

STATE TEACHERS' COLLEGE OF SAN DIEGO

VOLUME NINE

BULLETIN

NUMBER 3

JUNE, 1921

# CATALOG FOR 1920-1921

ANNOUNCEMENT OF PROFESSIONAL  
AND COLLEGIATE COURSES

FOR

1921 - 1922





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PUBLISHED QUARTERLY BY THE STATE TEACHERS' COLLEGE OF SAN DIEGO  
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1921

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## GOVERNMENT:

Administration: WILL C. WOOD—

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

Curriculum: THE STATE BOARD OF EDUCATION—

E. P. Clarke, Riverside

Mrs. O. Shepard Barnum, Alhambra

Mrs. Agnes Ray, Oakland

Stanley B. Wilson, Los Angeles

George W. Stone, Santa Cruz

Mrs. Elizabeth B. Phillips, Porterville



## OFFICERS OF ADMINISTRATION.

### THE PROFESSIONAL SCHOOL—1920-1921.

EDWARD L. HARDY	- - - - -	President
W. F. BLISS	- - - - -	Vice President
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MRS. FLORENCE BRYANT DELANO	- - - - -	Registrar
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MRS. THEKLA K. RICE	- - - - -	Assistant Secretary
JANE ADAMS	- - - - -	Faculty Secretary

### THE TRAINING SCHOOL—1920-1921.

MIRIAM E. BESLEY	- - - - -	Director
CAROLINE I. TOWNSEND	- - - - -	Director of Primary Teaching
FLORENCE L. SMITH	- - - - -	Principal
ALICE GREER	- - - - -	Class Supervisor
ETHEL CUNNINGHAM	- - - - -	Class Supervisor
EDITH HAMMACK	- - - - -	Class Supervisor
JOHN SNYDER	- - - - -	Class Supervisor
MARY SPAYD	- - - - -	Class Supervisor
WINIFRED WOODS	- - - - -	Librarian

### GROUNDS AND BUILDINGS—1920-1921.

FRED W. VAN HORNE	- - - - -	Head Janitor
CHARLES L. FISK	- - - - -	Assistant Janitor and Assistant Engineer
GEORGE AVERBECK	- - - - -	Assistant Janitor
A. L. SEELIG	- - - - -	Assistant Janitor
C. R. McLAUGHLIN	- - - - -	Engineer
MARTIN ROTH	- - - - -	Head Gardener
OTTO YOUNG	- - - - -	Assistant Gardener
GEORGE GEARHARD	- - - - -	Assistant Gardener
T. A. WIER	- - - - -	Watchman



# CALENDAR—1921-1922.

## Summer Quarter—

Term 1.....June 27 to August 5  
 Term 2.....August 8 to September 2  
 Interim Recess.....September 3 to 11  
 Registration.....September 8, 9, 10

## First Semester—

Term 1.....September 12 to November 11  
 Term 2.....November 14 to February 3  
 In Term 2, Thanksgiving Recess.....November 24 to 27  
 Christmas Recess.....December 17 to 31

## Second Semester—

Term 1.....February 6 to March 31  
 Easter Recess.....April 1 to 11  
 Holiday.....April 14  
 Term 2.....April 12 to June 14  
 Commencement.....June 16  
 Interim Recess.....June 15 to June 25

## Summer Quarter—

# CALENDAR—1922-1923.

Term 1.....June 26 to August 4  
 Term 2.....August 7 to September 1  
 Interim Recess.....September 2 to 10  
 Registration.....September 7, 8, 9

## First Semester—

Term 1.....September 11 to November 10  
 Term 2.....November 10 to January 26  
 Thanksgiving Recess.....November 30 to December 2  
 Christmas Recess.....December 23 to January 1

## Second Semester—

Term 1.....January 29 to March 29  
 Holiday.....March 30  
 Easter Recess.....March 30 to April 10  
 Term 2.....April 11 to June 13  
 Commencement.....June 15  
 Interim Recess.....June 14 to June 24

# FACULTY.

1920-1921.

EDWARD L. HARDY, PRESIDENT - - *School Administration*

B. L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Principal San Diego High School, 1906-1910. (Appointed September 1, 1910.)

W. F. BLISS, VICE PRESIDENT - - *History and Social Economics*

B. S., Mount Union; B. L., M. L., University of California; Superintendent of Schools, Rochester, Pa.; Supervising Principal, Colton, Cal.; Vice Principal, High School, Santa Barbara, Cal.; Teaching Fellow in History, University of California. (Appointed September, 1900.)

MRS. ADA HUGHES COLDWELL, DEAN OF WOMEN - *Head*

*Department of Vocational Home Economics*

Special study, Europe, 1899-1900; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)

MIRIAM E. BESLEY - - - - - *Director of Education*

Ph.B., A.M., Wellesley College and University of Chicago; Superintendent City Schools, Waukegan, Ill.; study of English and European elementary schools, 1902-1903; special investigator of vocational guidance and pre-vocational education, Chicago, 1911-1913. (Appointed September 1, 1913.)

CAROLINE I. TOWNSEND - - *Assistant Director of Education*

Ph.B., University of Chicago; Indianapolis Normal School Teachers' College, Columbia University; teacher of primary reading and literature in the public schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)

MRS. GERTRUDE SUMPTION BELL - - - - -

*Assistant Director of Education*

A.B., Indiana University; graduate Indiana State Normal School; research work, Clark University; assistant in education and director of practice teaching, University of Colorado; state institute lecturer, Montana; instructor, School of Education, Indiana University. (Appointed August 1, 1916.)

MARY BENTON - - - - - *Head Department of Fine Arts*

Student at Rosemont Dezalet, Lausanne, Switzerland; at Chicago Art Institute; New York School of Art; pupil of W. J. Whittemore, of New York; pupil of Mrs. Butterworth, of New York; instructor, State Normal School of San Diego. (Appointed July 1, 1916.)

MARY M. BOWER - - - - - *Assistant Physical Education*

Graduate State Normal School of San Diego. (Appointed October 1, 1917.)

VINNIE B. CLARK - - - - - *Geography*

A.B., University of Wisconsin; graduate student, University of Chicago; assistant in geography, University of Wisconsin; Oak Park, Ill., High School 1913-1914. (Appointed September 1, 1914.)



GEORGIA V. COY - - - - - *Biology and Physical Education*

Graduate San Diego Normal School; teacher in San Diego County schools, 1909-1910; B. S., Columbia University; bachelor's teaching diploma in biology, Teachers' College, Columbia University; graduate work at University of California, 1915. (Appointed September 1, 1912.)

AGNES MOORE FRYBERGER - - - - - *Music*

Assistant Supervisor of public school music, Minneapolis, Minnesota, 1911-1920; Instructor in public school music, University of Minnesota, 1918-1920.

GERTRUDE LAWS - - - - - *Class Management*

Graduate State Normal School, San Diego; departmental teacher, city schools of San Diego. (Appointed September 1, 1913.)

BEULAH MARKER - - - - - *Assistant Fine Arts*

B. S., Columbia University; Teachers' College diploma; graduate of Los Angeles State Normal School, with general professional and special art diplomas; assistant in Fine Arts Department, Teachers' College, Columbia University, 1918-1919. (Appointed July 1, 1919.)

CHESLEY MILLS - - - - - *Training School Orchestra*

Violin training in San Francisco under Max Fleishman, later under Gustav Pringnitz and Wenzel Kopta; has held the following among other positions: First violin, Atlanta Symphony Orchestra, Atlanta, Georgia; director of Symphony Orchestra, San Diego, two seasons. (Appointed January 1, 1919.)

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. (Appointed September 1, 1912.)

CHARLES R. SCUDDER - - - - - *Industrial Arts*

Preparation at University of Illinois; teacher of industrial work at Grand Rapids, Michigan, and director of industrial arts at Washington State Normal school at Bellingham. (Appointed September 1, 1918.)

W. T. SKILLING - - - - - *Agriculture and Nature Study*

State Normal School, Los Angeles, Cal.; M.S. University of California; Teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)

FLORENCE L. SMITH - - - - - *English*

A.B., Northwestern University; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)

JESSIE RAND TANNER - *Head Department of Physical Education*

Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers' College, Columbia University; Tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

EDITH WENGEL - - - - - *Head Department Home Economics*

B. S. University of Wisconsin; Instructor Home Economics, University of Wisconsin, 1917-1920; Research work, Department Home Economics, Washington, D. C. (Appointed September, 1920.)

SPECIAL LECTURERS AND INSTRUCTORS.

Summer Session, 1921.

H. C. JOHNSON, M. A. - - - - - *School Supervision*  
Superintendent City Schools, San Diego.

F. F. MARTIN, M. A. - - - - - *Rural School Problems*  
County Superintendent Schools, San Diego.

LEO COOPER - - - - - *Dramatics*  
Dramatic Reader at Greek Theater, University of California, 1916.

ROSALIE GERIG EDWARDS, M. A. - - - - - *Spanish*  
Instructor in Spanish, San Diego Junior College; Instructor in Spanish, University of California, Summer Session of 1919.

IDA E. FISHER, B. A. - - - - - *Music*  
Supervisor of Music in the Schools of New York City; Lecturer on public school music, College of the City of New York.

BESSIE ELLA HAZEN, B. A. - - - - - *Fine Arts*  
Instructor in Art, University of California, Southern Branch.

PAUL KLEIN, Ph. B. - - - - - *Industrial Arts*  
Instructor, San Diego High School.

WILLIAM L. NIDA, Ph. B. - *Class Management, The Curriculum*  
Principal Florence School, San Diego.

C. E. PETERSON - - - - - *Physical Education*  
Physical Director, Edison School, Berkeley; Assistant, University of California, 1920.

J. L. STOCKTON, Ph. D. - - - - - *Education*  
Principal Training School, State Normal School of San Jose.

BESSIE B. WENRICH - - - - - *Sewing and Millinery*  
Instructor, San Diego High School.



### HISTORICAL.

The State Normal School of San Diego was established by legislative enactment in March, 1897, and received its first class in the autumn of 1898. In April, 1921, the school, together with all of the California normal schools, received, by act of the legislature later approved by the Governor of the state and becoming effective August 1, 1921, the designation of State Teachers College, its full title to be "State Teachers College of San Diego."

In June of 1921, under an enactment of the legislative session of the same year, known as the "junior college" law, the San Diego Junior College was merged with the State Teachers College of San Diego. Under the arrangement thus made, collegiate courses of the lower division (freshman and sophomore years) will be offered in the academic year beginning September 12, 1921. A bulletin to be issued in August, 1921, will set forth the courses in full.

### ENTRANCE REQUIREMENTS FOR HIGH SCHOOL GRADUATES.

*Recommendations:* Entrants must be recommended by high school principals and qualified for admission *both* to the University of California and to any California state teachers' college, in accordance with the rules and regulations of the State Board of Education, adopted in May, 1920. They must be graduates who have completed at least fifteen units of work. A unit of work is defined as a course of study taken for one year of not less than thirty-six weeks for five full periods a week, or, in the case of a laboratory subject, for at least eight periods a week. Fractions of units may be accepted and counted.

*Entrance Requirements:* Examinations are not required, for the reason that only recommended students are matriculated. During the first term of the first semester, entrants are given such intelligence and education tests as may be found desirable. Students who have not taken in high school the subjects required by the rules of the State Board of Education, can usually arrange to take them at the college. Such students should, however, submit their cases to the registrar for review before they present themselves for admission.

Subjects prescribed as prerequisite to admission are listed in the State Board of Education regulations, which are kept on file in the office of California high school principals, or can be secured from the Commissioner of Secondary Schools, at Sacramento, California.

Of the so-called special subjects, the State Teachers' College of San Diego accepts, in units, not more than two each in manual training, drawing, music, and household arts, and not more than one each in type-writing, stenography, and bookkeeping, unless the student is a candidate for special certification.

*Dates for Matriculation:* High school graduates will be received at the beginning of the summer quarter and at the beginning of the autumn and mid-year semesters. They should report at least one day before the opening date (see calendar).

### ENTRANCE REQUIREMENTS FOR COLLEGIATE COURSES.

Entrants must meet the same requirements as those set forth above. The courses offered are available for college credit, and include the subjects required for intermediate school certification.



## GENERAL REQUIREMENTS.

### General Qualifications.

Every person admitted as a student to the teachers' colleges of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service.

### Admission to Advanced Standing.

Applicants for advanced standing will be admitted as follows:

(a) Recommended graduates of accredited secondary schools of California, having junior college or postgraduate credit.

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

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

(d) Teachers of experience not candidates for graduation, who will be admitted as visiting teachers for the purpose of doing special work. Teachers holding California certificates will be admitted with credit to be determined by the Committee on Advanced Standing.

Concerning credit for work done in the junior college:

(a) Generally speaking, junior college work will be credited on the basis of equivalents.

(b) Full credit will be given for subjects that can be accepted as fair equivalents for electives.

(c) Full credit will be given for subjects that can be accepted as equivalents for regular courses.

(d) It is required that a junior college student who wishes to enter this institution to receive either the regular diploma or recommendation for a special certificate of either the elementary or the secondary grade, open, as soon as possible, correspondence with the Registrar for the purpose of securing his rating.

### ADVANCED STANDING—CREDIT REGULATIONS.

Experienced teachers holding valid California or other certificates will be admitted to the college upon presenting such certificates, 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 college may reveal.

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

For 5 or more years.....	5 teachings or 12.5 units
For 3-5 years.....	4 teachings or 10.0 units
For 2 years.....	3 teachings or 7.0 units
For 1 year.....	1 teaching or 2.5 units

Less than one year in teaching will not be recognized.

A unit is defined as the equivalent of one hour of prepared class work a week pursued for eighteen weeks.

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

Credits obtained in the State Teachers Colleges 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 Admission and 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. The rules of the Committee follow:

1. Every applicant for admission to candidacy for a diploma of the college, excepting those holding regular credentials from accredited high schools, shall be interviewed by each member of the Committee and the status of students shall be decided only in general conference of the Committee, after the interviews have taken place.
2. The Committee shall enforce the rules and prescriptions of the State Board of Education concerning admission to and graduation from state teachers colleges, and these rules and prescriptions are hereby made a part of the rules of this Committee.
3. Since discretion in the following cases has been vested by the State Board of Education in the several teachers college faculties, the minimum requirements for graduation for all persons belonging to the several groups indicated below are hereby fixed as follows:
  - a. Graduates of accredited colleges, or institutions of like rank, without other school education or training or experience in teaching, shall be required to take a minimum of twenty-four weeks of work in residence.
  - b. Graduates of accredited normal schools who received their diplomas before the schools were placed on the accredited list by the State Board of Education, shall be required to take a minimum of sixteen weeks of work in residence.
  - c. Students transferred from other state normal schools shall be required, according to the rules of the State Board of Education, to take a minimum of sixteen weeks of work in residence.
  - d. Experienced teachers with high school education from states outside of California, shall receive credit for experience only, according to the regular schedule of credit for experience in teaching.
  - e. California teachers of experience with high school education shall receive credit for experience according to the regular schedule and in addition shall receive a credit of ten units for the California certificate, provided that this certificate is not more than six years old.



f. Experienced teachers (with high school education) holding California Life Diplomas, shall receive the same credits as those holding California certificates, providing the Life Diploma is not more than ten years old.

g. Experienced teachers with no high school education holding California certificates or diplomas shall receive credit for experience according to the regular schedule, and shall be referred to the Committee on Admission and Advanced Standing.

h. Persons over twenty-four years of age, asking admission to the college, must conform to the rule of the State Board of Education and shall also be referred to the Committee on Admission and Advanced Standing. The State Board rule follows:

"Persons over twenty-four years of age (twenty-one years of age if honorably discharged from war service, army, navy, or auxiliary) not possessing the credentials prescribed above may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the teachers college concerned, be equivalent to any of the above requirements; provided, that no student shall be graduated without satisfying the requirement of proficiency in the statutory school subjects.

### RECOMMENDATIONS.

Entrants may be asked to present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other teacher-training 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 the applicants. Each honorable dismissal certificate should state the educational record of the applicant.

### PROFESSIONAL STANDARDS.

The main purpose of the Teachers College 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, in scholarship and in personal power and general culture.

### APPOINTMENT SERVICE.

An appointment department is maintained by the college, the principal purpose of which is to assist superintendents and trustees in securing teachers suited to their needs. There are no fees for its service.

### EXPENSES.

Students are required to furnish their own textbooks. Tuition is free in all departments. A small matriculation fee will be charged all students, and the usual fees are charged for materials used in

laboratory courses. The Associated Student Body fee is one dollar for each semester.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Dean of Women, where proper supervision will be exercised. The Dean must be consulted before boarding places are selected.

### RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Teachers Colleges are defined in section 1503 of the Political Code, the principal features of which are as follows:

The superintendent of public instruction, 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.

This diploma, accompanied by a state credential, entitles the holder to an elementary school certificate from any county or city and county board of education in the state.

Graduates taking a year of collegiate work are entitled to the certificate permitting them to teach in the intermediate (junior high) schools of California.

### ATHLETICS.

Facilities for athletics include tennis courts, boat-house and barges, a playground, an athletic field and a standard, modern gymnasium.

### THE CLIMATE OF SAN DIEGO.

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.

### GENERAL CONSIDERATIONS.

The State Teachers College of San Diego offers the following advantages:

A flexible, all-the-year calendar;

A large and strong faculty and a student body not too large for individual work;

Unusual opportunities for out-of-door recreation and physical development on land and water;

An efficient appointment service.



### THE COURSES OFFERED.

1. For the elementary school certificate; see p. 14.
2. Collegiate courses, available also for the intermediate school certificate; see pp. 18-28.
3. Fellowship courses leading to special certification; see p. 17.
4. Departmental teachers' courses; see p. 17.
5. A vocational home economics course; see p. 31.
6. Summer session courses for school officers and teachers; see bulletin to be issued in April, 1922.
7. Fine and industrial arts; pp. 33-43.

### THE STUDENT ADVISORS.

- Concerning matters of student-body policy, leaves of absence,  
personal advice (men), use of buildings, etc - - - -  
- - - - - *The President of the School*
- Concerning appointments to teaching positions - - - -  
- - - - - *The Vice President of the School*
- Concerning the housing and living arrangements of students, rules  
of conduct, student social affairs, personal advice (women), rules  
of attendance, etc. - - - - - *The Dean of Women*
- Concerning supervision of practice teaching, conferences, etc. -  
- - - - - *The Director of Education*
- Concerning matriculation, program of studies and teaching, credits,  
locker arrangements, etc. - - - - - *The Registrar*
- Concerning health and physical condition, school athletics, rowing,  
etc. - - - - - *The Director of Physical Education*
- Concerning relations to the training school, to pupils, routine, etc.  
- - - - - *The Principal of the Training School*
- Concerning student-body affairs - *The President of the Student Body*

### THE TWO-YEAR CURRICULUM.

#### JUNIOR YEAR.

	Hours	Credit
Education I .....	54	3 00
Reading and Penmanship .....	54	1 50
Geography .....	36	2 00
Nature Study .....	36	2 00
Arithmetic .....	54	3 00
Music Methods .....	27	1 50
Art Methods .....	27	1 50
Education II-A .....	27	1 50
Education II-B .....	27	1 50
Physical Education .....	72	2 00
Special Electives (Ind. Arts, Fine Arts, Music, etc.) .....		3 00
General Collegiate Subjects, Elective .....		12 50
		<hr/> 35 00

#### SENIOR YEAR.

	Hours	Credit
Social Science .....	54	3 00
Education III .....	36	2 00
Education IV-B .....	36	2 00
Hygiene .....	36	2 00
Physical Education Theory .....	36	2 00
Physical Education Practice .....	72	2 00
Teaching (single) .....	90	5 00
Teaching (half day) .....	135	7 50
Special Electives (Ind. Arts, Fine Arts, Music, etc.) .....		3 00
General Collegiate Subjects, Elective .....		6 50
		<hr/> 35 00

The general collegiate electives must be taken from the following groups:

1. Language subjects, including both linguistic and literary courses in English of collegiate grade.
2. Natural science subjects, including mathematics, geography, the physical sciences, etc.
3. Biological science, including bionomics.
4. Social science, including rural life, selected aspects of history, sociology, political science, etc.
5. Psychology, principles of education, ethics, esthetics, logic, etc.

The six units of special elective work must be taken in one of the following groups:

Manual and industrial arts.	Music.
Household arts.	Fine and applied art.
Physical education.	Elements of agriculture.



## THE THREE-YEAR CURRICULUMS.

(Leading to Special Elementary Certification.)

These must be arranged according to the following general prescriptions of the State Board of Education:

"The three-year curricula shall include 32 units additional to the number of units (64 plus 6 in physical education) required for the two-year curricula, which 32 units shall be selected and arranged to meet both the needs of individual students and the requirements of the State Board of Education as to the various types of certification; provided that candidates for special certification shall be required to meet the prescriptions, only, of the State Board of Education for such certification."

## THE FOUR-YEAR CURRICULUMS.

The prescriptions of the State Board of Education read:

"The four-year curricula shall include 64 units additional to the number of units (64 plus 6 in physical education) required for the two-year curricula, which 64 units shall be selected and arranged to meet both the needs of individual students and the requirements of the State Board of Education as to the various types of certification; provided that candidates for special certification shall be required to meet the prescriptions, only, of the State Board of Education for such certification."

For graduation from the two-year curriculum, a student is required to do at least sixteen (16) units of work in residence, from any of the three-year curriculums not less than twenty-four (24) units of work in residence, and from any of the four-year curriculums not less than thirty-two (32) units of work in residence.

The regulations of the State Board of Education relative to special certification follow:

### Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.

[Adopted August 21, 1915; Amended December 10, 1915.]

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education, individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the state of California; *provided*, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; *and provided*, *further*, that they may recommend candidates for the elementary or secondary special certificates only as follows:

#### Elementary Special Certificates.

Educational institutions may recommend an individual for the elementary special certificate; *provided*, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary

thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-third of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

#### Secondary Special Certificate.

Educational institutions may recommend an individual for the secondary special certificate; *provided*, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-third of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

#### Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement.

On March 11, 1916, the State Teachers College of San Diego was authorized to certify to the preparation of individuals to receive elementary or secondary special certificates from county or city and county boards of education as specified herein:

1. *Manual and Fine Arts type*—Manual Training (elem.); Manual Training, including Bench Work in Wood and Cabinet Work, and such construction of a prevocational character as may be included in such a course (sec.); Wood Working Machinery and Wood Manufacture (sec.); Wood Turning and Pattern Making (sec.); Metal Art and Craft Work (elem. or sec.); Leather Art and Craft Work (elem. or sec.); Basketry and Weaving (elem. or sec.); Primary Construction (sec.); Sheet Metal Work (sec.); Freehand Drawing, Painting and Designing (elem. or sec.); Mechanical Drawing (elem. or sec.); Geometrical Drawing (sec.); Architectural Drawing (sec.); and such Drawing, Mathematics and Accounting as are strictly supplementary to regularly organized courses in said subjects.



2. *Music type*—Vocal Music (elem.); Piano Music (elem.); and such Musical Appreciation, Harmony and Composition as are strictly supplementary to regularly organized courses in said subjects.

3. *Household Arts type*—Household Science, Household Art or Household Economy (sec.); and such Drawing, Mathematics, Science and Accounting as are strictly supplementary to regularly organized courses in said subjects.

4. *Physical Culture type*—Physical Education and Training (elem.); Play and Playground Management (elem.); Athletics (elem.); and such Physiology, Hygiene and Anatomy as are strictly supplementary to regularly organized courses in said subjects.

#### DEPARTMENTAL COURSES.

These courses, requiring the equivalent of three years of work and made up of correlated electives arranged in consultation with the registrar, may be taken by qualified undergraduates, or by graduate students who wish to become departmental teachers. The courses are not intended for candidates for special certificates, recommendations for which will not be given by this institution *except to a few selected holders of fellowships, as indicated below.*

#### FELLOWSHIPS (Special Certification.)

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, teachers colleges, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; *provided*, that within the period specified, they are able to meet the requirements of the State Board of Education, as printed above.

### BRIEF DESCRIPTION OF THE PROFESSIONAL AND ELECTIVE COURSES.

#### Education and Psychology.

##### Education I—Analysis of Teaching Process.

This course includes brief studies in elementary educational psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes.

54 hours (3 semester hours.)

##### Education II—Psychology of the Elementary School Curriculum.

A brief study of the mental processes which are developed in learning the elementary school subjects. Collateral readings, class observations and demonstration lessons, with reports, will be required of all students.

(a) Primary. 27 hours (1½ semester hours.)

(b) Elementary. 27 hours (1½ semester hours.)

NOTE.—Education I is a prerequisite for this course.

##### Education III—School Law.

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

36 hours (2 semester hours.)

##### Education IVA—Rural School Problems.

The distinct purposes of this course are:

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

2. To discover what is being done to ameliorate rural conditions.

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

4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

(Elective) 36 hours (2 semester hours.)

##### Education IVB—Class Management.

A discussion of the problems arising in connection with school room discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

36 hours (2 semester hours.)



#### **Education V—Primary Education (Advanced).**

This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Special attention is given to reading.

(Elective) 36 hours (2 semester hours.)

#### **Education VI—Pedagogy of the Problem-Project Method.**

A discussion of the advantages to the learner of the organization of study around a large central topic or interest.

(Elective) 36 hours (2 semester hours.)

#### **Education VII—Intelligence Testing: Theory and Practice.**

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

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

The purpose of this course is to give teachers information on the subject, to enable each student to find out if by inclination and endowment he is fitted to do scientific testing and to put him in the way of becoming skilled in giving and interpreting intelligence tests.

(Elective) 36 hours (2 semester hours.)

#### **Education VIII—Achievement Tests: Theory and Practice.**

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

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

(Elective) 54 hours (3 semester hours.)

### **TEACHERS COURSES IN THE STATUTORY COURSES OF THE ELEMENTARY SCHOOL CURRICULUM.**

#### **Reading.**

This course includes a study of the psychology and hygiene of reading, with a further study of methods and materials suitable for the equipment of the elementary school teacher.

27 hours (1½ semester hours.)

#### **Arithmetic.**

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

54 hours (3 semester hours.)

#### **Geography (Required World Geography.)**

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteorological and climatological. In addition, methods of teaching geography in the elementary school are studied and discussed.

36 hours (2 semester hours.)

#### **Agricultural Nature Study.**

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

36 hours (2 semester hours.)

#### **Music.**

Methods and material for grades 1-8. (For a description of the course, see Music II.)

#### **Art—Methods.**

This course is a practical application of elements and principles to problems for grades 1-8, with further experience through lettering and poster making, and figure, flower and animal sketching and painting.

27 hours (1½ semester hours.)

#### **Penmanship.**

Methods and practice in the development of good penmanship will be included in this course. It is planned to meet the needs both of students in training for teaching and teachers in service.

27 hours (1½ semester hours.)



## PHYSICAL EDUCATION.

Candidates for graduation from the state teachers colleges are required to devote 144 periods to practical physical training and 36 hours to the theory of physical education. The purpose of the requirement is to give the student suitable regular exercise while developing wider knowledge of health principles, and to prepare for teaching physical education in elementary schools.

A record of the health history, physical conditions and measurements is kept, thus insuring wiser direction of individual activities.

Gymnasium suits are uniform in cut and color, hence students are advised not to secure suits before seeing the Director.

Credit: 2 hours for theory, and 2 hours for each year of physical training.

### Outline of Physical Training Activities.

#### Junior Year.

##### SEMESTER I.

Swedish gymnastics; calisthenics with marching and running; rope jumping; balance beams; wands; volley ball.

##### SEMESTER II.

Decathlon tests; study of games through participation; reference reading and notes.

#### Senior Year.

##### SEMESTER I.

Folk dancing; pentathlon tests; dumb bells and marching with music.

##### SEMESTER II.

Applied methods in Athletics.

Folk dancing.

Students wishing a special elective major in physical education may secure the necessary credits in the summer sessions. A few teachings in physical training are available for students having sufficient training and equipment.

## HISTORY AND POLITICS.

### Modern European History.

A comprehensive review of European history from about 1500 A. D. with special emphasis upon the development of social, political, and economic institutions. The first half extends to the French Revolution and the second to the present including the fundamental causes of the world war.

108 hours (54 hours each semester.)

### Diplomatic History of the United States.

The United States in its world setting. A study of American history from the point of view of foreign nations with which the United States has had relations from colonial times to the present. How world affairs have influenced the history of the United States.

108 hours (54 hours each semester.)

### Government.

Comparative study of governments and parties of Europe, with emphasis upon France and Great Britain.

54 hours (3 semester hours.)

## GEOGRAPHY.

### Physiography.

This is an introductory course in the study and appreciation of land forms, and a general treatment of weather and climate.

54 hours. (3 semester hours.)

### Europe.

This course deals with the races of Europe, the new boundary lines, and the economic geography of the several countries.

54 hours. (3 semester hours.)

### South America.

The aim of this course is to acquaint the student with South America as it is today. The social and industrial conditions of each country are discussed, and also the place of each country in the commercial world. Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international, commercial and industrial relations.

54 hours. (3 semester hours.)

### Human Geography.

Human geography deals with man's reactions to his physical environment. The course will be based on recent studies in this field, such as the one contained in the text, "Principles of Human Geography," by Huntington and Cushing.

36 hours. (2 semester hours.)

### Commercial Geography.

This course is adapted to the needs of students taking a general commercial course, as well as to the needs of those desirous of securing college work of cultural value.

54 hours. (3 semester hours.)



## ENGLISH.

### English I. A.

This course consists largely of remedial work for individuals who are deficient in the elements of English composition and grammar.

(No credit.)

### Literature I. Modern Prose Fiction.

Lectures and class discussion, with required reading in recent and contemporary English, American, and European prose fiction, including the drama.

54 hours. (3 semester hours.)

### Literature II. Modern English and American Poetry.

Lectures with illustrative readings from modern English and American poetry, from Tennyson and Browning to Masfield and other poets of the present day.

54 hours. (3 semester hours.)

### Literature III. American Literature.

Lectures and class discussion, tracing the development of the American spirit, as expressed through typical writers and orators, from colonial days to the 20th century.

54 hours. (3 semester hours.)

### Literature IV. World Literature.

A survey of books and bodies of literature that have taken form with the development of folk consciousness and are immediate sources or direct expressions of European and American culture. Some of these are the Hebrew Bible, Greek Epic and Tragedy, Norse Saga, Fairy and Folk lore, Medieval Romance, the Faust story.

54 hours. (3 semester hours.)

### Literature V. Shakespeare.

Reading of the important plays and particular consideration of a few typical ones. Study of Elizabethan life and of the development of the Shakespearean drama. Comparisons with other dramatic literatures.

36 hours. (2 semester hours.)

### Literature VI. Periodical Literature.

A course dealing with current conditions and developments in art, science, politics, sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

36 hours. (2 semester hours.)

### Literature VII. The Short-Story.

A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

36 hours (2 semester hours.)

## SOCIOLOGY.

### Social Ethics.

This course is required of all students, and will be given in the junior division. It will include lectures and readings in social usage.

18 hours (1 semester hour.)

### Social Economics.

This course is intended to supplement the course in home making. It deals with community making and the elements of political economy and sociology. Such topics are investigated and discussed as exchange, finance, movement of population, industrial problems, race influences, national development, political and social tendencies. The class investigates the various elements of community welfare and reports results for discussion. Problems in rural sociology are discussed.

54 hours (3 semester hours.)

## AGRICULTURE.

### Agricultural Nature Study.

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture.

The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

36 hours (2 semester hours.)

### Agriculture I and II.

In the first course the fundamental principles of agriculture are studied. Special attention is given to phases of the subject suitable for use in the elementary school where agriculture is taught, or where nature study is given an agricultural trend.

The second course is a study of horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath house work throughout the course.

Each 36 hours (2 semester hours.)



## MUSIC.

### Music I—Prerequisite Coach Class Work.

A course in the rudiments of music and in elementary theory, with daily practice in recognition and singing of rhythmic and tonal figures; study of chromatics, major and minor scales, intervals, practical transposition, correct notation, music terminology and sight singing in one, two and three parts. All problems are approached through both ear and eye experience. No theoretical work is given without thorough practical application. This course is prerequisite to Music II. Advanced students are excused from this course by special examination.

27 hours (1½ semester hours.)

### Music II—Methods.

This is an abridged course in music methods for grades 1-8. It is required of all students. No time is given to the study of music as a subject in itself, all attention being devoted to the consideration of methods of presentation adapted to the various grades. Ability to comprehend musically the subject matter under discussion, is prerequisite to credit in this course. It includes study of the problems of:

A. The sensory period—grades 1, 2, 3.

The rote song, treatment of monotonies, organized ear training, introduction of eye work (analytic and synthetic methods.)

B. The associative period—grades 4, 5, 6.

Organized study of problems of tone, time and theory found in song material studied—*c. g.*, Books Two and Three, California State Textbook; two and three part music.

C. The adolescent period—grades 7, 8.

Organization of girls', boys', and mixed choruses; seating, conducting; the changing voice; teaching the tenor and bass parts; selection of choral material.

D. Brief examination and discussion of series of textbooks most commonly used at this time, and of the State texts.

27 hours (1½ semester hours.)

### Music III.

A course in music appreciation and in the history of music.

54 hours (3 semester hours.)

## BIOLOGY.

### I. General Biology.

This is a foundation course for beginners. It deals with the application to human life of the broad principles of biology and includes such topics as:

The properties of cell substance; the source and utilization of vital energy; the metabolism of plants and animals, their interrelations and societies; the cycle of elements in nature; disease and human progress; development, growth and evolution of organisms; a brief history of biology.

Lectures, demonstrations and laboratory exercises.

(3 units each semester.)

### II. General Zoology.

An introductory course in animal biology dealing with:

A. First semester:

The structure, behavior, development and economic significance of typical invertebrate forms and a brief systematic survey of the involved phyla.

B. Second semester.

A similar study of vertebrate types with emphasis on the amphibian for development and lower mammal for system study, and the general principles of evolution and inheritance, of variation and distribution.

Lectures, 2 hours; laboratory, 6 hours. 4 units each semester.

### III. General Botany.

A course in the fundamentals of botany dealing with:

A. First semester:

A study of the structure and behavior of the plant machine as a whole; the morphology and physiology of seeds, seedlings, roots, stems, leaves, flowers and fruits; the development of seed plants.

B. Second semester.

Type studies from the lower divisions of the plant kingdom and the classification, ecology, distribution and economic relations of plants. (Given in 1922-1923.)

Lectures, 2 hours; laboratory, 6 hours. 4 units each semester.

### IV. Human Biology.

A course in physiology for professional students designed to serve as a foundation for work in hygiene and theory of physical education. It includes:

The structure, functions and growth of bones and muscles especially in relation to posture training and muscular exercises.



The processes of alimentation, circulation, respiration and elimination as a basis for later studies in nutrition, health indices of children, skin hygiene, etc.

Physiology of the nervous system and the sense organs as an aid to the study of psychology, the development of coordination and the detection of ear and eye defects in school children.

Lectures, laboratory, readings, demonstrations, 5 hours. One semester, 3 units.

#### V. Hygiene.

A course for professional students, designed to acquaint them with the principles of personal hygiene and public health, especially as applied to the relations of teacher and pupil, and including:

The phenomena of reproduction, sex, inheritance and the influencing factors of environment.

Human embryology, prenatal and postnatal development.

Glands of internal secretion, their influences and reactions.

Principles of bacteriology in modern theories of disease and sanitation.

Diseases, physical defects and health indices of school children.

Lectures and demonstrations, 3 hours. One semester, 3 units.

NOTE: Standards and practices in health measurements and practical methods in posture training as applicable to elementary school children, as well as the treatment of emergencies are developed in the Theory of Physical Education as described under Physical Education.

### HOME ECONOMICS.

#### Introductory.

The department of home economics offers to normal school or teachers college graduates, and to those who have had equivalent preparation as outlined below under the head of "Course in Vocational Home Economics," a two-year course leading to the special secondary household arts credential.

Students who have completed the regular two-year course may qualify, by meeting the prescriptions of the State Board of Education, for the special elementary credential in household arts. Ordinarily this will require not more than an additional year of work, provided that sufficient elective courses in household arts were taken in the regular course. Qualified high school graduates may complete the course in three years.

#### Home Economics: Special Courses.

##### Principles of Cookery I.

A course designed to give a working knowledge of the general principles of cookery, dealing with the selection, preparation and methods

of cooking the various types of food ordinarily served in the home and those which are used in the teaching of elementary cookery. (Prerequisites—one semester each of general chemistry and botany.)

108 hours (3 semester hours).

##### Science of Foods (Advanced Cooking) II.

A study of the classification of foodstuffs; their production and chemical composition; economic problems of food supply. (Prerequisites—one semester each of general chemistry, household chemistry, household physics, botany.)

108 hours (3 semester hours).

##### Institutional Cookery.

This course is designed to give practice in handling materials in large quantities. It will include some practice in the selection and preparation of meals for the school cafeteria. Training in marketing, accounts, dining room supervision and serving will be given. (Open to advanced students in home economics and to special students by arrangement.)

108 hours (3 semester hours).

##### Experimental Cookery.

The purpose of this course is to develop skill in the technique of cookery by a comparison of the various methods of preparation of specific foods and the results obtained. (Open only to advanced students in home economics.)

72 hours (2 semester hours).

##### Elementary Dietetics.

A study is made of the composition and nutritive value of various food materials and their relation to nutrition; the underlying principles of human nutrition and their application to the feeding of individuals, families and larger groups, special stress being laid upon the feeding of infants and children. (Prerequisites—general chemistry, household chemistry, botany, physiology, bacteriology and cookery I and II.)

72 hours (2 semester hours).

##### Nutrition (Advanced Dietetics).

This course includes a thorough study of all metabolic processes involved in human nutrition; the relation of dietetics to various diseases of the alimentary tract and to the various deficiency diseases; planning menus for normal and abnormal conditions.

72 hours (2 semester hours).



#### Household Chemistry.

This course includes a laboratory study of the composition and properties of various foodstuffs; effect of various types of cooking utensils on food products; soap-making, soap powders, scouring agents, and polishes; economy of fuels, etc. (Prerequisites—general chemistry, cookery I and II.)

72 hours ( 2 semester hours).

#### Household Physics.

The purpose of this course is to teach the use and care of equipment of homes and institutions, with particular reference to the principles of physics involved. The course will deal with water supply, plumbing, heating, ventilation and refrigeration. (Prerequisites—general chemistry, household chemistry, cookery I and II.)

72 hours (2 semester hours).

#### Home Nursing.

This is a summer session course given, usually, under the auspices of and provided by the Red Cross. It includes care of the patient under home conditions, first aid, control of communicable diseases, etc., etc. Given in summer sessions only.

20 hours (1 semester hour).

#### Textiles and Clothing.

The courses in this field present a survey of textiles and clothing, including a study of textile fabrics, their identification and grading with regard to use and value for clothing and household furnishing.

72 hours (2 semester hours).

#### Elementary Clothing and Handwork.

This course includes practice in the following: Use of the sewing machine and its attachments; making of fundamental stitches; use of commercial patterns; hand and machine sewing applied to undergarments and a plain wash dress; darning, patching and simple embroidery.

72 hours ( 2 semester hours).

#### Advanced Sewing.

This course aims to teach the tailored type of garment, the tailored waist, woolen dress and remodeling.

72 hours (2 semester hours).

#### Millinery I.

This course provides a foundation for the course that follows, and is arranged to meet the demands of teachers in high schools and in "Smith-Hughes" classes.

A study of equipment, tools, millinery stitches, materials used in the construction of buckram, rice net, willow and wire shapes, design, and pattern drafting.

The making of ribbon bows, cabochons, flowers, imitations of fruits and flowers, and novelty trimmings.

Cleaning velvet, felt, lace, and feathers. Tinting flowers and feathers.

Covering a frame with velvet or other materials suitable to the season. Proper lining of hats.

72 hours (2 semester hours).

#### Millinery II.

Prerequisite, Millinery I.

A study of millinery shop methods and business practice.

Millinery for special occasions. Examples of millinery facings. Study of braids. Making and trimming a braid hat. Wire frame construction and covering of same. Fancy and draped crowns. Factory made trimmings. Organdie flowers. Courses of study in millinery.

72 hours (2 semester hours).

#### Home Economics: General Courses.

##### Home Making.

This course is planned to give students a general view of the place of the household in society. It will deal with the administration of the home, and its sanitary, economic, legal and community problems. Emphasis will be placed on management, housing and clothing problems, and the ethics of home making.

36 hours (2 semester hours.)

##### Home Economics in the Rural School.

This course is designed to meet the needs of the teacher in the rural school. Methods of teaching cookery, sewing, sanitation and allied subjects will be presented. Low priced equipments will be studied, and courses which can be given in the one-room school will be suggested.

Laboratory methods.

36 hours (2 semester hours.)

NOTE.—The courses listed above are offered only as scheduled from semester to semester. To avoid misunderstandings, students wishing to take any of them should, before registration, secure from the Registrar the calendar and schedule of these courses.



# VOCATIONAL HOME MAKING COURSES.

## First Year.

Hours		Hours
Plays and Games } ----- 30	Chemistry -----	60
Story Telling } ----- 30	Household Accts. } ----- 60	
Interior Decoration ----- 30	and -----	
Rural School Problems ----- 30	Education I -----	60
Physiology ----- 60	Sewing I -----	60
Chemistry and -----	Art I -----	60
Household Physics ----- 60	Bacteriology -----	60
Laundering ----- 24	Chemistry -----	60
Sewing ----- 60	Vocational Education -----	60
Costume Design ----- 36	Science of Foods -----	60
Biology ----- 60	Observation -----	30

## Second Year.

Foods and Dietetics ----- 60	Hygiene and Home Nursing --	60
Teaching -----	Nutrition -----	60
or -----	Social Economics -----	60
Millinery ----- 120	Teaching -----	
or -----	or -----	
Institutional Cookery -----	Millinery ----- 120	
Home Gardening ----- 48	or -----	
School Law ----- 48	Institutional Cookery -----	
	Home Reading -----	60

## Required.

Seminar:	
Home and School Plant } ----- 60	
Economics of Household } -----	
Place of H. E. in Ed. ----- 60	
Advanced Dressmaking ----- 60	
Teaching -----	
or -----	
Millinery ----- 120	
or -----	
Institutional Cookery -----	
Contemporary History ----- 60	

## Electives.

Arts and Crafts:
Weaving
Basketry
Applied Arts
Advanced Millinery
Sewing
Physiology
Biology
Trade Work of Any Kind
Rural Home Economics
Teaching Allied Subjects
English or Literature
Typing
Social Ethics
Spanish

NOTE.—Courses in vocational home economics will be offered in future on the basis of semester hours conforming as closely as possible to the above.

The certification granted on completion of the course will be a secondary Household Arts Credential.

Applicants must be citizens of the United States, and have had four years of schooling beyond the elementary school and at least four years of experience in home management and household duties. This experience must have been gained after the age of eighteen years. Those persons having had maternal or other special care of children will be given preference. References as to character and general intelligence will be required, and an entrance examination, testing the applicant's ability to use spoken and written English, will be given.

In the year 1921 new students will not be received. Dates for matriculation in 1922 will be announced in the bulletin of that year.



## FINE AND INDUSTRIAL ARTS COURSES.

### INTRODUCTORY STATEMENT.

There is no service rendered to humanity by any group of people more worth while than that rendered by the teacher. Nor is there any kind of work which is so interesting as the building and molding of character and the development of the mental grasp of young people. The living, growing material that the teacher develops in the schoolroom and passes across to the world, is much more interesting to handle than is the dead, passive material handled in most other lines of work.

These outlines of courses are offered with the idea that they may present unthought-of possibilities to the student who is preparing to teach, or to the student who has not previously thought of teaching as an occupation.

### BASAL REQUIREMENTS.

The three- and four-year courses in fine and industrial arts outlined in this bulletin are based upon the general professional curriculum of two years, (70 units). Of the seventy units of work included in the basal requirement, forty are of the general professional type, including the required six units in physical education, and thirty are elective, to be taken from the list of collegiate and special elective courses.

#### The Courses.

##### FIRST AND SECOND YEARS.

(Leading to the special elementary certificate.)

	Units
a. Elements of sociology-----	4
b. Education and psychology-----	6
c. Practice teaching -----	10
d. California school law-----	2
e. Physical education-----	6
Study of the elementary school curriculum, including methods -----	12
	<hr/>
General collegiate courses-----	40
Special electives in fine or industrial arts-----	24
	<hr/>
Total -----	70

NOTE: Part of the practice teaching may be in the special subjects.

##### THIRD YEAR.

(Leading to the special elementary certificate.)

Prescribed units in special subjects-----	24
Free elective units, special and other subjects-----	8
	<hr/>
Total -----	32

##### FOURTH YEAR.

(Leading to the special secondary certificate.)

Prescribed units in special subjects-----	24
Free elective units, special and other subjects-----	8
	<hr/>
Total -----	32

NOTE: Practice teaching in the special subjects selected and courses in the pedagogy of those subjects, will make up part of the prescribed work in the third and fourth years.



## THE COURSES IN FINE ARTS

One aim of the fine arts course is to qualify the teacher to teach fine art as a special subject to meet the constantly growing demand.

Other aims are to give the teacher such a foundation for appreciation and judgment that she will use her art knowledge in her everyday life, and to give her the methods by which she can so impart it to children that it will constantly function in their lives.

The principles of art are either used or abused. They can not be separated from the production and choice of those things with which man surrounds himself, his home, his garden, his work, his clothes. Art expression is doing the common things of life in a beautiful way.

While the direct aims are professional, sufficient skill is acquired to enable the student to branch into commercial lines should this ever prove to be desirable.

List of Courses.			Hours	Units
Art Coach Class	-----		36	0
Art I.	Art structure -----		54	1½
Art II.	Advanced applied design -----		72	3
Art III.	History and appreciation -----		72	4
Art IV.	Stage craft -----		72	4
Art VA.	Costume design -----		72	3
Art VB.	Advanced costume design -----		54	2
Art VIA.	Home decoration -----		72	3
Art VIB.	Advanced home decoration -----		54	2
Art VII.	Drawing, painting and perspective -----		54	2
Art VIII.	Advanced drawing and painting, landscape and figure -----		54	2
Art IX.	Lettering, illuminating and posters -----		72	4
Art X.	Illustration -----		54	2
Art XI.	Art Methods I -----		27	1
Art XII.	Art Methods II -----		36	2
Art XIII.	Art Methods III -----		36	2
Art XIV.	Sketch class -----		54	1½
Art XV.	Life class -----		54	1
Art XVI.	Modeling -----		54	1

NOTE: The courses listed above are offered only as scheduled from semester to semester. To avoid misunderstandings, students wishing to take any of them should, before registration, secure from the proper officer the calendar and schedule of the special courses in fine arts.

Address:

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

In addition to the courses in fine arts, listed above, students who wish to complete courses for certification will be expected to take courses in the field of industrial arts, as follows:

	Hours	Units
Elementary Industrial Arts I. Grades 1-4 emphasized	54	2
Elementary Industrial Arts II. Grades 5-9 emphasized	72	3
Industrial Arts I. Woodwork -----	90	3
Industrial Arts V. Mechanical drawing -----	90	3
Industrial Arts IX. Architectural drawing -----	90	3
Industrial Arts XII. Tin can toys and construction	36	1
Industrial Arts XIII. Art metal work -----	90	4

## DESCRIPTION OF THE COURSES IN FINE ARTS.

### Coach Class in Art Structure.

For all students not having had the equivalent in high school—an introduction to the fundamental elements and principles of space art.

### Art Methods I.

Grades I-IV. Theory and practice with demonstration lessons.

### Art Methods II.

Grades V-IX. Theory and practice with demonstration lessons.

### Art Methods III.

Advanced theory, and curriculum planning.

### Art I. (Art Structure.)

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

### Art II. (Advanced Applied Design.)

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

Prerequisite, Art Structure I.

### Art III. (Art History and Appreciation.)

A study of architecture, sculpture, painting and handicraft from the dawn of art to modern art, through illustrated lectures, research work and discussion.

### Art IV. (A Course in Art for the Stage.)

Posters, costumes and settings are designed for specific plays to be produced by the Dramatic Society. A miniature stage is used for trial effects.



**Art VA. (Costume Design.)**

A study of art elements and principles applied to dress in relation to general and individual types.

**Art VB. (Advanced Costume Design.)**

A study of the history of costume. Problems in design are carried out in actual materials. Blouses, smocks and other garments are designed and made.

**Art VIA. (Home Decoration.)**

Elements and principles of art studied in relation to the house, grounds, and room planning and decoration. Making the home beautiful with small expense is stressed, also what to do with the old house and furniture. Study of period furniture and its influence on modern types.

**Art VIB. (Advanced Home Decoration.)**

Intensive study of period styles—study of rugs, furniture, textiles and handicrafts in relation to house furnishing, with original designs, in each. Color studies for rooms—details for fireplace, etc.

**Art VII. (Drawing, Painting and Perspective.)**

Drawing and painting from still life, flowers, animals and figures, working for interpretative line and free use of color. Study of perspective with problems in still life, and out-of-door sketching.

**Art VIII. (Advanced Drawing and Painting.)**

Advanced perspective in out-door sketching, and landscape painting, with figure.

**Art IX. (Lettering, Illuminating and Posters.)**

Use of various pens and lettering brushes in mottoes, illuminated texts, booklets and posters.

**Art X. (Illustration.)**

Study of modern illustrators and their types of work. Problems in illustrating children's stories, novels, etc., in wash drawings, etching or mono-printing and color.

**Art XIV. (Sketch Class.)**

Advanced landscape composition, including out-door and studio work.

**Art XV. (Life Class.)**

Advanced painting from costume model.

**Art XVI. (Modeling.)**

Modeling in clay from casts, illustration and life, in the round, in low relief and in intaglio.

**THE COURSES IN INDUSTRIAL ARTS**

"No study of the practical arts can be rated as satisfactory or complete which substitutes for education mere training, nor which subordinates education to training."—*Bonser*.

We recognize, however, that in order to obtain the greatest amount of education from the practical arts, the development of a reasonable amount of technical skill is necessary.

**List of Courses.**

		Hours	Units
Elementary Industrial Arts I	-----	54	2
Elementary Industrial Arts II	-----	72	3
Ind. Art I. Woodwork	-----	90	3
Ind. Art II. Woodwork	-----	90	3
Ind. Art III. Elementary Cabinet Work	-----	90	3
Ind. Art IV. Cabinet Work	-----	90-180	3-6
Ind. Art V. Mechanical Drawing	-----	90	3
Ind. Art VI. Mechanical Drawing	-----	90	3
Ind. Art VII. Mechanical Drawing	-----	90	3
Ind. Art VIII. Machine Drawing	-----	90	3
Ind. Art IX. Architectural Drawing	-----	90	3
Ind. Art X. Industrial Arts Methods	-----	54	3
Ind. Art XI. Concrete Work	-----	36	1
Ind. Art XII. Sheet Metal Work, Tin Can Toys	-----	36	1
Ind. Art XIII. Art Metal Work	-----	90	4
Ind. Art XIV. Printing	-----	90	3
Ind. Art XV. Advanced Printing & Organization	-----	90	4
Ind. Art XVI. Turning	-----	90	3
Ind. Art XVII. Leather Work and Shoe Repairing	-----	54	2
Ind. Art XVIII. Electrical Work	-----	36	1
Ind. Art XIX. Internal Combustion Engines	-----	90	3
Ind. Art XX. Farm Mechanics	-----	90	3
Ind. Art XXI. Elementary Pat. Work, Molding	-----	90	3
Ind. Art XXII. Pottery	-----	54	2
Ind. Art XXIII. Weaving	-----	54	2
Ind. Art XXIV. Bookbinding	-----	54	2
Ind. Art XXV. Basketry	-----	54	2

NOTE: The courses listed above are offered only as scheduled from semester to semester. To avoid misunderstandings, students wishing to take any of them should, before registration, secure from the proper officer the calendar and schedule of the special courses in industrial arts.

Address:

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



In addition to the courses in industrial arts listed above, students who wish to complete the courses for certification will be expected to take courses in art as follows:

	Hours	Units
Art Coach Class or its equivalent-----	36	
Art XI. Art Methods I-----	27	1
Art XII. Art Methods II-----	36	2
Art III. Art History and Appreciation-----	72	4
Art IX. Lettering, Illuminating and Posters-----	72	4
Art I. Structure-----	54	1½
Art II. Advanced Applied Design-----	72	3

### DESCRIPTION OF COURSES IN INDUSTRIAL ARTS.

#### Elementary Industrial Arts I.

Deals with the forms of industrial art practical in the first four grades. The projects involve weaving and dyeing in textiles and basketry, paper and cardboard construction, simple binding and work in clay and wood, all given in their relations to other subjects and human needs.

#### Elementary Industrial Arts II.

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

#### Industrial Arts I. Elementary Woodwork.

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

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

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

All projects adapted to grade work and classified by grades.

#### Industrial Arts II. Advanced Woodwork.

Tool operations and the application of constructional principles suitable for eighth grade work. An analysis of tools and principles involved. Proper care and adjustment of tools. Attention is given to the various methods of assembling, and several different finishes are developed. Projects are to a large extent typical of the eighth grade and include original designs. Shop work, demonstrations and lectures.

#### Industrial Arts III.

Elementary cabinet work. Tool and machine operations involving mortise and tenon joints. At least one simple problem in upholster-

ing. Proper use of various clamps in assembling. Excursions to study various types of furniture.

#### Industrial Arts IV. Cabinet Work.

Tool, machine operation and finishing processes naturally included in cabinet work are taught. Advanced finishing operations are demonstrated. Upholstering or caning must be included in this project. Study of fine cabinet woods and selection of the same.

#### Industrial Arts V. Mechanical Drawing.

This course includes free-hand lettering, geometric constructions, simple working drawings, isometric and cabinet projections, shop sketching, tracing and blueprinting.

#### Industrial Arts VI. Mechanical Drawing.

This course includes free-hand lettering, evolutions, orthographic projections, sections, a few simple developments, shop sketching, furniture design, tracing and blueprinting.

#### Industrial Arts VII. Mechanical Drawing.

This course includes lettering, penetrations and developments, with practical applications to sheet metal drafting, tracing and blueprinting.

#### Industrial Arts VIII. Machine Drawing.

This course includes the drawing of simple machinery, standard fastenings, and machine parts or details, also the consideration and application of the rules and formulae from which the standard sizes are worked out.

#### Industrial Arts IX. Architectural Drawing.

This course includes simple house planning. A set of drawings to scale showing floor plan, elevations and some details of construction. A set of specifications wherein are stated the kind and qualities of materials to be used. A bill of materials and an estimate of labor cost.

#### Industrial Arts X. Special Methods.

Classification of tools, operations and projects. Planning of courses from the fifth grade through the high school. Equipment, costs and installation. Cost charts for various courses are worked out in class. General organization of material and its value as well as methods of presentation.

#### Industrial Arts XI. Concrete Work.

This course includes the study of materials and their values in the different mixtures. The proper mixture of concrete for different purposes and simple reinforcement, as used in posts, beams, tanks, walls, etc. Each student will make practical application of the above in the



laboratory by making small test beams and breaking on small machine of compound levers, and by making a series of small useful and practical projects, as well as some larger class projects.

**Industrial Arts XII. Sheet Metal Work—Tin Can Toys.**

Use of ordinary sheet metal machines and tools, application and use of development drafting in the making of pans, measures, etc. Making of useful articles and toys from waste product (tin cans), such as cookie cutters, scoops, etc.

**Industrial Arts XIII. Art Metal Work.**

Instruction is given in etching, bending, soft and hard soldering, riveting, saw-piercing, enameling and raised work. Materials used are copper, brass and aluminum.

**Industrial Arts XIV. Printing.**

This course follows the logical order of processes in learning printing—composition, distribution, imposition, proofreading, press work, job printing, methods of illustrating. Class work—historic methods of transmitting knowledge, discovery of movable type, invention of printing press, composition of ink, monotype and linotype machines, methods of illustrating, excursions, etc.

**Industrial Arts XV. Advanced Printing and Organization.**

**Industrial Arts XVI. Turning.**

This work includes instruction in the proper care of the lathe and lathe tools, as well as practical turning between centers, also face plate and chuck work.

**Industrial Arts XVII. Leather Work and Shoe Repairing.**

Study of tanning and tanning of hides. Different methods of building shoes. Sewed and nailed soles. Sewed and cement patches. A few simple projects in tooled leather.

**Industrial Arts XVIII. Electrical Work.**

Elementary switch and wire work, with special study of insulation. Elementary study of wireless with building of simple receiving set.

**Industrial Arts XIX. Internal Combustion Engines.**

This is entirely an informational course. Different types of carburetors, ignition systems, starters, engines, etc., are taken apart by the students, the various principles involved explained, the parts reassembled, adjusted and made to function in place on the machine.

**Industrial Arts XX. Farm Mechanics.**

Simple rope work, as splices, eyes, etc. Elementary forging, instruction in the building and care of fires, and the use of the various tools.

Practice is given in the different processes such as drawing out, bending, fullering, swaging, upsetting, welding, tempering, etc. Study of materials.

**Industrial Arts XXI. Elementary Pattern Work and Molding.**

The principles of pattern construction, and the uses of the shrink rule, the finish allowance, draft allowance, fillets, etc., are practically taught by the making of one piece and split patterns with core prints and core boxes. The correctness of design and necessity for the various allowances are proved by actual molds and castings (in soft metal) made from these patterns. The making of molds from different kinds of patterns, the art of ramming, venting, parting, gate cutting, core making, and other molding processes, are taught through actual individual work.

**Industrial Arts XXII. Pottery.**

Building pottery forms by hand and potter's wheel. Glazing. Casting in cement.

**Industrial Arts XXIII. Weaving.**

Weaving on two heddle and four heddle hand and floor looms with stress on color, harmony, pattern and workmanship. Also weaving on rug looms.

**Industrial Arts XXIV. Bookbinding.**

Bookbinding emphasizing the art quality and workmanship in hand-bound books and portfolios, and correlated with the lettering and illuminating of Art IX.

**Industrial Arts XXV. Basketry.**

Reed, raffia and native-material baskets, with emphasis on form, workmanship, coloring and preparation of materials.



## ROSTER OF STUDENTS.

### GRADUATES FROM APRIL 4, 1920, TO JUNE 18, 1920.

Arnett, Ruby Dorris	Ontario
Beckwith, Grace	Escondido
Braze, Norma	Phoenix, Ariz.
Brewer, Marjorie Elizabeth	El Centro
Brooksbank, Irma	San Diego
Bruning, Pleasant	San Diego
Click, Dora Mildred	San Diego
Crosland, Mrs. Lessie B.	San Diego
Dalton, Frances Margaret	San Diego
Donnelly, Ruth	San Diego
Drake, Zoe	San Diego
Dyke, Dorothy	Imperial
Edwards, Helene P.	San Diego
Fox, Margaret Bidwell	San Diego
Gannon, Pansy Eudora	San Diego
Georgia, Mrs. May Atcheson	San Diego
Hall, Irene Anne	Newcastle, Me.
Heldring, Otholie Elizabeth	San Diego
Iams, Gertrude	San Diego
Jack, Edith V.	Farmington, Ia.
Jones, Thelma R.	Grossmont
King, Rachel Winslow	Chula Vista
Knudtson, Mildred B.	La Mesa
Kyle, Mrs. Minnie Sawyer	San Diego
Lewis, Dorothy H.	San Diego
Morrow, Rose	San Diego
Peck, Elizabeth	San Diego
Perkins, Martha	San Diego
Sheldon, Ruby Louise	La Verne
Shepherd, Mrs. Emma B.	San Diego
Waters, Gwendolen Rachel	Chula Vista
Wenrich, Mrs. Bessie B.	San Diego
Wolfe, Estelle Virginia	San Diego
Young, Alice	San Diego

#### Vocational Home Economics Course.

Drake, Zoe	San Diego
Everly, Mrs. Nest Harriet	San Diego
Georgia, Mrs. May Atcheson	San Diego
Hunter, Mrs. Anna	San Diego
Loveland, Esther A.	Chula Vista
Smale, Mrs. Adele	San Diego
Wenrich, Mrs. Bessie B.	San Diego

### GRADUATES AUGUST 6, 1920.

Austin, Ava Anna	Sheridan, Wyo.
Bishop, Mrs. Louise L.	Yuma, Ariz.
Clayton, Muriel A.	San Diego
Freshman, May	Denver, Colo.
Guadagnini, Luigina	San Diego
Hughes, Mae	Portland, Ore.
Hunter, Mrs. Anna	San Diego
Laughlin, Mary Lida	Seattle, Wash.
Lee, Ora	Tucson, Ariz.
Martin, Mrs. Margaret Mayberry	San Diego
Pannell, Lucy M.	Escondido
Parmateer, Wilma	San Diego
Schroeder, Louise	San Diego
Smale, Mrs. Adele	San Diego
Smith, Mrs. Ernesta D.	Eugene, Ore.
Swanson, Alice	Santee

#### Vocational Home Economics Course.

Anderson, Edna D.	Coronado
Martin, Mrs. Margaret Mayberry	San Diego
Prall, Mrs. Mary Crusan	San Diego

### GRADUATES FROM AUGUST, 1920, TO DECEMBER 10, 1920.

Anderson, Mrs. Alfa Wood	Los Angeles
Arnold, Mrs. Elsie G.	Denver, Colo.
Bagley, Nellie R.	Kentucky
Ball, Hazel	Los Angeles
Bouck, Albert Cecil	Delanson, N. Y.
Brown, Mrs. Nina Lyon	Corodano
Butts, Fannie	San Diego
Carpenter, Sylvia	Hemet
Clark, Mary Eleanor	San Diego
Coghan, Anna Marie	San Diego
Crane, Alice Lillian	San Diego
Day, Mrs. Emma J.	Fallbrook
Ditto, Mrs. Helen Williams	Michigan
Erfman, Mrs. Ruth	Hildreth, Neb.
Galbreath, Vera Leora	Nevada, Ia.
Hansen, Karen	San Diego
Henderson, Elmer Albert	San Diego
Hoy, Helen Esther	Clear Lake, S. D.
Jones, Willis W.	Reedley
Krantz, Pearl Lucile	Santa Monica
Krotz, Mrs. Myrtle	Calexico
Kuhn, Miriam	San Diego
Lankford, Mrs. Ida	San Diego
Lewis, Gwena	Douglas, Ariz.
Lunt, Burnett L.	San Bernardino
McCain, Geneva	San Diego
McConnell, Eunice G.	Beaumont
McCully, Mrs. Nelvina Hyink	Alton, Ia.
McLeish, Beatrice Grace	San Diego
McMellen, May Elizabeth	Riverside
Marley, Ida B.	Kansas
Meacham, Mrs. Grace Myers	San Diego
Montgomery, Eva Dora	San Diego
Moore, Katherine	Los Angeles
Oviatt, Dorothy	Columbus, Mo.
Reish, Bernice M.	Orange
Shumway, Mrs. Ruth Sanger	Evansville, Ind.
Smith, Katherine Brass	San Diego
Smith, Mrs. Laura	San Diego
Van Denburgh, Marion	Broadalbin, N. Y.
Waring, Ellen	San Diego

### GRADUATES FROM DECEMBER 27, 1920, TO MARCH 25, 1921.

Blanc, Clara Bernice	Julian
Copeland, Mrs. Ida M.	San Diego
Cowles, Louise	San Diego
Crandall, Alice M.	National City
Cummins, Lewis P.	Howard, O.
Davis, Gertrude B.	Arizona
Henderson, Margaret Edith	San Diego
Jones, Mrs. Bird	Little Rock, Ark.
Miner, Effie	San Diego

O'Neal, Kathryn Geneva	San Diego
Perrine, Mrs. Cora Fay	New York
Ritter, Cora Lee	Santa Ana
Shann, Theodosia	San Diego
Williams, Harriette	San Diego

### GRADUATES FROM APRIL 4, 1921, TO JUNE 17, 1921.

Ball, Florence M.	El Monte
Bjornstad, Alice H.	San Diego
Bullock, Mrs. Katherine A.	San Diego
Cavanaugh, Loma Geneva	San Diego
Champion, Esther Frances	San Diego
Coffman, Mary Frances	Burbank
Crews, Nan	Long Beach
Grant, Margaret	Fairmount, Minn.
Hampton, Muriel Clara	San Diego
Haraldson, Hilda	Madison, Minn.
Harrah, Mildred E.	San Diego
Harris, Beth F.	Oceanside
Heffner, Kate Grayburn	Pasadena
Hitchcock, Mary Putnam	San Diego
Kelly, Emily M.	San Diego
Kleinsmid, Mrs. Ida M.	San Diego
LaMain, Lucille Sybil	San Bernardino
Little, Isabel Mary	Santa Ana
Longshore, Marian	San Diego
McCord, Mrs. Caroline D.	San Diego
Mack, Carolyn Elizabeth	San Diego
Mardock, Opha Amanda	Escondido
Moore, Catherine America	Chicago, Ill.
Murphy, Iva Dell	Payson, Utah
Peterson, Clara M.	Seattle, Wash.
Phillips, Stella	Tucson, Ariz.
Prince, Bertha M.	Yuma, Ariz.
Pucher, Florence B.	San Diego
Rhein, Alma Madaline	San Diego
Russer, Charlotte M.	San Diego
Scheving, Margaret L.	San Diego
Sheldon, Phebe	Pomona
Toepfermann, Frieda Caroline	San Diego
Tracy, Gertrude S.	Claremont
Varni, Rose Edna	San Diego
Wills, Mrs. Margaret H.	San Diego
Wintrow, Jeanne Bursk	San Diego
Wright, Mrs. Agnes Rosa	San Diego

#### Special Certificate in Art.

Ritchey, Evangeline.
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#### Recommended for Intermediate High School Certification.

Brown, Mrs. Nina Lyon.
Champion, Esther Frances.
Henderson, Margaret Edith.
Mark, Mrs. Florence.
Ritchey, Evangeline.
Smith, Katherine Brass.

### REGULAR STUDENTS, 1920-21.

Adamson, Fern	Bedford, Ind.
Airhart, Nadine	San Diego
Alexander, Mary	Yuma, Ariz.
Arndt, Martha	Escondido
Bacon, Mildred	Saskatchewan, Can.
Ball, Fay I.	El Monte
Beauchell, Elsa R.	Salt Lake City

Bennett, Renouf O.	Long Beach
Berglund, Selma A.	Price, Utah
Berkley, Ruby C.	Holtville
Bernhouse, Mabel	Holtville
Blackman, Phyllis	Washington, O.
Blanc, Ethel Elizabeth	Julian
Bowen, Mildred M.	San Diego
Bower, Ruth	Imperial
Bradt, Mrs. Esther Bristol	San Diego
Brawner, Louise Margaret	San Diego
Brittain, Aileen V.	San Diego
Brown, Mrs. Prudence	San Diego
Burtner, Callie R.	Nestor
Casady, Vera	San Diego
Chapman, Wilma	San Diego
Clare, Janet	San Diego
Clark, Carolyn W.	San Diego
Conway, Catherine	East San Diego
Devine, Madeline Cecilia	San Diego
Donnelly, Helen F.	San Diego
Donnelly, Louise Dolores	La Jolla
Dowkes, Phyllis Evelyn	San Diego
Dunlap, Hurltine	Lawton, Okla.
Du Paul, Heloise	San Diego
Dyche, Iva V.	Julian
Elliott, Mrs. Katherine	Montana
Embrey, Virginia	Oread, Kas.
Evans, Nelle	San Bernardino
Fergus, Miles	San Diego
Folsom, Marion Frances	San Diego
Fox, Margaret Mae	San Diego
Fraser, Mrs. Ines	Arizona
Frazier, Mrs. Leonora	La Mesa
French, Helen	San Diego
Galleher, Lillian G.	Lead, S. D.
Gentry, Margaret T.	San Diego
Gleason, Anne	San Diego
Goeddel, Amelia	San Diego
Goggins, Catherine E.	San Diego
Gooch, Agnes Mildred	San Diego
Good, Anna Vera	Lemon Grove
Goodwin, Blanche Alberta	San Diego
Goodwin, Willamae	San Diego
Grant, Isabel Dee	Fairmount, Minn.
Green, Bernice	El Centro
Grogan, Anna	El Centro
Hale, Helen	San Diego
Hall, Donna Marie	San Diego
Hamilton, Elceia	San Diego
Hansen, Gladys F.	San Diego
Harrah, Esther	San Diego
Harris, Ella May	National City
Harrison, Lucretia Elizabeth	Los Angeles
Hartman, Lenore	San Diego
Harwood, Myrtle	San Gabriel
Hickory, Ada Ellen	San Diego
Hobart, Mary	Yuma, Ariz.
Holmes, Bessie E.	San Jacinto
Horr, Emily	El Centro
Hunt, Eleanor Louise	Escondido
Hunter, Elsie Frances	Hemet
Ireland, Rowena	San Diego
Jacobszoon, Henrietta	San Diego
Jones, Ethel A.	Los Angeles
Keck, Leah Marian	Encanto
Keck, Lois Eloise	Encanto
Kelly, Gladys Alice	San Diego
Kerr, Evangeline	San Diego
Kincaid, Marguerite	San Diego
Klindt, Martha	San Diego
Ledbetter, Wave	La Mesa



Lee, Mary.....Farwell, Minn.  
 Lindsey, Mrs. Ethel.....San Diego  
 Lischner, Minnie Lillian.....San Diego  
 Lischner, Pauline.....San Diego  
 McAnnally, Thelma.....San Diego  
 McKaig, Mayveen.....San Diego  
 McLaughlin, Marian A.....Morgan Hill  
 McMullen, Catherine H.....San Diego  
 McRae, Edna Bernice.....San Diego  
 McVey, Evelyn.....Coronado  
 Martin, Hazel E.....Hemet  
 Miller, Mrs. Eleanor L.....San Diego  
 Miller, Florence Margaret.....Lemon Grove  
 Mohnike, Evangeline.....San Diego  
 Montgomery, Nellie Gray.....Exeter  
 Montiel, Laura May.....Escondido  
 Moore, Birdena Josephine.....San Diego  
 Moore, Eva.....San Diego  
 Moriarity, Dorothy Frances.....El Cajon  
 Moses, Clara L.....San Diego  
 Mullin, Ruth Elizabeth.....Taft  
 Murphy, Zillah.....San Diego  
 Osuyos, Mrs. Anna.....San Diego  
 Parker, Mrs. Alice M.....Taft  
 Peacock, Bess.....Roswell, N. M.  
 Powell, Jeannette Marie.....San Diego  
 Powell, Madora Elizabeth.....  
 Meadows, Idaho  
 Prill, Alice A.....East San Diego  
 Radin, Mary.....San Diego  
 Rhodes, Florence.....Stuart, Ia.  
 Riggie, Sarah Gladys.....National City  
 Rinde, Helen.....San Diego  
 Rives, Lucy.....El Centro  
 Roisner, Rebecca F.....San Diego  
 Rose, Henrietta.....San Diego  
 Roy, Ipanniah.....San Diego  
 Rudd, May Genevieve.....Satielo, Mex.  
 Rumsey, Mary Walker.....San Diego  
 Sargent, Edith.....East San Diego  
 Schueler, Elizabeth.....San Diego  
 Simmons, Marjorie E.....San Diego  
 Simmons, Mrs. Harriette.....San Diego  
 Sipple, Pauline.....Holtville  
 Smith, Clara Mae.....San Diego  
 Smith, Mrs. Mary Fish.....Escondido  
 Snow, Helen Gould.....San Diego  
 Snyder, John.....San Diego  
 Starr, Mildred L.....Mena, Ark.  
 Sterne, Mrs. Frances.....San Diego  
 Stipp, Adah.....Lakeport  
 Straw, Ruth Marjorie.....Lemon Grove  
 Swanson, Florence.....San Diego  
 Tallman, Lora Estelle.....East San Diego  
 Taylor, Edward C.....San Diego

Thomas, Earl J.....San Diego  
 Tinnin, Love S.....San Diego  
 Trattner, Flora.....Cleveland, O.  
 Tully, Elizabeth.....San Diego  
 Van Dieken, Marjorie Sophia.....San Diego  
 Walker, Mrs. Adelaide L.....Dulzura  
 Walker, Mrs. Amy.....San Diego  
 Wayland, Annabelle.....Moberly, Mo.  
 Wells, Lucile Dorothea.....San Diego  
 West, Phil.....Benson, Ariz.  
 Whittemore, Dorothy.....San Diego  
 Wildy, Mrs. Cora F.....Guernsey, Wyo.  
 Wilson, Hazel Genevieve.....Pueblo, Colo.  
 Woodcock, Fidella Gould.....San Diego  
 Wright, Doris.....San Diego  
 Wright, Earleen B.....San Diego  
 Wright, Kathryn.....Bakersfield  
 Youmans, Ella.....San Diego  
 Young, Grace J.....Yuma, Ariz.

#### Enrolled for Vocational Home Making Course.

Barclay, Mrs. Grace.....San Diego  
 Bardwell, Mrs. Grace.....Worcester, Mass.  
 Brooks, Mrs. Dora.....San Diego  
 Brown, Mrs. Bernice.....San Diego  
 Ellis, Pearl.....Cochella, Wash.  
 Fanning, Mrs. Grace.....San Bernardino  
 Halley, Mrs. Harriet.....San Diego  
 Hastings, Florence.....San Diego  
 Hastings, Lilyan.....San Diego  
 McPeak, Mrs. Charlotte.....San Diego  
 Moore, Mrs. Elnora.....Chicago, Ill.  
 Osenberg, Mrs. Gertrude.....San Diego  
 Perkins, Mrs. Annie.....San Diego  
 Pfefferkorn, Mrs. Edith.....San Diego  
 Turnbull, Mrs. Minerva.....San Diego

#### COLLEGIATE STUDENTS, 1920-21.

Bower, Sidney  
 Brown, Mrs. Nina Lyon  
 Butts, Fannie  
 Doyle, Eva Gertrude  
 Erfman, Mrs. Ruth  
 Lankford, Mrs. Ida  
 McCain, Geneva  
 McKee, Elizabeth  
 Mark, Mrs. Florence  
 Mitchell, George R.  
 Ritchey, Evangeline  
 Sherlock, Francys  
 Smith, Katherine Brass  
 Sparks, Florence  
 Stratton, Marion

#### TEACHERS IN SERVICE, SUMMER SESSION, 1920.

Adams, Jane E.	Filkin, Nina	McRae, Flora
Adams, Mary	Fischer, Agnes	McRoberts, Elizabeth
Akeley, Zilda	Fischer, Ethel	Martenis, Angeline
Alcutt, Alice	Flint, Lucy	Merriken, Mrs. Maude
Allen, May	Fuller, Mrs. Cora	Merrill, Melba
Angier, Mrs. M'liss	Fulton, Bluebell	Merrill, Ruth
Ashburn, Emma	Gammon, Beulah	Meyer, Mrs. H. D.
Bacon, Mrs. Jessie	Garner, Luella	Moon, Mrs. Catherine
Balch, Emma Louise	Garoutte, Ida B.	Moran, Jessie
Barber, William	Georgia, Rose	Morris, Sallie
Barnes, Mildred	Gilman, Mary L.	Neff, Eunice
Baskin, Florence	Gilmore, Ophelia	Newsom, Mrs. Leona
Bear, Mrs. Lillian	Glidden, Gracelyn	Newton, Lenna
Becker, Esther	Goodwin, Phoebe	Nigg, Rose
Berrian, Edith	Groome, Mrs. Christine	Niven, Jane
Berry, Anna Mae	Hamack, Edith	O'Keefe, Elizabeth
Berry, Eleanor	Harding, Emma	O'Keefe, Helen
Beven, Georgia	Harlow, Mrs. Lucy	Oliver, Ruth
Bickerton, Blanche	Harper, Mrs. Ezura	Ontiveras, Mrs. Carolee
Black, Mrs. Mabel	Hart, Marguerite	Osborn, Isabel
Blythe, Mrs. Annice	Hatton, Catherine	Outcalt, Mrs. Adele
Bogen, Mrs. Jennie	Hawley, Olive	Owsley, Mrs. Gussey
Bone, Blanche	Henderson, Ethel	Palmer, Mabel
Boyer, Mrs. Minnie	Hetzel, Cora R.	Parker, Blanche
Bradshaw, Elsie	Hohl, Gladys	Parker, Mrs. Ida
Brewster, Mrs. Ruth	Holly, Ellen	Parker, Kate O'Donnell
Brittain, Edith	Hoover, Constance	Parmateer, Marie
Brittain, Lucy	Hornbuckle, Cora	Paul, Beulah
Brown, Evelyn D.	Howard, Margaret L.	Peirce, Norma V.
Brown, Vera	Howland, Mrs. B. W.	Pennock, Florence
Brunson, Mary L.	Humphrey, Grace	Pennock, Frances
Bulmer, Marion	Humphrey, Pearl	Phelps, Mrs. Faye Littell
Burford, Gladys	Hurley, Ella	Phillips, Stella
Butin, Lelia	Hurst, Edna	Pinkley, Mrs. Ida
Butler, Alice	Inwood, Anna	Pinkston, Mrs. Lelia E.
Butterfield, Anna	Jackson, Rose	Porter, Hazel
Cady, Nora	Jaeger, Mary	Powers, Mary
Campbell, Susie	Jennings, Mary	Premo, La Ventia
Carpenter, Laura	Johnson, Cora	Rene, Jeannette
Case, Frances	Jorres, Evelyn	Rice, Mary V.
Cavanaugh, Doretha	Kavanaugh, Mrs. E.	Rice, Nellie
Chalmers, Ula	Keen, Julia	Richardson, Georgia
Chesley, Eva	Kieller, Annie B.	Riggie, Lula
Christian, Mrs. Myrtle	Kelly, Dorothy	Ritchey, Gwynnyth
Clark, Elora	Kennedy, Dollie	Robinson, Mrs. Charlotte
Clay, Mariza	Kennedy, Ruth	Rodee, Mrs. Nona
Claye, Robert	Knowles, Mrs. Eloise	Rogers, Verne T.
Code, Mary A.	Lane, Cora	Rolfe, Mrs. Marguerite
Colbert, Gail	Langley, Mrs. Marella	Ross, Mrs. Mary
Cole, Margaret	Lasswell, Mrs. E. L.	Ross, Pete W.
Collier, Cecilia	LeLay, Madame Yvonne	Ryan, Grace
Conant, Mrs. Louise	Leopold, Mrs. Margaret	Salisbury, Gladys
Coney, Clara J.	Leovy, Adair	Satterwhite, Mrs. Alice
Cook, Veda Flagg	Lindgren, Mrs. George	Schellbach, C. H.
Coy, Georgia	Lines, Lavena	Schussler, Anita
Cross, Irvin Nettie	Lines, Mildred	Seymour, Mrs. Winifred
Crowder, Margaret	Loveland, Mrs. Jessie	Shields, Laurene
Crowe, Louise	Lynch, Mrs. Berta	Shingledecker, E.
Czarnowski, Ruth	Lyster, Azalea	Shumate, Agnes
Darroch, Alma	McBride, Della	Sisson, Sallie
Davis, Mary	McBride, Flo	Smith, Lois
De Silva, Elizabeth	McCobb, Alma	Smith, Margaret
Dufur, Mrs. Alice	McCoy, Mrs. Florence	Spani, Kate
Dufur, Gladys	McFadden, Mary	Sparks, Florence
Dunagan, Ada	McGuffin, James A.	Spayd, Mary
Easley, Mrs. Julia	McKee, Mrs. Amy	Spears, Emma
Ellithorpe, Adelaide	McKim, Mrs. Maude	Staley, Juanita
Ellithorpe, Ruth	McLaughlin, Mrs. E. A.	Stanley, Mrs. Emma
Farwell, Gertrude	MacMacken, Mrs. Marion	Stephenson, Florence



Stevens, L. Maude  
 Stone, Dimple  
 Stone, Mrs. Essie  
 Sullivan, Mrs. Jessie  
 Swinehart, Eva  
 Swinney, Clara  
 Talboy, A. C.  
 Tanton, Mrs. Jean K.  
 Taylor, Grace  
 Taylor, Janie  
 Taylor, Mrs. Lorena  
 Taylor, Miriam  
 Teall, Elizabeth  
 Thomsen, Mrs. Elizabeth  
 Thomas, Elizabeth

Thompson, Agnes  
 Thompson, Harriet  
 Torstenson, Elna  
 Townsend, Alice  
 Upton, Mattie  
 Vacher, Mrs. Josephine  
 Valentine, Lucile  
 Voss, Mary  
 Wade, Lucille  
 Wakeman, Ellen  
 Walkmeister, Emma  
 Warrington, Maude  
 Watkins, Lenore  
 Wattawa, Mrs. Nellie  
 Welles, Esther

Wetzel, Mrs. Helen  
 White, Freda  
 White, Mrs. G. F.  
 Whittaker, Romaine  
 Wiley, Mrs. Corinne  
 Wilson, Mrs. Ora  
 Woodson, Mrs. Meta  
 Woody, Phyllis  
 Work, Agnes  
 Wright, W. S.  
 Wuerth, Florence  
 Wuerth, Ruth  
 Young, Lizzie  
 Zearing, Margaret  
 Zschoegner, Rebekah

#### SPECIAL STUDENTS, 1920-1921.

Adair, Mrs. Etta; Anderson, Sibyl; Arnold, Mrs. Anna; Arnold, Mrs. Grace; Austin, Isabel; Baskin, Eunice; Black, Robert C.; Bortenlanger, Marie; Bradley, Mrs. Lester; Brenholts, Dorothy; Buck, Louise; Caldwell, Mrs. Ella; Casper, Mrs. G. L.; Casper, Hortense; Castle, Alice; Clark, Mrs. A. B.; Conrad, Hazel; Curtis, Grace; Cutting, Delia; Dalzell, Mrs. Emma E.; Eells, May; Eels, Ida M.; Freeman, Mrs. Frances; Gramley, John C.; Hardy, Anne; Harper, Walter; Harvey, Flora; Hill, Etta; Hoopes, Elizabeth; Howe, Mrs. Ferne; Eaton, Ingle, Marie; Inglis, Helen E.; Jacobs, Ruby; Jenks, Anna B.; Jones, Betty; Jones, Mrs. R. W.; Keller, Mrs. Lucy Stone; Kelly, Emma J.; Kennedy, Jelen C.; Kinney, Mrs. Julia; Leach, Mrs. J. C.; Levison, Mrs. Ed; Lingsweiler, Caroline; Livingstone, Mrs. Caroline; Loring, Ruth; Lynch, Mrs. Alice B.; McIntosh, Ruth; McKay, Kathleen; McKie, Alice; McNair, Mrs. Lillie A.; McNerney, Mrs. Alice; Manley, Helen; Mann, Mrs. Charlotte; Mason, Mrs. Lucy Ord; Means, Mrs. J. H.; Middlebrook, Caroline; Miles, Mrs. J. H.; Moffat, Margaret; Moore, Mrs. Anne; Moore, Helen; Moore, Teresa; Mullen, Juanita Ruth; Newell, Hazel Deen; O'Neill, Mrs. Anna; Ord, Lucy M.; Poehler, Clara; Porterfield, Mrs. Avis; Putnam, Mrs. Ida; Reid, Elizabeth; Rice, Mrs. Eva; Rice, Mrs. Ruth; Riggie, F. Gardner; Rimes, Isabelle; Sandford, Lettie; Seelye, Ellice; Shields, Ivine; Shields, Hattiebell; Shields, Ruth; Southworth, Alice H.; Terrill, Elizabeth; Thomas, Mrs. Daisy; Tilden, Mrs. Fay; Todd, Josephine; Travers, Constance; Vanatta, Helen G.; Wheaton, Dorothy; Wilcox, Susan; Wilsie, Elva; Winter, Christina; Wright, Allyn; Wright, Charles McPhee.