

STATE TEACHERS COLLEGE OF SAN DIEGO

Volume Ten

BULLETIN

No. 1

Announcement of Courses

SUMMER SESSION of 1922



JUNE 26 to AUGUST 4

Methods and Demonstrations for Classroom Teachers
Regular Diploma Course with Credit toward Graduation
Collegiate Courses
Courses in Special Subjects
The State Program in Physical Education
The State Program in Geography
The State Program in Arithmetic

Published Quarterly by the State Teachers College of San Diego
SAN DIEGO, CALIFORNIA

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CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1922

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Superintendent of Public Instruction and
ex officio Director of Department of Education, State of California.

Curriculum.

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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.)

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.)

GERTRUDE LAWS - - - - -
Director of Education, Practice Teaching and Supervision
Graduate, State Normal School, San Diego; B.A., Stanford University;
departmental teacher, city schools of San Diego; class supervisor and princi-
pal of training school, State Normal School of San Diego; director of
education, including practice teaching and supervision, State Teachers Col-
lege of San Diego, 1921. (Appointed September 1, 1913.)

CAROLINE I. TOWNSEND - - - - - *Director of Primary 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 - - - - -
Director of Tests and Measurements
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; graduate student, Stanford Uni-
versity, 1919-1920. (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.)

KATHERINE E. CORBETT - - - - - *Class Supervisor*

B.Pd., Michigan State Normal School; B.S. and A.M., Teachers College, Columbia University; public school teacher for seven years; special teacher in Americanization courses; training supervisor four years in Kent State Normal College, Ohio. (Appointed July 1, 1921.)

KATHERINE COX - - - - - *Vocational Home Economics*

A.B., Stanford University; graduate student at State Teachers College at San Jose, State Teachers College of Santa Barbara, University of California, Stanford University Hospital and with Dr. Emerson; instructor in California schools, ten years; at State Normal School, Cheney, Washington, one year. (Appointed September 1, 1921.)

*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.)

MARY LOUISE FIELD - - - - - *Class Supervisor*

Graduate Los Angeles State Normal School; A.B., Stanford University; professional study at University of California and Columbia University; public school teacher, five years; critic teacher at State Normal School, Cheney, Washington, one year. (Appointed July 1, 1921.)

EDITH C. HAMMACK - - - - - *Class Supervisor*

Graduate State Normal School of San Diego; professional study at University of California; public school teacher, five years. (Appointed September 1, 1910.)

*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.)

WILLIAM L. NIDA - - - - -

Principal of Training School and Appointment Secretary

Ph.B., Ohio State University; graduate student, University of Chicago; principal of Ohio high schools, nine years; superintendent of schools, seventeen years, Illinois. (Appointed July 1, 1921.)

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; graduate student, Stanford University, 1921-1922. (Appointed September 1, 1912.)

CHARLES E. PETERSON - - - - - *Physical Education*

Student at Oregon Agricultural College, the University of California and the State Normal School of San Diego; student two years under Robert Krohn; director of playgrounds, Y. M. C. A. physical education, physical education and recreation in United States Army camps; instructor, Edison Junior High School, Berkeley, California; instructor, State Normal School of San Diego. (Appointed July 1, 1921.)

MABEL M. RICHARDS - - - - - *Arithmetic and Class Supervisor*

A.B. and A.M., University of Missouri; graduate student, University of Southern California; rural school, city school and high school teacher; city superintendent of schools, six years; supervisor of mathematics, Training School, State Teachers College, Warrensburg, Mo.; director in Demonstration School, Northeast Missouri State Teachers College, two years. (Appointed September 1, 1921.)

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.)

*On leave of absence, summer of 1922.

SPECIAL LECTURERS AND INSTRUCTORS.

Summer Session, 1922.

H. C. JOHNSON, M.A. - - - - The Junior High School
Superintendent city schools, San Diego.

ADA YORK - - - - School Law and Administration
County Superintendent Schools, San Diego.

A. P. SHIBLEY - - - - Rural School Problems
District Superintendent, El Centro, California.

IDA E. FISCHER, 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.

MRS. PAULINE R. LAUBER - - - - Sewing and Millinery
Instructor, San Diego High School.

LENA E. PATTERSON, A.B. - - - - Fine Art
Formerly Professor of Fine Arts, State Teachers College, Kirksville, Mo.

FRANCES THERESA RUSSELL, Ph.D. - English Literature
Assistant professor of English, Stanford University.

PERCY A. MARTIN, Ph.D. - - - - History
Associate professor of European history, Stanford University.

- - - - - Nature Study

CONCERNING REGISTRATION.

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

- First—From the San Diego State Teachers College.....April 1 to June 10
Second—From other California State Teachers Colleges..April 1 to June 10
Third—California teachersApril 1 to June 24
Fourth—Teachers from other states.....April 1 to June 24
Fifth—Special studentsApril 1 to June 24

Teachers from other states and special students who register, will
be notified on or before June 11, should it be necessary to close registra-
tion on that date. A deposit of \$1.50, 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.

The regular courses of the professional curriculum will be offered, and
the model and training school will be in session.

The courses are 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.

Fees.

Table with 2 columns: Fee description and Amount. Rows include: Registration fee (covers all courses) \$10 00; Fees for materials at actual cost; Student body lecture fee 1 50; (Total fees will not exceed \$15.00.)

THE PROGRAM FOR THE SUMMER SESSION.

June 26 to August 4, 1921.

Class work should begin promptly on Monday, June 26, and registrants should report Friday and Saturday, June 23 and 24, 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	7:55- 8:45	7:55- 8:50	V	Assembly 11:30-12:15	12:00-12:30
II	8:50- 9:40	8:55- 9:50	Inter- mission	12:15- 1:00	12:00- 1:00
III	9:45-10:35	9:55-10:50	VI	1:05- 2:00	1:05- 2:00
IV	10:40-11:25	10:55-11:50	VII	2:05- 3:00	2:05- 3:00
Training School Monday	I 8:20- 8:50	II 8:55- 9:40	Recess 9:40-9:50	III 9:50-10:35	IV 10:40-11:25
Training School Tuesday, Wednesday, Thursday, Friday	8:20- 8:50	8:55- 9:50	9:50-10:00	10:00-10:50	10:55-11:50

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. Six groups of children, representing the first six grades of the elementary 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. 11-20. Courses marked with the asterisk (*) are continued in the next period.

Subject	Course number	Instructor
Period I—7:55-8:50 (Mon. 7:55-8:45):		
Education IV.A. (daily).....	4	Mr. Shibley.
Education IV.B. (daily).....	5	Miss Laws.
*Woodwork I. (daily).....	44	Mr. Scudder.
Penmanship (daily).....	53	Miss Smith.
Education III. (daily).....	3	Miss York.
Art I. (daily).....	35	Miss Patterson.
*Spanish I. (daily).....	55	See note.
Elementary School Athletics (daily).....	25	Mr. Peterson.
Education II.B. (daily).....	2	Mrs. Bell.
Geography III. (T., Th., F.).....	17	Miss Clark.
*Cookery (daily).....	48	Miss Cox.
Period II—8:55-9:50 (Mon. 8:50-9:40):		
Education X. (T., Th., F.).....	12	Miss Smith.
*Art II. (daily).....	37	Miss Patterson.
Upper Grade Games (M., W., F.).....	26	Miss Tanner.
Primary Grade Games (T., Th.).....	27	Miss Tanner.
Woodwork I. (continued) (daily).....	44	Mr. Scudder.
Spanish I. (continued) (daily).....	55	See note.
Education VI. (daily).....	8	Miss Laws.
The Poetry of Robert Browning (daily).....	20	Dr. Russell.
Geography A. (daily).....	15	Miss Clark.
Cookery (continued) (daily).....	48	Miss Cox.
Home Economics in the rural school (M., T., W., Th.).....	47	Mrs. Coldwell.
Period III—9:55-10:50 (Mon. 9:45-10:35):		
Education XII. (W., Th., F.).....	14A	Miss Richards.
Art II. (continued) (M., W., F.).....	37	Miss Patterson.
*Woodwork II. (daily).....	45	Mr. Scudder.
Elementary Industrial Arts I. (daily).....	42	Miss Benton.
Education VII. (daily).....	9	Mrs. Bell.
Class Athletics (M., W., F.).....	28	Mr. Peterson.
Basketball Coaching (T., Th.).....	31	Mr. Peterson.
Social Hygiene (T., Th.).....	34	Mrs. Coldwell.
A Course in Essay Reading (M., W., F.).....	22	Dr. Russell.
A Course in Essay Writing (T., Th.).....	21	Dr. Russell.
Geography II. (daily).....	16	Miss Clark.
Cookery (Salads) (T., W., Th.).....	49	Miss Cox.
Period IV—10:55-11:50 (Mon. 10:40-11:25):		
Nature Study (daily).....	46	-----
Theory of Physical Education (daily).....	29	Miss Tanner.
Woodwork II. (continued) (daily).....	45	Mr. Scudder.
Spanish II. (daily).....	56	See note.
Art Methods (daily).....	36	Miss Benton.
Art IX. (daily).....	38	Miss Patterson.
Education VIII. (daily).....	10	Mrs. Bell.
History of Mexico and the Caribbean (M., W., F.).....	24	Dr. Martin.
Music III. (daily).....	41	Miss Fischer.
Period V—12:00-12:30 (omitted Monday):		
Methods of Teaching Penmanship (T., W., Th.).....	54	Miss Smith.
Periodical (Current) Literature (T., W., Th., F.).....	18	Mr. Outcault.
Applied Formal Activities—Physical Edu. (daily).....	30	Mr. Peterson.

SCHEDULE OF COURSES—Continued.

NOTE—The numbers refer to the descriptions of the courses. See pp. 11-20. Courses marked with the asterisk (*) are continued in the next period.

Subject	Course number	Instructor
Period VI—1:05-2:00 (daily):		
History of South America (M., W., F.)	23	Dr. Martin.
Education II.A. (daily)	1	Miss Townsend.
Recent American Literature (daily)	19A	Mr. Outcault.
Music II. (daily)	40	Miss Fischer.
*Millinery I. (daily)	51	Mrs. Lauber.
*Elementary Industrial Arts II. (daily)	43	Miss Benton.
Social Ethics in the Elem. School (M., T., W.)	57	Mrs. Coldwell.
Anatomy and Kinesiology (daily)	32	Miss Tanner.
Education V.B. (Children's Literature) (T., Th., F.)	7	Miss Corbett.
Arithmetic (M., T., W.)	14B	Miss Richards.
Period VII—2:05-3:00:		
Education V.A. (Story Telling) (M., W., F.)	6	Miss Townsend.
Backgrounds of American Literature (M., W., F.)	19B	Mr. Outcault.
Sewing (daily)	50	Miss Cox.
Millinery II. (daily)	52	Mrs. Lauber.
Elem. Industrial Arts II. (continued) (daily)	43	Miss Benton.
Informational Hygiene (M., W., F.)	33	Miss Tanner.
Education IX. (M., W., F.)	11	Miss Corbett.
Education XI. (daily—4 weeks)	13	Mr. Nida.
Music I. (daily)	39	Miss Fischer.

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

Courses Available for College Credit.

Subject	Number of course	Period	Units
Spanish—Beginning (see note above)	55	I. and II.	3.0
Spanish—Advanced (see note above)	56	IV.	2.0
Poetry of Browning	20	II.	2.0
Essay Writing	21	III.	2.0
Essay Reading	22		
Human Geography	15	II.	2.0
Geography of United States	16	III.	2.0
History of Mexico	24	IV.	1.5
History of South America	23	VI.	1.5
American Literature	19A	VI.	1.5
American Literature	19B	VII.	1.5

NOTE—The courses in pedagogy and many of the special courses in subject matter are also available for college credit in the curricula in education leading to the bachelor's degree.

Students interested in obtaining college credit for the courses listed in history, 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 conflict, in most instances.

The training school will be in session throughout the period of June 26th to August 4th, and will be open for observation of the regular class work of the six grades of the elementary school from 8:30 a.m. to 12:00 m. daily, with frequent special demonstrations arranged for special conference and demonstration periods. *Because of this arrangement, practice teaching can not be offered in the summer session to candidates for the diploma of the college, except as previously authorized.*

BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

EDUCATION AND PSYCHOLOGY.

Education II—Psychology of the Elementary School Curriculum, and the Problem-Project Method.

A brief study of the mental processes which are developed in learning the elementary school subjects. Collateral readings, class observations and demonstration lessons, with reports, will be required of all students. These courses will include a discussion of the problem-project method and of the advantages to the learner of the organization of study around a large central topic or interest.

- 1 A. Primary 30 hours (2 units).
- 2 B. Elementary 30 hours (2 units).

Education III—School Law.

- 3 School administration as it affects the teacher, including her relations to administrative officers—school law of California. 30 hours (2 units).

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 observations 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.
- (Elective) 18 hours (1 unit).

Education IVB—Class Management.

- 5 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. 30 hours (2 units).

Education V—Primary Education (Advanced).

- 6 A. Story Telling 18 hours (1 unit).
- 7 B. Children's Literature 18 hours (1 unit).

Education VI—Pedagogy of the Problem-Project Method.

A discussion of the advantages to the learner of the organization of study around a large central topic or interest. This course may be offered as a part of Education II.

30 hours (2 units).

Education VII—Intelligence Testing: Theory and Practice.

A brief review of the history and rationale of intelligence testing is followed by a discussion of the Stanford revision of the Binet-Simon test, with demonstration and practice.

The best group tests of intelligence are discussed and demonstrated. Experience in giving, scoring, and interpreting results is required.

(Elective) 30 hours (2 units).

Education VIII—Achievement Tests: Theory and Practice.

A brief study of the best tests in the elementary school subjects which have been standardized. Practice in giving, scoring, tabulating and interpreting results.

Emphasis in this course is laid upon the significance of a diagnosis in relation to problems of grading, grouping and teaching.

(Elective) 30 hours (2 units).

Education IX—English for Foreign-born Children.

This course will deal with the language difficulties of foreign-born children, and will present the best methods of solving them.

18 hours (1 unit).

Education X—Reading—Upper Grades.

A course in reading and literature for the upper grades. Emphasis is put upon the formation of good silent reading habits for mastery of thought and for speed, and upon the formation of literary taste.

18 hours (1 unit).

Education XI—Americanization Through History and Civics.

A course on the development of the qualities and ideals of American citizenship through history and civics. The socialized recitation, student leadership, including simple parliamentary law practice for student bodies or civic clubs, will be included.

20 hours (1.3 units).

Education XII—Arithmetic (Methods).

A discussion of the applications of psychology and experimental education to the teaching of arithmetic, together with study and observation of the newer methods as used under ordinary class room conditions.

18 hours (1 unit).

Education XII—Arithmetic (Material).

A course in the subject matter of the arithmetic of the upper grades, with particular attention to the problem of reorganization of the content of the curriculum.

18 hours (1 unit).

GEOGRAPHY, LITERATURE, HISTORY.

Geography A. (Human Geography.)

This course is based on "Principles of Human Geography" by Huntington and Cushing. It considers the effect of location, land forms, bodies of water, soil, minerals and climate on individuals, nations and races. It provides a review of the principal topics in world geography.

30 hours (2 units).

Geography II. (United States.)

This course will include an intensive study of the United States as to topography, climate, natural resources, industries and commerce. Its purpose is to equip teachers for junior high school work in this subject.

30 hours (2 units).

Geography III. (Problem-Project Method in Geography.)

This is a lecture course dealing with the use of the problem-project method in geography, the new state text and the use of geographical readers for the lower grades. Credit will be given to those who write a paper.

18 hours (1 unit).

Periodical Literature.

A course dealing with current conditions and developments in art, science, politics, 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 unit).

Recent American Literature.

A survey of American literature from the Civil War to the present time. Prose fiction, in novel and short story, will receive special emphasis.

30 hours (2 units).

Backgrounds of American Literature.

A discussion of the political and social elements and conditions that have entered into American life and influenced American literature.

18 hours (1 unit).

Browning.

A study of some of the shorter poems, selected to illustrate the poet's range of interests, variety of expression, and total effect as to the distinctiveness and significance of his artistic product. Lectures, class discussions, and written reports.

30 hours (2 units).

Essay Writing.

Practice in this form of composition, with emphasis on its purpose, method, and scope.

12 hours (1 unit).

The English Essay.

Historical survey with illustrative reading list. Lectures, class discussions, and one term paper on a chosen phase of the subject.

18 hours (1 unit).

History of South America.

An outline course, dealing chiefly with the Spanish and Portuguese Colonial Systems, the Spanish American Wars of Independence, and the history and institutions of the leading republics of South America. The course will include discussion of such topics as the Monroe Doctrine, Pan Americanism, and the relations between the United States and Latin America.

3 lectures per week; 4 hours credit (1.5 units).

Mexico and the Caribbean.

A general survey of the historical development of Mexico together with a discussion of the Caribbean interests of the United States. Some attention will be devoted to the Spanish settlements of the Southwest.

3 lectures per week; 4 hours credit (1.5 units).

PHYSICAL EDUCATION.

Elementary School Athletics.

Mr. Peterson.

A course designed to instruct class teachers in the rules, methods and coaching of popular school athletics, of the following types:

Playground ball, basket ball, soccer, hand ball, track athletics. (Not a course of training for specialized coaching, but for class teachers.)

30 hours (2 units).

Elementary School Games and Junior High School Games. (Theory and Practice.)

Miss Tanner.

A. Games for the grades 7, 8, 9

18 hours (1 unit).

B. Primary games

12 hours (1/2 unit).

NOTE—These games do not include the highly organized athletic sports.

Class or Group Athletics. (Theory and Practice.)

Mr. Peterson.

This course includes participation in the activities listed for study in the course in the theory of physical education.

18 hours (1/2 unit).

Theory of Physical Education for Elementary and Junior High School.

Miss Tanner.

Materials and methods noted in the state program of physical education are studied. Emphasis is placed upon athletic tests, group activities under student leadership, the administration of the "relief" and play periods, and the means of securing better postures. Standards and practices in health measurements as applicable to elementary school children, and the treatment of school emergencies are included.

Lectures, demonstrations and individual study of important problems.

Texts: "State Manual of Physical Education"—Hetherington. "Health by Stunts"—Pearl and Brown.

30 hours (2 units).

Applied Methods in Formal Activities.

Mr. Peterson.

Practice in calisthenics; free Swedish exercises; use of light apparatus, such as wands, dumb bells, and marching.

30 hours (1 unit).

Basket Ball Coaching.

Mr. Peterson.

A course which goes into the details of the methods and problems of coaching basket ball in the secondary schools. Individual work, playing positions, tactics, set plays, strategy and training are worked out in both theory and practice in more thorough manner than time will permit in the course on School Athletics. (For men only.)

12 hours (1/2 unit).

Applied Anatomy and Kinesiology.

Miss Tanner.

A study of the relation of bones, articulations and muscles to the perfect functioning of the human organism, and an analysis of their actions in games and gymnastics; mechanical strength and durability, as influenced by anatomical factors, are developed. Lecture, recitation and demonstration, quiz.

Text: "Applied Anatomy and Kinesiology"—Bowen and McKenzie. 30 hours (2 units).

Informational Hygiene.

Miss Tanner.

Personal and public hygiene. Development of modern health principles based upon "Home and Community Hygiene" by Broadhurst. Extended reference reading and special reports. Lectures, recitations and study of local health practices.

18 hours (1 unit).

Social Hygiene.

Mrs. Coldwell.

This course will deal with sex facts of human life in a nontechnical manner, with the object of aiding the teacher in her contact with the pupil. Lectures, discussions, special topics.

12 hours (½ unit).

Recreative Physical Training.

Mr. Peterson.

This course is planned for students who may wish to enjoy and profit by a play period under skilled leadership.

12 hours (no credit).

**Rowing and Tennis.
Swimming.**

Mr. Peterson and Miss Bower.

Recreative activities will be supervised by members of the staff in physical education, and will not be given credit.

NOTE—All courses in physical education, except the noncredit ones, are planned for students working toward special certification in physical education. Such students are advised to take the courses in applied anatomy and kinesiology, informational hygiene and social hygiene.

FINE ART.

Art I. (Art Structure.)

This course includes the study of fine examples of painting, architecture, sculpture and handicrafts with the purpose of developing power to use principles of art through problems in composition and design.

30 hours (1 unit).

Art—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 units).

Art II. (Advanced Applied Design.)

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

48 hours (1.5 units).

Art IX. (Lettering, Illuminating and Posters.)

Use of various pens and lettering brushes in mottoes, illuminated texts, booklets and posters. (May be omitted.)

30 hours (1 unit).

MUSIC.

Music I—Elementary School Methods.

(a) Methods of Teaching Music in the First Four Years.

The child voice. Monotones. Rote songs and how to teach them. From the song to notation. Simple tonal and rhythmic problems in music reading. Children's original melodies. The singing of assembled groups.

39

(b) Methods of Teaching Music in the Last Four Years.

The classification of voices: The unchanged, the changing and the changed voice. Singing from books, songs and melodies in various keys. Tonal and rhythmic problems. The singing and writing of original melodies. Part singing. The conducting of the singing of assembled groups. Lessons in music appreciation.

30 hours (1.5 units).

Music II—Fundamentals in Music.

(a) Ear Training.

Fundamental principles of tone and rhythm leading to the recognition of these through the aural sense. Oral recitation and writing exercises in the use of the symbols of music.

(b) Sight Singing.

Fundamental principles of tone and rhythm and their notation. Practice in singing music of simple grade. Individual sight singing of melodies with sol-fa syllables, and of simple songs with words.

40

(c) Rudiments of Music.

This course provides instruction in the elements of music. Study of clefs, construction of major scale (without signature), three forms of the minor scale and of the chromatic scale.

30 hours (1.5 units).

Music III.

(a) Repertoire of Rote Songs (Weeks 1, 2, 3).

A group of rote songs taught to children of the school to show the method of obtaining the rhythmic and atmospheric elements of vitalized interpretation.

41

(b) Music Appreciation (Weeks 4, 5, 6).

Suggestion and exemplification of a practical course of study for elementary grades. Use of phonograph.

30 hours (1.5 units).

INDUSTRIAL ARTS.

Elementary Industrial Arts I.

Deals with the forms of industrial art practical in the first four grades.

- 42 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.

30 hours (1 unit).

Elementary Industrial Arts II.

- 43 A course similar to the above, but with projects suitable to grades five to nine.

60 hours (2 units).

Industrial Arts I—Elementary Woodwork.

This course will show the possibilities of woodwork in the elementary grades. The reading of blueprints, the development of simple wood finishes, and study of the important woods form an essential part of the course. Shop work, demonstrations and lectures.

- 44 (a) Study of woods and their working qualities, paints and enamels, mixture and application, making various silhouette and mechanical toys.

(b) Tool operations and the application of constructional principles suitable for sixth and seventh grade work. An analysis of tools and principles involved. Care and adjustment of tools, etc.

All projects adapted to grade work and classified by grades.

60 hours (1.5 units).

Industrial Arts II—Advanced Woodwork.

Tool operations and the application of constructional principles suitable for eighth grade work. An analysis of tools and principles involved. Proper care and adjustment of tools. Attention is given to the various

- 45 methods of assembling, and several different finishes are developed. Projects are to a large extent typical of the eighth grade and include original designs. Shop work, demonstrations and lectures.

60 hours (1.5 units).

Agricultural Nature Study.

- 46 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.

30 hours (1.5 units).

HOME ECONOMICS.

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.

- 47 Laboratory methods.
30 hours (1 unit).

Cookery.

- 48 A general laboratory course emphasizing the underlying principles of cookery based upon both the inductive and the deductive method.
60 hours (1.5 units).

Salads.

- 49 A laboratory course designed to teach the value and making of all the principal types of salads and salad dressings.
18 hours (½ unit).

Sewing.

- 50 A laboratory course presenting practical working directions and the construction of women's and children's clothing, with use of commercial patterns for the most part but with some emphasis upon drafting patterns.
30 hours (1 unit).

Millinery I.

- 51 This provides a foundation for the course that follows. It includes as much of the elementary work in millinery as the time given to the course permits.
30 hours (1 unit).

Millinery II.

- 52 The course presupposes a training equivalent to Millinery I, and will include advanced pattern and design.
30 hours (1 unit).

SPECIAL COURSES.

Penmanship.

- 53 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 (1.5 units).

Penmanship: Methods.

- 54 A course in the methods of teaching penmanship in the elementary schools.
15 hours (½ unit).

Spanish I.

- 55 A course for beginners.
60 hours (3 units).

Spanish II.

- 56 A course for students who have had the equivalent of Spanish I.
30 hours (2 units).

Social Ethics in the Elementary School.

- 57 Subject matter and methods of presentation will be discussed.
18 hours (1 unit).

RECREATIONAL OPPORTUNITIES.

Mountain and ocean resorts in great variety and easy of access.

Coronado Tent City and Mission Bay Tent City are within short distances of the school by car line and ferry service.

The College owns two eight-oar barges, available for rowing every afternoon and Saturdays.

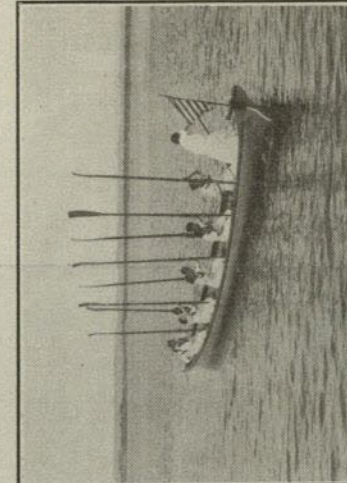
During the Summer Sessions excursions, picnics, hikes, dancing, boating and bathing parties are arranged by the Recreation Committee.

The daily program will close at 3:00 p.m.; no Saturday sessions.

Annual mean temperature of San Diego for July and August is 70 degrees Fahrenheit.

For further particulars, address

THE REGISTRAR,
State Teachers College, San Diego, California.



Rowing.



Russian Dance.



The Open Door to the Teaching Service.

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