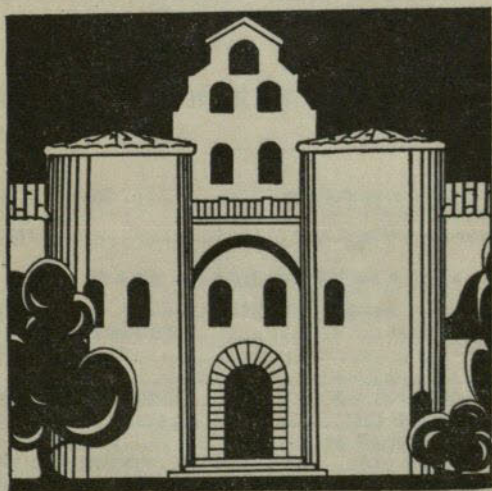


San Diego State Teachers College

Summer Sessions
of 1931



Term IA, Six Weeks, June 29 - August 7

Term IB, Nine Weeks, June 29 - August 28

Term II, Four Weeks, August 7 - September 2

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STATE TEACHERS COLLEGE OF SAN DIEGO

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

OF THE

STATE DEPARTMENT OF EDUCATION

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SUMMER SESSIONS

1931

Term IA, six weeks, June 29-August 7.

Term IB, nine weeks, June 29-August 28.

Term II, four weeks, August 7-September 2

Certain courses will last six weeks, while others starting at the same time will continue for nine weeks consecutively. The calendar will include a sufficient number of Saturdays within the nine-week period to make the equivalent of ten weeks and enable students to earn ten units of credit in Term IB. Term II is planned for students desiring to enter for four weeks' courses.

The summer sessions will be held at the new campus, which has been occupied by the college since February 2, 1931.

Registration

Monday, June 29, from 8:30 to 3:00 p.m.

Admission

Two types of students are eligible for admission to the summer sessions.

1. Special students. Teachers in service and other persons of maturity who are at least twenty-one years of age may enter as special students.

2. Regular students. Those enrolled during the academic year as regular students of the college may continue their study during the summer, if they are in good standing. New students who desire to become regular students must meet the admission requirements as stated in the annual bulletin, which will be sent upon request. Those entering as freshmen must see that the high school principal's recommendation is on file before registration day, and those entering with advanced standing should submit transcripts of previous work at as early a date as possible for evaluation, so that adequate advice may be given concerning the program for the summer sessions.

Credit

A unit of credit represents the equivalent number of hours in the summer session to one hour of lecture or recitation per week for one semester, together with two hours of preparation, or three hours of field or laboratory work. The maximum credit allowed for Term IA is six units, for Term IB, ten units, and Term II, four units.

Curricula and Residence Requirements

The college has been authorized by the State Board of Education to grant the A.B. degree with any one or a combination of the following credentials: General Elementary School, General Junior High School,

Special in Art, or Music, or Physical Education, or Commerce; in the Presecondary curricula with majors in Art, Chemistry, Commerce, Economics, English, Geography, History, Romanic Languages, Zoology. One hundred twenty-four units are required for the A.B. degree in any curriculum; a minimum of thirty units must be taken at this college, and at least twelve units are to be taken in the fall or spring semester of the final year before graduation. Detailed information may be found in the annual bulletin.

A modification of the residence requirement for the A.B. degree, which demands a semester of attendance in the final year, will be made until the end of the summer of 1935 for graduates of this college and teachers in service in California. Graduates from the three-year (ninety-six unit) course, which was in force from 1928 to 1930, may earn the requisite number of units to make a total of one hundred twenty-four by summer session and extension work, provided they attend for two consecutive summers of nine weeks each immediately before graduation, or one summer session of nine weeks with six units of extension work during the same year, taken at this college or in courses given by the University of California by members of this faculty. From eight to ten units must be taken during these summers in special "residential degree" courses. Graduates from less than the three-year curriculum and other teachers in service in California will be granted the privilege of the two summer session arrangement with the additional qualifications that all lower division requirements must be satisfied before they are accepted as candidates and that their subject matter offering must be made to conform to present standards. Complete information concerning details may be obtained by writing to the Registrar.

Fees

	<i>Term IA</i>	<i>Term IB</i>	<i>Term II</i>
	<i>9 units</i>	<i>10 units</i>	
Registration fee—			
*Regular Students	\$12 00	\$18 00	\$20 00
Others	18 00	27 00	30 00
Contingent fund fee.....	2 50	2 50	2 50
Library fee and deposit.....	2 00	2 00	2 00
Auditor's fee	2 50	2 50	2 50

*Regular students are those who have been in attendance during the academic year 1930-31. Students under twenty-one years of age who expect to remain for the academic year 1931-32 will also be classified as regular students.

Expenses

Living expenses in and about San Diego are moderate. The cost of board and room in private homes ranges from \$40 to \$45 per month with two meals on college days and three on Saturdays and Sundays. Apartments and housekeeping rooms can be secured at varying rates. Lists of suitable accommodations within reasonable distance of the college may be secured at the time of registration. A direct bus line connects with the college so that it is possible to reach the campus in forty-five minutes from the downtown section.

COURSES OF INSTRUCTION

Courses numbered from 1 to 99 are lower division (freshman or sophomore) courses; those numbered 100 and above are upper division (junior or senior) courses.

The equivalence of other courses than those designated as prerequisites is to be determined by the Registrar.

Figures in parentheses indicate the unit value of the course.

IN EDUCATION

1. Introductory Principles.

KNODE

An orientation course in professional education. A preliminary survey covering briefly the historical and philosophical background of the modern public school and culminating in a consideration of modern educational practice, with special reference to public and quasi public organizations which more or less directly participate in the program of education.

Daily, Term IA (3).

17. Music in the Elementary School.

L. D. SMITH

Main objectives of music teaching in the public elementary schools. Study of the child voice. Organization of song material by grades. Procedure in presenting rote songs, ear training, elementary notation, sight singing, and part singing. Conducting. Prerequisite: Music IA (Sight Singing and Ear Training).

Daily, Term IA (2).

19. Art in the Elementary School.

PERRY

A practical application of the elements and principles of art to problems for grades 1-6. Presented through lectures, reports, demonstration lessons and laboratory work. Prerequisite: Art 6A (Structure) or its equivalent.

Daily, Term II (2).

106. Philosophy of Education.

KNODE

The fundamental biological, psychological, philosophical, and social principles underlying modern education, in connection with the demands of modern society in a complex social, economic, and scientific world, with a view to the formulation of a working philosophy for the educative process. Designed as a culmination of the studies of education and its procedures. Open only to students with senior standing.

Daily, Term IA (2).

107. History of Education in the United States.

BROOM

Brief study of the background of American education, together with a study of the development of the American school system and of American ideals and practices in education.

Daily, Term II (2).

108. Educational Measurements.

STEINMETZ

Brief survey of the development of scientific testing in the elementary field; examination of the principal intelligence and achievement tests, and study of uses; statistical training in handling data of simple problems; practice in construction of various kinds of objective examinations. Open only to students who have passed the Fundamentals Test.**

Daily, Term IA (3).

*109. Educational Administration and Supervision.

HUDGINS and HARDY

A survey of the systems of organization, classification, and promotion of pupils, and such problems as finance, the teaching staff, building standards, extra-curricular activities, etc. Prerequisites: Education 125B (Curricular Activities-Upper Levels), 108 (Educational Measurements) or equivalents.

Daily, Term IA (3).

Daily, Term IB (5).

Daily, Term II (2).

121. Principles of Secondary Education.

HARDY

The principles of educational science that should underlie the organization, administration and curriculum of the secondary school. Prevailing patterns of high school education; tendencies in the direction of future development. Particular attention to the method of directing learning in the secondary schools. Prerequisites: Psychology 1A (General) and Education 1 (Introductory Principles) or equivalents.

3 times a week, Term IA (2).

126. Children's Literature.

HAMMACK

The principles of selection underlying the choice of literature for the elementary school, with special emphasis on the social and educational status of the child. Source material and its classification. A critical examination and evaluation of new literary materials for children's use and a discussion of the best illustrators of books for children. Practice in developing technique in story telling through practical work in Story Hours.

Daily, Term II (2).

129. Mathematics in the Elementary School.

PHILIPS

A discussion of the applications of psychology and experimental education to the teaching of arithmetic and elementary general mathematics, together with study and observation of the newer methods as used under ordinary class-room conditions. Prerequisites: Psychology 1A (General) and a passing grade in the Fundamentals Test.**

s132. Administration of the Junior High School.

HARDY

Principles underlying the administration and organization of the school unit comprising grades 7-9.

Daily, Term IA (2).

* Residential degree courses. (See "Curricula and Residence Requirements" in introduction.)

** Not required of holders of teaching credentials.

s141. Rural Education.

HOWE

Problems of rural education, its administration and supervision.

Daily, Term IA (3).

161. Junior Business Training.

WRIGHT

Methods and content of the course in the elements of business training as offered in the junior high school.

3 times a week, Term IA (2).

*3 times a week, Term IB (3).

IN ARTS AND SCIENCES

Economics 1A. Principles of Economics.

MAYTON

Basic principles of economics: utility, wealth, value, price; economic production, competition, monopoly, and large scale production; property, economic waste, and luxury; money and banking, international trade and tariffs. Lectures, discussions, quizzes, and collateral reading. Not open to freshmen except by special arrangement.

Daily, Term IA (3).

Economics s110. Economic Development of Modern Europe.

MAYTON

A descriptive and analytic study of the agricultural, industrial, financial, and commercial phases of the economic development of modern Europe. Particular emphasis will be placed upon recent industrial and commercial developments and trends.

Daily, Term IA (3).

*English s103. Contemporary Novelists.

F. L. SMITH

A study of significant novelists since 1900. Includes English and American, Scandinavian, Russian, French and German; an evaluation of each author's style, subject matter, and contribution to the novel form. Outside readings. Quizzes.

Daily, Term IA (3).

Daily, Term IB (5).

English s105. Contemporary Prose Literature.

DAVIS

The short story, the essay and the biography considered as an expression of modern manners and contemporary trends in thought. Selected authors read for their bearing upon the development of a new English prose style.

Daily, Term IA (3).

English s126. Contemporary Poetry and Drama.

DAVIS

An appreciative and critical survey of American, English and selected European poetry since 1900; a dramatic and social study of selected plays by Strindberg, Hauptmann, Pinero, Rostand, Shaw, Galsworthy, Pirandello and O'Neill.

Daily, Term IA (3).

* Residential degree courses. (See "Curricula and Residence Requirements" in introduction.)

Geography 113. Climatology.

BLAKE

Survey of the different climates of the world and their effect upon vegetation and human activities. Special attention given to the climate of different parts of the United States. Prerequisite: Geography 3 (Meteorology).

Daily, Term IA (3).

***Geography 117B. Geography of the Mediterranean Area.**

CLARK

A study of the regions bordering the Mediterranean shores as to their similarities and differences with reference to land forms, climate, types of native vegetation, cultivated crops, industrial status, and present world position. Also the effect of geographic factors on the past history of the area. Comparison with San Diego area. Prerequisites: Geography 1 and 2 (Introduction).

Daily, Term IA (3) (General survey of region, European and Asia Minor littoral).

Daily Term IB (5) (Same as above and North Africa).

Geography s120. Historical Geography of the United States.

APPLETON

The Geography of the United States in the past. An analysis of (1) the relation between the settlement and development of the country and existing environmental conditions, and (2) the adjustments of a rapidly expanding people to varied environments in selected areas. A critical study of early settlement, land utilization, commercial and cultural relations in their environmental setting. Prerequisites: Geography 1 and 2 (Introduction). Previous courses in Geography of North America and History of United States in colonial period desirable.

Daily, Term IA (3).

History s106. Chinese History.

LO

General survey of the social-political changes in China from the Legendary period to the present time. China's contact with the West and recent events. A brief general discussion of the intelligibility of Chinese history. Students who desire a more thorough preparation for later independent study of things Chinese are advised to take this course in connection with Social Economics s105. No knowledge of the Chinese language required.

Daily, Term IA (3).

***History s156. The British Empire Since 1783.**

NOWELL

A study of the elaborate structure of the British Empire since the loss of the American Colonies. Special emphasis will be placed upon the last fifty years, including a survey of the diplomacy and international crises that have the World War as their central point. In conclusion the twentieth century Commonwealth will be examined. Not a history of England, except as that nation has been affected by foreign policy and the problems of imperialism.

Daily, Term IA (3).

Daily, Term IB (5).

* Residential degree courses. (See "Curricula and Residence Requirements" in introduction.)

Music 2B. Appreciation and History of Music.

L. D. SMITH

How to listen to, enjoy, and appreciate the music of the romantic and modern periods. Illustrated with numerous phonograph records. A general fundamental and nontechnical course requiring no previous musical training or background.

3 times a week, Term IA (2).

Physical Education s168. Physiology of Exercise.

DAUGHERTY

A study of the mechanism of the human body, with special reference to the physiology of the motor system. Lectures, demonstration experiments, class discussions, and reports. Prerequisite: Zoology 1B (General) or Biology 10B (General) or equivalent.

Daily, Term IA (3).

Physical Education s169. Corrective Exercise

DAUGHERTY

Inspections, corrective exercises, massage, schedules. Special emphasis to be laid on class organization. Practical work in corrective gymnasium. Prerequisite: Kinesiology, Formal Gymnastics, or equivalent.

Daily, Term IA (3).

Political Science 101. American Institutions.

HADLEY

Origins and principles of the United States Constitution, and a survey of the political institutions which have developed under it. Prescribed by the State law for all candidates for the bachelor's degree.

3 times a week, Term IA (2).

Psychology 1A. General.

STEINMETZ

Introductory survey of the entire field of psychology. In the study of normal adult human behavior, and the factors which condition it, a conservative position is taken, leaving the student as nearly as possible unbiased toward the special schools of psychology. Not open to freshmen and not credited for students who have already earned credit for Psychology 2A.

Daily, Term IA (3).

Psychology 105. Clinical (Mental Testing).

BELL

A brief review of the history and rationale of intelligence testing, followed by a discussion of the Stanford revision of the Binet-Simon Test, with demonstration and practice. The best group tests of intelligence discussed and demonstrated. Experience in giving, scoring and interpreting results. The purpose of this course is to give teachers information on the subject, to enable each student to find out if by inclination and endowment he is fitted to do scientific testing and to put him in the way of becoming skilled in giving and interpreting intelligence tests. Prerequisites: Psychology 1A (General), Education 108 (Educational Measurements). Recommended: Psychology 102C (Genetic) and Education 140 (Elementary Statistics).

Daily, Term IA (3).

Psychology 145. Social.

BELL

The instinctive and reflective side of man, and his adjustments to civilization. Personality, suggestion and imitation, leadership, the crowd,

public opinion, social control, etc. Prerequisites: Psychology 1A (General).

Daily, Term IA (3).

Secretarial Training 2A. Typewriting. WRIGHT

A short intensive course in typewriting.

Daily, Term IA (1½).

Daily, Term IB (2).

Secretarial Training 3A. Office Methods and Appliances. WRIGHT

Practice and principles of office management, including organization, and operation. Study and use of modern office appliances, such as the multigraph, mimeograph, dictaphone, filing devices, calculating and book-keeping machines.

3 times a week, Term IA (2).

3 times a week, Term IB (3).

Social Economics s101B. Mexican Backgrounds. MARISCAL

Historic, cultural, and social backgrounds of Mexican life, with emphasis on art and archaeology. Especially adapted to the needs of teachers who wish to improve their teaching and socialization of Americans with Mexican origins. (Not credited for students who took Sociology s101, Summer Session 1929.)

Daily, Term IA (3).

Social Economics s105. Chinese Civilization. LO

Chinese philosophy, religion, language, art and social customs in their cultural aspects. Two or three lectures included on modern China in relation to Western Civilization. No knowledge of the Chinese language required.

Daily, Term IA (3).

Social Economics s156. Comparative Social Control. HADLEY

History of social control with particular reference to the station of women in China, Japan, India, Egypt, Mesopotamia, Greece, and Rome, and among the Kelts, Germans, Slavs, Mohammedans and Anglican English, with brief consideration of ethnology and geography. Division into four periods: tribal, of kingdoms, of administration, of statutes, down to modern times.

Daily, Term IA (2).

***Social Economics s158. Social Reform Theories.** CAMERON

Historical background and critical analysis of the more important social reform theories of the present day, including socialism, communism, fascism, syndicalism, cooperation, and the single tax.

3 times a week, Term IB (3).

Social Economics s165. Parent-Teacher Movement. MUEHLEISEN

The fundamental significance of the Parent-Teacher Movement, its place in education, the organization, objects and Parental Education

* Residential degree courses. (See "Curricula and Residence Requirements" in Introduction.)

program of the National Organization; its relation to other educational, social, and welfare agencies, the function of a State Branch and its relations and service to the local Congress Units within its borders. Legitimate fields of work and appropriate activities for all units from the preschool association through the elementary and secondary schools to the college association. Considerable literature of practical value is available, much of which is free. A special charge not exceeding two dollars will cover costs of syllabi and other materials. Students, parents, and teachers who wish to enroll for this course alone without credit may do so by paying the auditor's fee of \$2.50.

Daily, Term IA (3).

Spanish A. Elementary. BROWN

Intensive study of Spanish grammar and syntax, with daily written work; class drill in conversational idiom and pronunciation; reading with oral discussion and resumes; dictation.

Daily, Term IB (5).

Zoology 114B. Evolution. FURGASON

A lecture course dealing with the history of evolutionary ideas, a resume of the main fields of investigation which have contributed evidence to support the "theory" and the present day status of Organic Evolution. Man's evolution will be considered in the light of researches in modern genetics and eugenics. Open to all students but especially recommended to teachers of science.

Daily, Term IA (3).

PROGRAM—TERM IA-IB

PERIOD I. 7:40-8:50		<i>Instructor</i>	<i>Term</i>
Educ. 161—Junior Business Training	Wright	IA or IB	
Geog. s120—Historical Geography of the U. S.	Appleton	IA	
Hist. s156—The British Empire Since 1783	Nowell	IA or IB	
Phys. Educ. s169—Corrective Exercise	Daugherty	IA	
Psych. 1A—General	Steinmetz	IA	
Psych. 105—Clinical (Mental Testing)	Bell	IA	
Sec. Tr. 3A—Office Methods and Appliances	Wright	IA or IB	

PERIOD II. 8:55-10:05		
Econ. s110—Economic Development of Modern Europe	Mayton	IA
Educ. s141—Rural Education	Howe	IA
Eng. s105—Contemporary Prose Literature	Davis	IA
Geog. 117B—Geography of the Mediterranean Area	Clark	IA or IB
Soc. Econ. s101B—Mexican Backgrounds	Mariscal	IA
Sec. Tr. 2A—Typewriting	Wright	IA or IB
Spanish A—Elementary	Brown	IB

PERIOD III. 10:15-11:25		
Econ. 1A—Principles of Economics	Mayton	IA
Educ. 108—Educational Measurements	Steinmetz	IA
Eng. s103—Contemporary Novelists	F. L. Smith	IA or IB
Phys. Educ. s168—Physiology of Exercise	Daugherty	IA
Psych. 145—Social	Bell	IA
Soc. Econ. s105—Chinese Civilization	Lo	IA
Soc. Econ. s165—Parent-Teacher Movement	Muehleisen	IA

PERIOD IV. 11:30-12:20		
Educ. 17—Music in the Elementary School	L. D. Smith	IA
Educ. 106—Philosophy of Education	Knodel	IA
Educ. s132—Administration of the Junior High School	Hardy	IA
Soc. Econ. s156—Comparative Social Control	Hadley	IA

PERIOD V. 12:40-1:50		
Eng. s126—Contemporary Poetry and Drama	Davis	IA
Geog. 113—Climatology	Blake	IA
Hist. s106—Chinese History	Lo	IA
Music 2B—Appreciation and History of Music	L. D. Smith	IA
Soc. Econ. s158—Social Reform Theories	Cameron	IB
Zool. 114B—Evolution	Furgason	IA

PERIOD VI. 1:55-3:05		
Educ. I—Introductory Principles	Knodel	IA
Educ. 109—Educational Administration and Supervision	Hudgins & Hardy	IA or IB
Educ. 121—Principles of Secondary Education	Hardy	IA
Pol. Sci. 101—American Institutions	Hadley	IA

PROGRAM—TERM II

PERIOD I. 7:40-8:50	
Educ. 19—Art in Elementary School	Perry
PERIOD II. 8:55-10:05	
Educ. 129—Mathematics in the Elementary School	Philips
PERIOD III. 10:15-11:25	
Educ. 126—Children's Literature	Hammack
PERIOD V. 12:40-1:50	
Educ. 107—History of Education in U. S.	Broom
PERIOD VI. 1:55-3:05	
Educ. 109—Educational Administration and Supervision	Hardy

AUXILIARY EXTENSION COURSES

SEASHORE BIOLOGY

The Biology Department is offering summer courses now for the first time. This will enable students to take advantage of the unusual opportunities for field observation, collection, and study of living plants and animals at the various beaches in the San Diego region. This section is especially favored with collecting grounds of different types, each rich in its variety of organisms, many of them not to be found farther north. The work will be especially adapted to the needs of teachers of nature study and biology, both beginners and advanced students, as well as others interested in the study of living things.

These courses are limited to twenty-four students each. Applications will be filed in the order in which they are received by the Registrar and must be accompanied by a deposit of \$2. The deposit will apply on the fee for the course and is not returnable in case the student does not complete his registration for the course. Six units of Natural Science credit can be obtained by taking the two three-unit courses.

Fee for these Biology extension courses as follows:

One three-unit course.....	\$10.00
Two three-unit courses.....	17.50

Zoology 112. Marine Zoology.

FURGASON

A course designed to acquaint the student with the many interesting animals found along the seashore of the San Diego region. Identification, distribution, associations, structure, and to some extent behavior and life histories of the organisms will be studied. Frequent collecting trips will be made to rocky and sandy beaches together with detailed examination of the living animals in the laboratory. The work will be adapted to the special needs of students, making it available to beginners as well as to the more advanced students. Recommended for teachers of biology and nature study who have not had special courses in marine zoology. Prerequisite: a laboratory course in elementary biology or zoology. Since the course is limited to twenty-four students, application should be made to the Registrar as soon as possible.

Daily, Term IA (3) 8-11 a.m.

Botany 106. Marine Plant Biology.

HARVEY

A study of the seaweeds or marine algae of the San Diego region, including structure, development, identification, and distribution. Early morning or Saturday collecting trips will be made at low tide to the various near-by beaches. Prerequisite: a laboratory course in general biology or botany. Since the course is limited to twenty-four students, application should be made to the Registrar as soon as possible. (Both Botany 106 and Zoology 112 can be taken in one summer.)

Daily, Term IA (3) 12-3 p.m.