

STATE NORMAL SCHOOL  
SAN DIEGO, CAL.

BULLETIN

THE SAN DIEGO STATE NORMAL SCHOOL

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Volume I

JUNE, 1913

No. 3

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CATALOG FOR 1912-1913

Circular of Information for 1913-1914



PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO  
SAN DIEGO, CALIFORNIA

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Friend Wm. Richardson, Superintendent of State Printing, Sacramento.

BULLETIN  
THE SAN DIEGO STATE NORMAL SCHOOL

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ANNOUNCEMENT OF SUMMER SESSIONS

PUBLISHED QUARTERLY BY THE STATE NORMAL SCHOOL OF SAN DIEGO  
SAN DIEGO, CALIFORNIA

Application made for entry as second class matter at the Postoffice at San Diego, California

FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING  
SACRAMENTO, CALIFORNIA  
1913



## CALENDAR 1913-1914.

September 1 to 6	- - - - -	Registration week
September 8	- - - - -	Normal school class work begins
September 15	- - - - -	Training school class work begins
November 14	- - - - -	End of first quarter
November 27 to 30	- - - - -	Thanksgiving recess
December 20	- - - - -	Holiday recess begins
January 4	- - - - -	Holiday recess ends
January 29	- - - - -	End of second quarter
January 30	- - - - -	Mid-year registration
February 2	- - - - -	Mid-year class work begins
April 3	- - - - -	End of third quarter
April 4 to 12	- - - - -	Spring recess
April 13	- - - - -	Last quarter begins
May 1	- - - - -	Dedication day
June 12	- - - - -	Normal school class work ends
June 16	- - - - -	Training school class work ends
June 17	- - - - -	Senior class day
June 18	- - - - -	Commencement
June 27 to 29	- - - - -	Summer school registration
June 30	- - - - -	Summer session class work begins
August 7	- - - - -	Summer session ends

### PROGRAM OF CONFERENCE WEEK.

Registration is completed in the week, September 1st to 6th.

In the school week beginning September 8th, the preliminary teaching conferences are held, and regular class work is begun in the Normal School.



## BOARD OF TRUSTEES.

HIS EXCELLENCY HIRAM W. JOHNSON	- - - Governor
<i>Ex officio.</i>	
HON. EDWARD HYATT	- Superintendent of Public Instruction
<i>Ex officio.</i>	
ISIDORE B. DOCKWEILER	- - - Los Angeles
HON. M. L. WARD	- - - San Diego
CHARLES C. CHAPMAN*	- - - Fullerton
DR. FRED BAKER	- - - San Diego
C. N. ANDREWS	- - - San Diego

## OFFICERS OF THE BOARD.

HON. M. L. WARD	- - - President
EDITH HUSTED	- - - Secretary

## EXECUTIVE COMMITTEE.

HON. M. L. WARD,	C. N. ANDREWS,
DR. FRED BAKER.	

\*Resigned February, 1913.

## OFFICERS OF ADMINISTRATION.

### NORMAL SCHOOL.

EDWARD L. HARDY	- - - President
W. F. BLISS	- - - Dean of Normal School and Registrar
EMMA F. WAY	- - - Preceptress
FLORENCE BRYANT	- - - Assistant Registrar
MRS. CHARLOTTE G. ROBINSON	- - - Librarian
DR. CHARLOTTE J. BAKER	- - - Medical Examiner
EDITH HUSTED	- - - Office Secretary
HELEN BALLARD	- - - Faculty Secretary

### TRAINING SCHOOL.

GERTRUDE LONGENECKER	- - - Director
ELISABETH ROGERS	- - - Principal, Elementary School
EDITH McLEOD	- - - Principal, Intermediate School
GERTRUDE LAWS	- - - Associate Principal, Intermediate School
EDITH HAMMACK	- - - Assistant, First Grade
SARA HERRON	- - - Assistant, Second Grade
ALICE GREER	- - - Assistant, Third Grade
MARY T. DINNEEN	- - - Assistant, Fifth Grade
NELLIE B. SEBREE	- - - Assistant, Sixth Grade
GRACELYN GLIDDEN	- - - Assistant, Music and Drawing

FRED W. VAN HORNE	- - - Head Janitor and Engineer
ERNST WIEDENHOFF	- - - Assistant Janitor
GEORGE AVERBECK	- - - Assistant Janitor
J. M. TURNER	- - - Assistant Engineer and Gardener
MARTIN ROTH	- - - Gardener



## FACULTY.

- EDWARD L. HARDY, PRESIDENT - - *School Administration*  
B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Head Master, Los Angeles Military Academy, 1899-1901; Principal High School, Riverside, Ill., 1901-1906; Principal San Diego High School, 1906-1910.
- W. F. BLISS, DEAN OF NORMAL SCHOOL - - *History and Civics*  
B.S., Mount Union; B.L., M.L., University of California; teacher in public schools of Pennsylvania and Ohio several years; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent of City Schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, Cal., 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, University of California, 1908-1909. (Appointed September, 1900.)
- FLORENCE BRYANT - - - - *Latin and English*  
B.L., B.A., Mount Holyoke College; Assistant Principal, High School, Fort Plain, N. Y., 1895-1899; graduate student, Syracuse University, 1899-1900; Stanford University, 1903; Instructor in Latin, Mills College, 1904.
- JANE BUTT - - - - *English and Expression*  
A.B., University of Wisconsin; B.O., Northwestern University; Summer session, University of Chicago; Teacher in high schools in Wisconsin; Instructor in the University of Wisconsin; "Otis Skinner" Dramatic Company; Instructor Cummock School of Expression, Los Angeles; Sub-head Department of Expression, Los Angeles High School.
- MRS. ADA HUGHES COLDWELL\* - - - *Household Arts*  
Grade Teacher, Alameda, Cal., Schools, 1895-1899; special study, Europe, 1899-1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900-1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)
- GEORGIA V. COY - - - *Biology and Physical Education*  
State Normal School, San Diego; B.S., Columbia University. (Appointed September, 1912.)
- W. C. CRANDALL,† DEAN OF SUMMER SCHOOL, *Biological Sciences*  
A.B., Stanford University; Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.)
- OREN F. EVANS,‡ *Manual Training and Athletics in Training School*  
Life Certificate Course, Michigan State Normal College; A.B., Albion College; two years, Purdue University; Teacher in country schools of Michigan, three years; Superintendent of union schools in Michigan, three years; Instructor of apprentices with Sheffield Car Co., 1911-1912. (Appointed September, 1912.)
- JEAN KRUEGER, - - - *Assistant in Household Arts*  
Ph.B., University of Chicago; Home Economics diploma, University of Chicago; three years a teacher in the Indianapolis public schools; one year in the Technical Normal School of Chicago. (Appointed July 1, 1913.)

- MAREA R. GODDARD - - - - *Spanish and French*  
A.B., Knox College, 1911; Student University of Wisconsin, 1910; Instructor of Spanish and French, Ball High School, Galveston, Texas, 1911-1912; San Diego Normal School, 1912.
- ROSE E. JUDSON - - - - *Music*  
Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)
- EMILY O. LAMB - - - - *Drawing and Manual Training*  
State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y.; Substitute in Drawing, State Normal School, Brockport, N. Y., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.)
- GERTRUDE LONGNECKER - *Head, Dept. of Education*  
M.A., University of Chicago. Formerly head of Department of Practice Teaching and member of Department of Education, State Normal School at Kirksville, Mo.; member of Department of Education, Chicago Normal School; special lecturer, Illinois State Normal University. (Appointed Sept. 1, 1912.)
- 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. (Appointment to take effect September 1, 1912.)
- ERNEST L. OWEN - - - - *Director of the Orchestra*  
Northwestern University; B.S., Westfield College; Oberlin Conservatory of Music.
- ALICE EDWARDS PRATT\* - - - - *English*  
Ph.B., University of California; Ph.D., Chicago; Assistant Principal, Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed October, 1898.)
- RALPH S. ROBERTS - - - - *Manual Training*  
Iowa State Teachers' College; instructor in Virgil Street Intermediate School, Los Angeles. (Appointed Sept. 1, 1913.)
- ELISABETH ROGERS - *Supervising Teacher Primary Grades*  
State Normal School, Albany, N. Y.; Principal Primary Department Training School, State Normal School, Chico, Cal., 1890-1900. (Appointed July, 1900.)
- W. T. SKILLING - - - - *Physical Science*  
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.)
- JESSIE RAND TANNER - - - - *Physical Education*  
Graduate, Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers' College, Columbia University; Substitute, High School, Fort Plain, N. Y., 1897-1899; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)



ELIZABETH J. TOWNSEND - *Primary Reading and Literature*  
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.)

EMMA F. WAY, PRECEPTRESS\* - *Reading and Preparatory Latin*  
Grand River Institute, Ohio; Principal, Grammar School, Liberty, Ohio,  
1876-1877; Preceptress, Grand River Institute, 1877-1878; Instructor in  
Mathematics, Warren High School, Ohio, 1880-1886; Student, Oberlin and  
University of California, 1886-1887; Principal, Southwest Institute, San Diego,  
1887-1899. (Appointed October, 1898.)

J. F. WEST - - - - - *Mathematics*  
A.B., Stanford University; graduate student, Harvard; teacher, rural schools  
of Illinois, 1885-1888; Principal, Compton schools, California, 1888-1893;  
Principal, Paso Robles High School, 1893-1896. (Appointed July, 1900.)

JAMES G. WILKINSON - - - - - *Biological Sciences*  
B.S., Northwestern University; Instructor in Biology, Elwood, Indiana, High  
School, 1906-1907; Instructor in Biology, Central State Normal School, Lock  
Haven, Pa., 1907-1908; Instructor in Biology, Burlington, Iowa, High School,  
1909-1910; Instructor in Biology, State Normal School, Superior, Wisconsin,  
1910-1911. (Appointed September, 1913.)

\*On leave of absence, 1913-1914.

†Resigned Feb. 1, 1913.

‡Resigned Sept. 1, 1913.

## HISTORICAL.

The State Normal School of San Diego was established by the legis-  
lature of the State March 13, 1897. It has occupied the present site  
since May 1, 1899. During the fifteen years of its existence it has  
graduated eight hundred students. In September, 1910, the Training  
School was moved from the main building to a new building erected  
on the campus at a cost of \$55,000, including equipment.

## REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least sixteen years of age, of  
good moral character, and physically healthy.

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State  
Normal School of San Diego is to fit myself for teaching, and that I  
intend to teach in the public schools of California, or of the State or  
Territory in which I may reside.

Applicants will be admitted as follows:

(a) Recommended graduates of accredited secondary schools of Cali-  
fornia.

(b) Graduates of secondary schools outside of California, provided  
their credentials are the equivalent of recommended graduation from a  
California secondary school.

(c) Applicants partially recommended, and graduates of non-accred-  
ited high schools, will be admitted conditioned upon making up deficien-  
cies, either by examination or by class work, at the option of the  
department concerned.

(d) Applicants presenting credentials from other normal schools and  
institutions of the college grade will be assigned to such advanced  
standing as, in the judgment of the Committee on Advanced Standing,  
their credentials may warrant.

(e) Teachers of experience not candidates for graduation will be  
admitted as visiting teachers for the purpose of doing special work.



(f) All applicants will be examined in literacy, and any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of knowledge of current events and modern thought, will be either refused admission or required to make up his deficiency.

Subjects are not prescribed as prerequisite to admission, except as follows:

*English*—Three or four years in the high school, or two years of English and two years of a foreign language.

*A laboratory science*—Taken in the third or fourth year of the high school.

*Arithmetic*—A review of, in the high school or in this school.

*American History*—Taken in the third or fourth year of the high school.

Deficiencies in these prerequisites may be made up in special classes.

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### ADVANCED STANDING.

An experienced teacher holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the school may reveal.

Credits for successful teaching may be given on the following basis:

For 4 or more years.....	4 teachings or 14 units
For 2-4 years.....	3 teachings or 10½ units
For 1-2 years.....	2 teachings or 7 units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for 18 to 20 weeks.

One year of teaching will be interpreted to mean not less than eight months.

Students who have been graduated from an accredited high school or its equivalent, and who have also had not less than two continuous years of successful experience in teaching may be given a course covering three semesters, and embracing not less than 63 units (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

\* \* \* \*

### REQUIRED FOR THE DIPLOMA.

Twenty to twenty-three hours per week for four semesters.

Orchestra to be given credit as two hours a week.

Students intending to enter either the University of California or Leland Stanford Junior University may substitute (as arranged), for other subjects, two years of French or Spanish.

\* \* \* \*

### RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other normal schools, or schools of equivalent grade, must file with the registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

\* \* \* \*

### HIGH SCHOOL CERTIFICATION.

The law provides that the State Board of Education shall prescribe the general rules upon which county boards and county and city boards of education may grant regular high school certificates.

Those general rules have been thus formulated:

1. High School Certificates may be issued under the provisions of Section 1521, Subdivision 2(a), and Section 1775, Subdivision 1(a), of the Political Code of California, as follows:

(a) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least,



being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as may be necessary to fulfill the pedagogical requirements prescribed by this Board.

(b) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities, which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this Board as the minimum amount of pedagogy.

(c) The minimum amount of pedagogy which Section 1521, Subdivision 2(a), the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year; *provided*, that at least one third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who, for a period of not less than two years, have taught the subjects in which they supervise.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and *provided*, that until further notice, the practical teaching prescribed may have been pursued in schools of grammar or secondary grades, in connection with a California State Normal School or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency.

3. The institutions embraced in the Association of American Universities, mentioned in Rule 1 hereof, are the following:

University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.; University of Illinois, Champaign, Ill.; University of Missouri, Columbia, Mo.; University of Minnesota, Minneapolis, Minn.

By vote of the California State Board of Education, of date February 10, 1911, the University of Southern California was given secondary certificate rights.

\* \* \* \*

## HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

I. Teaching at least two secondary classes per day for one semester under supervision, together with preparation of detailed lesson plans and outlines.

*At least 10 hours per week for one semester.*

## II. Teaching conferences.

*2 hours per week for one semester.*

III. Assigned readings, reports and discussions, relating to the fundamental principles of both elementary and secondary education.

*3 hours per week for one semester.*

\* \* \* \*

## FOREWORD.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this State. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the Training School only by vote of the faculty.

\* \* \* \*

## APPOINTMENT SERVICE.

An appointment department is maintained by the school, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs. Not only are recent graduates aided and directed in their efforts to secure positions, but the department aims to keep in close touch with all the alumni of the school and to assist them in all their worthy aspirations.

The normal schools of the State as yet have not been able to supply the demand for professionally trained teachers, although in some instances there may appear to be a superabundant number of applicants. This is largely owing to the unsystematic and unrestrained manner in which campaigns for positions have hitherto been conducted. The appointment departments of normal schools and colleges are striving with success to remedy these conditions, to prevent misfits, to eliminate unprofessional conduct in seeking positions, and to assist in making the business of teaching truly a profession.



**EXPENSES.**

Students are required to furnish their own text-books. Tuition is free in all departments. A matriculation fee of five dollars will be charged students taking special courses.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Preceptress of the School, where proper supervision will be exercised. The Preceptress must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

In this connection, a word to parents will not be out of place. The management of the school deprecates very much the plan of self-boarding on the part of students. It has been found that they can rarely bestow the time, care, and judgment necessary for the choice and preparation of nourishing, wholesome food, and that frequently a low grade of school work or absolute failure may be traced directly to the lowered vitality resulting from improper nourishment and insufficient care of the body. The time is near at hand when tests of physical as well as mental fitness will be required of every teacher, and for preparation to meet these there must be ample time for out-of-door sports and exercises. Time for play is as necessary as time for work, and the student who boards herself seldom has this.

\* \* \* \*

**RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.**

1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.
2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks, without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of the faculty.

**RIGHTS OF GRADUATES.**

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

Said diploma shall entitle the holder thereof to a grammar-school certificate from any county or city and county board of education in the State.

Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates of a State Normal School desiring, either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with the diploma of graduation a special recommendation from the Normal School Faculty.

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**EQUIPMENT.**

The library contains over nine thousand carefully selected volumes, and is supplied with the standard periodicals.

The physics, chemistry, biology, and domestic science laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double work benches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.



The gymnasium, located in the west wing, is a large room, 36 by 74 feet and 18 feet high. The equipment, intended for the Ling or Swedish system of gymnastics, is ample to meet all requirements of the course in physical education.

During the past summer a lath house, a cloth house, and other facilities for work in elementary agriculture and horticulture have been provided, and ground upon the campus, additional to the school garden, will be prepared for agricultural experimentation, including irrigation.

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### ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are three tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working with the Department of Physical Education.

The Rowing Association, which was formed early in the history of the school presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.

A large and thoroughly modern playground has been constructed on the campus north of the Training School. It contains an enclosed yard equipped with the best apparatus for the younger children of the Training School, and an athletic field, with track, baseball diamond, football field, etc., for the older boys.

\* \* \* \*

### THE CLIMATE OF SAN DIEGO.

From the records of the U. S. Weather Bureau.

Since the beginning of meteorological records, the temperature has averaged less than one hour per year above 90 degrees. The highest temperature ever recorded was 101 degrees. The thermometer has but once gone below 32 degrees, although the records extend back to 1871. The annual rainfall in San Diego averages ten inches. Back from

the coast, the rainfall increases to over forty inches. It is in this well-watered region that the magnificent water supply of San Diego is located.

The sea breeze keeps San Diego cool in summer and warm in winter, and the near-by mountains and desert give it a dry marine climate. The wind averages five miles per hour throughout the year.

The sun shines in San Diego on an average of 356 days a year. The photographic sunshine recorder shows that for over twenty years there has been an average of less than nine days a year without one hour or more of sunshine.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

\* \* \* \*

### COURSE OF STUDY.

NOTE.—Eighty-four semester units (hours) of credit are required for graduation. Electives may be taken only after credits for required subjects, on the basis of previous equivalent work, have been granted by the registrar.

#### FIRST SEMESTER, JUNIOR B SUBJECTS.

REQUIRED.		ELECTIVES.	
	Hours.		Hours.
Education I .....	3	Literature I .....	4
English I (or elective) .....	4	French I .....	5
Arithmetic (or elective) .....	4	Spanish I .....	5
Drawing I .....	5		
Music I .....	3		
Physical Education I .....	2		
	—		
Total .....	21		



## SECOND SEMESTER, JUNIOR A SUBJECTS.

REQUIRED.	Hours.	ELECTIVES.	Hours.
Education II -----	4	Drawing II -----	3
English II -----	4	Music II -----	3
Biology (or elective) -----	3	Woodwork I -----	5
Elementary Manual Training and Nature Study -----	4	French II -----	5
Physical Education II -----	3	Spanish II -----	5
Applied Sociology -----	1	Literature II -----	3
Elective -----	3	The Short Story -----	2
		Domestic Chemistry -----	4
Total -----	22		

## THIRD SEMESTER, SENIOR B SUBJECTS.

REQUIRED.	Hours.	ELECTIVES.	Hours.
Teaching I and II -----	5	Woodwork II -----	5
Physiology (or elective) -----	4	Dramatization of History and Literature -----	4
Geography (or elective) -----	4	Rural School Problems -----	3
History (or elective) -----	3	Agriculture I -----	4
Conferences -----	2	French III -----	5
Elective -----	3	Spanish III -----	5
		Sewing -----	3
Total -----	21		

## FOURTH SEMESTER, SENIOR A SUBJECTS.

REQUIRED.	Hours.	ELECTIVES.	Hours.
Teaching III and IV -----	5	Education III -----	3
Teaching V and VI, or Teach- ing V and elective -----	5	Physical Education IV -----	3
Education IV and V -----	3	Literature II -----	3
Contemporary History -----	3	Library Methods -----	3
Conferences -----	2	Agriculture II -----	4
Physical Education III -----	2	Cookery and Dietetics -----	5
		French IV -----	5
		Spanish IV -----	5
Total -----	20	Woodwork III -----	10

NOTE.—Electives need not be taken in the order printed, but according to the student's program and preparation.

The work in English I and II consists of expression, and a study of the literature suitable for reading in the elementary school.

Special work for the removal of deficiencies in entrance requirements will be offered, as follows:

English (reading, composition, grammar).

*5 hours for one semester.*

Arithmetic (review of, etc.).

*5 hours for one semester.*

American History.

*5 hours for one semester.*

Chemistry or Physics.

*5 hours for one semester.*

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## DEPARTMENTAL COURSES.

Advanced courses in Drawing, Manual Training, Music, and Household Arts are offered to graduates of normal schools and to students of equivalent preparation. The courses necessarily presume an amount of preliminary training in these subjects not less than that required of the undergraduates in this school.

The aim of these courses is to prepare special teachers to take charge of special branches in elementary or secondary schools. It is presumed that only those having interest and ability along the lines suggested will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Drawing, Manual Training, Cooking and Sewing, or Music throughout the grades in some one school building in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town; or (c) to teach the special branch in secondary schools.

All the courses require the equivalent of fifteen hours a week for one year. Students satisfactorily completing any of the courses will be given statements of proficiency signed by the proper normal school authorities, recommending the holders to county boards of education for certificates.

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## PRACTICE TEACHING.

A teaching is defined as practice teaching and observation of model teaching in the Training School for five periods a week throughout one



quarter. Ordinarily only five teachings will be required, but no student whose record in the five teachings is unsatisfactory will be permitted to take the elective offered in the Senior A division of the course of study. She will be required instead to repeat any teaching in which she has been found particularly weak.

Teachings are offered in all of the subjects of the elementary school and intermediate school courses of study, the latter including the usual special and prevocational subjects and the usual subjects of the first year of the high school.

The work of each student teacher is supervised by one or more members of the Normal School faculty. This supervision includes the directing of the daily teaching by means of lesson plans, model recitations, private conferences and conferences with all of the student teachers teaching a given subject. The conferences meet regularly for the discussion of the practical problems connected with the daily recitation, the material to be presented, the mental processes involved, the educational value of the subjects, and the most effective method of developing in the child power to feel, to think, and to do in desirable individual and social ways.

Ordinarily, only senior students, or students who have been given credit for previous experience in teaching, are assigned to service in the Training School. This service is supplemented, as far as possible, by observation of teaching in city and rural schools, and by cadet service in the schools of San Diego.

## BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

A basis of theoretical knowledge is considered essential to the highest success in any profession. So, in education, a knowledge of the fundamental laws underlying mental development is valuable to the student-teacher as a basis upon which to build up an intelligent practice.

The usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "Pedagogy," etc., is not followed, but such material is selected from all of these fields as seems most valuable for advancing the student's knowledge along three lines—child nature and development, the ends of education, and the means to be employed in the process. The work throughout consists of readings, reports, papers, and class discussions.

### Education I—Analysis of Teaching Process.

After considering the child's nature—his instincts, capacities and interests, and the importance of using these as points of departure in the teaching process—the class will discuss the social complex to which the child must learn to adjust itself by way of organized habits and ideals. The several types of lessons—inductive, deductive, appreciative, study, drill, and review which serve as means of adjustment of the child to his environment—together with school-room conditions affecting his physical and moral welfare, will be given attention.

*3 hours a week for one semester.*

### Education II—Psychology as Applied to Education.

The second part of the course views education from the standpoint of psychology. The following topics are discussed: The relations of mind and body; conscious states and processes,—attention, perception, association, memory, imagination, apperception, reasoning, and judging; the control of conscious processes,—instinct, feelings and emotions, practice and habit, will. Some attention is also given to individual differences in children. The aim is to apply the psychological knowledge gained directly to problems in education, and many topics usually considered under the head of "General Methods" are given consideration here.

*4 hours a week for one semester.*



**Education III—History of Education.**

The third part of the course consists of the history of education, which includes a study of the lives and teachings of a few of the greatest educators, and of some notable school systems and great social movements which have strongly influenced education.

(Elective.) *3 hours a week for one semester.*

**Education IV—The Teaching of Elementary School Subjects.**

The teaching of arithmetic and geography and the language arts and instruments—reading, writing, spelling, oral and written composition—will be discussed with special reference to the recent experimental work in education and the suggestions which it offers both as to subject matter and method in the elementary school. Discrepancies in the usual methods of marking students will be noted, and an equitable system based upon the "probability curve" will be worked out.

*3 hours a week for one quarter.*

**Education V.**

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

*3 hours a week for one quarter.*

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**ENGLISH.**

I. For this course the students of the junior class will be divided into groups, based upon the results of the examination in literacy, and each group will be given the work that it most needs, with reference both to general culture and to teaching of English in the elementary schools.

*4 hours a week for one semester.*

II. Oral expression and a course in literature of the elementary school.

*4 hours a week for one semester.*

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**LITERATURE.**

I. A study of the qualities which make for effectiveness in modern English prose literature, with the specific object of promoting the student's mastery over the resources of the language. Material is

selected from the works of Robert Louis Stevenson and other recent masters of English prose.

(Elective.) *4 hours a week for one semester.*

II. This course is intended to give a general survey of the development of English literature. Lectures will be accompanied by class study of typical masterpieces. While the emphasis will fall upon the Victorian period, the work will be so planned that the student should secure the following results: (1) A knowledge and appreciation of the national tendencies and ideals which have persisted in English literature; (2) acquaintance with the great periods in the evolution of our literature; (3) above all, a feeling for the nature and worth of literature itself.

(Elective.) *3 hours a week for one semester.*

**The Short Story.** An advanced course in composition supplemented by the study of typical modern short stories.

(Elective.) *2 hours a week for one semester.*

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**DRAMATIZATION OF HISTORY AND LITERATURE.**

A study of the different phases of dramatic instinct as manifested in children's plays and impersonations and in their love of seeing and taking part in dramatic performances. Organization of dramatic work in the elementary school. History, in outline, of the development of drama. Study of constructive drama. Practice in the dramatization and staging of literature and history.

(Elective.) *4 hours a week for one semester.*

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**CONTEMPORARY HISTORY.**

This course treats of the development of western civilization. An endeavor is made to discover the main factors in the evolution of what we may call contemporary civilization. Beginning with the breaking-up of the Roman Empire, the progress of civilization from the chaos and confusion of that period to the French Revolution and Napoleonic period is rapidly sketched. The revolutionary and reactionary periods are then discussed with the view of ascertaining the transformation they wrought in Europe. The present political situation in Europe receives



adequate attention, and the course closes with a study of the Industrial Revolution and the social and economic problems that have grown out of it.

The purpose of the course is to give students a comprehensive notion of the development of contemporary civilization from the cultural point of view, and to enable them to discuss intelligently the many questions which arise, even in elementary teaching, concerning the economic and political development of modern society.

*3 hours a week for one semester.*

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### ARITHMETIC.

(a) Students who do not present high school recommendation in arithmetic, or who fail in the preliminary examination in the subject, will be required to review it until thoroughness and accuracy in the fundamental operations are attained, together with a reasonable understanding of basic principles.

(b) *Methods and Theory.* This part of the course begins with a series of lectures and illustrative lessons on number work for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication-division table, and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division, involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie nearly all the operations in common and decimal fractions.

This is followed by methods for the intermediate school, where the interest lies in the practical application of fundamental principles to the solution of problems arising in the student's school and home life, with sufficient additional attention to continued drill in rapidity and accuracy of computation and to a study of simple business arithmetic, with a few of the simpler forms of commercial paper.

### GEOGRAPHY.

The course in geography deals with the material and methods required for work in the subject in the elementary and the intermediate school, and includes laboratory, field and library work.

*4 hours a week for one semester.*

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### NATURE STUDY.

The principles underlying the choice of subject-matter and the methods of presenting it to children. Class demonstrations of illustrative material. Special emphasis upon physical nature study using as reference the San Diego Normal School bulletin on the subject.

One period a week will be devoted to the pedagogy of the subject and three to selection and use of subject-matter.

*4 hours a week for 5 weeks.*

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### DOMESTIC CHEMISTRY.

This course forms a part of the domestic science course and is also a preparation for nature study teaching. The subject-matter considered is as follows: Fuels, ventilation, lighting, water, sewage, cleaning, antiseptics and foods of various kinds.

Two hours a week will be spent in the laboratory.

Text: Bailey's Sanitary and Applied Chemistry.

(Elective.) *5 hours a week for one semester.*

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### BIOLOGY AND PHYSIOLOGY.

#### I. Botany.

A course in general botany which seeks to give the student a grasp of the fundamental principles of physiology through a study of the structure and life activities of typical plants. Economic relations and phases applicable to every-day life are emphasized with a view to furnishing material for teaching botanical nature-study.

#### II. Zoölogy.

This course is based on the laboratory study of types of the great groups of animals. The first term will be spent in the study of invertebrates; the second term in the study of vertebrates. The habits and



physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in physiology.

No text is used, but constant reference is made to the standard works on zoölogy.

### III. Human Physiology.

An application of the principles of biology established in the preceding courses to a study of the structure and functions of the human body. Lectures are supplemented by laboratory exercises, and the emphasis placed on hygiene and sanitation is made practical by a brief introductory survey of the modern theories of bacteriology.

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## PHYSICAL EDUCATION.

I and II. Systematic class training is required of all students except seniors. The young women are examined by the medical examiner, and can be excused only upon her recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

The regular drill consists of formal exercises in which the corrective and hygienic motives are combined. Apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given to advanced classes.

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory training for the teaching of games. Informal talks on hygiene are given, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the instructor.

*Each 3 hours a week for one semester.*

### III. Sex Anatomy and Hygiene.

(a) A detailed study is made of the anatomy of the human female reproductive organs, which study affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large

problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.

(b) Emergencies and Study of "Health Indexes" of Children.

*2 hours a week for one semester.*

### IV. Plays and Games.

This course deals with such dramatic games, singing games, and games of skill as are especially adapted to the first six grades of the elementary school. Students gain a knowledge of methods by active participation in games and by practice teaching in the class. The theory and practice of elementary gymnastics will be sufficiently developed to secure acquaintance with the principles which underlie all systematic physical activity.

(Elective.) *3 hours a week for one semester.*

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## MUSIC.

I. This course provides for instruction in the elements of music. It includes the study of the major and minor scales, chromatics, intervals, triads and their inversions, modulations and transpositions. Ear training and systematic reading of graded material throughout the course. The essential outlines of musical history from the earliest times to the present; musical instruments; development of notations; musical forms. Biographies of great composers and an illustrative work from each. Methods developed throughout the course.

*5 hours a week for one semester.*

II. This course is devoted to the pedagogy of public school music. It deals with the details of teaching in each grade. The purpose of the rote song and the method of its presentation will be considered, and a definite vocabulary will be acquired. Suggestions for outlines and lesson plans, with music for programs and special days will be given. Topics for special consideration: Monotones; the school chorus; glee clubs and orchestra; classification and care of children's voices. Some practice in reading and in interpretation is included in this course.

(Elective.) *3 hours a week for one semester.*



**DRAWING.**

**I.** Free-hand constructive drawing of the views of the type forms. Freehand perspective drawing in pencil outline, of still-life, type-forms, buildings, etc.

Original landscape compositions in charcoal and color.

Methods of teaching drawing in the public schools.

*6 hours a week for one semester.*

**II.** Advanced color work. House plans and the interior decoration of a house.

Applied design—wood blocks and stencils applied to materials.

Advanced work in methods of teaching.

*(Elective.) 3 hours a week for one semester.*

**Mechanical Drawing.** A course for those who have had no previous experience. Use of instruments. Geometrical drawing, lettering, simple working drawing. Theory of projections and machine and perspective sketching. Work in this course will be closely related to wood-work.

*5 hours a week for one year.*

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**MANUAL TRAINING.****Elementary Manual Training.**

A course in manual activities suitable for the primary grades. It includes work in paper, cardboard, raffia, the coarser textiles, etc., with discussions of method.

**Elementary Woodwork I and II.**

Course for beginners. Care and use of tools and thorough study of the elements of construction. Models and projects suitable for fifth, sixth, seventh and eighth grades will be planned and executed. Application of mechanical drawing and design. Planning of courses of study and equipment. Application of mechanical drawing and its relation to woodwork are kept in mind.

*(Elective.) 5 hours a week for one year.*

**Advanced Woodwork III.**

Special reference will be made in this course to furniture and cabinet designing and construction. Use of common woodworking machinery

will be taught, and particular attention paid to joint construction. In addition to smaller models, each student will be expected to execute at least one large model of hard wood from an original plan. Various methods of wood finishing will be demonstrated. Regular periods and special attention will be given to organization, equipment, and courses of study. Methods of teaching constructive work in elementary and high school will be treated with type equipment for the different courses.

*(Departmental elective.) 10 hours a week for one year.*

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**HOUSEHOLD ARTS.**

The course is planned to train the student along the lines of home-making with special reference to her needs as a teacher.

**Sanitation.** Emphasis is placed upon cleanliness in all matters pertaining to the home, school, and community. Yeasts, moulds, and bacteria are studied, together with practical methods for their control.

The destruction of house flies, the disposal of garbage, water and milk as disease carriers, are considered.

**Dietetics.** This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

**Theory and Practice of Cookery.** General principles controlling the preparation of food for adults, children, and invalids are learned through practical work in the kitchen laboratory. These principles are amply illustrated by various methods of preparing milk, eggs, cereals, soups, fish, meats, vegetables, salads, breads, desserts, fruits, and beverages, with special reference to their wholesomeness and place in the dietary.

**Household Management.** This part of the course deals with the problems of system and foresight in relation to income and other factors. Accounts of household expenditure are kept by students.

Instructions in sanitary and systematic care of various parts of the house are given.

Food preservation and legislation are discussed.

Table-setting and serving of breakfasts, luncheons, and dinners are taught by practice.

*(Elective.) 7 hours a week for one semester.*

**Sewing.** This course covers methods of teaching and courses of study suitable for each grade, with use of paper patterns, application



of hand and machine sewing to undergarments, shirt waists, plain dresses, children's clothes, darning, patching, and simple embroidery.

Talks are given on economic buying, on useful and suitable clothing, on beauty and good taste.

(Elective.) *3 hours a week for one semester.*

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### APPLIED SOCIOLOGY.

This course is required of all students in the Junior A division. It will include lectures and readings in social usage, and will cover a rather broad range of subjects in an informal, but effective, manner.

*1 hour a week for one semester.*

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### AGRICULTURE.

I. The work done in this course and in Course II is given with a view to fitting students for teaching agriculture in the elementary schools. Course I covers the work given in Hilgard and Osterhout's *Agriculture for Schools of the Pacific Slope*, including the experiments which are performed by the pupils. A study of government bulletins constitutes an important part of the work. One day a week is spent in the lath house and gardens.

(Elective.) *4 hours a week for one semester.*

II. A study of fruit trees, based upon Wickson's "California Fruits." Lath house and outdoor work are continued, emphasizing methods of propagation, budding, grafting, transplanting, etc.

A study of ornamental trees and shrubbery is carried on by means of excursions. Roeding's "California Horticulture" is used for reference.

(Elective.) *4 hours a week for one semester.*

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### RURAL SCHOOL PROBLEMS.

The distinct purposes of this course are:

1. To study the evolution of rural school education and to lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.

2. To discover what is being done in various parts of the world to ameliorate rural conditions.

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

4. To develop a sympathetic attitude and to formulate some definite ideas and plans as to the service a teacher may render her community.

(Elective.) *3 hours a week for one semester.*

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### LIBRARY METHODS.

This course will deal but briefly with the administrative and technical work. It will emphasize those phases of library work that are most helpful to teachers.

The course will cover: (1) the Dewey system of classification and simplified forms of it which are serviceable for even the smallest libraries; (2) the history of libraries, with special reference to the greatest six or eight libraries of the world and points of superiority of each; (3) methods of using reference material, such as gazeteers, encyclopædias and dictionaries of special subjects, year-books and almanacs; (4) bibliographies, how to make and use them; (5) selection of periodicals with reference to widest service at smallest expenditure; (6) mending and care of books, selection of editions; (7) children's supplementary reading; (8) and methods of organizing new material dealing with current topics.

The course will be given by way of informal talks amplified by practical research work in the city and normal school libraries.

(Elective.) *3 hours a week for one semester.*

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### SPANISH.

#### I. First Year.

1. Grammar, composition, and conversation. Olmstead and Gordon's *Spanish Grammar*, and Julia de Assen's *Victoria y otros Cuentos* are used in this course.

*5 hours a week for one semester.*

2. A review of the essentials of grammar. The reading is from such texts as Cortina's *Despues de la Lluvia el Sol*; Valera's *El Pajaro Verde*; Giese's *Spanish Anecdotes*. Conversation.

*5 hours a week for one semester.*



## II. Second Year.

3. A review of the grammar by means of Humphrey's *Spanish Composition*. Conversation. Reports, written in Spanish. Alarcon's *El Final de Noema*; Gutierrez's *El Trovador*; Moratin's *El si de las Ninas*.

5 hours a week for one semester.

4. A study of the history of Spanish Literature, based on Ticknor's *Spanish Literature*. Galdó's *Marianela*; Tamaya y Baus' *Lo Positivo*; Cervantes' selections from *Don Quixote*. Presentation of a short play.

5 hours a week for one semester.

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## FRENCH.

I. Fraser and Squair's *French Grammar* and Aldrich and Foster's *Reader* form the basis of this course. Pronunciation, conversation, grammar, and transcription of easy French from dictation.

5 hours a week for one semester.

II. A systematic review of the essentials of grammar by means of Fraser's *Introductory Prose Composition*. Reading from such texts as Bacon's *Une Semaine a' Paris*; Labiche and Martin's *La Poudre aux Yeux*. Conversation. The presentation of a short comedy.

5 hours a week for one semester.

III. François *Advanced French Prose Composition*. Fraser and Squair's *French Grammar*. Reports written in French. A study of French literature based upon Pellissier's *Precis de l'histoire de la litterature francaise*. Reading of Moliere's *Precieuses Ridicules*; Corneille's *Le Cid*; Racine's *Esther*. The presentation of a short play.

5 hours a week for one semester.

IV. The study of the literary movement in France during the nineteenth century. Halevy's *L'Abbe Constantin*; Sand's *La Petit Fadette*; Hugo's *Les Miserables*; Merimee's *Colomba*.

5 hours a week for one semester.

## REORGANIZATION OF THE ELEMENTARY AND INTERMEDIATE SCHOOLS.

Beginning September, 1912, the seventh, eighth and ninth grades were organized as a unit, called the intermediate school, and housed in the east wing of the main building. The six grades of the elementary school remain in the new training school building.

This rearrangement is made possible by the discontinuance of the secondary school proper. The work of the first six grades, or the elementary school, is carried on as heretofore, except that it is so reshaped, largely by simplifying and intensifying materials and methods, that more is accomplished, and the pupil found, it is believed, at the conclusion of his course, with a good knowledge and control of fundamentals. With the added facilities in the shape of elementary laboratory and museum rooms, gained by removal of the seventh and eighth grades from the training school building to the main building, the efficiency of the elementary school is undoubtedly greatly increased, furnishing, therefore, much improved facilities for practice teaching.

The teaching of the pupils in the intermediate school is done according to the departmental plan. For the present, no attempt will be made to offer elective courses, beyond Spanish, manual training, and household arts. In the outlining of the course of study for the intermediate school a reduction in the number of subjects, and a more intensive study of them, has been sought. To this end, in both the elementary and the intermediate school, the subjects of the curriculum have been so evaluated, in the time assigned to each, that about one third of the total time is given to each of the major groups, as follows:

1. The formal group, inclusive of the studies supplying the tools of knowledge and life.
2. The cultural or informing group.
3. The vocational or motor-active group.

The pupils of the intermediate school are given full use of all of the laboratory and studio facilities of the normal school; and an assignment to teaching in this division of the training school gives a normal school student unusual opportunities to prepare herself for departmental teaching, as well as for the direction of the social phases of school life in the period of early adolescence.

NOTE.—The ninth grade will be suspended for the year 1913-1914.



## OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

All teaching in the Training School is closely supervised by members of the Normal School faculty. Practice teachers are regularly observed and are called into both class and individual conferences, with a view to giving them professional help and instruction in the application of their methods.

The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical development, the health of the child, his growth, and the conditions of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted:

(1) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent.

(2) Formal language work is based on the idea that the mastery of the art of right usage is the fundamental aim, and that formal grammar has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely, and correctly. For this end the child is given frequent oppor-

tunity and constant encouragement to express his thoughts, orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer,—history and literature, particularly so, through the attention they give to reproduction on the part of the child.

(3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page, the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized.

(4) History is taken up in the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economies and industrial activities and the gradual development of other interests from these. This is followed, in the intermediate grades, by study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environments. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portrayal.

(5) Geography deals particularly with the relationship of man to geographic environment, and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the viewpoint of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical conditions bearing directly on the above are clearly pointed out and their



significance is carefully discussed. Parallel with this, and in recognition of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of map-sketching. Beginning with home geography in the third grade, the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grade, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country.

(6) Nature study from the standpoint of economic values aims to develop the knowledge and ability to control nature, making it subserve the needs of man; from the standpoint of esthetic values it should cultivate and develop an appreciation of the beauty of nature in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the esthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude toward nature; he will come to realize "that unnecessary and wanton injury or destruction of either plants or animals is uneconomical, positively injurious to society, and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is developed as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. Public sanitation and hygiene are given due recognition.

(7) Music in the elementary grades is largely devoted to songs—songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoy-

ment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The texts of songs must represent standard literary value, the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While the technique of music is of secondary importance, it is not, however, neglected. In handling this phase of the work an attempt is made to present in as simple and fascinating manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill upon them to enable pupils to reach a fair degree of proficiency in formal sight-reading. Careful attention is given to ear-training, with a view to sharpening tone perception and establishing tone relation, and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades.

(8) The manual arts include three groups of activities, involving the manipulation of materials. To be able to know the good in art, and to appreciate it and love it, are the important factors throughout work in drawing. Decorative design, illustration of stories and poems, landscapes, and life forms in nature are some of the motives furnished, the responses to which are of the free-expression type. In fact, self-expression characterizes all the drawings of the Training School save the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly, and, to a less extent in architecture, are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationship, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is believed that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, self-helpfulness, and the economics of buying are aims upon



which much stress is laid in this field of study. In all of the three divisions noted above, the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values.

(9) The study of foreign languages begins in the intermediate school, with French or Spanish in the seventh grade, and Latin in the ninth grade. The so-called "natural" method is used largely, but not exclusively, in the teaching of modern languages in the seventh and eighth grades.

(10) *Physical Training.* This is accomplished in the elementary school through a course in play and games, given by student-teachers under the supervision of the department of physical education, and by giving the children access to a well appointed playground on the school campus, where their activities are completely supervised. In the intermediate division of the Training School, every student is given two periods a week of gymnasium work, followed by shower baths, and is brought by careful and gradual instruction to understand the physical foundations of life, including sex hygiene.

# PROGRAM OF STUDIES. INTERMEDIATE SCHOOL.

Period	Time	Minutes a week	7 B Grade: A typical program.					Suggestive programs: Arranged, in general, as for 7 B.				
			Monday	Tuesday	Wednesday	Thursday	Friday	7 A Grade	8 B Grade	8 A Grade	9th Grade	
	8:45	50	Study and opening exercises									
A	8:55	175	Arithmetic	Geography	Arithmetic	Geography	Arithmetic	Literature	History	Com. and Ind. Geography	Elementary Mathematics	
B	9:36	225	Spelling (15) Lang. (30)	Writing (15) Lang. (30)	Study	Writing (15) Lang. (30)	Spelling (15) Lang. (30)	History	Literature	Arithmetic	English	
	10:21 10:35	70	Morning recess									
C	10:35	185	Music	Study	Music	Study	Music or Study	Music and Study	Music and Study	Music and Study	Ancient History	
D	11:15	225	History	History	History	History	Physical Education	Language	Arithmetic	Literature	French or Spanish or Latin	
	12:00 12:55		Noon recess									
	12:55 1:00	25	Opening exercises, announcements, etc.									
E	1:00	175	Study	Literature	Literature	Expression and Reading	Expression and Reading	Arithmetic	Language	History and Civics	Elementary Science	
F	1:40	225	Study	Study	Study	Boys: Manual Training N. B. 4 periods a week each.	Manual Training	Agriculture	Physiology and Drawing	Manual Tr. or Cookery	Drawing Shop Work	
G	2:30 3:15	225	Physical Education	Drawing	Drawing	Girls: Cooking.	Cooking.	Agriculture and Drawing	Physiology and Drawing	Manual Tr. or Cookery	Household Arts Phys. Education	

NOTE.—Spanish may be elected, as an extra subject, beginning in the 7 B grade. In the ninth grade, English is required; and three other subjects, to make a total of twenty hours a week, may be elected. Two periods of physical education (gymnasium work and athletic sports) are required throughout the course, with boys and girls in separate classes. Three study halls are provided, one each for the seventh, eighth and ninth grades.



## ENROLLMENT

## COLLEGE GRADUATE STUDENTS.

Candidates for High School Certificates.

Ryan, Helen Margaret	Knox College	San Diego
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## NORMAL GRADUATE STUDENTS.

Cooley, Mary	San Diego	Reed, Chassie	San Diego
Everson, Mrs. Vonnice B.	San Diego	Reed, Hazel	San Diego
Hazzard, Lucile	San Diego	Skilling, Mrs. Bird	San Diego
Kennedy, Ruth	San Diego	Winnick, Ruth	San Diego
Parker, Blanche	San Diego	Wright, Mrs. Lucy	San Diego

## GRADUATES FROM JUNE, 1912, TO FEBRUARY, 1913.

Bailey, Aura Clarissa	Escondido	Goold, Harriett Wentworth	La Mesa
Ball, Veda Mar	National City	Gustin, Dora Frances	San Diego
Blake, Elsie Folsom	San Diego	Heuse, Emma Katherine	San Diego
Bradbury, Irene	Escondido	Landrith, Helen Ethel	Marshfield, Or.
Branson, Marion Adelle	San Diego	Merrill, Letha May	San Diego
Brown, Mrs. Frances Wallace	San Diego	Miller, Howard L.	San Diego
Butler, Alice Mary	Escondido	Pettijohn, Florence	San Diego
Cheatham, Mabel	San Diego	Rives, Wauneta	Monrovia
Cross, Louise	El Cajon	Schunemann, Anna Belle	Escondido
Doyle, Reba Fletcher	San Diego	Sebree, Nellie B.	San Diego
Durbin, Mary Eunice	El Cajon	Shea, Margaret	San Diego
Erzinger, Marguerth Frances	San Diego	Snyder, Bessie	San Diego
Galger, Bernice Langdon	San Diego	Wetty, Viola Ora	Escondido
		Woods, Nancy Moore	San Diego

## DEPARTMENTAL STUDENTS.

Candidates for recommendations for Special Certificates.

Boyle, Dorothy Webster	Drawing	San Diego
Evans, Ruth	Household Arts	Coronado
Greene (Mrs.) Mary Talbot	Household Arts	San Diego
Kennedy, Ada	Household Arts	Topeka, Kan.
Miller, Howard L.	Manual Training	San Diego
Rives, Wauneta	Household Arts	Monrovia
Smith, Minerva Margaret	Household Arts	San Diego
Thompson (Mrs.) Mae Warren	Household Arts	Hilt
Wetty (Mrs.) Georgia	Manual Training	San Diego
Winnick, Ruth	Household Arts	San Diego
Wright (Mrs.) Lucy Wheeler	Manual Training	San Diego

## SENIOR A CLASS, SECOND SEMESTER, 1912-1913.

Candidates for Regular Diplomas.

Allen, Mrs. Adrienne Butts	San Diego	Kruse, Ruth E.	San Diego
Baldwin, Effie Myrtle	Ramona	Leggett, Grace Florence	San Diego
Bassett, Winifred	San Diego	Lewis, Laura Edna	Escondido
Bastlin, Julia Rogna	Colorado Springs	*McCague, Anna	San Diego
Bates, Charlotte Dorothea	Boston	McDevitt, Bernice Evelyn	New Auburn, Minn.
Beck, Katherine Cecelia	National City		
Benson, Mildred	Ontario	McHugh, Mary H.	Rialto
Boyle, Dorothy Webster	San Diego	Mallory, Hettee	Lakeside
Brittain, Luch Maude	Coronado	Martenis, Angie	S. San Diego
Calloway, Mary June	San Diego	Martenis, Dorothy Gamble	S. San Diego
Clough, Alice Wescott	San Diego	Martin, Vera Irene	San Diego
Colby, Ida Florence	Fallbrook	Mayrhofer, Antonia	San Diego
Collier, Cecelia Margaret	Los Angeles	Miller, Marguerite	San Diego
Coolidge, Myrle	San Diego	Montgomery, Mrs. Sue Kate	Santa Ana
Crockett, Laura Davison	Chula Vista	Moore, Helen Adele	Earlhart
Davidson, Frances Emily	San Diego	Murphy, Emma Elizabeth	Jamacha
Dula, Helen Folsom	Pacific Beach	Murphy, Helen Eileen	Visalia
Dunn, Kathleen Lulu	San Diego	Noell, Martha Olivia	San Diego
Durbin, Etta C.	El Cajon	Rouark, Maud Ellen	San Diego
Ellithorpe, Martha Adelaide	Corona	Sackett, Mrs. Agnes Klingelhoff	San Diego
Ellithorpe, Ruth Myers	Corona	Scanlan, Francie Lillian	San Diego
Emery, Beatrice May	San Diego	Schulze, Mrs. Grace Morton	Oceanside
Evans, Ruth	Coronado		
French, Iva Leona	San Diego	Schussler, Anita	Nestor
Frost, Alma Valeria	Millport, Ohio	Shannon, Della Marie	San Diego
Fulton, Bluebell Floyse	San Diego	Sharp, Adeline	Otay
Garber, Elsa Margaret	San Diego	Shaw, Marie	San Diego
Glancy, Gertrude	San Diego	Sisson, Sallie	Salida, Col.
Groshong, Laura Alma	Fallbrook	Stokes, Constance Myrtle	Marysville, O.
Hatcher, Ethel Sophia	San Diego		
Hatton, Alice Shearman	Goldfield, Nev.	Strong, Edith	San Diego
Hess, Jeannette Creighton	Eureka	Sullivan, Jennie Agnes	San Diego
Holland, Mary Evelyn	San Diego	Vreeland, Adella Corinne	San Diego
Hudson, Kathryn	San Diego	Watson, Mrs. Alberta Filson	San Diego
Humphrey, Grace Myrtle	Escondido	Wilson, Laura Margaret	San Diego
Jascen, Elena Josefa	Fallbrook		
Jervis, Mary Leone	San Diego		

\*Graduated before close of semester.

## SENIOR B CLASS, SECOND SEMESTER, 1912-1913.

Candidates for Regular Diplomas.

Abbott, Glenna C.	San Diego	Irvin, Sue Elizabeth	Council Grove, Kan.
Beidleman, Gladys H.	San Diego	Kettle, Frances	San Diego
Bird, Helen	San Diego	Miller, Wilhelmina	La Jolla
Caldwell, Ida F.	San Diego	Mitchell, Nellie L.	San Diego
Collins, Margaret M.	Wisner, Neb.	Pickle, Verna	San Diego
Dapper, Emma	San Diego	Rhodes, Elva	San Diego
Durbin, Abigail	El Cajon	Rice, Nellie	San Diego
Eichenlaub, Lida P.		Ryan, Maud Cecilia	San Diego
Emery, Florence	San Diego	Savage, Hazel Frances	San Diego
Felger, Ruthe	Hemet	Spring, Orpha	Chicago
Goodhue, Helen	Elkhart, Ind.	Steere, Frances K.	Chicago
Gould, Leona	San Diego	Tufts, Grace	Chicago
Hamill, Flora A.			



## JUNIORS.

Alexander, Leila	San Diego	McKee, Esther	San Diego
Anderson, Myrtle	San Diego	Maltress, Mattie	Edgerton, Wis.
Angel, Exah	San Diego	Massingill, Bernice	San Diego
Aston, (Mrs.) H. E.	San Diego	Maxwell, Phoebe	Ramona
Baker, Hester A.	Madison, Ala.	Michler, Lily	San Diego
Barnes, Zeila	Sisson	Miller, Bernice	Los Angeles
Barrington, Evelyn	San Diego	Miller, Gertrude	National City
Bartlit, May	Aleda, Ill.	Molyneaux, Lula	San Diego
Bennett, Leta	San Diego	Moore, Genevieve	Imperial
Boal, Ione	La Jolla	Nelson, Eleanor	Escondido
Borel, Hilda	Coronado	Noah, Lillie	San Diego
Bower, Mary M.	San Diego	Norris, Marie	Long Beach
Bowers, Rilla	San Diego	Otis, Fannie G.	San Diego
Brackett, Lucile	Portland, Or.	Park, Eleanor	La Mesa
Bradbury, Mary	Escondido	Farimateer, Marie	San Diego
Brown, Etta	Los Angeles	Patterson, Mildred	Gary, Ind.
Brown, Hazel G.	Escondido	Pawley, Esther	Ducor
Campbell, Anna C.	Goldfield, Nev.	Peake, Grace	San Diego
Cantarini, Bessie	Bonsall	Pitman, Catherine	National City
Carter, Elsie L.	N. Bloomfield	Plato, Edna	Hemet
Clayton, Emily	San Diego	Power, (Mrs.) Frances	San Diego
Clough, Helen	San Diego	Powers, Ruth	San Diego
Cobb, Zerelda	San Diego	Reed, Mabel	San Diego
Cooper, Anna	San Diego	Regan, Xenia	San Diego
Crippen, Florence	San Diego	Renike, Amelia	San Diego
Crockett, Emilie	San Diego	Remaley, Dorothy	San Diego
Crow, Hazel	Chula Vista	Rhoades, Jeannette	Chula Vista
Curtwright, Charlotte	San Diego	Rice, Fern	Escondido
Czarnowski, Lucile	San Diego	Riddeil, (Mrs.) Ida	San Diego
Detrick, Elizabeth A.	San Diego	Rider, Ruth E.	La Mesa
D'Ewart, Lucia	Livingston, Mont.	Rooker, Ruth	Vista
Dibble, Ruth	San Diego	Rose, Maud	Tulsa, Okla.
Dixon, Maude	Chula Vista	Ross, Ruth	Berros
Fensom, Clara	San Diego	Scanlan, Grace A.	San Diego
Fensom, Ethel	San Diego	Schultz, Jessie	San Diego
Fisher, Austina E.	National City	Sellew, (Mrs.) C. W.	San Diego
Flint, Edith W.	San Diego	Shaw, Helen	San Diego
Fosgate, Laura	San Diego	Shaw, Helen Lucile	Brawley
Frazer, Helen	Moosa	Smith, Evelyn Verona	San Diego
Frazer, L. I.	Moosa	Shaw, (Mrs.) M. B.	San Diego
Frith, Josephine	National City	Spring, Elizabeth P.	National City
Fuller, Dora B.	San Diego	Stephens, Anna B.	San Diego
Goldberg, Ella	San Diego	Strathdee, Marion	San Diego
Goodwyn, Henrietta	San Diego	Sumner, Margaret	San Diego
Gould, Eugenia	La Mesa	Symonds, Bessie	Tacoma, Wash.
Graves, Blanche	Santa Ana	Taylor, Erva	San Diego
Griffith, Katryn	San Diego	Tinkham, Mary	Baraboo, Wis.
Gunn, Ethel	San Diego	Toomey, Maud	San Diego
Hamilton, Ora	San Diego	Von Kilsdonk, Regina	San Luis Rey
Hatheway, Velma D.	San Diego	Volk, Vivian	San Diego
Holborn, Lucile	San Diego	Wall, (Mrs.) Ida	San Diego
Holderness, Josephine H.	Nestor	Wall, Katherine	San Diego
Horton, Bertha	San Diego	Ward, Frances	San Diego
Hoss, Esther L.	San Diego	Watrous, Dorothy D.	San Diego
Hudson, (Mrs.) Maud	San Diego	Watson, Iola	Highland
Hurley, Ella	San Diego	Watson, Nellie	Pinos Altos, N. M.
Jacobs, Violet G.	Ramona	Wellington, Neva	Oxnard
Jackson, Estella	Canton, O.	Werber, Brunhilda	Lemon Grove
Jenkins, Lena	San Diego	West, (Mrs.) Lila	San Diego
Jennings, Lucella	San Diego	West, (Mrs.) Ruth Hyde	San Diego
Johnson, Antonia	Oceanside	Whetstone, Elsie	Escondido
Jones, Evelyn E.	San Diego	Wilcox, Ruth	San Diego
King, Ruth E.	San Diego	Wilson, Althea	San Diego
Leonard, Irene	San Diego	Wilt, (Mrs.) Daisy	San Diego
McCann, Bessie	Ontario	Wood, Lillian	San Diego
McCoy, Emma Beatrice	Toronto, Can.	Wrigley, Marella	San Diego
McCormick, Grace	San Diego	Yates, Lucile	Aspen, Col.
Mach, Elsie	San Diego		
Machado, Mary	Vista		

## SUMMARY OF ENROLLMENT.

College graduate students	1
Normal graduate students	10
Graduates first semester	27
Departmental students	11
Senior A students	68
Senior B students	26
Juniors	136
	279
Counted twice	6
	273
Net enrollment Normal School	
Training School—	
Intermediate School—	94
Grades 7 and 8—	27
Ninth grade	121
	361
Elementary School, grades 1 to 6	482
	755



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THE SUMMER SESSIONS  
OF  
The State Normal School of San Diego  
CIRCULAR OF INFORMATION  
FOR 1913-1914

(Reprinted from the Summer Session Bulletin of 1913.)

NOTE.—The quarterly bulletin of April, 1914, will announce the special features of the session of 1914.

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## ANNOUNCEMENTS

The Summer Session will begin July 1 and end August 8, 1913.

The object of the Summer Session is to give teachers the latest and best methods in school work, and also to furnish stimulating and suggestive material for the growth of the individual.

The registration fee will be five dollars.

Students in laboratory courses will be charged for materials used and apparatus destroyed.

Credits will be given as shown by synopsis of subjects.

Credits will be given on the basis of one (1) unit for every fifteen exercises of satisfactory work. A course of five exercises weekly during six weeks has a credit value of two units.

The usual amount of credit obtainable during the session is six units. Students may register for more courses if they so desire, and credits will be given for all satisfactory work done during the session.

About eighty units are required for the normal school diploma. One (1) unit is the credit given in the Normal School for one hour a week for one semester.

Students of the summer session must be at least eighteen years of age.

The courses offered imply such previous preparation as will be possessed by certificated teachers; but a limited number of high school graduates and of normal school students will be admitted in special cases.

A general assembly of faculty and students will be held every Monday from 10.35 to 10.55 a. m.

Classes with fewer than five applicants will be omitted.

Lectures in special subjects will be offered during the session.

Students will register Monday, June 30th.

Address all communications to THE REGISTRAR.

## LIBRARIES AND SPECIAL LABORATORY.

The Normal School Library is an exceptionally well-lighted, attractive room in the west wing of the main building, furnished with individual study tables. While notably strong along the fundamental lines of education and history, it covers efficiently the other departments, including domestic science and art.

The library will be open to all students of the summer session from 8.00 to 1.00, and will be found fully adequate for the work to be given.

A special course entitled "Books and Libraries," consisting of twelve forty-five-minute talks will be offered by the school librarian.

The San Diego Carnegie Library will be open to students.

The Marine Biological Station at La Jolla will be accessible for purposes of observation.

## BOARD AND ROOMS.

Board and rooms may be had at from \$25 to \$30 per month. Furnished apartments can be rented at from \$10 and \$15 to \$30 per month. Reasonable rates may be had at Tent City, Coronado.

The secretary will have a complete list of rooms and boarding places for the accommodation of summer school students.

## RAILROAD RATES.

Students attending from points in Arizona or New Mexico on the Southern Pacific lines may obtain special southern seashore rates for the Summer Session. The tickets are bought to Los Angeles plus four dollars for the round trip to San Diego. Selling dates may be obtained from local agents.

The Santa Fe has a regular reduced rate to Tent City, Coronado, during the summer, and tickets over this line should be bought to Tent City. These tickets are good throughout the Tent City season. Selling dates may be had from local agents.

## VACATION SCHOOL.

A vacation school limited to pupils of a few typical grades will be maintained during the Summer Session. The classes formed will be available for practice teaching and model lessons, particularly in physical and vocational education.



## SPECIAL ANNOUNCEMENT

Through an arrangement with the American Institute of Archaeology students of the Summer Session will have the unusual opportunity of attending lecture courses to be given by some of the foremost American archaeologists. A joint Summer Session conducted by the Institute and the Normal School will be held during the last week in July and the first week in August. A course of lectures in culture history by Dr. Edgar L. Hewett, Director of American Archaeology for the Institute, will be offered as one of the regular courses of the Normal School Summer Session at no extra fee. In addition to this course, it is hoped special lectures will be given by Dr. Louis B. Peyton, former Director of the American School in Palestine, Dr. H. R. Fairclough, Leland Stanford Junior University, and Dr. John P. Harrington, Ethnological Investigator of the School of American Archaeology, admission to which, and to the excursions contemplated, will be given by ticket at a nominal fee.

Dr. Hewett's course will be offered as a two-hour course, and full credit will be given for it. It will deal with the evolution of culture with special reference to the anthropological bases of modern educational practice, and will show the real significance of the modern problem of vocational education. Dr. Hewett will put at the disposal of the class his magnificent collections of illustrative material.

## FACULTY

- EDWARD L. HARDY, *A.B., Wisconsin*, President-----  
-----School Administration
- W. F. BLISS, *M.L., California*, Registrar-----History  
Dean of State Normal School, San Diego.
- EDGAR L. HEWETT, *Ph.D., Geneva*-----Culture History  
Director of American Archaeology, American Institute of Archaeology.
- GERTRUDE LONGNECKER, *A.M., Chicago*-----Education—Methods  
Director of Normal Training School, San Diego.
- MARGARET E. SCHALLENBERGER, *Ph.D.*-----  
-----Education—Elementary School Administration  
Director of Normal Training School, San Jose.
- J. F. WEST, *A.B., Stanford*-----Arithmetic  
Head Department of Mathematics, State Normal School, San Diego.
- W. T. SKILLING, *M.S., California*-----Agriculture and Nature Study  
Head Department of Agriculture, State Normal School, San Diego.
- IRVING E. OUTCALT, *A.M., Stanford*-----English Literature  
Head Department of English, State Normal School, San Diego.
- JANE BUTT, *A.B., Wisconsin*-----Dramatics and Expression  
Supervisor Teaching of Literature, State Normal School, San Diego.
- ROSE E. JUDSON-----Public School Music  
Supervisor Teaching of Music, State Normal School, San Diego.
- JESSIE RAND TANNER, *B.S., Columbia*-----Physical Education  
Head Department of Physical Education, State Normal School, San Diego.
- GEORGIA COY, *B.S., Columbia*-----Physical Education  
Assistant in Physical Education, State Normal School, San Diego.
- BESSIE E. HAZEN, *A.B.*-----Drawing  
Instructor in Art, State Normal School, Los Angeles.
- RALPH S. ROBERTS, *Iowa State Teachers College*-----Manual Training  
Instructor in Manual Training, Los Angeles City Schools.
- JEAN KRUEGER, *Ph.B., Chicago*-----Household Arts  
Supervisor of Household Arts, Tacoma, Wash.
- CAROLINE T. TOWNSEND, *Ph.B., Chicago*-----  
-----Primary Reading and Literature  
Assistant Supervisor, State Normal School, San Diego.



## SYNOPSIS OF COURSE

## SCHOOL ADMINISTRATION

## Course No. I.

PRESIDENT HARDY.

The administration of the elementary schools of California as laid down in the Constitution and laws of the State.

2 hours, 1 unit.

T. Th., 8.00-8.50. R. 12.

## Course No. II.

PRESIDENT HARDY.

General school administration with special reference to such problems as the following:

Autocratic control versus co-operation.

Efficiency, costs, values, etc.

Care and control of the school plant.

Pupil government versus co-operation.

The program.

Records and their values.

3 hours, 1 unit.

M. W. F., 9.00-9.50. R. 12.

## CONTEMPORARY EUROPEAN HISTORY.

## Course No. III.

MR. BLISS.

A comprehensive review of European history from the period of the Renaissance, with special reference to the rise of nationalities, the development of constitutional governments, and the effect of industrial conditions on social and political development.

3 hours, 1 unit.

M. W. F., 8.00-8.50. R. 12.

## METHODS IN HISTORY IN ELEMENTARY SCHOOLS.

## Course No. IV.

MR. BLISS.

A course of lectures, assigned readings, and discussions, dealing with the foundations of history, the content and arrangement of the course of study in elementary schools, and methods of instruction.

2 hours, 1 unit.

T. Th., 9.00-9.50. R. 12.

## THE TEACHING OF ELEMENTARY SCHOOL SUBJECTS.

## Course No. V.

MISS LONGENECKER.

The teaching of arithmetic and geography and the language arts and instruments—reading, writing, spelling, oral and written composition—will be discussed with special reference to the recent experimental work in education and the suggestions which it offers both as to subject-matter and method in the elementary school. Discrepancies in the usual methods of marking students will be noted, and an equitable system based upon the "probability curve" will be worked out.

3 hours, 1 unit.

M. W. F., 9.00-9.50. R. 13.

## ANALYSIS OF THE TEACHING PROCESS.

## Course No. VI.

MISS LONGENECKER.

After considering the child's nature—his instincts, capacities, and interests, and the importance of using these as points of departure in the teaching process—the class will discuss the social complex to which the child must learn to adjust itself by way of organized habits and ideals. The several types of lessons—inductive, deductive, appreciative, study, drill, and review which serve as means of adjustment of the child to his environment—together with school room conditions affecting physical and moral welfare, will be given attention.

2 hours, 1 unit.

T. Th., 9.00-9.50. R. 13.

## PROBLEMS OF THE ELEMENTARY SCHOOL CLASS ROOM.

## Course No. VII.

MISS SCHALLENBERGER.

This course will deal with the problems involved in the management of the class room of the elementary school. It will not be a course in methods, but will deal with the child as a member of the school group, and with the social, ethical, and administrative problems of the group.

3 hours, 1 unit.

M. W. F., 10.00-10.50. R. 13.

## ETHICAL EDUCATION, BUILDING OF CHARACTER AND PERSONALITY.

## Course No. VIII.

MISS SCHALLENBERGER.

The purpose of the work indicated in the title of Course VIII is distinctly inspirational, and implies such sincerity of purpose and true professional ideals on the part of all who join in it as shall make the course a genuine school for the development of the teacher.

2 hours, 1 unit.

T. Th., 10.00-10.50. R. 13.



## ADVANCED ARITHMETIC.

## Course No. IX.

MR. WEST.

This course is designed to give a careful review of the more difficult parts of arithmetic, and the treatment will be such as to develop the simplicity and unity of the subject. Implying a knowledge of algebra and geometry, it will furnish a more comprehensive view of the subject than would be possible without such preparation. The objects aimed at are threefold: a review and strengthening of previous knowledge, the acquisition of accuracy in computation, and a comprehension of basic principles. Special emphasis is placed on the importance of thoroughness and accuracy in the fundamental operations.

7 hours, 3 units.

11.00-11.50. R. 29.

## METHODS IN ARITHMETIC.

## Course No. X.

MR. WEST.

The value of arithmetic as part of an educational curriculum depends largely on the way it is presented. The object of this course will be to show how to correlate the various topics so as to give pupils the maximum development with the least expenditure of the teacher's time and energy. To accomplish this end a brief survey will be made of Dewey's *Psychology of Number*, Smith's *Teaching of Elementary Arithmetic*, and Young's *Teaching of Mathematics in Elementary Schools*.

3 hours, 1 unit.

M. W. F., 12.00-12.50. R. 29.

Students who complete satisfactorily Course X will receive credit for the normal school course in arithmetic, except the method hour.

## AGRICULTURE AND THE SCHOOL GARDEN.

## Course No. XI.

MR. SKILLING.

A discussion of the subject matter suitable for the teaching of agriculture in the elementary schools.

Practical work in laying off and planting a garden.

Work in the lath house, including various methods of propagation, budding, and grafting.

A demonstration of methods of fighting insect and fungus pests.

A study of ornamental shrubs and trees.

Excursions to illustrate the work outlined.

5 hours, 2 units.

11.00-11.50. R. 17.

## GENERAL NATURE STUDY.

## Course No. XII.

MR. SKILLING.

In this course the principles underlying the organization of nature study will be developed.

Especially attention will be paid to physical nature study material, including experiments drawn from chemistry, physics, physical geography, and astronomy.

Students will be expected to examine and discuss in class the nature-study literature found in the library.

5 hours, 2 units.

12.00-12.50. R. 17.

## ENGLISH GRAMMAR AND COMPOSITION.

## Course No. XIII.

MR. OUTCALT.

This course will correspond to the Junior B English of the normal school which includes teachers' courses in reading, composition and grammar.

3 hours, 1 unit.

M. W. F., 8.00-8.50. R. 27.

## PROBLEMS IN HIGH SCHOOL ENGLISH.

## Course No. XIV.

MR. OUTCALT.

Discussion of some of the problems that arise in the teaching of literature in the high school, and of the principles that should guide in attempts at their solution.

2 hours, 1 unit.

T. Th., 9.00-9.50. R. 27.

## ENGLISH LITERATURE OF THE NINETEENTH CENTURY.

## Course No. XV.

MR. OUTCALT.

A survey of English literature from Wordsworth to the present time. Special attention will be given to the great Victorian poets.

3 hours, 1 unit.

M. W. F., 9.00-9.50. R. 27.

## ELEMENTARY SCHOOL LITERATURE.

## Course No. XVI.

MISS BUTT.

Discussion of principles underlying the selection and use of literature in the grades.

Discussion of artistic and ethical values in poems, stories, and dramatic literature adapted to the growing power of the child.

Presentation of literature by reading aloud.

Voice. Oral composition. Story telling. Dramatization.

5 hours, 2 units.

10.00-10.50. R. 27.



**DRAMATIC LITERATURE AND DRAMATIZATION  
IN THE HIGH SCHOOL.**

**Course No. XVII.**

Miss BUTT.

Principles of selection and use of dramatic literature in the high school.

This course is intended to assist the teacher in the vitalization of high school English by means of the methods of dramatic art and expression. Voice. Characterization. Stage deportment.

Selection of plays. Stage management. Dramatic club work.

*2 hours, 1 unit.*

T. Th., 11.00-11.50. R. 27.

**SIGHT SINGING AND NOTATION.**

**Course No. XVIII.**

Miss JUDSON.

The course provides for instruction in the elements of music, and is designed for grade teachers. Systematic reading of graded material is required throughout the session. The work includes the study of the scale in major and minor; key signatures; measure signatures; rhythm; and the technical terms most commonly used in music.

*3 hours, 1 unit.*

M. W. F., 9.00-9.50. R. 15.

**METHODS IN MUSIC.**

**Course No. XIX.**

Miss JUDSON.

This course is devoted to the pedagogy of public school music, and will deal with the details of teaching in each grade. The purpose of the rote song and the method of its presentation will be considered, and a definite vocabulary of such songs will be acquired. Suggestions for outlines, lesson plans, programs, and music for special days will be given. Topics for special consideration: Monotones, the school chorus, glee clubs and orchestra, classification and care of children's voices. Some practice and interpretation is included in this course, which is planned with reference to the needs of high, and elementary school teachers.

*2 hours, 1 unit.*

T. Th., 9.00-9.50. R. 15.

**BACTERIOLOGY.**

**Course No. XX.**

Miss COY.

The course consists of a series of lectures on bacteria, yeasts, molds, and other micro-organisms in their relations to human life. It presents the simpler forms of laboratory technique useful as illustrative material in the teaching of nature study, hygiene and sanitation in the grades.

*5 hours, 3 units.*

10.00-10.50. R. 33.

**SEX EDUCATION.**

Miss TANNER.

**Course No. XXI.**

The development of sex training in the grades is discussed. The purpose of the course is to open up to the prospective teacher the status of sex problems in education, and to help her in the accumulation of material and methods for meeting present day school demands.

*2 hours, 1 unit.*

R. 32.

**FOODS AND COOKERY.**

**Course No. XXII.**

The purpose of the course is to give a working knowledge of the following general topics: The composition and nutritive value of foods, the fundamental principles and processes of cookery, household sanitation, and food legislation. Special attention will be given to scientific methods of laboratory work and the adaptation of such methods to the school.

*6 hours, 2 units.*

11.00-11.50. Rms. 5-8.

**SEWING.**

**Course No. XXIII.**

This course is planned especially for teachers of elementary schools. It covers methods of teaching; a general course suitable for each grade; use of paper patterns; application of hand and machine sewing to undergarments, shirt waists, plain dresses; darning, patching, and simple embroidery.

Students must provide material subject to the approval of the instructor.

*4 hours, 2 units.*

12.00-12.50. R. 5.

**DRAWING.**

**Course No. XXIV.**

A course will be outlined in constructive, representative, decorative drawing, and in picture study from the first grade through the eighth grade. Methods of teaching primary work and grammar grade work of all kinds will be given.

The classes will be expected to demonstrate all methods given by studio exercises.

The course will be illustrated fully through the use of the work of the normal school students and the children of the training school.

*10 hours, 4 units.*

11.00-11.50, 12.00-12.50. R. 11.



## WOODWORK.

## Course No. XXV.

This course includes eight hours of shop work with two additional hours of lectures covering such topics as the tools used, kind of wood employed, and the methods of joinery and finishing. Each student will make models involving simple problems, and at least one large furniture model based on the earlier work of the course. A course in instrumental drawing based on the models made will be required. Students who wish more advanced work will be given individual instruction.

10 hours, 4 units.

11.00-11.50, 12.00-12.50.

## GEOGRAPHY.

## Course No. XXVI.

Instructor to be announced.

NOTE.—A course in geography will be offered, if there are sufficient applications to warrant it. Courses in Spanish and in primary reading and literature have been arranged.

## PHYSICAL EDUCATION

A graduate course will be offered extending through two successive summer sessions and leading to recommendation for a special certificate. This recommends the holder to county boards of education in California as one qualified to teach physical training in elementary and intermediate schools.

Students entering the course for the purpose of obtaining such recommendation will devote their entire time to the various required courses regardless of previous training. None of the prescribed subjects is given during the regular school year. Only normal school graduates, or those having equivalent preparation, are eligible. Satisfactory physical condition is an absolute prerequisite. This graduate course is designed to meet the growing demand for special teachers of physical training and for directors of play in schools and on public playgrounds; hence, the department reserves the right to refuse recommendations to any students showing marked inability to undertake the teaching of these subjects.

The full course includes five weeks of practice teaching. Students will meet the instructors of the department for preparatory conferences on the afternoon of Tuesday, July 1, in Room 25.

Each young woman should be provided with two all-white middies with red ties, and two white skirts measuring  $2\frac{1}{2}$  yards around the bottom and 7 inches from the floor. For use in the gymnasium there will be needed a pair of white tennis shoes, and a pair of black serge or brilliantine bloomers containing 4 widths of cloth and measuring when finished 14 inches from the floor.

Young men will use regulation Y. M. C. A. gray trousers with soft gray shirts, black ties, and white tennis shoes. It is particularly necessary that the physical instructor be dressed neatly and suitably.



## OUTLINE OF GRADUATE COURSES

### FIRST SUMMER.

<i>Theory.</i>	Hours.
1. Kinesiology and First Aid.....	2
2. Theory of Gymnastics.....	2
<i>Practice.</i>	
3. Elementary Gymnastics.....	3
4. Elementary Folk Dancing.....	2
5. Practice Teaching and Conferences.....	5
6. Plays and Games.....	3
7. Tennis (elective).....	
8. Rowing (elective).....	

Individual courses are open to teachers under the general rules governing registration in other departments. The regulation white middy, black bloomers, and white shoes must be worn in Courses 3, 4, 5, 6.

### SECOND SUMMER.

<i>Theory.</i>	
9. Playground Management and Equipment.	
10. Educational Aspects of Play.	
<i>Practice.</i>	
11. Advanced Gymnastics.	
12. Advanced Folk Dancing.	
13. Organized Playground Games and Sports.	
14. Practice Teaching on Playground.	
15. Special Day and Festival Games.	
16. Swimming (elective).	
17. Tennis (elective), dealing with conducting of tournaments.	
18. Rowing (elective).	

### KINESIOLOGY AND FIRST AID.

#### Course No. XXVII.

Miss Coy.

Knowledge of the "science of the movements of the human body" is developed through a detailed study of the bones, joints, and muscles of the human mechanism.

The latest methods of rendering effective first aid assistance in cases of accident are studied and demonstrated. Especial attention is paid to the phases of first aid which are particularly serviceable in the training of Boy Scouts.

2 hours, 1 unit.

R. 31.

### THEORY OF GYMNASTICS.

#### Course No. XXVIII.

Miss Tanner.

This course forms the groundwork for the course next following. It treats of methods of conducting gymnastic classes, the essentials of the Days Order, and the physiological and anatomical results of exercise.

2 hours, 1 unit.

R. 32.

### ELEMENTARY GYMNASTICS.

#### Course No. XXIX.

Miss Tanner.

The Swedish Days Order is taken as the point of departure since it affords sound physiological basis for physical exercise. Exercises without apparatus, wand drills, elementary club swinging, simple folk dancing, and organized gymnastic games will be given in rapid succession that the student may gain as much material as possible for future teaching.

3 hours, 1 unit.

Gymnasium.

### ELEMENTARY FOLK DANCING.

#### Course No. XXX.

Miss Coy.

A series of simple folk dances suitable for the grades is taught. Quite as much emphasis is placed upon methods of presentation as upon ability to execute the various dances, and the course is designed for teachers only.

2 hours, 1 unit.

Gymnasium.

### PRACTICE TEACHING.

#### Course No. XXXI.

Miss Tanner, Miss Coy.

Classes for the elementary school, in the gymnasium and on the well-equipped playground, afford ample opportunity for practice teaching, for which Courses XXVII, XXVIII, XXIX, XXX, XXXII are all necessary.

5 hours, 2 units.

### PLAYS AND GAMES.

#### Course No. XXXII.

Miss Tanner, Miss Coy.

The purpose of this course is the presentation of material especially adapted to the elementary schools. This consists of dramatic games, singing games, and organized games suitable for small children.

3 hours, 1 unit.

Rms. 31-32.

### TENNIS (Elective).

The school tennis courts will be open to students of the summer school during each day of the week except Sunday, and instruction will be given if needed.



## ROWING (Elective).

The eight-oared barge owned by the Rowing Association of the Normal School will be available for those interested in rowing. Crews will be in charge of members of the faculty.

The exact content of courses for the second summer session (9-16 inclusive above) will be announced in the summer bulletin for 1914. The general outline given will indicate, however, the sequence and close connection of the work of the two summers. The second session will be devoted more distinctly to the larger activities of school and public playgrounds.

Fee for physical examination.....	\$ .50
Fee for lockers.....	.50

No observers will be admitted to classes in gymnastics or folk dancing without card of admission from the director of the department.

Texts required for class use:

<i>The Teaching of Elementary School Gymnastics</i> .....	Bowen
<i>Folk Dances and Singing Games</i> .....	Burchnel
<i>Folk Dances and Games</i> .....	Crawford
<i>Games for the Playground, Home, School, and Gymnasium</i> .....	Bancroft

To applicants for registration:

Kindly address inquiries to

W. F. BLISS,  
Registrar,  
State Normal School, San Diego, Cal.







