. 30 hours. 2

**INDUSTRIAL ARTS.**

**Elementary Industrial Arts I.**

Deals with the forms of industrial art practical in the first four grades. 34 The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, simple binding and work in clay and wood, all given in their relations to other subjects and human needs. 60 hours.

**Elementary Industrial Arts II.**

35 A course similar to the above, but with projects suitable to grades five to nine. 30 hours.

**Woodwork I.**

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 place of manual training in the curriculum, simple courses of study and equipment for beginning the work are discussed. 60 hours (1 semester hour.)

**Advanced Woodwork II. Prerequisite, Industrial Arts I, Woodwork I.**

37 Tool operations and the application of structural 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 demonstration. 60 hours (1 semester hour.)

**Agricultural Nature Study.**

38 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. of 1921.

#### 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.

39

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 1921.

### HOME ECONOMICS.

#### Food Study.

40 A course designed to give the classification of foods, their composition and preparation. (No prerequisites.)

30 hours.

#### Advanced Dietetics.

41 Application of the principles of Dietetics to various abnormal conditions of the digestive tract.

Prerequisites: General Chemistry, Science of Foods, Elementary Dietetics.

60 hours.

#### Sewing.

42 This course is planned especially for teachers in the elementary schools. It covers methods of teaching, use of paper patterns, application of hand and machine work to undergarments, waists of various types and simple dresses. Darning, patching, embroidery. Students must provide material subject to approval of instructor.

24 hours.

#### Millinery.

(Class limited to twenty.)

43 The course includes practice in the making and covering of buckram and wire frames, the making of silk, ribbon, and organdie flowers, bows and other trimmings.

Talks on hat fashions, costs, and suitability will be given.

36 hours.

#### Seminar.

Arranged for students of Vocational Home Economics.

44 It includes study of the home and school plant, economics of the household and the place of Home Economics in Education.

60 hours.

### Americanization Through Home Economics.

45 This course deals with the fundamental ideals of the home as a basis for teaching American citizenship.

Typing and Penmanship.

30 hours.

### Typewriting I and II.

46 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 1921.

### Penmanship.

47 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 1921. <sup>1/2</sup>

### DRAMATICS.

This course, to be given by Mr. Leo Cooper, an experienced actor, reader and producer of plays, is placed in the fourth and fifth periods of the daily program, from 10:45 to 12:15 a.m., in order that in the afternoon post-session period, 3:00 to 4:00 p.m., time for rehearsals may be secured.

48 Mr. Cooper has distributed the work as follows:

Mondays—Voice and Reading: Includes gymnastics, breathing exercises and drill, and their application.

Tuesdays—Pantomime and Stage Technique: Includes gesture, expression, stage business, etc.

Wednesdays—Dramatic Expression: Includes exercises to develop blending of voice and action.

Thursdays—Rehearsal of plays for production of three one-act plays.

Fridays—Reading of great modern plays.

### SPANISH.

Courses in Spanish, including work for beginners, for students who have had the equivalent of at least one year of work, and a course in methods of teaching Spanish, will be offered if a sufficient number of students register. Address your inquiry to—

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