

SAN DIEGO, CAL.

# STATE NORMAL SCHOOL

SAN DIEGO, CAL.

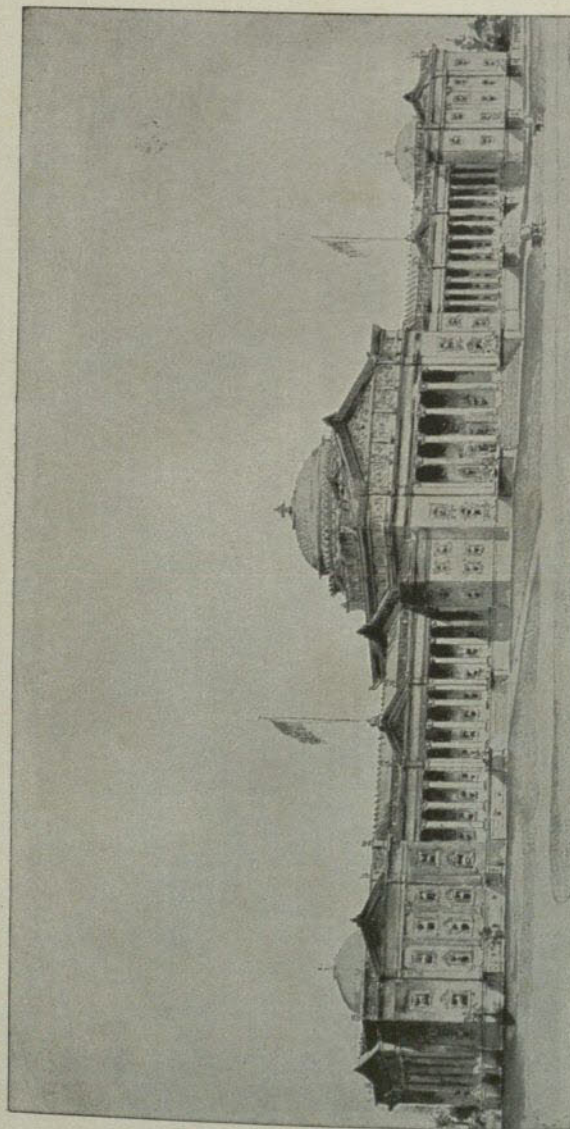
## CIRCULAR OF INFORMATION

1902-1903

THE SCHOOL WILL RE-OPEN

MONDAY, AUGUST 11, 1902.





Established March 13, 1897.]

STATE NORMAL SCHOOL, SAN DIEGO, CAL.

[Opened November 1, 1898

# STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA.

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## CIRCULAR OF INFORMATION

AND

## ANNOUNCEMENTS

FOR

1902-1903.

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SACRAMENTO:

A. J. JOHNSTON, : : SUPERINTENDENT STATE PRINTING.  
1902.



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## CALENDAR FOR 1902-1903.

### FIRST TERM.

Entrance examinations and Admission on credentials, }	- - -	Monday, August 11, 1902
Term opens - - - - -	- - -	Tuesday, August 12, 1902
Term closes - - - - -	- - -	Friday, December 19, 1902

### SECOND TERM.

Entrance examinations and Admission on credentials, }	- - -	Monday, January 5, 1903
Term opens - - - - -	- - -	Tuesday, January 6, 1903
Dedication Day - - - - -	- - -	Friday, May 1, 1903
Commencement - - - - -	- - -	Wednesday, May 27, 1903



## BOARD OF TRUSTEES.

HON. HENRY T. GAGE,	- - - - -	Governor.
	Ex Officio.	
HON. THOS. J. KIRK,	- - - - -	Superintendent of Public Instruction.
	Ex Officio.	
W. R. GUY,	- - - - -	San Diego.
R. M. POWERS,	- - - - -	San Diego.
GEORGE FULLER,	- - - - -	San Diego.
Z. B. WEST,	- - - - -	Santa Ana.
ISIDORE B. DOCKWEILER,	- - - - -	Los Angeles.

## OFFICERS OF THE BOARD.

GEORGE FULLER,	- - - - -	Chairman.
FRED. W. PARRISH,	- - - - -	Secretary.

## EXECUTIVE COMMITTEE.

GEORGE FULLER,	R. M. POWERS,
W. R. GUY.	

## FACULTY.

SAMUEL T. BLACK, PRESIDENT,	- - - - -	School Administration.
	Pupil Teachers' Course, British Schools.	
EMMA F. WAY, PRECEPTRESS,	- - - - -	Mathematics and Reading.
	Grand River Institute, Ohio.	
ALICE EDWARDS PRATT,	- - - - -	English.
	Ph.B., Univ. Cal; Ph.D., Chicago.	
FLORENCE DERBY,	- - - - -	Music and Physical Training.
	State Normal School, San José, Cal.; special training in music and physical culture.	
HELEN BALLARD,	- - - - -	English.
	Ph.B., Univ. Cal.	
CHARLES T. MEREDITH,	- - - - -	Mathematics.
	Grant Academy, Ky.	
HARRIET MORTON,	- - - - -	Drawing and Clay-Modeling.
	A.B., Stanford; special preparation in art.	
EDITH MCLEOD,	- - - - -	{ Principal Training School and Supervising Teacher Grammar Grades.
	State Normal School, Mass.; Graduate Student, Teachers' College, Columbia.	
ELISABETH ROGERS,	- - - - -	Supervising Teacher Primary Grades.
	State Normal School, Albany, N. Y.	
J. F. WEST,	- - - - -	Mathematics and Physics.
	A.B., Stanford; Graduate Student, Harvard.	
W. F. BLISS,	- - - - -	History and Geography.
	B.S., Mount Union; B.L., Univ. Cal.	
HARRY M. SHAFER, DIRECTOR OF TRAINING SCHOOL,	- - - - -	Psychology and Education.
	B.S., M.S., Eureka; A.B., A.M., Harvard; Graduate Student, Teachers' College, Columbia.	
JOSEPHINE BATCHELDER,	- - - - -	English.
	A.B., Wellesley.	
ANNE MOORE,	- - - - -	Biology and Physiology.
	Ph.D., Chicago; A.B., A.M., Vassar.	
W. T. SKILLING,	- - - - -	Chemistry and Physiology.
	State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.	

## EMPLOYÉS.

MRS. NORMA DUNLOP,	- - - - -	Librarian.
FRED. W. PARRISH,	- - - - -	Stenographer and Typewriter.
S. L. ROBERTS,	- - - - -	Janitor.



## FOUR-YEAR COURSE.

Each group represents one half-year's work.

Group I.			Group II.		
Poetry and Myths.....	20	5	Drama and Novel .....	20	5
Algebra.....	20	5	Algebra.....	20	5
Chemistry.....	20	7	Biology.....	20	10
Drawing.....	20	5	Drawing.....	20	3
Music.....	20	3	Music.....	20	2
Group III.			Group IV.		
Exposition, etc. ....	20	5	Essay and Argumentation.....	20	5
Algebra.....	20	5	Geometry.....	20	5
Ancient History.....	20	5	Medieval History.....	20	5
Drawing.....	20	5	Physiology.....	20	5
Music.....	20	3	Reading.....	20	3
Group V.			Group VI.		
Advanced Grammar, etc. ....	20	5	History of Literature.....	20	5
Geometry.....	20	5	Modern History.....	20	5
Psychology.....	20	5	Education.....	20	5
Physics.....	20	7	Physics.....	20	7
Physical Training.....	20	2	Physical Training.....	20	2
Group VII.			Group VIII.		
American History and Methods ..	20	5	English in the Grades.....	10	5
Geography and Methods.....	20	5	School Administration.....	10	5
Education.....	20	5	Nature Study.....	10	1
Arithmetic and Bookkeeping.....	20	5	Teaching—Theory.....	20	3
Number Work.....	5	5	Teaching—Practice.....	20	15
Phonics.....	5	5			
Training School.....	10	5			

Twenty minutes chorus work daily throughout the entire course.  
The number in the first column refers to the number of weeks; in the second column to the number of hours per week.  
It is probable that arrangements will be made whereby Latin will be offered as an elective in 1902-1903.

## COURSE FOR GRADUATES OF ACCREDITED HIGH SCHOOLS.

1. Graduates of accredited high schools, properly recommended to the State University, will be admitted to advanced standing, upon approval of their recommendations by the Committee on Credentials.

2. Students admitted to such advanced standing will be required to spend at least two academic years in the Normal School before graduation.

3. The appended shorter course has been arranged for such students as come duly recommended in the following subjects: English, subjects A, I, and 14; Algebra, subject 3; Plane and Solid Geometry, subjects 4 and 12 (*a*)<sup>1</sup>; Ancient History, subject 10; Mediæval and Modern History, subject 13; Physics, subject 11; Chemistry, subject 12 (*b*); Botany, subject 12 (*c*); Zoölogy, subject 12 (*d*).

4. Applicants not recommended in all the above subjects will be required to make up the deficiency either by examination or by class work, at the option of the department concerned.

5. Recommendation in Latin will be accepted as equivalent for a portion of the English at the option of the English department.

## TWO-YEAR COURSE.

THIRD YEAR.					
First Term.			Second Term.		
English.....	20	5	English.....	20	5
Physiology.....	20	5	American History and Methods ..	20	5
Psychology.....	20	5	Education.....	20	5
Drawing.....	20	5	Drawing.....	20	3
Music.....	20	3	Music.....	20	2
Physical Training.....	20	2	Physical Training.....	20	2
FOURTH YEAR.					
Geography and Methods....	20	5	English in the Grades.....	10	5
Arithmetic and Bookkeeping....	20	5	School Administration.....	10	5
Education.....	20	5	Nature Study.....	10	1
Primary Number Work.....	5	5	Teaching—Theory.....	20	3
Phonics.....	5	5	Teaching—Practice.....	20	15
Drawing.....	20	5			
Music.....	20	3			
Training School.....	10	5			



## REQUIREMENTS FOR ADMISSION.

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

Applicants holding the following credentials will be admitted without examination:

- (a) A valid teacher's certificate of any grade from any county, city, or city and county of the State of California;
- (b) A diploma of graduation from a California high school;
- (c) A diploma of graduation from the ninth year of the public schools of the State, if accompanied by a special recommendation of the teacher and a statement of the applicant's standing in the various grammar grade branches; *provided*, that the school reserves the right to examine graduates of grammar schools in any or all of the following branches: Arithmetic, Grammar, Geography, History of the United States, Reading, Spelling, Penmanship, Vocal Music, and Drawing.

Applicants possessing none of the foregoing credentials must, by examination or otherwise, satisfy the Faculty of their proficiency in the various branches mentioned under (c).

Graduates from secondary schools that have been accredited by the University of California will be admitted to the two-year course, and given credit for the branches in which they are recommended by the principals of their schools; *provided*, the University has accredited such branches.

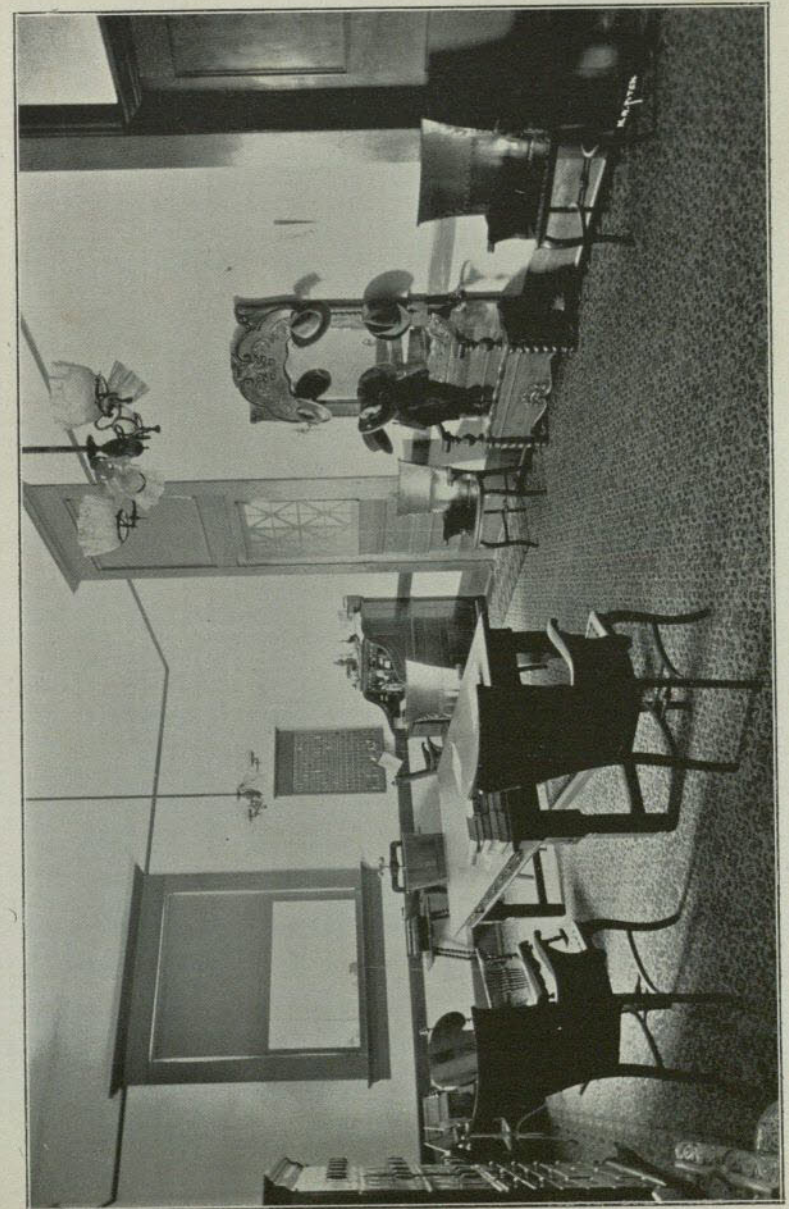
Applications for advanced standing will be granted only upon approved credentials or examination.

All applicants for admission must sign the following declaration:

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

Teachers in the elementary schools of the State are always heartily welcome. They may enter any of the classes, either as observers or students, as they may prefer.

No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.



OFFICE.



### DATE OF OPENING CHANGED.

By a resolution of the Board of Trustees, the school year will begin hereafter in August instead of in September. This arrangement will be decidedly advantageous to the graduates, as it will change the dates of graduation from February and June to December and May, thus giving them better opportunities to secure schools than was possible under the old arrangement. It will divide the year into two equal parts, separated by two full weeks' vacation at the holidays, and permit of ten weeks' vacation during the midsummer months. The weather during August in San Diego is ideal.

For exact date of opening, see calendar on page 5.



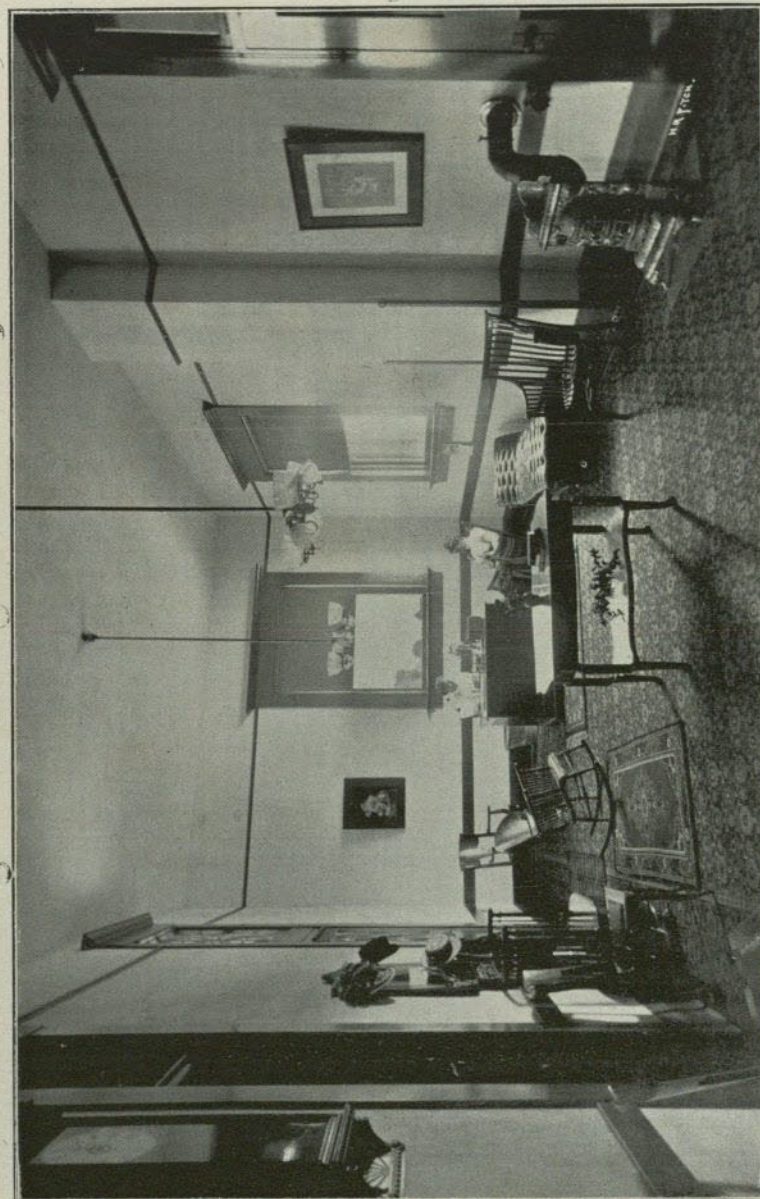
### AIM OF THE SCHOOL.

The Normal School has but one purpose, that of fitting suitable persons to teach in the public schools of the State. No one, unsuited by either natural inclination, ill health, or physical disability, should apply for admission. The selection of a young person's life work ought not to be lightly made. This is particularly true of teaching, which means a life of devotion and self-denial without a corresponding money equivalent.

The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study and instruction.

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year's work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake, and nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

There may be short cuts to the teacher's certificate; there are none to the preparation requisite for efficient teaching.



RECEPTION ROOM.



### A WORD OF ADVICE.

Before enrolling your name as an applicant, determine in your own mind whether you really desire to prepare yourself for teaching. If so, come prepared to do genuine work. You will not be permitted to hurry through the course. Remember that each day has its full complement of allotted work, and must not be burdened with the work of another day. If this is kept constantly in view, you can do the entire work of the school in a manner creditable alike to yourself and the State, provided you retain good health.

On presenting yourself as a candidate for admission, bring with you one or two letters of recommendation from responsible people—former teachers, if possible.



### EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.



### EQUIPMENT.

The library contains over three thousand carefully selected books, including a valuable list of general reference works. The laboratories are equipped with the latest and most approved apparatus.



### DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. While a large percentage of those who obtain certificates upon examination remain unemployed, the graduates of the Normal Schools seldom fail to secure good positions, and their work is coming to be recognized more and more as greatly superior to that of the untrained teachers with the same native ability.



A CORRIDOR.



### RIGHTS OF GRADUATES.

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

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

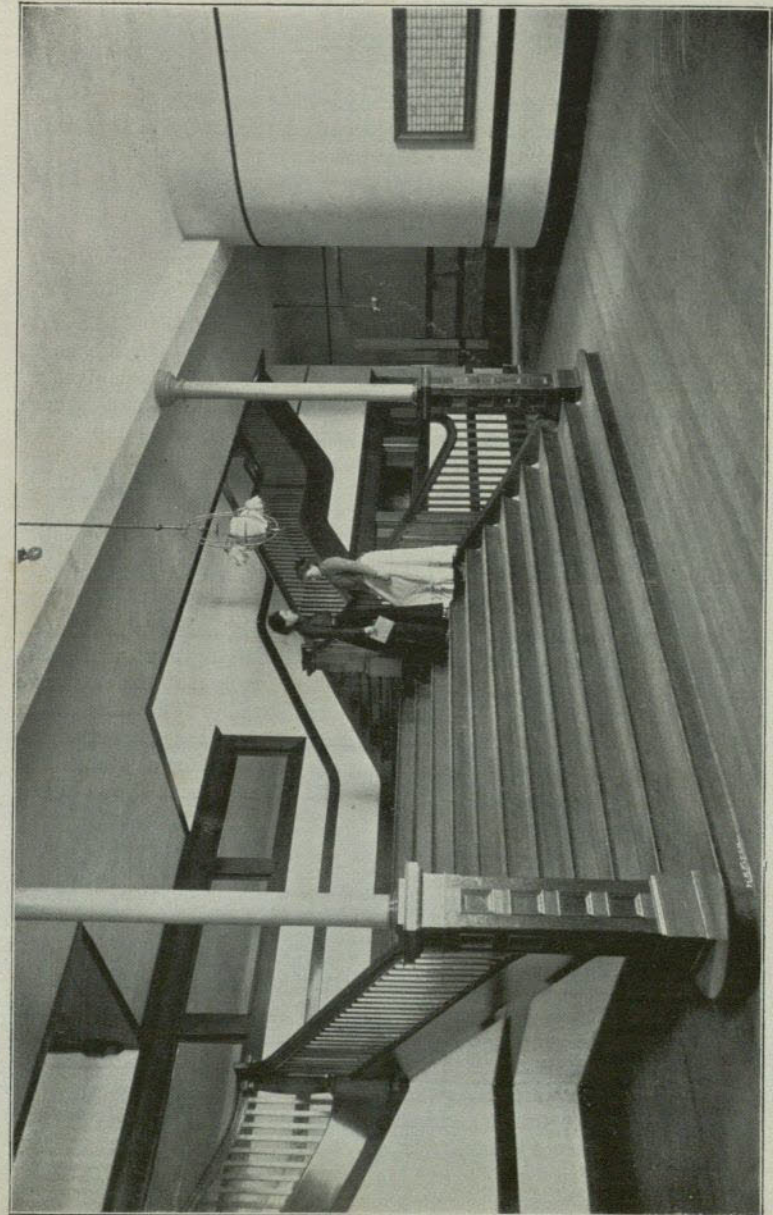
Said diploma shall entitle the holder thereof to a grammar school certificate from any City, City and County, or County Board of Education in the State.

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



### POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in the laboratories or reading in the library while the school is in session. This special work, either in the laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.



VESTIBULE.



### PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.



### GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.



### ATHLETICS.

The campus, consisting of sixteen and one half acres, is fairly well equipped with tennis courts, basket-ball and base-ball grounds. Besides these facilities for physical development, the Faculty and students have organized a Normal School Rowing Association. The Association, which is made up of five or six rowing crews, owns a magnificent eight-oared barge. Some one or other of these crews under a young lady captain may be seen almost daily, after the close of school, rowing on the still waters of the bay.



### LOCATION.

The school is located on University Heights, a pretty mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and rugged peaks.

Street cars run regularly between the campus and all portions of the city. Normal School students travel over the entire street railway system at half rates.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold.



SOUTH PORTICO.



### SANITATION.

Dr. W. P. Mathews, Secretary of the State Board of Health, in his report to the Board dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. Inasmuch as the pupils who attend these institutions do not reside on the premises, the question of sanitation is not so vital as it is in the cases of the State Prisons and the State Hospitals. Nevertheless, due regard is had to keeping the buildings clean and in a wholesome condition. In some instances, the management have to contend with difficulties due to poor construction of the buildings, such as insufficiency of ventilation and badly arranged lighting. Upon the whole, however, we are able to say that hygienic laws are observed in these institutions and their sanitary conditions up to our requirements.

"In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. \* \* \* In the toilet-rooms the air is drawn downward through the closets and urinals by means of a hot-air shaft, with which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toilet-rooms. \* \* \*

### TRAINING SCHOOL.

The Training School consists of nine grades, of not to exceed twelve members each, viz.: the regular eight public school grades, and a ninth or connecting grade for those pupils of the Training School who contemplate entering the Normal School, or the tenth year of a high school, after the completion of the Training School course.

All teaching in the Training School is under the close supervision of a number of expert training teachers and members of the Normal School faculty. The teaching consists of individual, group, and class teaching. Individuals, or small groups, who, on account of some defect, weakness, or peculiar condition, need special attention, are given individual or group attention, while they are, at the same time, carrying the work with the regular class or grade. In short, while the class work is the form that the greater part of the work assumes, the needs of each individual child are closely studied and the best means possible are employed to meet those needs. The development and growth of

the child, and the condition of the sense organs, especially the eye and ear, are closely watched.

Principles of school hygiene as to seating, lighting, ventilation, the hygiene of the school subjects, etc., receive concrete application. Each student who instructs in the Training School is required to prepare and submit plans of the series of lessons and of each separate lesson, in advance of teaching. The Training School serves a three-fold function in its relation to the Normal School, viz.:

First—Offering an opportunity for training and practice to students who have reached their Senior year and who are soon to go as teachers into the schools of the State. The student is brought face to face with the every-day problems of actual teaching, and, in their solution, develops the spirit of independence and adaptability;

Second—In this school are tested the thoughts and teachings of the various departments of the Normal School. By this means, among others, the work of the Normal School proper is constantly kept within the range of practicability and applicability;

Third—The Normal School stands for advanced thought in education. In the Training School this thought takes concrete form. There, investigation and research are continually carried on with a view to improvement and advance in school work.



EAST WING.



## BRIEF DESCRIPTION OF THE COURSES.

NOTE.—The Roman numerals indicate the group or groups to which each subject belongs.

### EDUCATION.

#### Education V.—Psychology. (Mr. SHAFER.)

The early part of the course serves as a general introduction to psychology. The facts and conditions of mental life, and the nomenclature, terminology, and method of the science. Introspection to serve as a basis for later child study. Simple experiments to train in method, to develop independence in investigation, to drill in use of apparatus, and to arrive at some of the results that have been determined and generalized; this experiment work employs such apparatus as the teacher will need and can make in her school work. The exploration of the senses is emphasized.

The experiment work leads directly to the later work of the course, which is child study. Individual and collective study of children by each member of the class. Development of principles of teaching by a study of school practice based upon psychological laws. Study of child mind as a preparation for later class-room work.

*20 weeks; 5 hours per week.*

TEXTS.—Titchener: Primer of Psychology.  
James: Briefer Course.  
Thorndike: Notes on Child Study.

#### Education VI.—History of Education. (Mr. SHAFER or Miss BALLARD.)

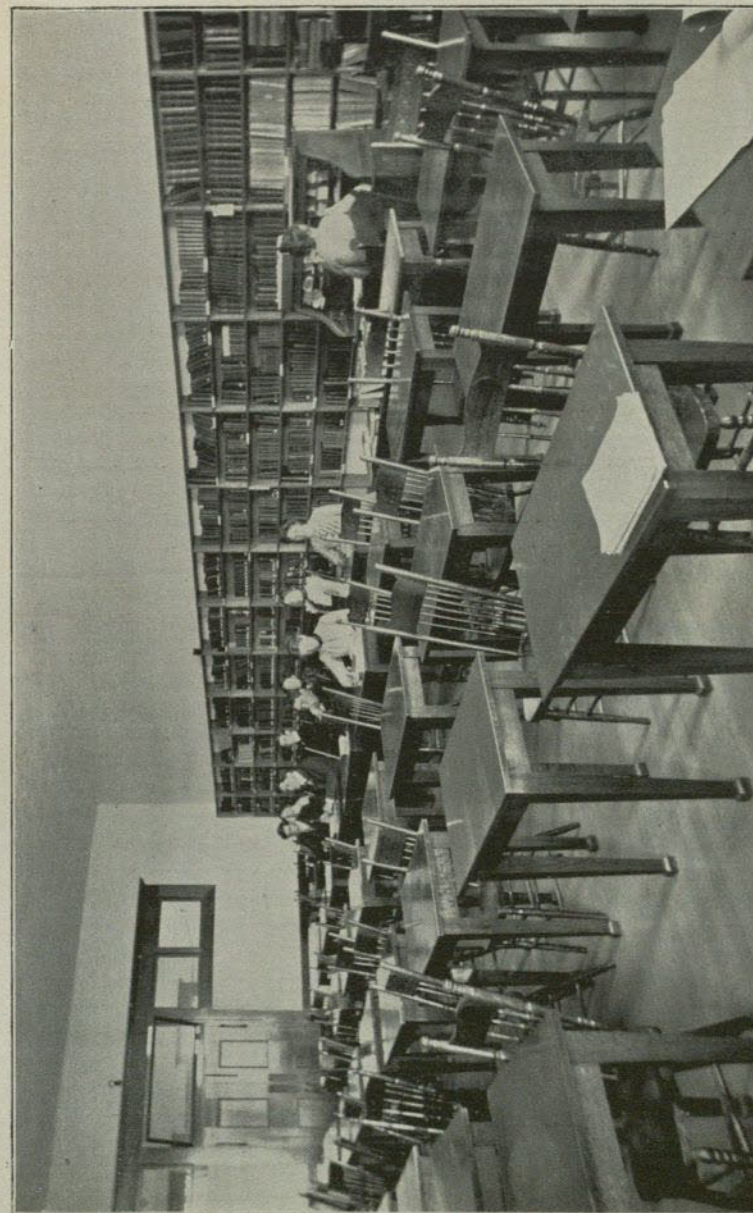
Lectures, reports, discussions, and assigned readings.

The factors that determine the nature of the process of education, and the avenues of approach in investigating its history. The purpose of the study of the subject.

Education in primitive times. Oriental education. (China the type.) Transition to Occidental through Egyptian and Hebrew civilization. Greek education. Roman education. The blending of Greek, Roman, and Christian ideals. Mediæval education. Scholasticism. The rise of universities. The Renaissance. The Reformation.

Modern education; the evolution of: 1. Theory; 2. The curriculum; 3. Method; 4. School systems.

The idea in the study of each epoch or phase is to discover in what way it leads up to and functions in the present. The previous term's



LIBRARY AND STUDY ROOM.



work in psychology is taken as an apperceptive basis for a further study of the growth of the influence and function of that subject in education. So far as possible the theory of a given period is compared with the actual practices of the time.

*20 weeks; 5 hours per week.*

TEXTS.—Seeley: History of Education.  
Laurie: Pre-Christian Education.  
Davidson: Education of the Greek People.  
Quick: Educational Reformers.

#### Education VII.—General Method. (Mr. SHAFER.)

*First half term:* A consideration of fundamental principles, such as, factors in education, aim, educational values, and the enrichment of the course of study. Bases for school-room work, *e. g.*, self-activity, interest, apperception, will training. Physical conditions in the school-room.

*Second half-term:* A theoretical and practical study of the successive steps in the development of the recitation. The lesson plan emphasized. Each member of the class teaches one hour per day in the Training School, and is held to a close account for lesson plans. These plans are discussed before the class, and occasionally a visit is made by the class to the Training School to observe the results of a plan in its concrete application.

*20 weeks; 5 hours per week.*

TEXTS.—McMurry: General Method.  
McMurry: Method of the Recitation.

#### Education VIII.—Seminary on Practice Teaching. (Mr. SHAFER.)

One period each week the entire class observes a recitation, conducted by one of its members in the Training School. On rare occasions the observed recitation is in charge of one of the Supervising Teachers.

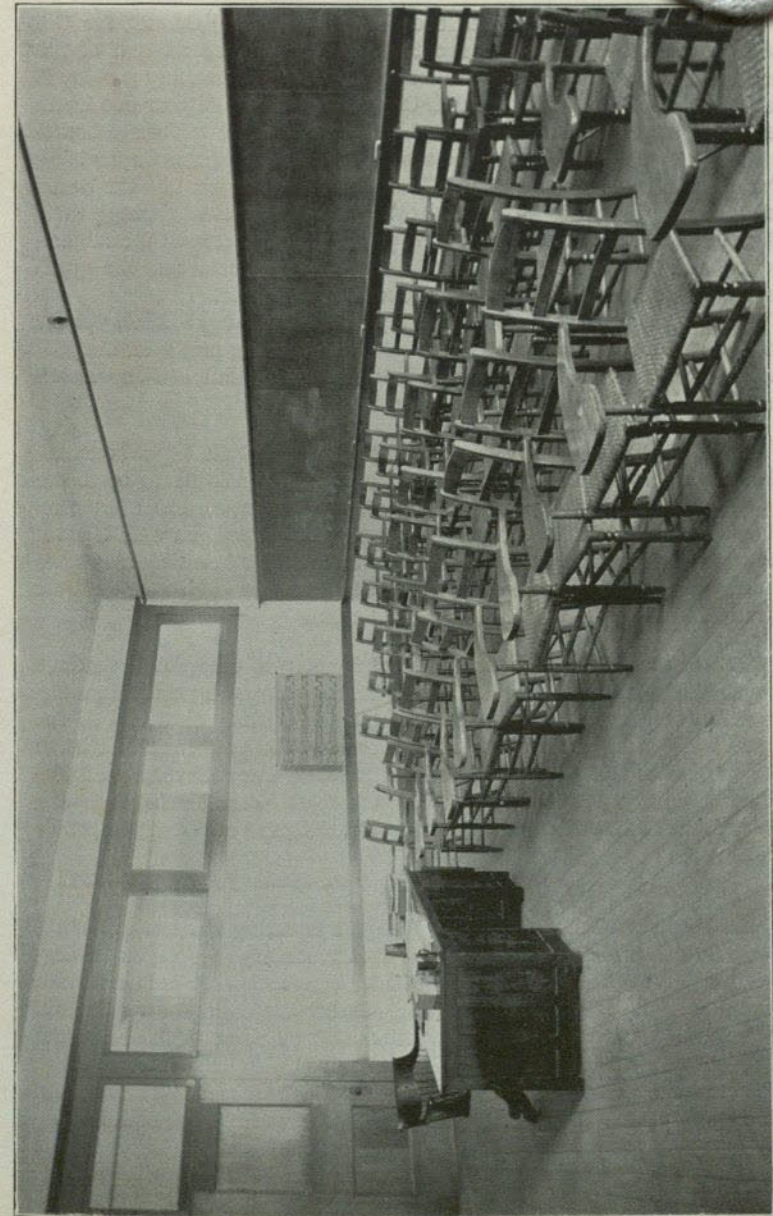
The second hour is devoted to a discussion and criticism of the previously observed recitation, the student who conducted the recitation being first given an opportunity for self-criticism. In all discussion personal opinion is eliminated so far as possible, and criticism is based upon principles involved. Something better and more helpful must be substituted for that which is criticised, *i. e.*, there must be construction as well as destruction.

The third hour is spent in the consideration of some stimulating piece or pieces of educational literature that discuss current problems in education. The past year Dr. Dewey's *Ethical Principles Underlying Education* has supplied subject-matter.

The course is open to such students only as have completed Education V, VI, and VII, and are engaged in practice teaching in the Training School.

*20 weeks; 3 hours per week.*

Education V, VI, VII, and VIII form a continuous and connected series, and should be taken in the order announced. Only in exceptional cases will deviation from this order be allowed.



CLASS ROOM.



**Teaching.**—Each student teaches in the Training School for the period of seven and one-half months. During the second half of the first term in the Senior Year one hour of *successful* teaching per day is required; in one half of the remaining term of the same year two hours of *successful* teaching are prescribed, and in the other half three hours.

All of the above teaching is under the direction of the Supervising Teachers and the Director of the Training School, assisted by the heads of departments in the Normal School. The last named, through their close relation to the Training School, preserve unity between the subject-matter and methods of the Normal School on one hand and the application of the same in the Training School on the other.

The Supervising Teachers teach daily in the Training School, yet the model lesson, as such, is employed but little, it being preferred that the student grow and develop through individuality and self-expression rather than by means of an apprenticeship system.

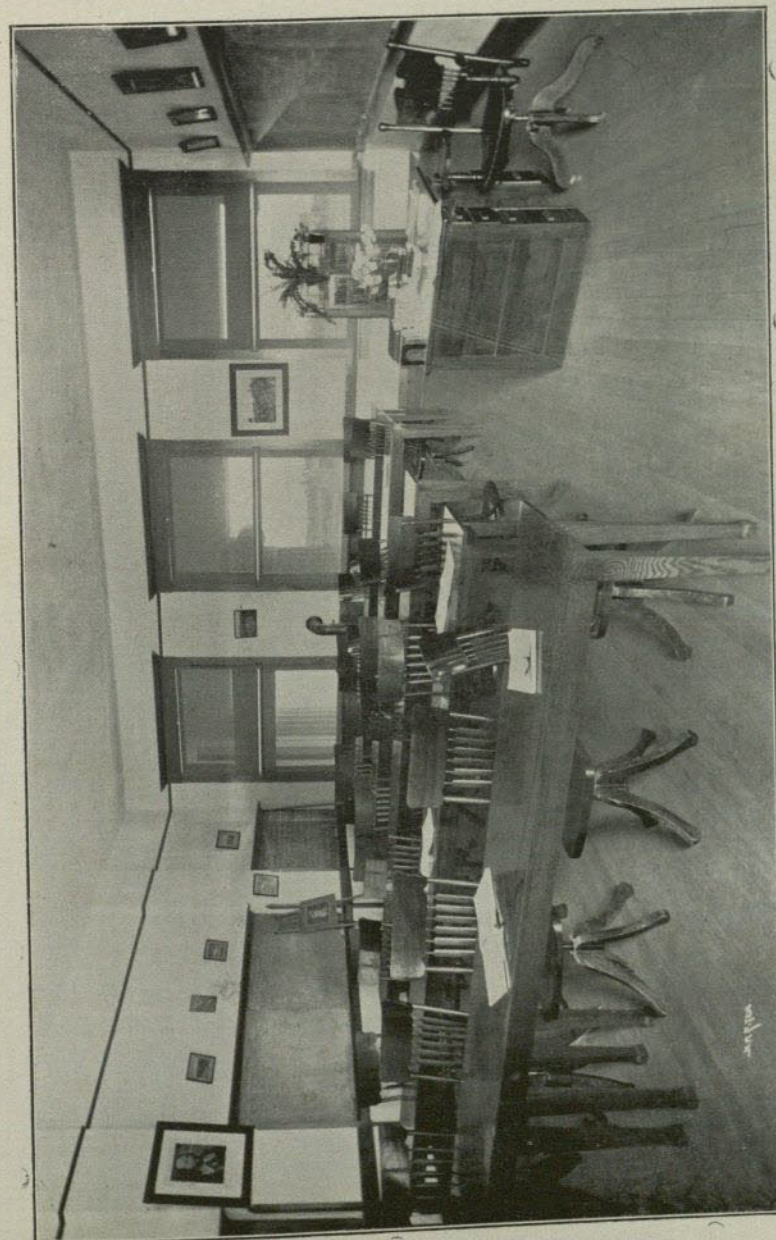
**School Hygiene.**—This subject is provided for in its logical connection in various courses, *e. g.*, Psychology V (Child Study) leads up to the hygiene of the school-room; in Education VIII occurs the discussion of the hygiene of the school subjects, and in connection with School Administration the lighting, heating, ventilation, and seating of school-rooms are carefully considered and discussed. The subject of suitable physical exercise also receives much attention.

**VIII.—School Administration.** A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers; the collection and distribution of school funds in California; the law for certifying teachers; the provisions for ethical, intellectual, scientific, and industrial improvement, etc.

*10 weeks; 5 hours per week.*

**VII.—Primary Number Work.** A course covering the work in arithmetic for the third and fourth years of the elementary schools, embracing the forty-five combinations and their application to addition and subtraction; development of the multiplication table and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions.

*5 weeks; 5 hours per week.*



CLASS ROOM.



## ENGLISH.

## I. (a) The Study of Myths.

(b) Poetry and Poetics. An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

*20 weeks; 5 hours per week.*

TEXTS.—Bullfinch: Age of Fable.

Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macm.)

II. The Drama and the Novel. A critical study of three or more plays of Shakspeare and of two or more standard novels. Written reports on assigned outside reading.

*20 weeks; 5 hours per week.*

TEXTS.—Shakspeare: Julius Caesar; Macbeth; Midsummer's Night's Dream. (Any clear type edition.)

Hawthorne: The House of Seven Gables.

George Eliot: Silas Marner.

Other texts will be added as needed.

III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

*20 weeks; 5 hours per week.*

TEXTS.—Pearson: The Principles of Composition Writing. (Heath.)

Buck and Woodbridge: Expository Writing. (Holt.)

Other texts will be added as needed.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student's natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

*10 weeks; 5 hours per week.*

TEXTS.—Buck: Argumentative Writing. (Holt.)

Burke: Conciliation with America. (Ginn.)

IV. (b) The Essay. A study of eight or ten essays, literary, critical, and ethical, with the purpose of becoming familiar with great prose-writers and their styles.

*10 weeks; 5 hours per week.*

Texts from which selections will be made:

Macaulay: Essay on Milton.

Carlyle: Essay on Burns.

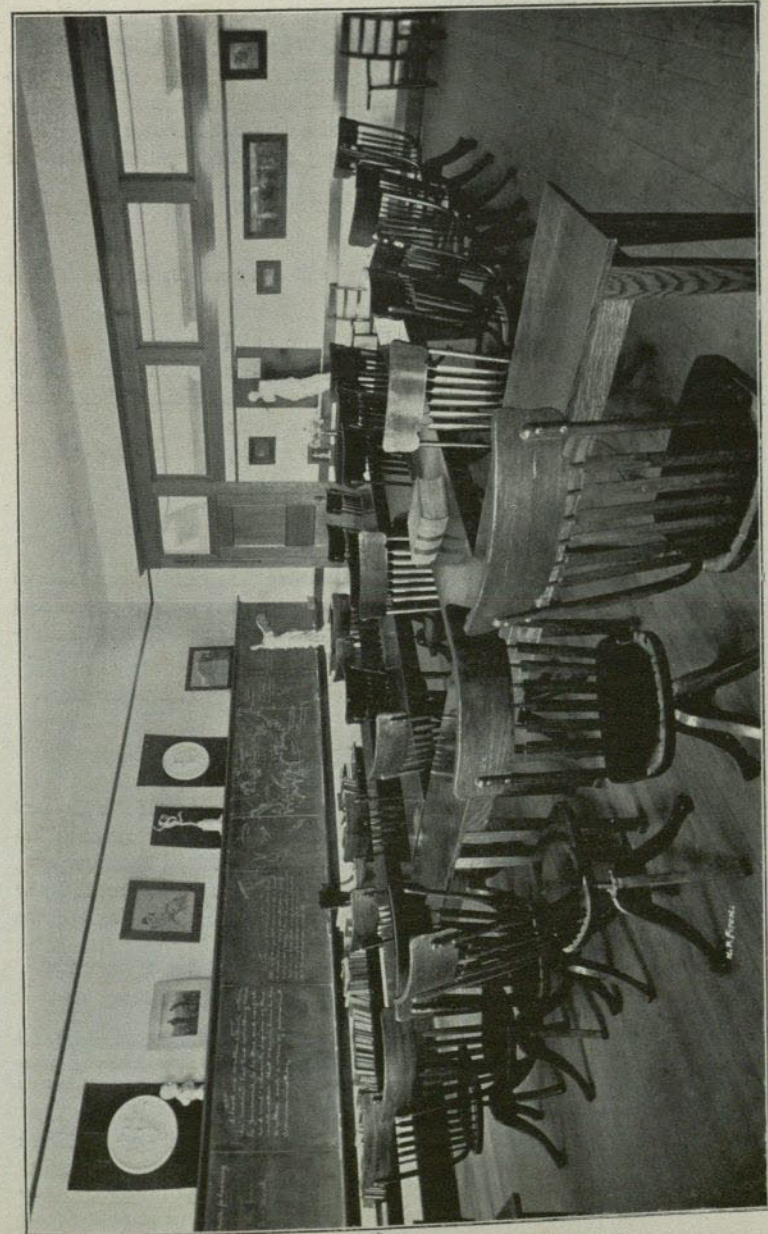
De Quincey: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series.

Bacon: Select Essays.

Curtis: Prue and I.

Emerson: Essays, first series.



CLASS ROOM.



V. **Grammar, Word Study, Rhetoric.** The first part of the term will be spent in a review of technical grammar, with especial emphasis upon parsing and sentence structure. This will be followed by a study of the composition of English words, and a review of rhetorical principles, with a view to the securing of accuracy and effectiveness in written work.

*20 weeks; 5 hours per week.*

TEXTS.—Revised Grammar. (State Series.)

Kimball: The English Sentence.

Herrick and Damon: Composition and Rhetoric for Schools. (Scott, Foresman & Co.)

VI. **The History of the English Language and Literature.** A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures, accompanied by an historical text and the reading of typical literature of the various periods.

*20 weeks; 5 hours per week.*

TEXTS.—Halleck: History of English Literature. (Am. Book Co.)

Or Pancoast: Introduction to English Literature. (Holt.)

George: Chaucer to Arnold. (Macm.)

VIII. **Methods in English in the Elementary Schools.** Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned readings.

*10 weeks; 5 hours per week.*

## HISTORY AND GEOGRAPHY.

III. **Ancient History.** A brief study of the civilization of the Eastern nations, including Egyptians, Chaldeans, Assyrians, Babylonians, Persians, Phoenicians, Hebrews, with a glance at the Hittites, Lydians, etc., followed by a thorough study of Greek peoples and culture and the Roman Republic and Empire to the beginning of the migrations of the barbarians.

*20 weeks; 5 hours per week.*

TEXTS.—No special text is used for Eastern nations, reference being made to various authorities.

Myers's History of Greece (1899), and Rome: Its Rise and Fall (1900), by the same author, are used as guides, constant reference being made throughout the course to other authorities with which the library is well supplied.

IV. **Mediaeval History.** From the invasion of the barbarians to the fourteenth century. The following topics receive special attention: Migration of the Barbarians; Introduction and Spread of Christianity; Fusion of Romans and Teutons; Rise of Monasticism; Rise and Spread of Mohammedanism; Origin and Growth of the Papacy; Development

of the Kingdom of the Franks; Empire of Charlemagne; Development of Feudalism; Scholasticism; Struggle between the Empire and the Papacy; The Normans in Europe; Growth of Free Cities; The Crusades; Mendicant Orders; The Renaissance.

Emphasis is laid in this course upon the foundation and growth of the French nation as a typical product of Mediaevalism. As the study proceeds interest gradually crystallizes around France and England, the great rival nations and the most potent factors in determining the course of modern history.

*20 weeks; 5 hours per week.*

TEXTS.—Thatcher and Schwill's History of Europe is used as a guide to furnish an outline, but the main work consists in assigned readings and reports upon the topics mentioned.

Emerton's Introduction to the Middle Ages, and Adams's The Growth of the French Nation, are recommended for use of students.

VI. **Modern History.** Europe from the beginning of the fourteenth century to the end of the nineteenth. Special attention is given to the following topics: The Renaissance; The Protestant Reformation; Growth of Nationalities; Development of Representative Institutions; Revolutionary Europe; Unification of Germany and Italy; Industrial and Social Development.

The intensive work centers about England in this course as the most influential nation of modern history, and also because a study of English history is a necessary preparation for the study of American history which follows.

*20 weeks; 5 hours per week.*

TEXTS.—Thatcher and Schwill is continued as a guide.  
Seeborn: The Era of the Protestant Reformation.  
Coman and Kendall: History of England.

VII. **History and Government of the United States.** 1. Political Condition of Europe at time of Discovery of America. 2. Geographical Knowledge before 1492. 3. Conditions that Led to the Discovery of America. 4. Explorations in the New World. 5. Settlements. 6. Development of Colonial Governments. 7. Strife between French and English. 8. England's Colonial Policy. 9. Political Independence. 10. The "Critical Period." 11. Formation and Adoption of the Constitution. 12. Commercial Independence. 13. Foreign Policies. 14. Internal Development. 15. States' Rights and Slavery. 16. Financial Policies. 17. The Civil War and Reconstruction. 18. Industrial Development. 19. Reunion and Expansion.

*20 weeks; 5 hours per week.*

TEXTS.—No special text is used, but at various times students are required to purchase source materials. The work is wholly topical, with constant reference to the abundant texts and special historical materials with which the library is supplied.



**VII. Geography.** A study of the earth as the home of man, embracing the elements of Palæontology, Physiography, Meteorology, Anthropology, and the Evolution and Distribution of Plants and Animals. Observation work is required constantly. Special attention is paid to the physiography of North America, with lessons in methods of teaching its political and historical geography.

*20 weeks; 5 hours per week.*

TEXTS.—Tarr's Elements of Physical Geography is used as a guide. The work consists principally of lectures, observations and reports, and investigation of special assigned topics, with reports and discussions.

### MATHEMATICS.

**I, II, III. Algebra.** The course in Algebra is expected to equal that pursued for admission to the University of California, and consists in the study of the algebra of number; the various methods of factoring and of elimination; the calculus of radicals; ratio and proportion; the theory of exponents, throughout; quadratic equations, both single and simultaneous, together with such higher and complex equations as may be reduced to the quadratic form; the analysis and synthesis of the quadratic; the indeterminate equation; the inequality, and the general solution and discussion of problems.

*60 weeks; 5 hours per week.*

TEXT.—Milne: Academic Algebra.

**IV, V. Geometry.** Plane Geometry, together with the extension of geometrical ideas to illustrate the principles and devise the rules of Mensurational Arithmetic.

*40 weeks; 5 hours per week.*

TEXT.—Beman and Smith: New Plane and Solid Geometry.

**VII. Arithmetic.** The Theory and Practice of Arithmetic.

*20 weeks; 5 hours per week.*

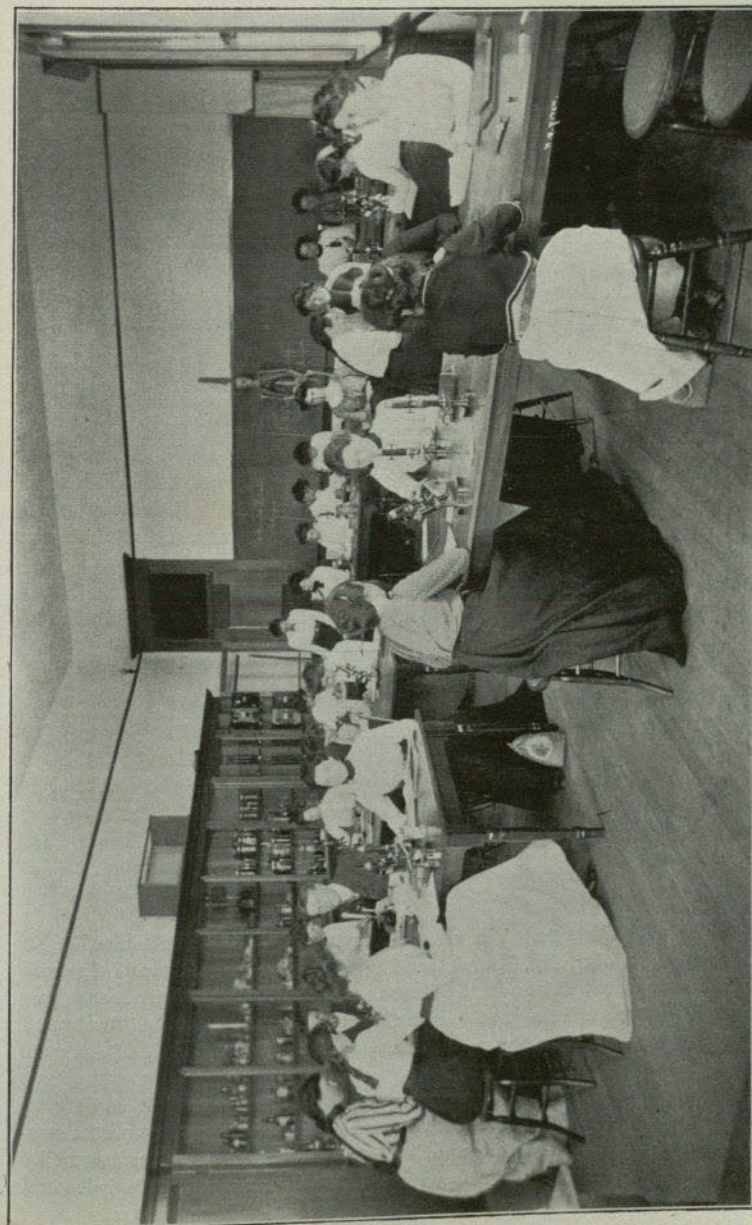
TEXT.—Beman and Smith: Higher Arithmetic.

In this course attention is also given to the principles of bookkeeping.

TEXT.—Williams and Rogers: First Lessons in Bookkeeping.

### NATURAL SCIENCES.

**I. Chemistry.** A course designed to give the student a general knowledge of the elements and of chemical action, preparatory to the work in Biology, Physiology, and Physics. Experiments are performed by the student under the supervision of the teacher, the laboratory



BIOLOGICAL LABORATORY.



experience being made the basis for lecture and text-book work. The course covers the work laid down in a standard high-school text-book.

*20 weeks; 7 hours per week.*

TEXT.—Remsen: Briefer Course of Chemistry.

**II. Biology.** This course is based on the laboratory study of types of all the great groups of animals and plants. These types will be dissected to make clear the fundamental points of structure from the lowest forms to the highest, but a large share of the work will be devoted to a study of the habits and physiology of these animals and plants as a basis for the special course in Physiology which immediately follows this course.

*20 weeks; 10 hours per week.*

TEXT.—Parker: Elementary Biology.

**IV. Physiology.** This course consists first of a study of the gross anatomy and histology of the human body, which precedes a series of experiments on the functions of the various organs of the body. These experiments are made exceedingly practical to serve as aids to the teaching of Physiology in the grades.

The laboratory is equipped with thirty excellent Bausch & Lomb compound microscopes, and all needful apparatus for experimental Physiology.

*20 weeks; 5 hours per week.*

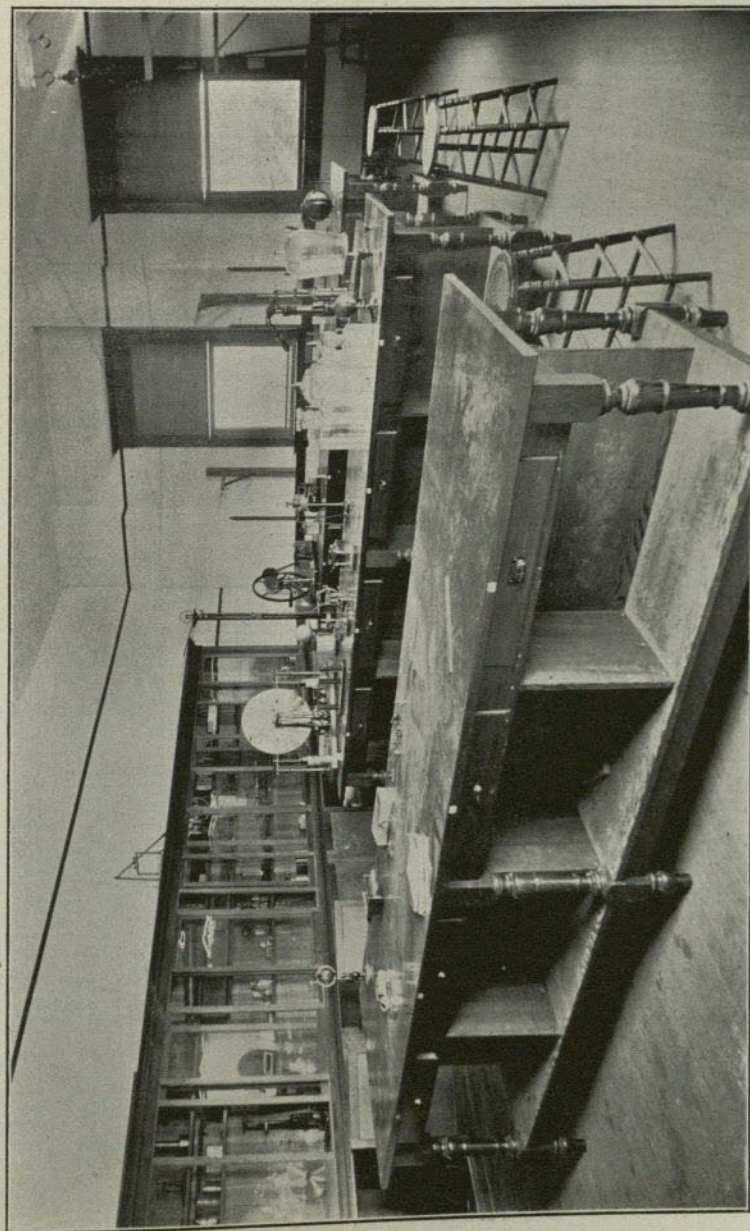
TEXT.—Huxley: Lessons in Elementary Physiology.

**VII or VIII. Nature Study.** A special course in Nature Study is given to the Seniors as a preparation for such work in the grades. It consists of a series of simple experiments designed to illustrate some of the more common activities of animals and plants, with talks on their life histories and habits.

*10 weeks; 1 hour per week.*

**V and VI. Physics.** The elementary principles of Mechanics, Heat, Magnetism, Electricity, Sound, and Light are made the basis of vigorous and thorough instruction in the class-room, based upon experiments performed by the students in the laboratory. These are, for the most part, quantitative in character and of such a nature as to admit of accurate measurements by the student.

The main object in these courses is to train the student to observe carefully and accurately the phenomena of nature; to draw correct conclusions from his own observations and from the data collected by others; to become acquainted with the most important principles and laws of nature, and to understand how these principles are made use of in Mechanics and appliances useful to mankind.



PHYSICS LABORATORY.



The schedule of work is so arranged as to allow each student to give two consecutive periods on each of two days a week to laboratory work. Meetings of the entire class for discussion, recitation, and lecture work are held three times a week.

Graduates from accredited high schools who are recommended for admission to the University of California, and who submit satisfactory laboratory notebooks, properly certified to by the teacher under whom the work was done, will be given credit for these courses.

*40 weeks; 7 hours per week.*

TEXTS.—Carhart and Chute: Elements of Physics.  
Nichols, Smith and Turton: Manual of Experimental Physics.

### MUSIC.

- I. 1. Breathing and Voice Production.
2. Exercises in Rhythm.
3. Elementary Theory.

Major scales.  
Intervals of major scale.  
Minor scales.

4. Sight Singing.

*20 weeks; 3 hours per week.*

- II. 1. Sight Singing, continued.
2. Elementary Theory.

Review of first year.  
Triads of major and minor scale.

*20 weeks; 2 hours per week.*

- III. 1. Methods.

Children's Singing.  
Voice training.  
Cultivation of sense of rhythm.  
Rote singing.  
Sight singing.  
Choice of songs.

Elements of Conducting.

2. Sight Reading and Song Singing continued throughout the term.

3. Elements of Harmony.  
Triads and their Inversions.  
Chords of the Seventh.  
Harmonizing of Melodies.

*20 weeks; 3 hours per week.*

TEXTS.—Abridged Academy Song Book.  
Popular Method of Sight Singing. (Damrosch.)

*Chorus work 20 minutes a day during entire Normal School course.*

### PHYSICAL TRAINING.

- V and VI. Swedish Body Building Exercises.  
Fancy Steps.  
Light Apparatus Work.

### DRAWING.

- I. 1. Form Study.

Clay modeling.  
Outline drawing from type solids and familiar objects based on type solids.  
Scientific perspective.

2. Light and Shade.

Drawing from antique cast (charcoal).

*20 weeks; 5 hours per week.*

- II. 1. Composition.

Practice with different media, *i. e.*, pen and ink, wash (brush work), lead pencil, etc.

*20 weeks; 3 hours per week.*

- III. 1. Color Study.

Water colors.

2. Methods.

Essentials of Prang's System of Drawing for Public Schools, with practical work in the Training School.

3. History of Art and Architecture.

*20 weeks; 5 hours per week.*



## GRADUATES, 1900-1901.

Bisbee, Henrietta Lyman	San Diego.
Curtis, Florence Risley	San Diego.
Griffith, Ethel L.	El Cajon.
Hatch, Elfreda N.	Escondido.
Head, Flora Sinclair	Santa Ana.
Horrall, Annie	Julian.
Johnson, Myrtle E.	National City.
Judson, Ethel B.	Bostonia.
Justice, Viola	Richland.
Laughlin, Stewart	Inglewood.
Lindsey, Lawrence	Los Angeles.
Lynn, Frank J.	Los Angeles.
Meredith, Ethel A.	San Diego.
Milliron, Thyra Lucile	San Diego.
Oden, Helen R.	San Diego.
Padrick, Daisy	San Diego.
Parker, Blanche Adele	San Diego.
Simons, A. Beatrice	Los Angeles.
Stetson, Ethel Mary	San Diego.
Van Fleet, Nora	Escondido.
Wertz, Ira W.	Santa Ana.
Wile, Evelyn	San Diego.
Wood, Elizabeth A.	San Diego.
Wood, Maud E.	Pasadena.
Wood, Orville V.	Compton.

## CATALOGUE OF STUDENTS.

## SENIORS.

Balch, Emma Louise	Coronado.	Kerns, Edith Page	Los Angeles.
*Banks, Belle	Los Angeles.	*Lesem, Lily	San Diego.
*Bigham, Leonard O.	Woodville.	Merritt, Daisy Margaret	Santa Maria.
Butler, Elizabeth Olive	San Diego.	*Merritt, Ida Dorothy	Santa Maria.
*Butler, Jessie	Downey.	*Mulvey, Frances Kathryn	San Diego.
Butler, Julia Reavis	Downey.	Murray, Lois	National City.
Campbell, Myrtle	Riverside.	*Paden, Agnes M.	San Diego.
Christian, Lena Helen	Norwalk.	Paine, Ethel F.	Julian.
Cleave, Ada Belle	Escondido.	Patterson, Ruth	San Diego.
Cochran, Mantie	Escondido.	*Price, Gertrude R.	Santa Ana.
*Coop, Marion I.	San Diego.	Read, Harriet Cordelia	San Diego.
Elder, Olive	San Diego.	*Roberts, Charles Roy	San Diego.
Evans, Adelaide	San Diego.	Rowlee, Dollie	Button Willow.
Evans, Cora Mae	San Diego.	Rowlee, Fannie	Button Willow.
Fanning, William E.	Iantha, Mo.	*Skinner, Asa L.	San Diego.
Fenton, Laura E.	Coronado.	*Smith, Margaret Esther	Santa Ana.
Field, Emma Dougherty	San Diego.	Taylor, Frances Sybilla	Arroyo Grande.
Frederick, Benita	San Diego.	Toy, Zelia Anna	Santa Maria.
Fuquay, Lourien Emily	San Diego.	Van Arman, Maud	San Diego.
George, Florence E.	Nestor.	*Wackermann, Josephine	San Luis Rey.
Graham, Frances Thompson	San Francisco.	Wackermann, Theodora	San Luis Rey.
Gray, Ellen	San Diego.	*Wallian, Mary Helen	New York, N. Y.
Harrison, Anna Laura	San Diego.	Warren, Margaret J.	Pembroke, Ont., Can.
Hildreth, Bird	San Diego.	Waters, Flora	La Jolla.
†Hollenbeck, John J.	San Diego.	Watkins, Ena Marie	San Diego.
Hudson, Kathryn Bertha	Santa Ana.	Williams, Jennie L.	San Diego.
Jennings, Belle	San Diego.	*Wisler, Emma Comstock	San Diego.
Jennings, Jane Orrell	San Diego.	Wright, William Sherman	San Diego.
Johnston, Lucy Katherine	Pacific Beach.		
Keene, Abbie M.	Fallbrook.		

## JUNIOR CLASSES.

Adams, Claudia	San Diego.	Baldwin, Blithe	San Diego.
Anderson, Ethel V.	San Diego.	Bates, Annabel	San Diego.
Anderson, Janet Webster	National City.	Beckler, Mary Celia	Escondido.
Asher, Josephine Marion	San Diego.	Beer, Virginia Esther	San Diego.
Austin, Evangeline Cora	San Diego.	Bevington, Emily	Escondido.
Ayer, Sophia	San Diego.	Biddle, Ella Elizabeth	San Diego.
Bacon, Mabel Florence	San Diego.	Bigham, Charles	Woodville.
Balch, Mabel Ellen	San Diego.	Borden, Ella Culver	Long Beach.
		de Borra, Mary Alma	San Diego.

\*Graduated before close of year.

†Died March 12, 1902.



## JUNIOR CLASSES—Continued.

Bostwick, Edith	San Diego.	Graham, Margaret	Fillmore, Ill.
Bozza, Ethel M.	San Diego.	Graves, Rose Anne	Sutherland.
Brian, James Vickrey	San Diego.	Green, Hazel Adele	San Diego.
Brown, Alice Henrietta	Santa Ana.	Hack, Helen V.	Michigan City, Ind.
Brown, Ida Alice	National City.	Hall, Mattie S.	San Diego.
Browne, Carol Louise	Chula Vista.	Halstead, Leila Edna	San Diego.
Burch, Carrie Grace	San Diego.	Harlin, Madge	Riverside.
Burch, Hattie Maria	San Diego.	Harritt, Luella Frances	San Diego.
Butler, Charles Ernest	San Diego.	Hawkins, Verner Ervin	San Diego.
Butterfield, Janet	San Diego.	Hawley, Olive	Coronado.
Calloway, Charles Henry	Escondido.	Hayes, Harriett	San Diego.
Campbell, Mildred Wade	Riverside.	Hayward, Lotta	San Diego.
Canby, Helen Julia	San Diego.	Hazard, Lucile	San Diego.
Carr, Daisy I.	Chula Vista.	Henshilwood, Agnes Minto	San Diego.
Carlisle, Carrie	San Diego.	Henshilwood, Jessie	San Diego.
Carson, Verna Beatrice	Lakeside.	Hornbuckle, Seycora	San Diego.
Casner, Effie	Ballena.	Holmes, Olive Mary	Reedley.
Cathcart, Lillian Agnes	Pasadena.	Hurley, Mary	San Diego.
Chase, Della Hill	San Diego.	Janeway, Ada	Ramona.
Christensen, Nellie	San Diego.	Johnson, Jessie Mabel	San Diego.
Clendenon, Myrtle	San Diego.	Johnson, Marjorie May	National City.
Cummings, Daisy Pearle	San Diego.	Johnston, Myrtle M.	San Diego.
Davidson, Elsie	San Diego.	Journeay, Alberta	San Diego.
Dill, Alice Louise	San Diego.	Journeay, Gertrude	San Diego.
Dixon, Jessie May	San Diego.	Kerr, Mabel Virginia	San Diego.
Dodge, Ethel	San Diego.	Killey, Lillian	San Diego.
Drew, Gladys	Nestor.	Killey, May	San Diego.
Drew, Ina Belle	Nestor.	Kincaid, Josephine Evangeline	Descanso.
Drewisch, Josephine	Oneonta.	Knight, Ethel Ione	Bakersfield.
Drury, Susie M.	Nestor.	Larsen, Lulu	San Diego.
Ellis, Anna Christine	Descanso.	La Rue, Gertrude Hay	Chula Vista.
Escher, Wiley Emert	San Diego.	Laughlin, Grace	Inglewood.
Eugene, Rosie Alvin	San Diego.	Lee, Nettie Hunt	Santee.
Evans, Martha Belle	San Diego.	Libby, Cora Ruth	San Luis Rey.
Fardelius, Emma Elizabeth	San Diego.	Lickert, Anna Helena	Olivenhain.
Fardelius, Mabel J.	San Diego.	Light, Adda A.	Nellie.
Flyte, Ethna E.	Jerry City, Or.	Lindsey, Nora Velma	Los Angeles.
Francisco, Alice	San Diego.	Lockyer, Annie Edith	San Diego.
Fraser, Ella Harriett	San Diego.	Loop, Marian Lenora	San Diego.
Frew, Grace	Point Loma.	Loveland, Ethel Vivian	Bonsall.
Frost, Helen May	San Diego.	Mack, Flora Adele	San Diego.
Fuller, Jessie Rose	Lemon Grove.	Magee, Beatrice	Fallbrook.
Fuller, Orie Edway	San Diego.	Mapson, Minnie Adele	Nestor.
Fulton, Lulu May	Sunnyside.	Martin, Belle	Oceanside.
Gaskell, Agnes Mary	Descanso.	Martin, Emily Amelia	Fallbrook.
Gaskill, Erma	Campo.	Martin, Florence Sidney	La Costa.
Gephart, Fannie	San Diego.	Maxfield, George	San Francisco.
Gephart, Ida Clark	San Diego.	Mayes, Maude Elliott	San Diego.
Gillis, Bertha Amelia	San Diego.	McAlmond, Alice T.	Potrero.
Gillmore, Jessie	San Diego.	McAuliff, Wella	San Diego.
Gillmore, Mary	San Diego.	McCan, Grace	Nestor.
Graham, Lizzie Ruth	Sunnyside.	McCarthy, Hilah Fay	Capistrano.
Graham, Mabel	San Diego.		

## JUNIOR CLASSES—Continued.

McConville, Genevieve Katherine	San Diego.	Somers, Susie Myrtle	Escondido.
McFadden, Flora	El Cajon.	Spears, Emma	San Diego.
McGuire, Doretha	La Mesa.	Steffgen, Mamie	Tia Juana.
McNair, Stella	San Diego.	Stockton, Ora	San Diego.
McNett, Mabel	San Diego.	Stone, Bessie Emily	San Diego.
McRae, Gertrude	Nestor.	Stork, Bertha	San Diego.
Merritt, Laura	Santa Maria.	Storme, Achille	San Diego.
Merritt, Pauline	Santa Maria.	Stover, Roy B.	San Diego.
Meyer, Minnie	Lander, Wy.	Sturges, Vera La Rue	San Diego.
Miles, Kate	San Diego.	Taber, Isidora	Hanford.
Minthorn, Maud Aileen	Willard.	Tollan, Inez	San Diego.
Montgomery, Laura E.	Chula Vista.	Tollan, Myra	San Diego.
Morgan, Isabelle Ware	San Diego.	Torrance, Genevieve	National City.
Mortimer, Mary J.	San Diego.	Toy, Susan Maud	Santa Maria.
Mott, Iva Maud	San Diego.	Tufts, Anna	San Diego.
Munger, Bessie Aurelia	San Diego.	Van Arman, Mark	San Diego.
Northrup, Genevieve	San Diego.	Van Dam, Helen Alberta	San Diego.
Nugent, Effie Danforth	Oceanside.	Walker, Lucile Elizabeth	Alpine.
Olson, Ella Mary	Riverside.	Wallace, Pearl	San Luis Rey.
Olson, Huldah Rebecca	Riverside.	Wallian, Carlotta J.	San Diego.
Paden, William Guy	San Diego.	Wallian, Harriet P.	San Diego.
Paine, Mary	Julian.	Ward, Lola	San Diego.
Pease, Wilda Bell	San Diego.	Weed, Amy	Nestor.
Peterson, Mozart Ernest	Almond.	Weight, Ethel Isabella	San Diego.
Pitman, Dorothy	National City.	Weight, Nani	San Diego.
Pruyn, Lulu	Coronado.	Wescott, Laura	San Diego.
Rannells, Emma Kate	Pacific Beach.	Wilcox, Josie C.	Banner.
Rawson, James P.	Hemet.	Winnek, Ruth	San Diego.
Raymond, Florence	San Diego.	Winters, Maude Mabel	Santa Maria.
Ricker, Erma Wellington	San Diego.	Wood, Gertrude Axtell	San Diego.
Rinde, Mary	Santee.	Wood, Greta Frances	San Diego.
Roberts, Eulia Sutton	Coronado.	Woods, Clara Mae	San Diego.
Rogers, Mae	Los Angeles.	Woods, Hallie Adelaide	San Diego.
Rolfe, Ina	San Bernardino.	Woods, Margaret Louise	San Diego.
Rood, Vernon Van Voorhees	San Diego.	Woodworth, Rosetta	San Diego.
Ross, Onie Janet	San Diego.	Woolsey, Addie M.	San Diego.
Schulenburg, Hazel	Chollas Valley.	Woolson, Marguerite	San Diego.
Schultz, Hulda	Alpine.	Yates, Ivy Aimee	Elsinore.
Schussler, Freda	Nestor.	Yates, Nell	San Diego.
Scott, Emma	National City.	You, Jennie Gibson	San Diego.
Sharp, Guy Robert	Otay.	Young, Leila Ora	San Diego.
Sikes, Elsie	Bernardo.	Young, Mary Otie	Escondido.
		Young, Vida	San Diego.

## ENROLLMENT.

Seniors	58
Junior Classes	207
Training School	265
Grand Total	104
	369



