

STATE NORMAL SCHOOL

SAN DIEGO, CAL.

CATALOGUE FOR 1902-1903

AND

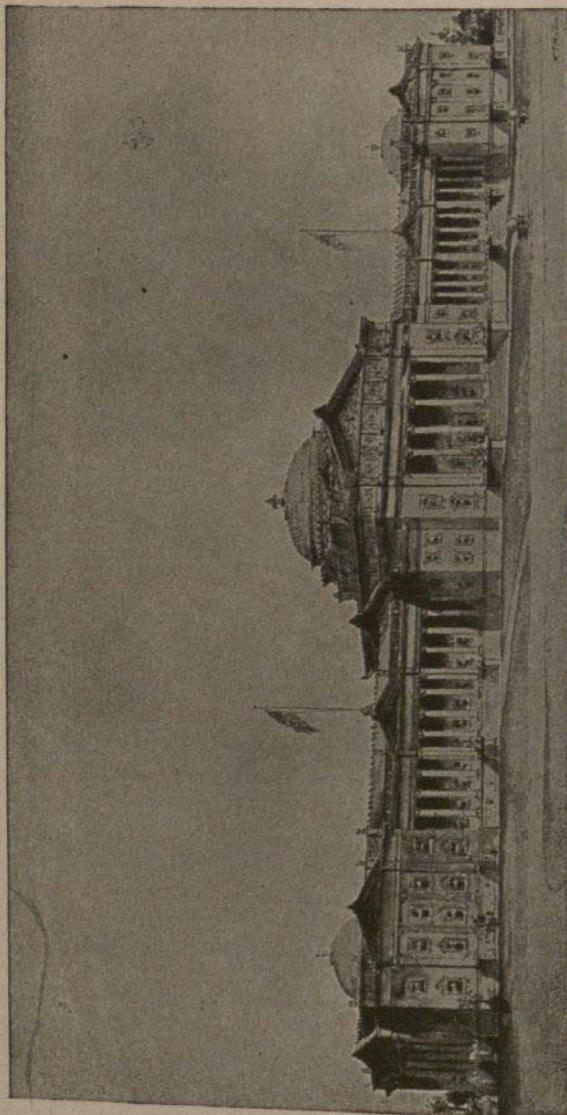
CIRCULAR of INFORMATION

FOR

1903-1904

First Term Begins
August 10, 1903....

Second Term Begins
January 4, 1904....



Established March 13, 1897.]

STATE NORMAL SCHOOL, SAN DIEGO, CAL.

[Opened November 1, 1898.

STATE NORMAL SCHOOL
OF
SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION
AND
ANNOUNCEMENTS
FOR
1903-1904

CATALOGUE FOR 1902-1903

SACRAMENTO:
W. W. SHANNON, : : : : : SUPERINTENDENT STATE PRINTING.
1903.

CONTENTS.

	PAGE.
AIM OF THE SCHOOL - - - - -	17
ATHLETICS - - - - -	19
BOARD OF TRUSTEES - - - - -	6
BRIEF DESCRIPTION OF THE COURSES - - - - -	23
Drawing - - - - -	33
Education - - - - -	23
English - - - - -	26
History and Economics - - - - -	27
Manual Training - - - - -	33
Mathematics - - - - -	30
Music - - - - -	32
Natural Sciences - - - - -	30
Physical Training - - - - -	33
CALENDAR FOR 1903-1904 - - - - -	5
CATALOGUE OF STUDENTS - - - - -	35
CLIMATE - - - - -	21
COURSE OF STUDY—	
Four-year course for students entering from the Ninth Grade	12
Two-year course for recommended graduates of accredited secondary schools - - - - -	13
DEMAND FOR TEACHERS - - - - -	18
ENROLLMENT - - - - -	37
EQUIPMENT - - - - -	18
EXPENSES - - - - -	17
FACULTY, 1902-1903 - - - - -	7
GENERAL REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL - - - - -	14
GOVERNMENT AND DISCIPLINE - - - - -	19
GRADUATES, 1899-1902 - - - - -	38
LOCATION OF THE SCHOOL - - - - -	20
POST-GRADUATE WORK - - - - -	19
PUNCTUALITY - - - - -	19
RECOMMENDATIONS - - - - -	17
REQUIREMENTS FOR ADMISSION TO TWO-YEAR COURSE - - - - -	15
REQUIREMENTS FOR ADMISSION AND COURSE OF STUDY FOR STATE NORMAL SCHOOLS, AS ADOPTED BY JOINT BOARD OF NORMAL SCHOOL TRUSTEES - - - - -	9
RIGHTS OF GRADUATES - - - - -	18
SANITATION - - - - -	20
TRAINING SCHOOL - - - - -	21

CALENDAR FOR 1903-1904.

FIRST TERM.

Entrance examinations and	{	
Admission on credentials,	}	Monday, August 10, 1903
Registration - - - - -		Tuesday, August 11, 1903
Term opens - - - - -		Wednesday, August 12, 1903
Training School opens - - - - -		Monday, August 17, 1903
Term closes - - - - -		Friday, December 18, 1903

SECOND TERM.

Entrance examinations and	{	
Admission on credentials,	}	Monday, January 4, 1904
Term opens - - - - -		Tuesday, January 5, 1904
Dedication Day - - - - -		Friday, April 29, 1904
Commencement - - - - -		Wednesday, May 25, 1904

BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE,	- - - - -	Governor.
	Ex Officio.	
HON. THOMAS J. KIRK,	- - - - -	Superintendent of Public Instruction.
	Ex Officio.	
DR. R. M. POWERS,	- - - - -	San Diego.
ISIDORE B. DOCKWEILER,	- - - - -	Los Angeles.
SENATOR M. L. WARD,	- - - - -	San Diego.
GEORGE W. MARSTON,	- - - - -	San Diego.
CHARLES C. CHAPMAN,	- - - - -	Fullerton.

OFFICERS OF THE BOARD.

DR. R. M. POWERS,	- - - - -	Chairman.
FRED. W. PARRISH,	- - - - -	Secretary.

EXECUTIVE COMMITTEE.

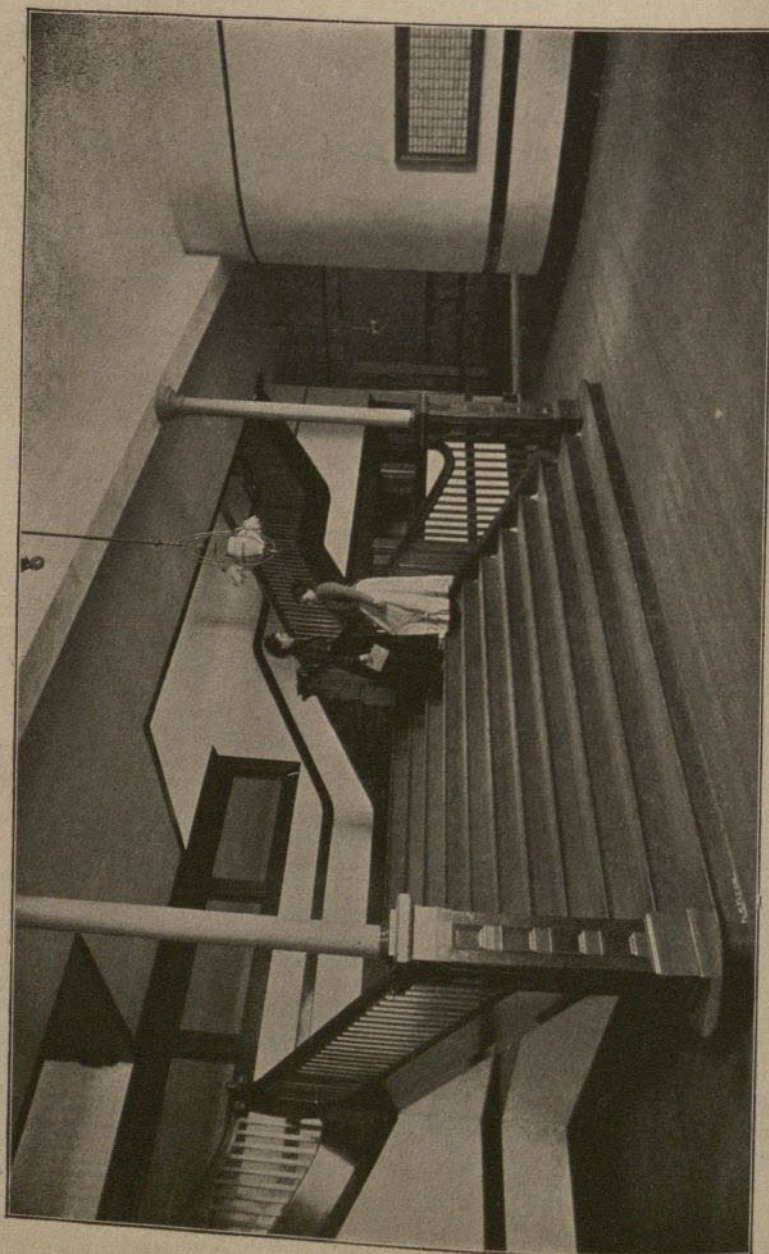
DR. R. M. POWERS,	SENATOR M. L. WARD,
ISIDORE B. DOCKWEILER,	

FACULTY, 1902-1903.

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, REGISTRAR,	- - - - -	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 Manual Training.
	A.B., Stanford; special preparation in art.	
EDITH MCLEOD,	- - - - -	(Principal Training School and Supervising Teacher Grammar Grades.
	State Normal School, Mass.; Graduate 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.
	B.S., Mount Union; B.L., Univ. Cal.	
HARRY M. SHAFER, DIRECTOR OF TRAINING SCHOOL,	- - - - -	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 Geography.
	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.



VESTIBULE.

REQUIREMENTS FOR ADMISSION AND COURSE OF STUDY FOR STATE NORMAL SCHOOLS.

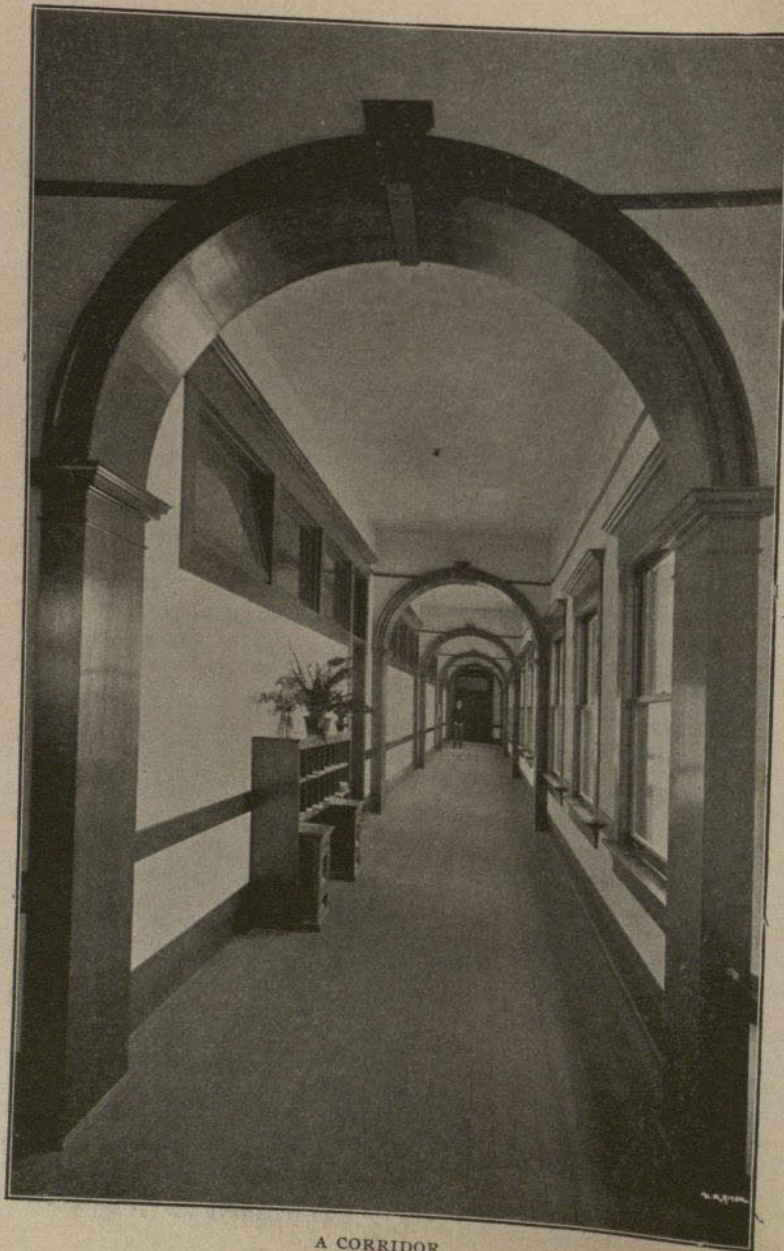
ADOPTED BY THE JOINT BOARD OF STATE NORMAL SCHOOL TRUSTEES,
AT LOS ANGELES, JULY 12, 1899. RE-AFFIRMED APRIL 10, 1903.

1. The course of study shall cover a period of four years; provided, that the State Normal Schools shall accept as the equivalent of the first and second years of this course, (a) graduation from any of the schools accredited by the University of California on the same basis as would govern admission to the University, or (b) a proficiency shown by examination to be the equivalent of the courses pursued in these accredited schools; and provided further, that State Normal Schools which may have suitable and sufficient accommodations for no pupils other than those who offer the equivalents above stated, may omit the instruction of the first and second years of this course of study until such accommodations are provided.

2. The requirements for admission shall be:

- (a) Those who furnish satisfactory evidence of having received a thorough grammar school education.
- (b) A proficiency shown by examination to be equivalent to that represented by the diploma of graduation from the ninth year; or
- (c) A diploma of graduation from any school accredited by the University of California on the same basis as would govern admission to the University; or
- (d) A proficiency shown by examination to be the equivalent of the courses pursued in accredited schools; or
- (e) A valid teacher's certificate from any county or city and county in the State of California.

Provided, that in the admission of students to any of the State Normal Schools the classes of applicants described by the clauses lettered "c," "d," and "e" shall have precedence in enrollment, and only after these are fully provided with accommodations shall classes be organized in the first and second years of the course for the classes of applicants represented by the clauses "a" and "b."



A CORRIDOR.

3. The course of study, the minimum number of recitation periods in each topic of study being stated, shall be as follows :

(1) For the first and second years—

English, 350 periods, including grammar, composition, word analysis, literature, reading, and rhetoric.

Science, 400 periods, including biology, physics, geography, chemistry, physiology (geology and astronomy elective in place of chemistry), domestic science.

Mathematics, 400 periods, including arithmetic, algebra, geometry, and bookkeeping.

Miscellaneous, 400 periods, including drawing, manual training, penmanship, music, physical culture, history, and civics.

Provided, that there shall be accepted as the equivalent of this course for the first and second years, (a) graduation from any school accredited by the University of California, when diploma is accompanied by a recommendation from the principal of the school, or (b) proficiency shown by examination to be the equivalent of the courses pursued in these accredited schools.

(2) For the third and fourth years of the course—

General Psychology, 160 periods.

General Pedagogy, 150 periods.

Practice Teaching, 250 periods.

Pedagogy of Reading, English, and Literature, 250 periods.

Pedagogy of History, 80 periods.

Pedagogy of Science, 400 periods.

Pedagogy of Mathematics, 100 periods.

Pedagogy of Manual Training, 240 periods.

Pedagogy of Music, 160 periods.

Pedagogy of Physical Training, 160 periods.

FOUR-YEAR COURSE

For Students Entering From the Ninth Grade.

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
Botany.....	20	5	Chemistry	20	7
Drawing.....	20	5	Drawing	20	5
Music.....	20	2	Music.....	20	3
Group III.			Group IV.		
Exposition, etc.....	20	5	Essay and Argumentation.....	20	5
Geometry	20	5	Geometry	20	5
Ancient History.....	20	5	English History.....	20	5
Physics.....	20	5	Physics.....	20	5
Group V.			Group VI.		
History of Literature	20	5	Advanced Grammar, etc.	20	5
Education	20	5	American History	20	5
Zoölogy.....	20	5	Psychology	20	5
Arithmetic and Bookkeeping.....	20	5	Geography	20	5
Manual Training.....	20	3	Physical Training	20	3
Group VII.			Group VIII.		
Civics and Economics.....	20	4	English in the Grades.....	10	5
Physiology	20	5	School Administration.....	10	5
Education	20	5	Nature Study.....	20	2
Music.....	20	3	Education	20	3
Drawing	20	2	Teaching	10	10
Reading	10	5		10	15
Teaching	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.

Arrangements have been made whereby pupils entering from the ninth grade of the Training School may (if they so desire) take two years of Latin in addition to the full Normal School course without additional time or study.

TWO-YEAR COURSE

For Recommended Graduates of Accredited Secondary Schools.

THIRD YEAR.					
FIRST TERM.			SECOND TERM.		
History of Literature	20	5	Advanced Grammar, etc.....	20	5
History of Education	20	5	Geography	20	5
*Zoölogy	20	5	Psychology	20	5
Arithmetic and Bookkeeping	20	5	Drawing	20	4
Music.....	20	2	Music.....	20	3
Manual Training.....	20	3	Physical Training.....	20	3
FOURTH YEAR.					
Civics and Economics.....	20	4	English in the Grades.....	10	5
Physiology	20	5	School Administration.....	10	5
Education	20	5	Nature Study.....	20	2
Music.....	20	3	Education	20	3
Drawing	20	2	Teaching	10	10
Reading	10	5		10	15
Teaching	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.

*Not required if satisfactorily finished in an accredited secondary school.

GENERAL REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL.

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 any secondary school of good standing.

(c) Recommendation from any secondary school of good standing in which the applicant has done at least one full year's satisfactory work.

(d) A diploma of graduation from the ninth year of the public schools of California, if accompanied by a special recommendation from 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, History of the United States, Geography, 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 (d).

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.

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

REQUIREMENTS FOR ADMISSION TO THE TWO-YEAR COURSE.

1. Graduates of accredited secondary schools, properly recommended to the University of California, will be admitted to the Two-Year Course of Study, under the following conditions:

(a) Such applicants shall either be fully recommended in a sufficient number of subjects to entitle them to any fifteen (15) units of entrance credits to the University; or

(b) Shall be recommended in the following subjects, required in the Four-Year Course of Study of the Normal School: English, subjects A, I, and 14; Algebra, subject 3; Plane Geometry, subjects 4 and 12 (a)¹; Ancient History, subject 10; English History, subject 13 (b); Physics, subject 11; Chemistry, subject 12 (b); Botany, subject 12 (c); Zoölogy, subject 12 (d).

2. Graduates of secondary schools outside of California will be admitted to the Two-Year Course, providing their credentials, in the judgment of the Committee on Advanced Standing, entitle them to credits equivalent to those designated in either (a) or (b), paragraph 1.

3. Applicants partially recommended may be admitted to the Two-Year Course, conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.

4. Applicants presenting credentials from institutions of the college grade will be assigned to such advanced standing in the Two-Year Course as, in the judgment of the Committee on Advanced Standing, their credentials may entitle them; provided, all such students will be required to spend at least one year in attendance at the Normal School.

Graduates of non-accredited high schools and undergraduates of secondary schools will be admitted to the Normal School and assigned to such standing in the Four-Year Course as may be determined by the Faculty.

It will be seen from the above requirements that the principle of equivalence of values of preparatory subjects is recognized, 15 units, made up by any combination of University entrance subjects, satisfying requirements for admission to the Two-Year Course. This principle will not be carried so far, however, as to entitle graduates of secondary schools to advanced standing in the course on surplus credits beyond the 15 admission units. (See paragraph 4, above.)

GRAMMAR SCHOOL TEACHERS.

Teachers holding grammar school certificates may be admitted to the regular Two-Year Course, or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined, as indicated on their certificate.

AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare 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 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.

RECOMMENDATIONS.

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

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.



SOUTH PORTICO.

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. The changes in the law of certification by the amendments of 1901, providing for annual instead of semi-annual examinations, and prohibiting the further issue of primary grade certificates, have already had a noticeable effect in raising the standard of the teaching force of the State. The thoughtless statement, heard so frequently, that there is a surplus supply of teachers in the State, is very far from the truth. This school, for instance, has been unable to meet the demands made upon it for teachers. The same is undoubtedly true of each of the other Normal Schools of the State. There is, too, a growing demand for more men teachers in the cities and large towns, not only as principals, but as teachers in the higher grammar grades. This healthful and very proper demand ought to stimulate more bright and studious young men to enroll themselves as Normal School students. This school will heartily welcome all such applicants.

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 County or City and County Board of Education in the State.

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a 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.

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, affords ample opportunity for all forms of outdoor exercise. The young men have an

athletic association, and ample ground is being prepared for all healthful games. English field hockey, now so popular at the leading women's colleges in the East, has been introduced. There are already four hockey teams consisting of eleven girls each, and games are being played daily. 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 well-equipped 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 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 are accorded half-fare privileges in traveling on the cars to and from school.

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. * * * 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. * * *

CLIMATE.

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

U. S. DEPARTMENT OF AGRICULTURE,
WEATHER BUREAU.

SAN DIEGO, CAL., May 5, 1903.

PRESIDENT S. T. BLACK,

San Diego State Normal School, San Diego, California.

DEAR SIR: In response to your request of even date, I take pleasure in appending herewith daily maximum temperature data:

Day.	January, 1902.	August, 1902.	Day.	January, 1902.	August, 1902.
1.....	75°	79°	17.....	61°	67°
2.....	72	71	18.....	59	69
3.....	*81	70	19.....	58	68
4.....	*81	73	20.....	61	70
5.....	79	73	21.....	60	71
6.....	75	70	22.....	59	70
7.....	74	71	23.....	60	69
8.....	69	69	24.....	58	67
9.....	65	72	25.....	56	71
10.....	63	69	26.....	54	72
11.....	62	69	27.....	57	73
12.....	62	68	28.....	54	72
13.....	70	72	29.....	55	68
14.....	65	72	30.....	55	70
15.....	66	72	31.....	55	69
16.....	62	70			
			Averages.....	64	70.5

* Highest temperature for the year.

Very respectfully,

FORD A. CARPENTER,
Observer, Weather Bureau.

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, and a ninth or connecting grade for those pupils who contemplate entering the Normal School, or the tenth year of a high school, after the completion of the Training School course. Beginning in August, 1903,

there will be offered in the ninth grade a year's course looking to the practical affairs of life, intended for those pupils who must leave school at the close of the ninth year. A year's course in Latin will also be offered to those pupils desiring it.

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 threefold 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.

BRIEF DESCRIPTION OF THE COURSES.

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

EDUCATION.

Education V.—History of Education.

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. So far as possible the theory of a given period is compared with the actual practices of the time.

As a preparation for the later courses in education, considerable attention is devoted to a study of the psychological conception of education, as presented by Pestalozzi, Froebel, and Herbart.

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 VI.—Psychology.

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 class-room work of the succeeding term.

20 weeks; 5 hours per week.

TEXTS.—Dexter & Garlick: Psychology in the School-room.
James: Briefer Course.
Thorndike: Notes on Child Study.

Education VII.—General Method.

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. Now and then a member of the class presents a lesson before the class, usually before the same lesson is taught a class or grade in the Training School.

TEXTS.—McMurry: General Method.

McMurry: Method of the Recitation.

20 weeks; 5 hours per week.

Education VIII.—Seminary on Practice Teaching.

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.

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 certificating 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-division table and its application to multiplication and division; notation and numeration; a few of the simpler tables of weights and measures considered concretely, together

with examples in reduction, addition, subtraction, multiplication, and division involving these tables; the development of the fraction, including the decimal to hundredths, accompanied by many very simple examples illustrative of the principles that underlie (nearly) all the operations in common and decimal fractions. This course is given in connection with the course in Arithmetic.



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. (Macmillan.)

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.

V. 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.)

VI. 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.

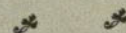
TEXTS.—Revised Grammar. (State Series.)

Kimball: The English Sentence.

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

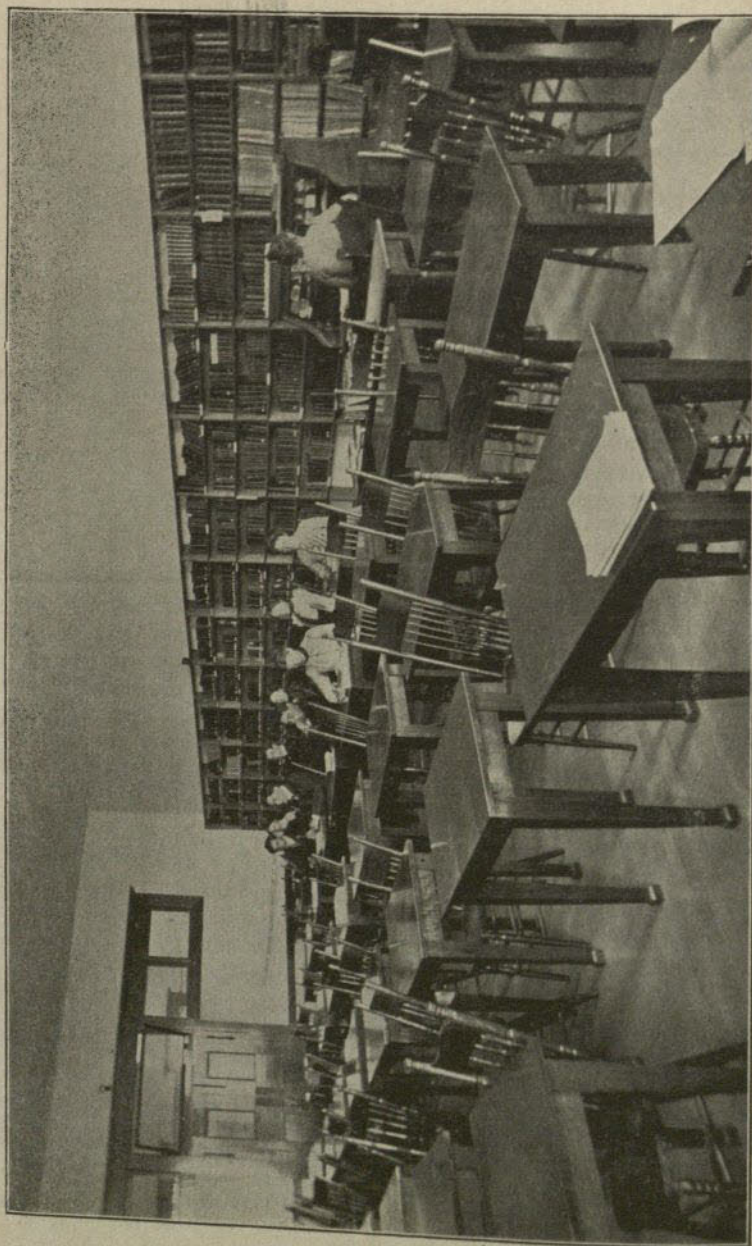
VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned readings.

10 weeks; 5 hours per week.



HISTORY AND ECONOMICS.

III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early Middle Ages to the death of Charlemagne.



LIBRARY AND STUDY ROOM.

It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.

20 weeks; 5 hours per week.

TEXT.—West's Ancient History (Allyn & Bacon). Constant reference is made to other authorities with which the library is well supplied.

IV. **English History.** A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, *e. g.*: Development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and dynasties.

20 weeks; 5 hours per week.

TEXTS.—Oman: History of England (Henry Holt & Co.)
Adams & Stephens: Select Documents of English Constitutional History.
(Macmillan.)

VI. **American History.** The purpose of this course is to secure tolerably full and accurate knowledge of the narrative history of the discovery and settlement of the American continent and the development of the English colonies and the United States of America, considered under the following heads: 1. Geographical Knowledge before 1492. 2. Conditions that Led to the Discovery of America. 3. Explorations in the New World. 4. Settlements. 5. Strife between French and English. 6. England's Colonial Policy. 7. The Struggle for Independence. 8. The "Critical Period." 9. Federal Supremacy—The Founding of Nationalism. 10. Republican Supremacy—Sovereignty of the People. 11. "Era of Good Feeling"—Rise of New Issues. 12. National Democracy—Tariff, Internal Improvements, Industrial Revolution. 13. The Jacksonian Epoch—States' Rights, National Finances, Territorial Expansion. 14. Slavery and the Civil War. 15. Reconstruction. 16. Industrial Development—Immigration, Currency, Tariff, Trusts, and Trade-Unions. 17. Re-union and Expansion.

20 weeks; 5 hours per week.

TEXTS.—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

VII. **Civics and Economics.** 1. A thorough study of the fundamental principles and methods of administration of the Government of the United States.

2. A brief survey of the industrial development of our country.

3. A discussion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

20 weeks; 4 hours per week.

TEXTS.—Hinsdale: American Government.
(Text in Economics not yet selected.)

MATHEMATICS.

I, II. **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; quadratic equations, both single and simultaneous.

40 weeks; 5 hours per week.

TEXT.—Milne: Academic Algebra.

III, IV. **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.

V. **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. **Botany.** An elementary course in Botany is offered which will consist principally of a study of the seed-bearing plants. Attention will be given to the structure and functions of the parts of these plants and to the ecology of some of the plants peculiar to this portion of the State.

TEXT.—Leavitt: Outlines of Botany.

20 weeks; 5 hours per week.

II. **Chemistry.** The course consists of three recitation and lecture periods per week in connection with two double periods for laboratory work.

The aim of the course is threefold: first, to give students a knowledge of the underlying principles of general inorganic chemistry; second, the application of these principles to the chemistry of every-day life; third, to give sufficient knowledge of organic compounds to enable students to intelligently study physiology.

DRAWING.

I. Free hand drawing, with scientific perspective. (Four-year course.) 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.

40 weeks; 5 hours per week.

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

V. **Zoology.** This course is based on the laboratory study of types of the great groups of animals. Certain of these animals will be dissected to make clear the fundamental points of structure. Their habits and physiology will, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. No text is used, but reference is made to the standard works on zoology.

20 weeks; 5 hours per week.

VI. **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.

TEXT.—Dryer: Lessons in Physical Geography.

VII. **Physiology.** This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body.

The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.

20 weeks; 5 hours per week.

TEXTS.—Brown: Physiology for the Laboratory.
Macy-Norris: Physiology for High Schools.
Walker: Anatomy, Physiology, and Hygiene.

MUSIC.

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

Major scales.

Intervals of major scale.

4. Sight Singing.

20 weeks; 2 hours per week.

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

Review of first year.

Minor scales.

Triads of major and minor scale.

20 weeks; 3 hours per week.

- VII. 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.

20 weeks; 3 hours per week.

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

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

PHYSICAL TRAINING.

- VI. Swedish Body Building Exercises.

Fancy Steps.

Light Apparatus Work.

20 weeks; 3 hours per week.

Weekly reports on other physical exercise of all students.

DRAWING.

- I. Free hand drawing, with scientific perspective. (Four-year course.)

20 weeks; 5 hours per week.

- II. 1. Composition and designing.
2. Painting. (Water colors.) (Four-year course.)

20 weeks; 5 hours per week.

- VI. Free hand drawing.
- Painting. (Water colors.) (Two-year course.)

20 weeks; 4 hours per week.

- VII. Methods. Essentials of Prang's System for Public Schools, with practical work in the Training School. (Both courses.)

20 weeks; 2 hours per week.

MANUAL TRAINING.

- V. Paper work.

Cord work.

Cardboard work.

Basket weaving:

1. With reed and raffia.
2. Indian baskets.

Sewing.

Bent iron work.

Bead work.

Wood carving.

Clay modeling.

20 weeks; 3 hours per week.

CATALOGUE OF STUDENTS.

SENIORS.

Beckler, Mary Celia.....	Escondido	Mack, Flora Adele.....	San Diego
Beer, Virginia Esther.....	San Diego	Martin, Belle.....	Oceanside
*Bostwick, Edith.....	San Diego	Mayes, Maude Elliott.....	San Diego
Brown, Alice Henrietta.....	Santa Ana	*McAlmond, Alice T.....	Potrero
Brown, Ida Alice.....	National City	McConville, Genevieve Katherine.....	San Diego
Burch, Hattie Maria.....	San Diego	McFadden, Flora.....	El Cajon
*Butler, Julia.....	Downey	*McGuire, Doretha.....	La Mesa
*Carson, Verna B.....	Lakeside	*McRae, Gertrude.....	Nestor
Casner, Effie.....	Ballena	Merritt, Pauline.....	Santa Maria
Chase, Mrs. Della Hill.....	San Diego	Mott, Iva Maud.....	San Diego
*Christensen, Nellie.....	San Diego	O'Bannon, Mary Bowie.....	San Diego
*Cogswell, Mary Goddard.....	San Diego	*Pitman, Dorothy.....	National City
Davidson, Elsie A.....	San Diego	Rawicz, Jeannette.....	San Bernardino
*Dill, Alice Louise.....	San Diego	*Rawson, James P.....	Hemet
Drewisch, Josephine.....	Oneonta	*Read, Harriet Cordelia.....	San Diego
Ellis, Anna Christine.....	Descanso	*Rowlee, Dollie.....	Button Willow
*Evans, Cora Mae.....	San Diego	Scott, Martha Marie.....	National City
Faddis, Prudence P.....	Chicago	Sykes, Elsie.....	Bernardo
Fardelius, Mabel J.....	San Diego	Somers, Susie Myrtle.....	Escondido
*Fraser, Ella Harriett.....	San Diego	*Stockton, Ora.....	San Diego
Gillis, Bertha Amelia.....	San Diego	Stork, Bertha.....	San Diego
Gillmore, Jessie.....	San Diego	*Stover, Roy B.....	San Diego
*Gillmore, Mary.....	San Diego	Sturges, Vera La Rue.....	San Diego
Goss, Helen.....	San Diego	*Tollan, Inez.....	San Diego
Harritt, Luella Frances.....	San Diego	*Wackermann, Theodora.....	San Luis Rey
Holmes, Olive Mary.....	Reedley	Wallian, Carlotta J.....	San Diego
Hornbuckle, Seykora.....	San Diego	Wescott, Laura.....	San Diego
*Hudson, Kathryn B.....	Santa Ana	Williams, Jennie L.....	San Diego
*Jennings, Belle.....	San Diego	Winnek, Ruth V.....	San Diego
Johnson, Jessie Mabel.....	San Diego	Woods, Margaret Louise.....	San Diego
*Johnson, Marjorie May.....	National City	Wright, Mrs. Lucy W.....	Coronado
Keene, Abbie M.....	Fallbrook	*You, Jennie G.....	San Diego
Light, Adda A.....	Nellie		
Lockyer, Annie Edith.....	San Diego		

JUNIOR CLASSES.

Adams, Alice.....	Encinitas	Ault, Olive.....	San Diego
Adams, Claudia.....	San Diego	Austin, Evangeline Cora.....	San Diego
Anderson, Ethel V.....	San Diego	Baker, Lucy.....	San Diego
Anderson, Janet Webster.....	National City	Barker, Iva Lois.....	San Diego
Asher, Josephine Marion.....	San Diego	Bates, Annabel.....	San Diego

*Graduated before close of year.

CLASS ROOM.



JUNIOR CLASSES—Continued.

Beller, Nellie	Carlsbad	Grifford, Harriet Margaret	San Diego
Bennett, Vonnice	San Diego	Griswold, Nellie	San Diego
Bevington, Emily	Escondido	Hack, Helen V.	Michigan City, Ind.
Biddle, Mrs. Ella Elizabeth	San Diego	Hall, Mattie S.	San Diego
Bigham, Charles E.	Woodville	Hammack, Edith	San Diego
Bigham, Walter L.	Woodville	Harlin, Madge	Riverside
Bisbee, Lulu De Louise	San Diego	Hawkins, Verner Ervin	San Diego
Borden, Ella Culver	Long Beach	Hawley, Olive	Coronado
de Borra, Mary Alma	San Diego	Hayes, Harriett	San Diego
Bozza, Ethel M.	San Diego	Hayward, Lotta	San Diego
Browne, Carol Louise	Chula Vista	Hazard, Lucile	San Diego
Buckley, Cora Varina	San Diego	Henshilwood, Agnes Minto	San Diego
Burch, Carrie Grace	San Diego	Henshilwood, Jessie	San Diego
Butler, Belle	La Mesa	Janeway, Ada	Ramona
Butler, Charles Ernest	San Diego	Jerman, Olive Anna	Ramona
Butler, Lenore	San Diego	Johnson, Clara Sophia	Helix
Butterfield, Janet	San Diego	Johnson, Ethel Gertrude	San Diego
Canby, Helen Julia	San Diego	Johnson, Harry Vincent	San Diego
Carpenter, Margaret E.	Oroville	Johnson, Lena	San Diego
Cathcart, Lillian Agnes	Pasadena	Journey, Gertrude	San Diego
Cartwright, Royden	San Diego	Kerns, Fred William	Nestor
Clendenon, Myrtle	San Diego	Kerr, Mabel Virginia	San Diego
Cotton, Mrs. Bessie B.	San Diego	Killey, Lillian	San Diego
Cummins, Zora Grace	Bostonia	Killey, May	San Diego
Darling, Grace Fay	San Diego	Knight, Ethel Ione	Bakersfield
Dixon, Jessie May	San Diego	Knuipp, Ella Adora	San Diego
Doak, Hazel Olive	Lusardi	Lang, Gertrude	San Diego
Dodge, Ethel	San Diego	La Rue, Gertrude Hay	Chula Vista
Dodson, Anita	San Diego	Laughlin, Grace	Inglewood
Drew, Gladys	Nestor	Lawrence, Lena	Los Angeles
Einer, Emma Caroline	Escondido	Lee, Nettie Hunt	Santee
Escher, Wiley Emert	San Diego	Libby, Cora Ruth	San Luis Rey
Eugene, Rosie Alvin	San Diego	Lickert, Anna Helena	Olivenhain
Evans, Martha Belle	San Diego	Lindsay, Nora Velma	Los Angeles
Fardelius, Emma Elizabeth	San Diego	Livingston, Nellie Warren	San Diego
Farley, Ethel L.	San Diego	Loop, Marion Lenora	San Diego
Flyte, Ethna E.	Jerry City, Or.	Loveland, Ethel Vivian	Bonsall
Francisco, Alice	San Diego	Magee, Beatrice	Fallbrook
French, Harriette Grace	San Diego	Marshall, Alice	Escondido
Frew, Grace	Point Loma	Martin, Emily Amelia	Fallbrook
Frost, Helen May	San Diego	Maxfield, George	Jamul
Fulton, Lulu May	Sunnyside	Maydole, Arley Blanche	San Diego
Gaskell, Ellen	Dehesa	McCarty, Hilah Fay	Capistrano
Gaskill, Erma	Campo	McKee, Mabel	Middletown, N. Y.
Gephart, Fannie	San Diego	McNair, Stella	San Diego
Gephart, Ida Clark	San Diego	Merritt, Laura	Santa Maria
Goodell, Ola Winifred	Pacific Beach	Miles, Kate	San Diego
Graham, Mabel	San Diego	Minthorn, Maud Aileen	Willard
Grandstaff, Veta	San Diego	Morgan, Isabelle Ware	San Diego
Graves, Eleanor Millicent	Ramona	Morgan, Louise	San Diego
Graves, Ella Emily	Sutherland	Mott, Nelabel Susetta	San Diego
Graves, Mary Elsie	San Diego	Munger, Bessie Aurelia	San Diego
Graves, Rose Anne	Sutherland	Naylor, Blanche	Holton, Kan.
Green, Hazel Adele	San Diego	Northrup, Genevieve	San Diego

JUNIOR CLASSES—Continued.

Nugent, Effie Danforth	Oceanside	Storme, Achilles	San Diego
Olson, Ella Mary	Riverside	Taber, Isidora	Hanford
Olsen, Huldah Rebecca	Riverside	Teggett, Sarah Marion	San Diego
Paden, William Guy	San Diego	Tollan, Myra	San Diego
Paine, Aimeé	San Diego	Tompkins, Violet Mina	San Bernardino
Payne, Mary	Julian	Torrance, Genevieve	National City
Pease, Wilda Bell	San Diego	Toy, Susan Maud	Santa Maria
Powell, Etta	San Diego	Van Arman, Mark	San Diego
Pruyn, Lulu	Coronado	Van Dam, Helen Alberta	San Diego
Rannals, Emma Kate	Pacific Beach	Wadsworth, Luna Olive	San Diego
Raymond, Florence	San Diego	Waite, Elizabeth Grace	Moreno
Reed, Vida Beatrice	San Diego	Walker, Lucile Elizabeth	Alpine
Richards, Mabel Harriet	San Diego	Wallian, Harriet P.	San Diego
Richardson, Ida Mae	San Diego	Ward, Lola	San Diego
Rodgers, Helena B.	La Mesa	Weatherford, G. A. Zoe	San Diego
Rogers, Della	San Diego	Weed, Amy	Nestor
Rolfe, Ina	San Bernardino	Weight, Ethel Isabella	San Diego
Rood, Vernon Van Voorhees	San Diego	Weston, Isabelle	San Diego
Schulenburg, Hazel	Chollas Valley	Wilcox, Josie C.	Banner
Schultz, Hulda	Alpine	Winters, Maude Mabel	Santa Maria
Schussler, Freda	Nestor	Wood, Catherine May	Escondido
Scott, Emma	National City	Wood, Mrs. Gertrude A.	San Diego
Sharp, Guy Robert	Otay	Woods, Clara Mae	San Diego
Sharp, Walter M.	Otay	Woods, Hallie Adelaide	San Diego
Smith, Myrtle Mae	San Diego	Woolson, Marguerite	San Diego
Smith, Miss	San Diego	Yates, Nell	San Diego
Spears, Emma	San Diego	You, Nellie Fortunia	San Diego
Steffgen, Mamie	Tia Juana		

ENROLLMENT.

Seniors	66
Junior Classes	173
Training School	239
	153
Total	392

GRADUATES.

1899-1900.

Baker, Grace Amelia Sorrento
 Ball, Margaret Coronado
 Bass, Melissa Lee San Diego
 Clark, Anna National City
 Crosby, Fred A. San Diego
 Cuff, Maud Anna San Diego
 Faddis, Miriam S. Otay
 Flinn, Julia Descanso
 Greene, Katherine E. San Diego
 Gregg, Elsie San Diego
 Hale, Martha San Diego
 Hayes, Caroline San Diego
 Irwin, Kate E. San Diego
 Kidwell, Nellie Casandra National City

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
 Horall, 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

1901-1902.

Balch, Emma Louise Coronado
 Banks, Belle Los Angeles
 Bigham, Leonard O. Woodville
 Butler, Elizabeth Olive San Diego
 Butler, Jessie Downey
 Campbell, Myrtle Riverside
 Christian, Lena Helen Norwalk
 Cleave, Ada Belle Escondido
 Cochran, Mantie Escondido
 Coop, Marion I. San Diego
 Elder, Olive San Diego
 Evans, Adelaide San Diego

Ladd, Ida Margaret Westminster
 Maxfield, Clara Emele Jamul
 Neely, Robert H. Monrovia
 Phillips, Edith Carr San Diego
 Shaw, Sophie E. Long Beach
 Skinner, Edna May San Diego
 Stanton, Eleanor Louise San Diego
 Stevens, Roxana Huntington National City
 Warren, William M. Glendale
 Webster, Mary Helen National City
 Williams, Hallie M. San Diego
 Willis, Minnie Todd San Diego

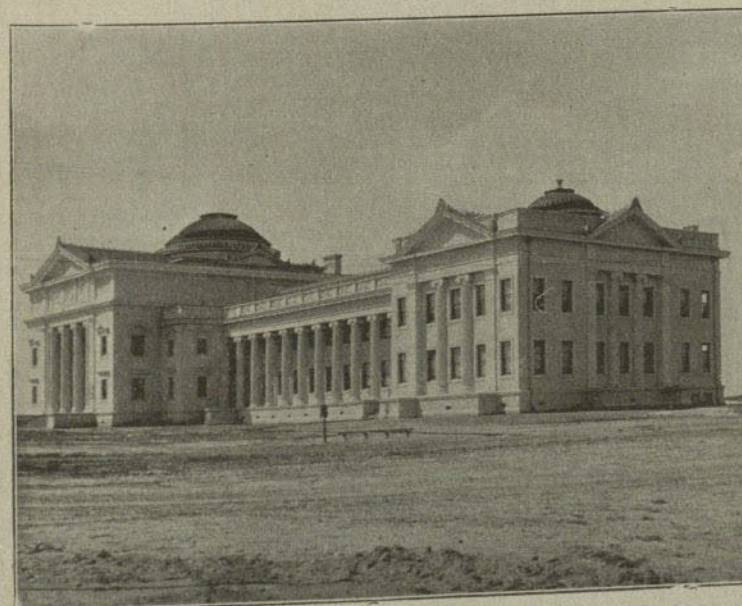
Milliron, Thyra Lucile San Diego
 Oden, Helen R. San Diego
 Padrick, Daisy San Diego
 Parker, Blanche Adele San Diego
 Simons, A. Beatrice Los Angeles
 Stetson, Ethel Mary San Diego
 Van Fleet, Nora Escondido
 Wertz, Ira W. Santa Ana
 Wile, Evelyn San Diego
 Wood, Elizabeth A. San Diego
 Wood, Maud E. Pasadena
 Wood, Orville V. Compton

Fanning, William Emerson Iolanthé, Mo.
 Fenton, Laura E. Coronado
 Field, Emma Dougherty San Diego
 Frederick, Benita San Diego
 Fuquay, Lourien Emily San Diego
 George, Florence E. Nestor
 Gray, Ellen San Diego
 Harrison, Anna Laura San Diego
 Hildreth, Bird San Diego
 Jennings, Jane Orrell San Diego
 Johnston, Lucy Katherine Pacific Beach

1901-1902—Continued.

Kerns, Edith Page Los Angeles
 Lesem, Lily San Diego
 Merritt, Daisy Margaret Santa Maria
 Merritt, Ida Dorothy Santa Maria
 Mulvey, Frances Kathryn San Diego
 Murray, Lois National City
 Paden, Agnes M. San Diego
 Paine, Ethel Julian
 Patterson, Ruth San Diego
 Price, Gertrude R. Santa Ana
 Roberts, Charles Roy San Diego
 Rowlee, Fannie Button Willow
 *Skinner, Asa L. San Diego

Smith, Margaret E. Santa Ana
 Taylor, Frances Sybilla Arroyo Grande
 Toy, Zelia Anna Santa Maria
 Van Arman, Maud San Diego
 Wackermann, Josephine San Luis Rey
 Wallian, Mary Helen New York, N. Y.
 Warren, Margaret J.
 Pembroke, Ont., Can.
 Waters, Flora La Jolla
 Watkins, Ena Marie San Diego
 Wisler, Emma Comstock San Diego
 Wright, William Sherman San Diego



EAST WING.