

THE EDUCATIONAL QUARTERLY  
BULLETIN OF THE STATE  
TEACHERS COLLEGE  
OF SAN DIEGO

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Volume Eleven

JUNE, 1923

No. 2

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*Announcement of Courses*  
SUMMER SESSION  
*of 1923*



JULY 9 to AUGUST 10

*Courses for Classroom Teachers*  
*The Regular Diploma Courses*  
*Courses in Special Subjects*  
*College Courses*

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

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Entered as second-class matter, April 15, 1913, at the post office, San Diego,  
California, under the act of August 24, 1912

CALIFORNIA STATE PRINTING OFFICE  
FRANK J. SMITH, Superintendent  
SACRAMENTO, 1923



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Graduate, State Normal School, San Diego; B.A., Stanford University; departmental teacher, city schools of San Diego; class supervisor and principal of training school, State Normal School of San Diego; director of education, including practice teaching and supervision, State Teachers College of San Diego, 1921. (Appointed September 1, 1913.)

MRS. GERTRUDE SUMPTION BELL - - - - -  
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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 University, 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.)

LESLIE P. BROWN - - - - - *Romanic Languages*  
M.A., Harvard University; formerly instructor in French and Spanish, University of Chicago. (Appointed July 1, 1922.)

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.)

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.)



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.)

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.)

LEILA D. SMITH - - - *Music*

Mus.B., A.B., Oberlin College; formerly Head of Department of Music, State Teachers College, Winona, Minnesota. (Appointed September 1, 1922.)

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 AND INSTRUCTORS.

Summer Session, 1923.

H. C. JOHNSON, M.A. - - - *The Junior High School*  
Superintendent City Schools, San Diego.

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

MARGARET T. PARKER, M.A. - - - *Geography*  
Assistant Professor of Geography, Wellesley College.

OSGOOD HARDY, Ph.D. - - - *History*  
Teaching Fellow, University of California.

(To be appointed) - - - *Literature*

(To be appointed) - - - *Primary Education*



**CONCERNING REGISTRATION.**

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

- First*—From the San Diego State Teachers College.....April 9 to June 15
- Second*—From other California State Teachers Colleges.....April 9 to June 15
- Third*—California teachers .....April 9 to June 30
- Fourth*—Teachers from other states.....April 9 to July 7
- Fifth*—Special students .....April 9 to July 7

Teachers from other states and special students who register, will be notified on or before June 15, should it be necessary to close registration on that date. A deposit of \$1.50, to be returned to all registrants notified on or before June 15 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, also collegiate courses in the field of liberal arts for those who wish to earn credit toward Junior High School certification.

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, which will include many 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.**

- Registration fee (covers all courses)..... \$1 50
  - Fees for materials at actual cost.
  - Student body lecture fee..... 12 00
- (Total fees will not exceed \$20.00.)

**THE PROGRAM FOR THE SUMMER SESSION.**

July 9 to August 10, 1923.

Class work should begin promptly on Monday, July 9, and registrants should report Friday and Saturday, July 6 and 7, to make out their programs. The courses will be arranged on the following time schedule:

Period	Saturday	Period	Mon., Tues., Wed., Thurs., Fri.
I	7:30-8:15	I	7:55-8:50
II	8:20-9:05	II	8:55-9:50
III	9:10-9:55	III	9:55-10:50
IV	10:00-10:45	IV	10:55-11:50
V	Assembly 10:50-11:50	V	Conference Period 11:55-12:15
Intermission	11:50-12:20		Intermission 12:15-1:00
VI	12:25-1:10	VI	1:05-2:00
VII	1:15-2:00	VII	2:05-3:00

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.

*N. B. The training school will not be in session, and there will be no opportunity for practice teaching in the summer session of 1923.*



### SCHEDULE OF COURSES.

NOTE.—The numbers refer to the descriptions of the courses, see pages 10 to 17. Courses marked with the asterisk (\*) are continued in the next period. Unless otherwise indicated, courses run daily, *Saturdays included*.

Subject	Course number	Instructor
Period I—7:55-8:50 (Sat., 7:30-8:15):		
Education III	3	Miss York
Athletic Games	30	Mr. Peterson
School Games	31	Miss Tanner
Elementary Industrial Arts I	35	Miss Benton
*Woodwork I	41	Mr. Scudder
*Elementary Spanish	17	Mr. Brown
Period II—8:55-9:50 (Sat., 8:20-9:05):		
Education IIB	2	Miss Laws
Education V	5-6	(To be appointed)
Physical Education Program	32	Miss Tanner
Social Hygiene and Ethics	12	Mrs. Coldwell
Woodwork I	41	Mr. Scudder
*Woodwork II	42	Mr. Scudder
Theory of Design	37	Miss Marker
Elementary Spanish	17	Mr. Brown
Economic Geography of Europe	15	Miss Parker
Period III—9:55-10:50 (Sat., 9:10-9:55):		
Education II-A	1	(To be appointed)
Elementary Psychology	11	Mrs. Bell
Intramural Athletics	33	Mr. Peterson
Elementary Industrial Arts II	36	Miss Benton
Woodwork II	42	Mr. Scudder
Rural Home Economics	29	Mrs. Coldwell
Nature Study	21	Mr. Skilling
Music I	23	Miss Smith
History of the Two Americas	14	Mr. Osgood Hardy
Period IV—10:55-11:50 (Sat., 10:00-10:45):		
Education IV-B	4	Miss Laws
Child Growth (Senior Hygiene)	34	Miss Tanner
Cookery (Continued to 12:15)	26	Miss Cox
Applied Design	38	Miss Marker
Music Methods	24	Miss Smith
Literature I	19	(To be appointed)
Political Geography of Europe	16	Miss Parker
Spanish—Methods	18	Mr. Brown
Period V—11:50-12:15—Conferences.		
Period V—Saturdays, 10:50-11:50 Assembly.		
Period VI—1:05-2:00 (Sat., 12:25-1:10):		
Education VII	7	Mrs. Bell
Civic Education	9	Mr. E. L. Hardy
*Clothing	27	Miss Cox
Art Methods I	39	Miss Benton
Elementary Science	22	Mr. Skilling
Music Appreciation	25	Miss Smith
Literature II	20	(To be appointed)
History of Modern Europe	13	Mr. Osgood Hardy
Period VII—2:05-3:00 (Sat., 1:15-2:00):		
Education VIII	8	Mrs. Bell
Principles of Secondary Education	10	Mr. E. L. Hardy
Clothing (Mon., Wed., Fri.)	27	Miss Cox
Nutrition	28	Miss Cox
Art Methods II	40	Miss Marker
Elementary Science	22	Mr. Skilling

### Courses Available For College Credit.

	Period	Units of credit
Elementary Spanish	1-2	4.0
History of Modern Europe	1	2.0
Economic Geography of Europe	2	2.0
History of the Two Americas	3	2.0
Literature I	4	2.0
Political Geography of Europe	4	2.0
Literature II	6	2.0
History of Modern Europe	7	2.0



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 IVB—Class Management.

- 4 A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life. 30 hours (2 units).

Education V—Primary Education (Advanced).

These courses are planned for students who are preparing to do somewhat specialized work in the primary grades.

- 5 A. Story Telling 15 hours (1 unit).
- 6 B. Children's Literature 15 hours (1 unit).

Education VII—Intelligence Testing: Theory and Practice.

- 7 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.

30 hours (2 units).

Education VIII—Achievement Tests: Theory and Practice.

- 8 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.

30 hours (2 units).

Education XI—Civic Education.

- 9 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. 30 hours (2 units).

Education XIV—Principles of Secondary Education. (With reference to the Junior High School.)

- 10 This course deals with the principles of educational science that should underlie the organization, administration and curriculum of the secondary school, especially in the junior high school field. The prevailing patterns of high school education are studied, and tendencies in the direction of future development are indicated. Particular attention is given to the problem of individual differences and to that of articulation of the secondary school with the lower and higher schools. 30 hours (2 units).

Elementary Psychology.

- 11 This is a brief course in the elements of general psychology with which the teacher should be familiar. While it deals with the fundamentals of all phases of the science of psychology, the ways in which these fundamental elements of the science function in education will be indicated and problems for further study will be suggested. 30 hours (2 units).

Problems in Social Hygiene and Ethics.

- 12 This course will deal with sex facts in human life, in a non-technical manner, in their relation to social conduct, with the object of aiding the teacher in the social phases of her school work. 30 hours (2 units).

HISTORY.

Europe Since the French Revolution.

- 13 Lectures daily with two examinations during the five weeks. Textbooks which the students are to use: Hayes, C. J. H.—A Political and Social History of Modern Europe, 2 Vols. N. Y., 1916. Schapiro, J. S. Modern and Contemporary European History, N. Y., 1918. 30 hours (2 units).

The Rise of the American Nations.

- 14 This course deals with both North and South America. Lectures daily with two examinations during the five weeks. Textbooks: Sweet—History of Latin America. Farrand—Development of the United States. 30 hours (2 units).



### GEOGRAPHY.

#### The Economic Geography of Europe.

- 15 Fundamental controls and the principal factors in the present-day situation in the economic geography of Europe will be emphasized in this course.  
30 hours (2 units).

#### The Political Geography of Europe.

- 16 Students planning to take the course should have some knowledge of the fundamental physical features of European geography as a background for the work of the course, which will deal with the present-day map of Europe and the problems which it suggests.  
30 hours (2 units).

### SPANISH.

#### Spanish I.

- 17 A course for beginners.  
60 hours (4 units).

#### Spanish: Methods.

- 18 A course in the teaching of Spanish with special reference to the problems of the secondary school, including the junior high school.  
30 hours (2 units).

#### 19 Literature I.

#### 20 Literature II.

Either of the two courses 19 and 20 (to be designated Literature I and Literature II,) will carry 2 units of credit. The final selection will be from the following group: Browning, Early Nineteenth Century Poetry, Victorian Poetry, Modern Drama, Literature of the Bible, Shakespeare, Nineteenth Century Prose, Essentials of Poetry, etc.

### NATURAL SCIENCE.

#### Nature Study (Agricultural).

- 21 In this course special attention is given to the phases of the subject suitable for use in the elementary school where nature study is given an agricultural trend.  
30 hours (2 units).

#### Elementary Science of the Junior High School.

- 22 This course will deal with both the materials and the methods suitable for a course in the elements of the physical sciences, and will be conducted to meet the needs of junior high school teachers, through readings, class discussions and lectures.  
60 hours (3 units).

### MUSIC.

#### Music I. Fundamentals in Music.

- 23 (a) Ear Training.  
Fundamental principles of tone, rhythm and chord construction leading to the recognition of these through the aural sense. Oral recitation and musical dictation.
- (b) Sight Singing.  
Fundamental principles of tone and rhythm and their notation. Individual sight singing of one and two-part music with sol-fa syllables and with words.
- (c) Rudiments of Music.  
Study of the clefs; construction of the major scales, the chromatic scale and the three forms of the minor scales; chord construction; and the writing of very simple accompaniments for primary songs.  
30 hours (2 units).

#### Music II. Elementary School Methods.

- 24 (Music I or its equivalent is prerequisite for this course.)
- (a) Methods of teaching, in the first four years; study of the child voice; monotonies; rote songs and how to teach them; presentation of notation; class-room management.
- (b) Methods of teaching music in the last four years. Study of the classification of voices—unchanged, changing and changed; tonal problems including sharp and flat chromatics and songs in the minor; part singing; conducting of the singing of assembled groups.  
30 hours (2 units).

#### Music III. Music Appreciation and Repertoire.

- 25 (a) Suggestion and exemplification of a practical course of study in music appreciation for the elementary grades. Discussion of music memory contests. Use of phonograph.
- (b) Repertoire of rote songs both for everyday and for holiday use. Rhythmic studies. Artistic interpretation.  
30 hours (2 units).

### HOME ECONOMICS.

#### Cookery.

- 26 This is a general lecture and laboratory course emphasizing the underlying principles of cookery. A certain amount of reading and of notebook work will be required. Special days will be set aside for a brief course in the preparation of desserts, which may be taken separately.  
45 hours (2 units).



**Clothing.**

27 A laboratory course presenting practical working directions for the construction of women's and children's clothing, with the use of commercial patterns and with some emphasis on drafting.

45 hours (1 unit).

**The Newer Nutrition.**

28 A lecture and recitation course in food values and menu making, with special reference to the new methods for valuing foods. Emphasis will also be placed on problems of malnutrition.

30 hours (2 units).

**Home Economic for the Rural School.**

29 This course deals with the problems of teaching home economics in the one-room rural school, including the problems of equipment.

30 hours (2 units).

**PHYSICAL EDUCATION.**

**Athletic Games and Sports.**

30 A course designed to instruct class teachers in the rules and coaching of elementary school athletics, such as: Hand ball, playground ball, basket ball (boys), soccer and track athletics. A combined activity and lecture course. (Not for highly specialized coaching). Prerequisite: A general games course.

Period I.

30 hours (1.5 units).

**Games.**

31 (a) Games suitable for large or small groups in elementary and junior high schools. Includes volley ball, captain ball, and nine court basket ball (boys and girls). The course is not concerned with the highly organized games. An activity course requiring gymnasium suits.

(b) Special methods in Play Activities.

A study of play activities including those centering about playground apparatus, hunting games, and team games. Methods of conducting large classes in mass and squad groupings are given particular attention. Carefully compiled note books are required that students may possess graded and tested play materials. The two parts of the course make a complete whole and cannot be taken separately.

Period I.

30 hours (1.5 units).

**Administration of Physical Education Program in Elementary and Junior High Schools.**

32 Materials and methods used in the state program of physical education are used. Emphasis is placed upon athletic tests, group activities under student leadership, the administration of "Relief" and play periods, and the means of securing better postures. Standards and prac-

tices in health measurements as applicable to school children and the treatment of school emergencies are included. Lectures, demonstrations, and individual study of important physical problems.

Text: State Manual of Physical Education.

Period II.

30 hours (1.5 units).

**Intramural Athletics.**

33 A course which will provide material suitable for competition within or between classes, and present methods for handling such competition.

Period III.

30 hours ( $\frac{1}{2}$  unit).

**Child Growth and Development (Senior Hygiene).**

34 A course for professional students designed to acquaint them with the principles governing the growth and development of children and including: The phenomena of reproduction, sex and the influencing factors of environment; prenatal and postnatal development; glands of internal secretion, their influences and reactions; growth periods; diseases, physical defects and health indices of school children; teaching of hygiene in the elementary school. Lectures, demonstrations, reports, and discussions.

Texts:

The Hygiene of the School Child.....Terman

Health Work in the Schools.....Hoag and Terman

Home and Community Hygiene.....Broadhurst

Period IV.

30 hours (2 units).

**Rowing.**

A limited number of students can be instructed in rowing. Crews will row Wednesdays or Thursdays from 3:00 to 5:00. Fee 50 cents per week. Registration must be made with Coach Peterson, *not* through the Registrar.

( $\frac{1}{2}$  unit).

**Swimming.**

A minimum of two practice periods per week are required, together with ability to pass one of the three tests offered, namely: Beginners' test, intermediate test or life saving test. Each test has a value of  $\frac{1}{3}$  unit but no student will be credited with more than one test in the six weeks. The fee of 40 cents includes instruction, suits, and towels. See Physical Education bulletin boards in west wing of the building for details.

( $\frac{1}{3}$  unit).



**Art Courses.**

**Elementary Industrial Arts 1.**

- 35 This course deals with forms of industrial art, practical in the first four grades. The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, simple binding and work in clay, all studied in relation to other subjects and to human needs.  
30 hours (1 unit).

**Elementary Industrial Arts 2.**

- 36 A course similar to the above, but with the projects suitable to grades five to nine.  
30 hours (1 unit).

**Art 6 A.**

- 37 This course begins the theory of design and color. The problems are intended to give a practical working knowledge of the elements of design and color.  
30 hours (1 unit).

**Applied Design.**

- 38 Problems in creative design for those with some previous experience. Application to materials involving such processes as batik, dyeing, painting, etc.  
30 hours (1 unit).

**Art Methods I.**

- 39 A lecture and studio course in theory and practice of teaching Art in grades 1 to 4.  
30 hours (1.5 units).

**Art Methods II.**

- 40 The same as above applied to grades 5 to 9.  
30 hours (1.5 units).

**INDUSTRIAL ARTS.**

**Industrial Arts I—Elementary Woodwork.**

- 41 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.

(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.**

- 42 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 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).

**SPECIAL LECTURES.**

The period preceding the noon hour, on Saturdays, has been set apart for special lectures. The program will include as many addresses as can be arranged for, to be given by eminent educators and scholars present in California following the N. E. A. meeting to be held at Oakland early in July.

**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 afternoons and Saturdays.

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

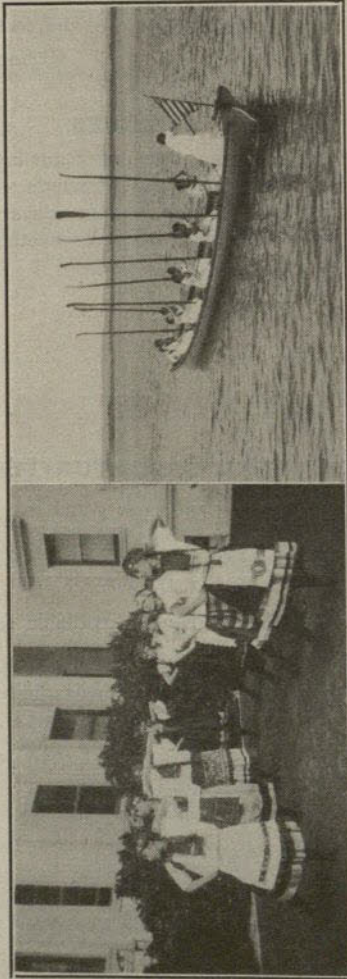
The daily program will close at 3:00 p.m.; on Saturdays at 2:00 p.m.

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.





Russian Dance.

Rowing.



The Open Door to the Teaching Service.