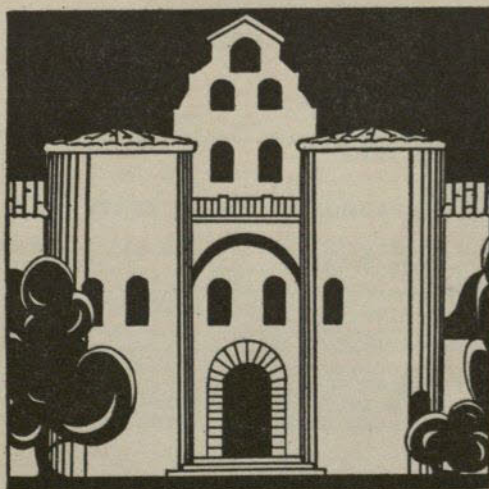


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San Diego, Calif.

San Diego State Teachers College

Summer Sessions
of 1932



Term I A, Six Weeks, June 27-August 5
Term I B, Nine Weeks, June 27-August 30
Term II, Four Weeks, August 8-August 30

CALIFORNIA STATE PRINTING OFFICE
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SACRAMENTO, 1932

State Teachers College of San Diego

Volume Twenty

March, 1932

No. 1

STATE TEACHERS COLLEGE OF SAN DIEGO

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

OF THE

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ex officio Director of Education

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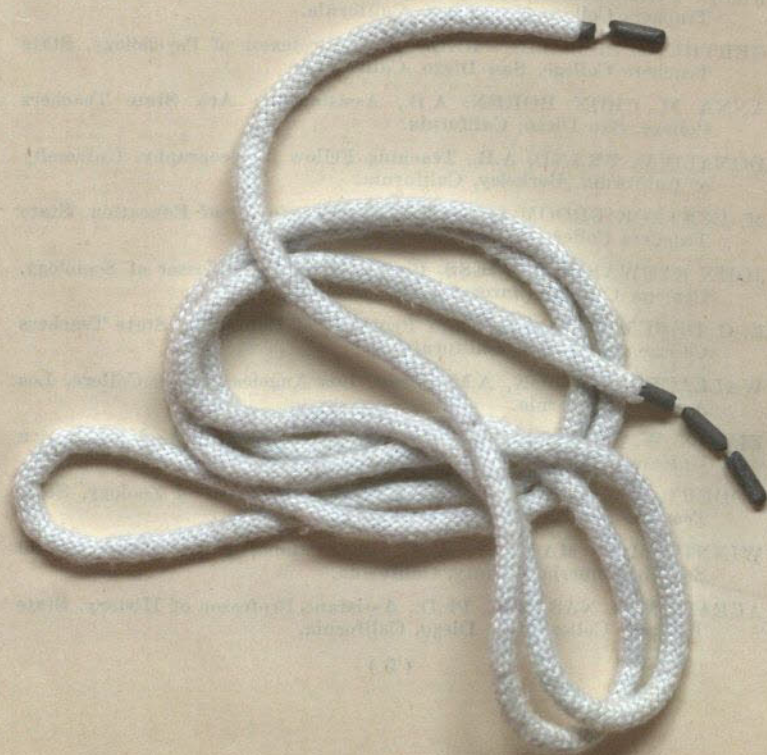
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SUMMER SESSIONS, 1932

Term IA, six weeks, June 27–August 5.

Term IB, ten weeks, June 27–August 30.

Term II, four weeks, August 8–August 30.

Certain courses will last six weeks, while others starting at the same time will continue for ten weeks consecutively (the six weeks' term plus twenty days including Saturday for three weeks). Term II is planned for students desiring to enter for four-week (twenty days) courses.

Registration

Monday, June 27, from 8.30 a.m. to 2. 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. *Those entering with advanced standing must submit transcripts of record covering high school and college work by June 10, with an application for evaluation, so that adequate advice may be given concerning the program for the summer sessions.* In the case of transcripts arriving after June 10, persons will run the risk of being obliged to register as special students. Those planning to take courses in fulfillment of requirements for the school administration or school supervision credential must also file records and make application by June 10, or make application only if complete records are already on file.

Credit

A unit of credit represents the number of hours in the summer session equivalent 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.

Grades

The following grades are used in reporting the standing of students: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

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: Elementary School, 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, Music, 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 ten weeks each immediately before graduation, or one summer session of ten 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 arrangement of two summer sessions 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. All candidates for graduation in August, 1932, under this arrangement, should, if possible, give notice to the Registrar, with proposed program for the summer session and statement of extension courses in progress, by May 16.

The college is authorized to recommend holders of credentials of elementary and junior high school grade for credentials in administration and supervision on completion of the requirements; but holders of general secondary credentials must take the required courses in and receive recommendation from an accredited graduate school, even though they may wish to qualify for administrative or supervisory work only on the elementary or junior high school level.

FEES (Revised)

	<u>Term IA</u>	<u>Term 1B</u>	<u>Term II</u>
Registration fee--			
*Regular Students	\$15.00	\$26.00	\$11.00
Others	21.00	35.00	14.00
Contingent fund fee	1.50	1.50	1.50
Library fee	1.00	1.00	1.00
Library deposit (returnable)	1.00	1.00	1.00
Auditor's fee	2.50	2.50	2.50

Expenses

Living expenses in and about San Diego are moderate. The cost of board and room in private homes ranges from \$35 to \$40 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 courses other than those designated as prerequisites is to be determined by the Registrar.

Figures in parentheses indicate the unit value of the course.

Residential degree courses are marked with a star (*). The following course combinations when taken together will be accepted as residential degree courses.

- Ed. 121 and Ed. 111 or Ed. 114
- Ed. 125A and Ed. 126
- Ed. 106 and Ed. 107
- Ed. 108 and Ed. 140
- Eng. 117 and Eng. 116
- Zool. 114A and Zoology 114B

IN EDUCATION

17. Music in the Elementary School.

BEIDLEMAN

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 1A (Sight Singing and Ear Training).

3 times a week, Term IA (2).

19B. Art Activities in the Elementary School.

MACKEY

This course will be conducted in two groups if need requires. For students expecting credit for Education 19, there will be lectures and discussion of art elements and principles in relation to curricular activities; of art objectives in each grade, illustrated by examples of children's work, and of units of work and lesson plans. Experience in free painting and illustration in water color and crayola, simple costume study, lettering for school posters, and other problems will be given. For teachers of experience, opportunity will be given for planning and executing units of work for chosen grades and experience in the processes involved, such as papier mache masks, block printing, and the like. Prerequisite: Art 6A (Structure) or equivalent.

Daily, Term II (2).

*106 Philosophy of Education.

AULT

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

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

process. Designed as a culmination of the studies of education and its procedures. Open only to students with senior standing.

Daily, Term IA (3).

**107. History of Education in the United States.

AULT

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

BROOM

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.

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).

***111. English in the Junior High School.

EMERSON

Objectives of literature and language teaching in the junior high school; criteria for selection of material; technique of classroom procedure. Prerequisite: The satisfaction of the lower division requirements in English for the teaching major in English (12 units of English).

Daily, Term II (2).

***114. Social Science in the Junior High School.

EMERSON

The teaching of some of the elementary facts and principles of a "general" social science suited to the experience and development of the junior high school pupil, through the medium of such social studies in the junior high school curriculum as history, geography, and civics. Methods of developing a genuine and continuing interest in social and civic problems through observation and reading, discussed and illustrated. Special stress on evaluating historical and geographical material for educative purposes on this level. Prerequisites: Four units of geography and six units of history.

Daily, Term II (2).

** See statement on page 10 concerning combinations of courses yielding residential degree credit.

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

§ Not required of holders of teaching credentials.

‡ Either Education 111 or Education 114 will be offered, according to the demand.

***121. Principles of Secondary Education.**

EMERSON

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.

Daily, Term IA (3).

***125A. Curricular Activities—Lower Levels.**

TOWNSEND

Units of work; characteristics of children in the primary grades; organization of the activity program, activities and materials based on children's interests and need through the local environment; teaching and learning procedures for acquiring basic abilities, reading, language, writing, use of numbers. No credit for those who have had Education 12S (Primary School Curriculum). Prerequisites: Psychology 1A (General) and a passing grade in the Fundamentals Test.§

Daily, Term IA (3).

125B. Curricular Activities—Upper Levels.

DEPUTY, MACKAY

Units of work; characteristics of children in middle and upper grades; organization of the program in terms of children's interests and capacities; techniques of developing abilities in reading, use of numbers and language expression; investigations of methods and materials of the basic studies. No credit for those who have had Education 104 (Elementary School Curriculum). Prerequisites: Psychology 1A (General) and a passing grade in the Fundamentals Test.§

Daily, Term IA (3)—Deputy.

Daily, Term II (2)—Mackey. Repetition, not continuation.

****126. Children's Literature.**

TOWNSEND

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 classroom conditions. Prerequisites: Psychology 1A (General) and a passing grade in the Fundamentals Test.§

Daily, Term II (2).

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

** See statement on page 10 concerning combinations of courses yielding residential degree credit.

****140. Educational Statistics.**

BROOM

An introductory study of the statistical measures and devices most commonly used in connection with educational work. Data taken from typical school conditions. Opportunity given to obtain practice in the use of calculating machines and other aids to computation.

Daily, Term II (2).

s175. The Principal and His School.

DEPUTY

Designed for persons engaged in school administration and for teachers who desire to prepare themselves for administrative work. Such problems as: supervision and improvement of instruction; classification and promotion of pupils; effective use of the school plant; program making; study of records and reports; the relations of the school to the community.

Daily, Term II (2).

** See statement on page 10 concerning combinations of courses yielding residential degree credit.

IN ARTS AND SCIENCES

Art 61B. Elementary Crafts.

BOREN

Aimed to develop creative expression, to gain a certain ability to use simple tools, and some knowledge of suitable materials for elementary schools. The work covers toys in wood, tin, and the like; elementary clay modelling and pottery; demonstrations of cement mixing and of soldering; and the adaptation of these processes to student conducted activities. Prerequisite: Art 6A (Structure) when possible.

Daily, Term IA (2).

*Economics 194. International Economic Relations.

PETERSON

A brief treatment of certain geographical, sociological, and legal phases of international relations followed by a study of the economic basis of world activities touching upon a number of special problems involved, including the problem of war debts and reparations.

The course concerns itself primarily with the economic basis of international relations, but political aspects are almost constantly taken into account in recognition of the fact that international relations are frequently political in form but economic in content.

An analysis of the scope, purpose, and methods of the principal agencies operating toward an understanding and organizing of international life and relationship.

Daily, Term IA (3).

Daily, Term IB (5).

**English 116. Elizabethan Literature.

ADAMS

An introduction to the principal contemporaries of Shakespeare.

Daily, Term II (2).

*English 117. Shakespeare.

OUTCALT

Extensive reading of Shakespeare's plays, with special attention to a select group of the comedies and another of the tragedies. Lectures and special reports.

Daily, Term IA (3).

English 121. English and American Poetry Since 1860. WALKER-REEVE

The main currents of poetry in English from Tennyson and Whitman to the present day. Special emphasis on the reflection of the life and thought of the times. Lectures, discussions, oral and written reports.

Daily, Term IA (3) 1860-1900 (Walker).

Daily, Term IB (5) Same as above and 1900-1930 (Reeve).

*Geography s115. Geography of Latin America.

BRAND

The natural regions, outlined in terms of tectonic and climatic differentiation, and studied from the viewpoint of different opportunities and limitations for exploitation. Special attention to the development and

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

** See statement on page 10 concerning combinations of courses yielding residential degree credit.

succession of the pre-Columbian and historic cultures. Prerequisites: Geography 1 and 2 (Elements and Regions) or equivalent. Students who have had Geography 116D (Geography of South America) may take this only in Term IA.

Daily, Term IA (3) (Middle America—Mexico and Caribbean Area).
Daily, Term IB (5) (Same as above and South America).

*History 181A-B. History of the West.

NASATIR

History of European expansion in North America. Emphasis upon the territorial growth of the United States; the diplomacy and politics of expansion, settlement and development of the West.

Daily, Term IA (3).

Daily, Term IB (5).

Physical Education 151. Health Education.

TANNER

A course for teacher-training students which includes the study of the diseases, common physical defects, and health indices of school children; the detection and control of communicable diseases which may appear in the school; and the elements which underlie a health education program. Methods of presenting personal and group health to children of different ages. Hygiene of the school-room, such as seating, lighting, and ventilation.

3 times a week, Term IA (2).

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.

Daily, Term IA (2).

*Psychology s106. Mental Diagnosis.

BELL

This course, combining the case study technique with that of scientific measurement, attempts to give to nurses, social service workers, parents, and teachers an introduction to a variety of approaches to the different behavior problems presented by children. Familiarity with different types of deviations from the normal in intelligence, emotional stability, and overt behavior, with some of the best means of diagnosing them leads naturally to *some* suggestions for their treatment, but the course will stress diagnosis rather than treatment.

Daily, Term IA (3).

*Psychology 102C. Genetic.

STEINMETZ

The mental and physical growth and development of the child. Special emphasis given to norms of structure and function as a basis for an interpretation of variations from them. Behavior problems and the growth of personality traits and conditioning factors of physical and mental hygiene. An intensive study of one child presenting a problem of physical or mental maladjustment made by each student. Case study technique included. Prerequisite: Psychology 1A (General) and Educa-

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

tion 108 (Educational Measurements) taken previously or at the same time.

Daily, Term IA (3).

Social Economics 50. General Sociology. ROGERS

An introduction to the science of society, including a study of social origins and social institutions, and current social problems in terms of the biological and cultural inheritance of man.

Daily, Term IA (3).

Social Economics s106. Social and Intellectual Movements in China. BURGESS

The social and intellectual heritage of China. The fall of the Manchu Dynasty, the rise of the Kuomintang and the new nationalism. The Manchurian controversy and the relations of Japan to the new China. Contemporary political alignments. Rural China and the population problem. The guilds and modern industry. Social reorganization, the youth movement and the changing family. The Renaissance movement, educational advance and intellectual rebirth.

3 times a week, Term IA (2).

Social Economics s157. History of Social Control in England. HADLEY

Conditions of English society by periods, and the devices developed to govern that society. Comparisons with devices used on the European Continent.

3 times a week, Term IA (2).

Social Economics s161. Race Relations BURGESS

The origin of the races. Biological, psychological and cultural approaches to the understanding of racial relations. The meaning of Race Prejudice. Contemporary areas of racial friction. Selected American race problems connected with the Negro, the Oriental, the Filipino, the Mexican, and the Jew. The immigration question. Means of racial adjustment.

3 times a week, Term IA (2).

***Zoology 114A. Genetics. HARWOOD**

General introductory course designed to acquaint the student with the fundamental principles of heredity and variation. Special attention given to the Mendelian interpretations of the facts of inheritance.

Daily, Term IA (3).

****Zoology 114B. Evolution. HARWOOD**

A study of the plants and animals of the past in regard to their possible relations to present-day forms; a consideration of the various theories of evolution from the historical as well as the modern scientific point of view.

Daily, Term II (2).

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

** See statement on page 10 concerning combinations of courses yielding residential degree credit.

PROGRAM—TERM IA-IB

Art 61B—Elementary Crafts	PERIOD I. 7.40-8.55	Instructor	Term	Units
Educ. 125B—Curric. Activities—Upper Levels		Boren	IA	2
*Psychology s106—Mental Diagnosis		Deputy	IA	3
*Zool. 114A-114B—Genetics; Evolution		Bell	IA	3
		Harwood	IA or IB or II	3 or 5 or 2
	PERIOD II. 9.00-10.15			
*Educ. 108-140—Educ. Measurements; Educ. Statistics; Broom			IA or IB or II	3 or 5 or 2
*Hist. 181A-B—History of the West		Nasathir	IA or IB	3 or 5
Phys. Educ. 151—Health Education		Tanner	§IA	2
Soc. Econ. s106—Soc. and Intellectual Movements in China		Burgess	§IA	2
	PERIOD III. 10.20-11.35			
*Econ. 195—International Economic Relations		Peterson	IA or IB	3 or 5
*Educ. 106-107—Philosophy of Education; History of Education in the United States		Ault	IA or IB or II	3 or 5 or 2
*Eng. 117-118—Shakespeare; Elizabethan Literature		Outcalt-Adams	IA or IB or II	3 or 5 or 2
Soc. Econ. 50—General Sociology		Rogers	IA	3
	PERIOD IV. 11.50-1.05			
Educ. 17—Music in the Elementary School		Beidleman	§IA	2
*Geog. s115—Latin America		Brand	IA or IB	3 or 5
*Psych. 102C—Genetic		Steinmetz	IA	3
Soc. Econ. s157—Social Control in England		Hadley	§IA	2
Soc. Econ. s161—Race Relations		Burgess	§IA	2
	PERIOD V. 1.10-2.25			
*Educ. 121-111 or 114—Prins. of Secondary Educ.; English or Social Science in the Jr. H. S.		Emerson	IA or IB or II	3 or 5 or 2
*Educ. 125A-126—Curric. Activities—Lower Levels; Children's Literature		Townsend	IA or IB or II	3 or 5 or 2
*Eng. 121—English and American Poetry Since 1860		Walker-Reeve	IA or IB	3 or 5
	PERIOD VI. 2.30-3.45			
*Educ. 109—Educ. Administration and Supervision		Hardy	IA or IB or II	3 or 5 or 2
Pol. Sci. 101—American Institutions		Hadley	IA (2.30-3.20)	2

* Residential degree courses. (See "Curricula and Residence Requirements" in introduction.)
 § Meets three times a week only. All other classes daily.

PROGRAM—TERM II

	<i>Instructor</i>	<i>Units</i>
PERIOD I. 7.40-8.55		
Educ. 19B—Art Activities in the Elementary School	Mackey	2
Educ. s175—The Principal and His School	Deputy	2
Zool. 114B—Evolution	Harwood	2
PERIOD II. 9.00-10.15		
Educ. 129—Mathematics in the Elementary School	Philips	2
Educ. 140—Educational Statistics	Broom	2
PERIOD III. 10.20-11.35		
Educ. 107—History of Education in the U. S.	Ault	2
Eng. 116—Elizabethan Literature	Adams	2
PERIOD IV. 11.50-1.05		
Educ. 125B—Curricular Activities—Upper Levels	Mackey	2
PERIOD V. 1.10-2.25		
Educ. 111 or 114—English or Social Science in the Junior High School	Emerson	2
Educ. 126—Children's Literature	Townsend	2
PERIOD VI. 2.30-3.45		
Educ. 109—Educational Administration and Supervision	Hardy	2

AUXILIARY EXTENSION COURSES

N. B.—As registration in the following courses is limited, applications will be filed in order of receipt by the Registrar.

Art 61C. Elementary Crafts.

BOREN

An elective course aimed to help teachers desiring experience in handling and organizing materials and in actual construction, in problems met in school activities. Not to be substituted for requirement of Art. 61A or 61B. Organization of work will depend on needs of students enrolled.

A. The group as a whole may desire to select two from the following groups:

1. Basketry—reed furniture.
2. Metal work—block printing.
3. Toy making—elementary woodworking; or

B. Individual members may choose two each from the following groups:

1. Basketry, clay modelling, simple book binding and puppetry.
2. Metal work, toy making, cement work.

Daily, Term IA (2) Period III (10.20-11.35).

Fee \$10 plus laboratory fee; \$8.50 plus laboratory fee if taken with another course.

Class limits: minimum 5; maximum 20.

Zoology 121. Entomology.

HARWOOD

The classification, life-history, structure, and physiology of insects. Prerequisite: a laboratory course in elementary biology or zoology.

Frequent field trips.

Term IA (3).

Lecture: 1.00-2.00 Monday, Tuesday, Thursday, Friday.

Laboratory: 2.00-4.00 p.m. Monday, Tuesday, Thursday, Friday.

A field trip from 1.00-4.00 p.m., Wednesday.

Fee \$19.50, or \$18 if taken with another course.

Class limits: minimum 12; maximum 24.