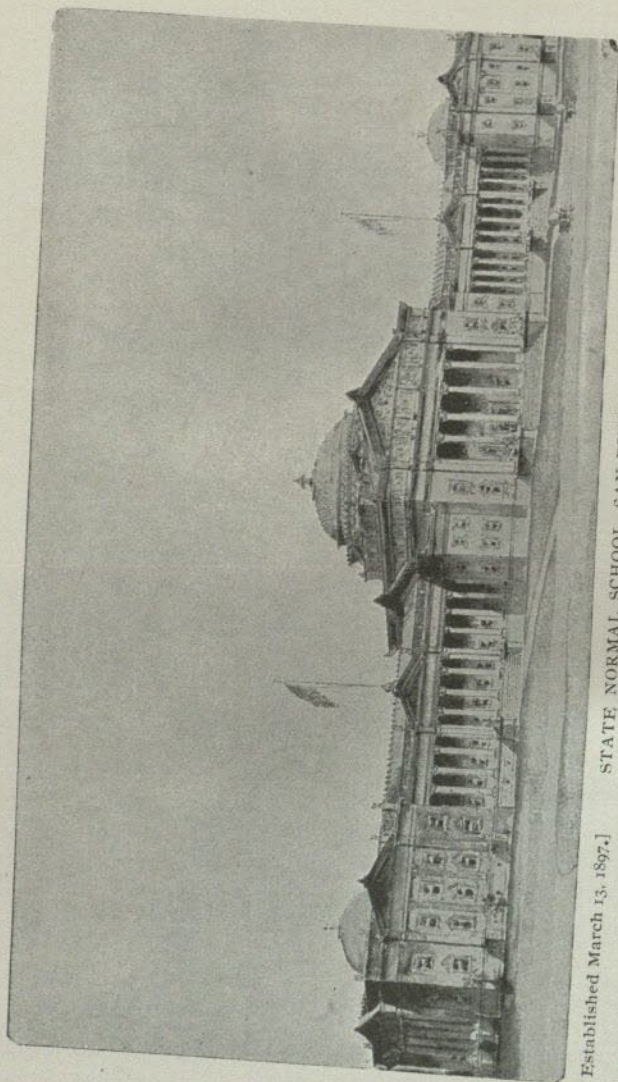


Catalogue for 1903-1904, and
Circular of Information for 1904-1905

State ♪ ♪
Normal ♪
School of
San Diego
California

First Term Begins August 9, 1904

Second Term Begins Jan'y 9, 1905



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

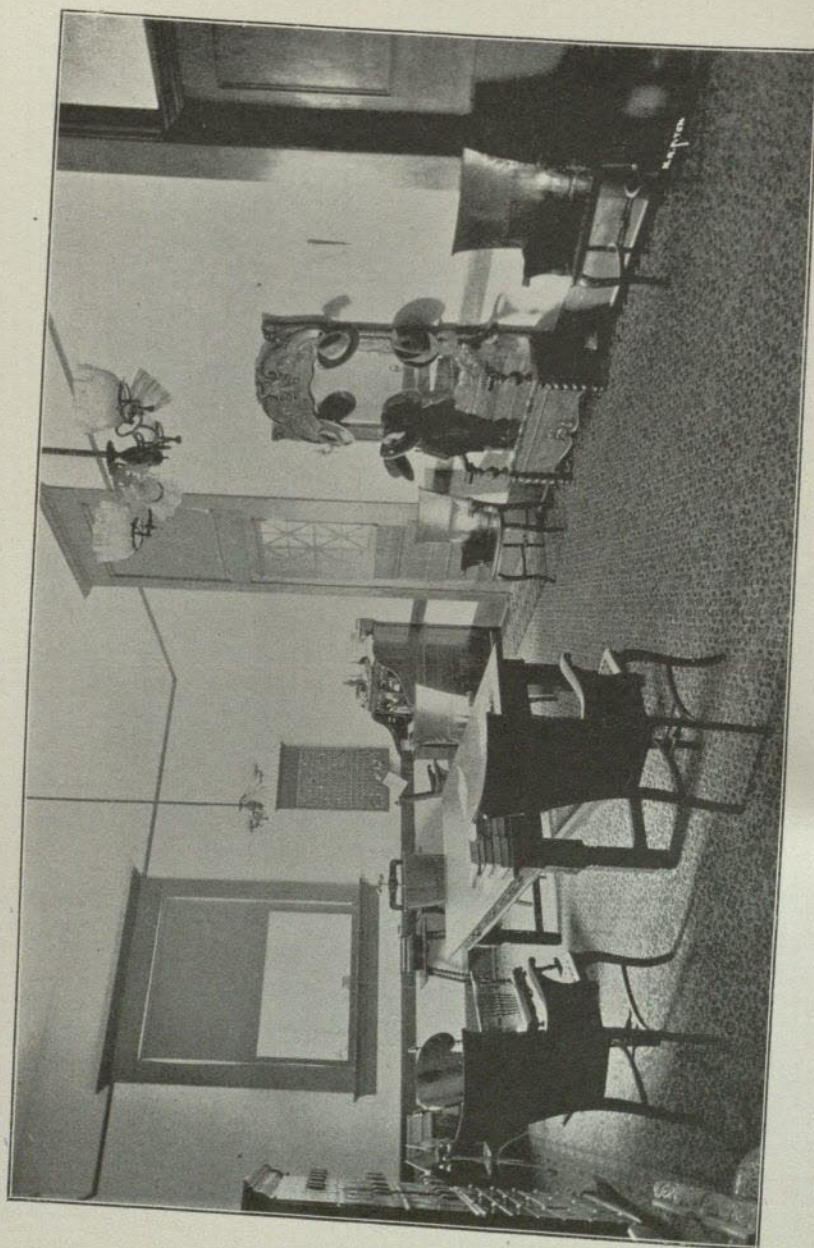
FOR 1904-1905

CATALOGUE FOR 1903-1904

SACRAMENTO:

W. W. SHANNON, SUPERINTENDENT STATE PRINTING

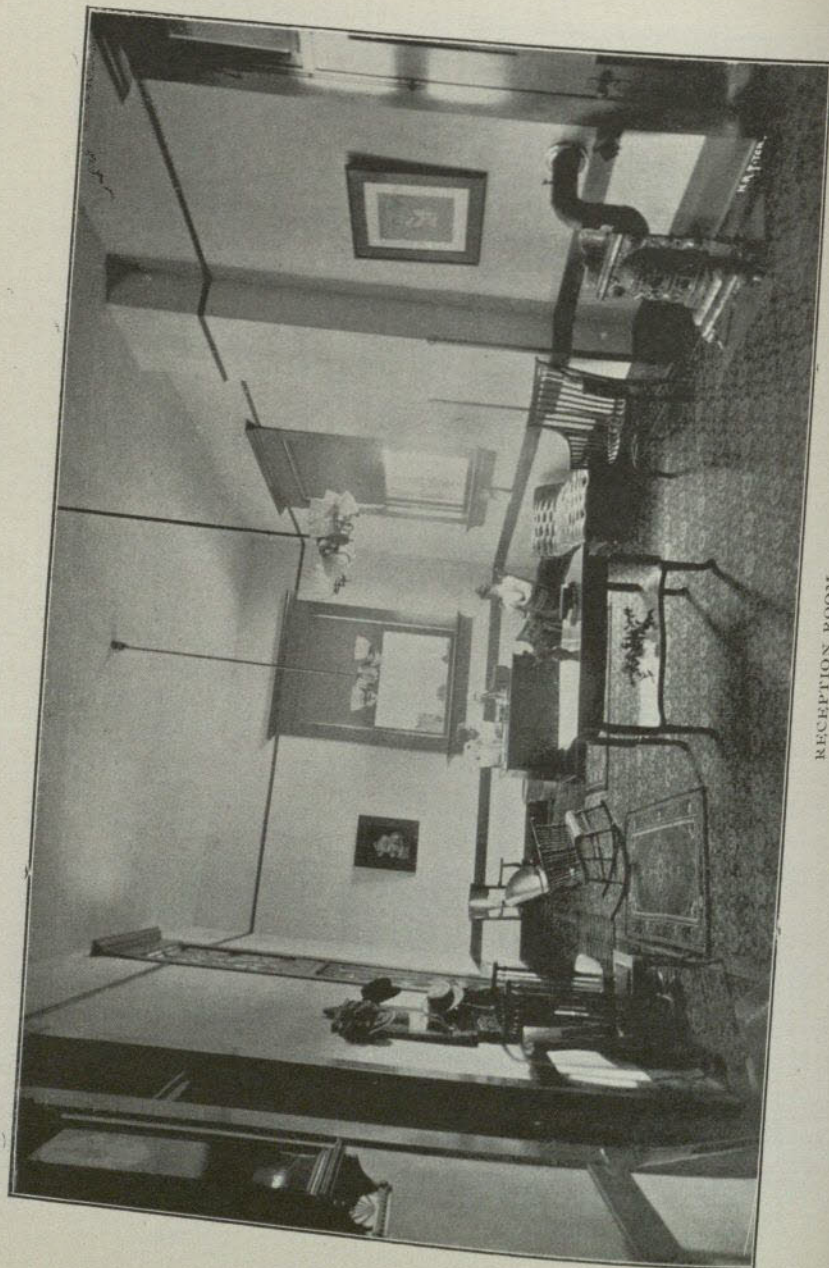
1904



OFFICE.

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RECEPTION ROOM.

CALENDAR FOR 1904-1905.

FIRST TERM—1904.

Entrance examinations and Admission on credentials,	} - - - -	Tuesday, August 9
Registration - - - - -	- - - - -	Wednesday, August 10
Term opens - - - - -	- - - - -	Thursday, August 11
Training School opens - - - - -	- - - - -	Monday, August 15
Thanksgiving recess - - - - -	- - - - -	November 24-26
Term closes - - - - -	- - - - -	Thursday, December 22

SECOND TERM—1905.

Entrance examinations and Admission on credentials,	} - - - -	Monday, January 9
Term opens - - - - -	- - - - -	Tuesday, January 10
Mid-Term recess - - - - -	- - - - -	March 18-25
Dedication Day - - - - -	- - - - -	Monday, May 1
Commencement - - - - -	- - - - -	Wednesday, May 31

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
GEORGE W. MARSTON	

FACULTY, 1903-1904.

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

*Absent on leave from January 1 to June 1, 1904

†Resigned February 15, 1904. Retired from teaching

‡Resigned December 31, 1903. Married.

§Resigned September 3, 1903. Elected president State Normal School, Washington.

SAN DIEGO STATE NORMAL SCHOOL.

EDITH MILLS, - - - - - *Music.*
Special Preparation at Shurtleff College, Ill.; Alton Conservatory of Music, Ill.;
three years of private instruction.

JOSEPHINE BATCHELDER, SUBSTITUTE, - - - - - *English.*
A.B., Wellesley.

ANNA H. BILLINGS, SUBSTITUTE, - - - - - *English.*
Ph.D., Yale University.

MARY MAYNES SMITH, - - - - - *Drawing, Manual Training.*
State Normal School, Ind.; Normal Art Department, Pratt Institute;
Sloyd Normal Department, Throop Polytechnic Institute.

EMPLOYEES.

MRS. LYDIA M. HORTON, - - - - - *Librarian.*
FRED. W. PARRISH, - - - - - *Stenographer and Typewriter.*
S. L. ROBERTS, - - - - - *Janitor.*

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 and Manual Training.....	✓	20 5	Drawing and Manual Training.....	✓	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
Drawing.....		20 2	Drawing.....		20 2
GROUP V.			GROUP VI.		
Grammar and Reading.....		20 5	Literature.....	✓	20 5
Education.....	✓	20 5	American History.....	✓	20 5
Zoölogy.....		20 5	Education.....		20 5
Geography.....		20 5	Arithmetic.....		20 5
GROUP VII.			GROUP VIII.		
Civics and Economics.....		20 3	Education.....		20 5
Physiology.....		20 5	English in the Grades, with Teaching.....		10 10
Education.....		20 5	History and Civics, with Teaching.....		10 10
Primary Language and Number, with Teaching.....		10 10	Grammar Grade Language and Arithmetic, with Teaching.....		10 10
Music, Drawing, and Manual Training, with Teaching.....		10 10	Nature Study and Geography, with Teaching.....		10 10

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.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

TWO-YEAR COURSE

For Recommended Graduates of Accredited Secondary Schools.

THIRD YEAR.					
FIRST TERM.			SECOND TERM.		
Grammar and Reading.....	20	5	Literature	20	5
Education.....	20	5	Arithmetic.....	20	5
*Zoölogy.....	20	5	Education.....	20	5
Geography.....	20	5	Drawing.....	20	5
Music.....	20	2	Music.....	20	3
Manual Training.....	20	3			
FOURTH YEAR.					
GROUP VII.			GROUP VIII.		
Civics and Economics.....	20	3	Education.....	20	5
Physiology.....	20	5	English in the Grades, with Teaching.....	10	10
Education.....	20	5	History and Civics, with Teaching.....	10	10
Primary Language and Number, with Teaching.....	10	10	Grammar Grade Language and Arithmetic, with Teaching.....	10	10
Music, Drawing, and Manual Training, with Teaching.....	10	10	Nature Study and Geography, with Teaching.....	10	10

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

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.
 Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

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 as 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: English, subjects A, 1, and 14; Algebra, subject 3; Plane Geometry, subject 4; 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.

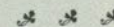
The Normal School course demands of all who enter upon it adequate preparation, native ability, and a willingness to study. Prompt and regular attendance at the daily recitations, satisfactory preparation of assigned lessons, and good health will insure creditable records in the various lines of study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



RECOMMENDATIONS.

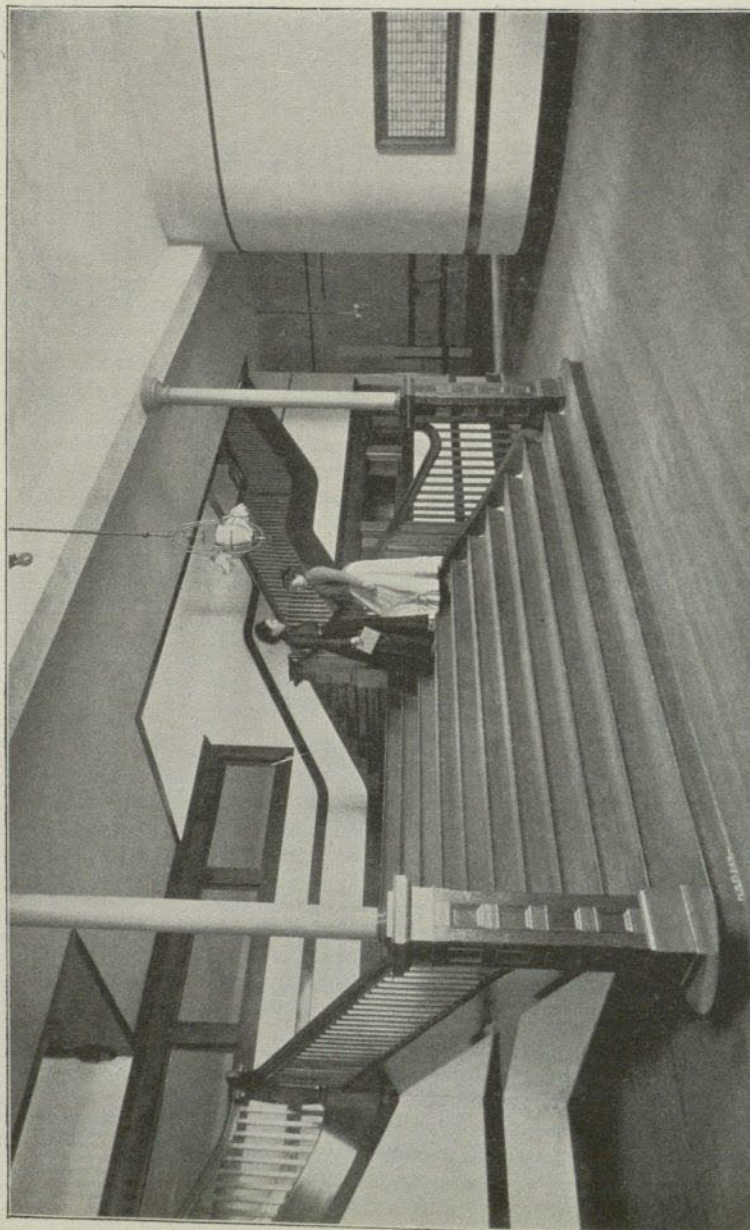
All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities 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.



VESTIBULE.

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

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

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

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

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.



CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency; but such deficiency must be removed by the middle of the succeeding term, otherwise the condition will be considered a failure.



EQUIPMENT.

The library contains nearly four 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 teachers trained in the Normal Schools of California is greater than the supply. Owing to the rapid increase in the population of the State, this demand is growing constantly. Not one of the five Normal Schools in California is able to meet the requests made by school authorities for teachers. There is, too, an increased demand for men teachers in the cities and larger towns, where fair salaries are paid. A general movement has been started throughout the State for a reason-

able increase in the salaries paid to teachers. This movement is led by State Superintendent Kirk, and has been indorsed by the various Teachers' Associations of California. Several cities and towns have already responded, and the prospects for general relief at the hands of the next legislature are very bright.



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.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination upon the recommendation of the president of the school.



POST GRADUATE WORK.

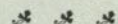
The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach 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.



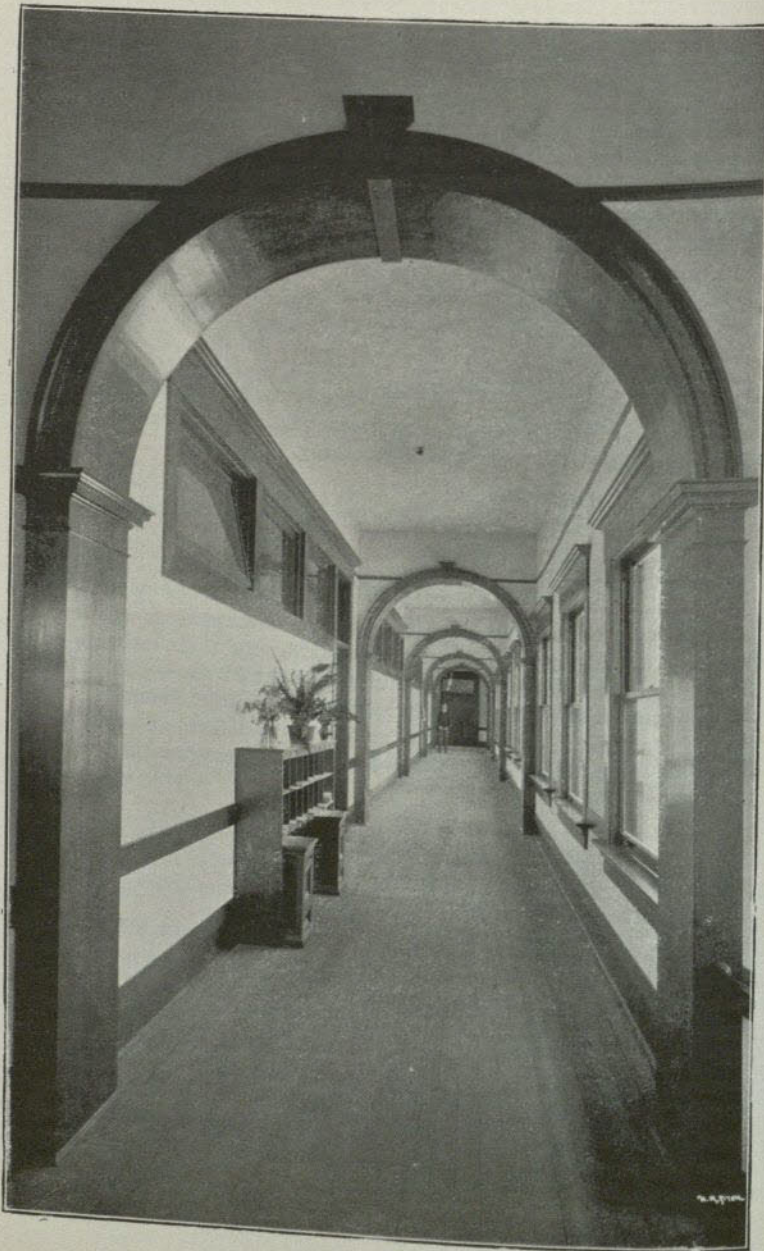
GOVERNMENT AND DISCIPLINE.

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. 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.



A CORRIDOR.

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., April 13, 1904.

PROFESSOR S. T. BLACK,
*President, State Normal School,
San Diego, California.*

MY DEAR SIR: I have the honor to acknowledge the receipt of your communication of the 12th instant, and take pleasure in appending herewith meteorological data as follows:

Maximum Temperatures in the Year 1903.

Day.	July.	December.	Day.	July.	December.
1.	68°	66°	19.....	69°	70°
2.	67	60	20.....	69	68
3.	70	63	21.....	71	64
4.	73	75	22.....	72	62
5.	71	71	23.....	73	60
6.	68	70	24.....	74	66
7.	70	70	25.....	72	74
8.	71	64	26.....	71	73
9.	71	64	27.....	70	74
10.....	71	63	28.....	71	73
11.....	73	60	29.....	70	71
12.....	72	64	30.....	68	71
13.....	78	62	31.....	67	63
14.....	71	67			
15.....	73	72	Highest	78	75
16.....	71	66	Lowest max...	67	60
17.....	68	63	Average daily.	71 -	67 -
18.....	69	62			

Very respectfully,

(Signed:) FORD A. CARPENTER,
Observer, Weather Bureau.

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.



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. * * *"



IMPROVEMENTS.

During the current school year (ending June 30, 1904) there will have been expended \$61,000 for the completion and equipment of the building.

The central portion will be arranged as originally planned, and will contain the offices, cloak-rooms, students' lockers, assembly-room furnished with opera chairs, and a drawing and manual training room completely equipped for all lines of art and manual training.

The west wing will contain the library, gymnasium, bath and dressing rooms, the biological laboratory, museum, and six additional class-rooms.

The dimensions of the gymnasium are 36 by 74 feet, with an 18-foot ceiling. It is lighted by fifteen large windows 8 feet above the floor. The ventilation is perfect.

The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the

unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the first page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.



TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods. In addition to the regular eight grades there is a ninth grade, which aims to serve the needs of three classes of students: first, those who contemplate entering the Normal School; second, those who must leave school at the close of the ninth year; third, those whose plans for further study are still indefinite. A year's course in Latin will be offered to those pupils desiring it.

All teaching in the Training School is closely supervised by members of the Normal School faculty. The classes are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade. The general health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. Principles of seating, lighting, ventilation, and heating are concretely applied.



SOUTH PORTICO

BRIEF DESCRIPTION OF THE COURSES.

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

EDUCATION.

Though the aim of the work in "Education" is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks of five hours each. Effort is directed toward keeping in the student's mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "School Hygiene," "Pedagogy," "Methods," and "History of Education" is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student's knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education V. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth, heredity, and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative,

voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next forty weeks, which treats of "The Growing Mind and the Body of Culture."

20 weeks; 5 hours per week.

Education VI and VII. The second part of the course is given in such a way that two lines of thought run parallel. The one is of the growing mind; the other is of the body of culture. The one line treats of the child, now a psychological person; the other treats of the body of culture as nutrition for this growing mind. Along the first line are discussed, from a genetic point of view, the following topics: "the stream of consciousness," what the self is, the self functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

The parallel line of thought presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history, its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents; *e. g.*, Spencer and Tyndall of the scientific, Arnold and Carlyle of the literary, Ruskin and Morris of the æsthetic. In connection with the "institutional inheritance" a study of the social aspects of education is made under such topics as "the school and the family," "the school and the industrial order," "the school and democ-

racy," "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice. The two lines of thought are reviewed and brought together in a discussion of educational ideals and the aim of education.

40 weeks; 5 hours per week.

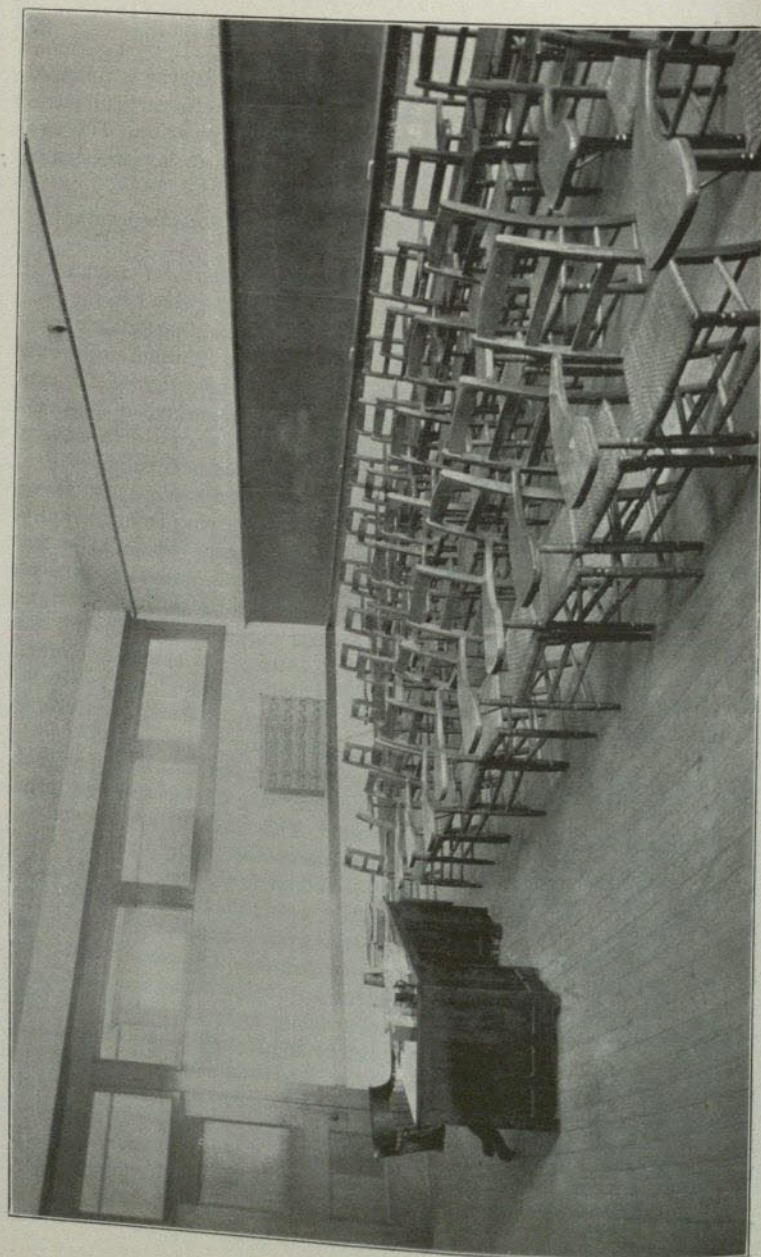
Education VIII. (a) *The Elementary Curriculum.* An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subject-matter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) *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 constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

20 weeks; 5 hours per week.

Teaching VII and VIII. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second. This teaching is preceded by a period of apprenticeship which varies according to individual needs. While an assistant each student is expected to familiarize himself with those items of practice which are fairly common to all teaching, to acquire confidence in his ability to handle a class, and to form the habit of regarding children and subjects from the teaching standpoint. By means of this apprenticeship the student is introduced to the problems of responsible teaching by easy stages and largely by imitation.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets daily for the discussion of the practical problems connected with the daily recitation, the material to



CLASS ROOM.

be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows: (1) Primary Reading, Language, and Number; (2) Grammar Grade Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education V, VI, VII, and VIII form a continuous series and must be taken in the order indicated. The student begins teaching in the capacity of an assistant during the time he is taking Education VI. While taking Education VII he teaches a class one hour per day, and two hours per day while taking Education VIII. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first term and all of that of the second term are directly concerned with class-room teaching.



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.

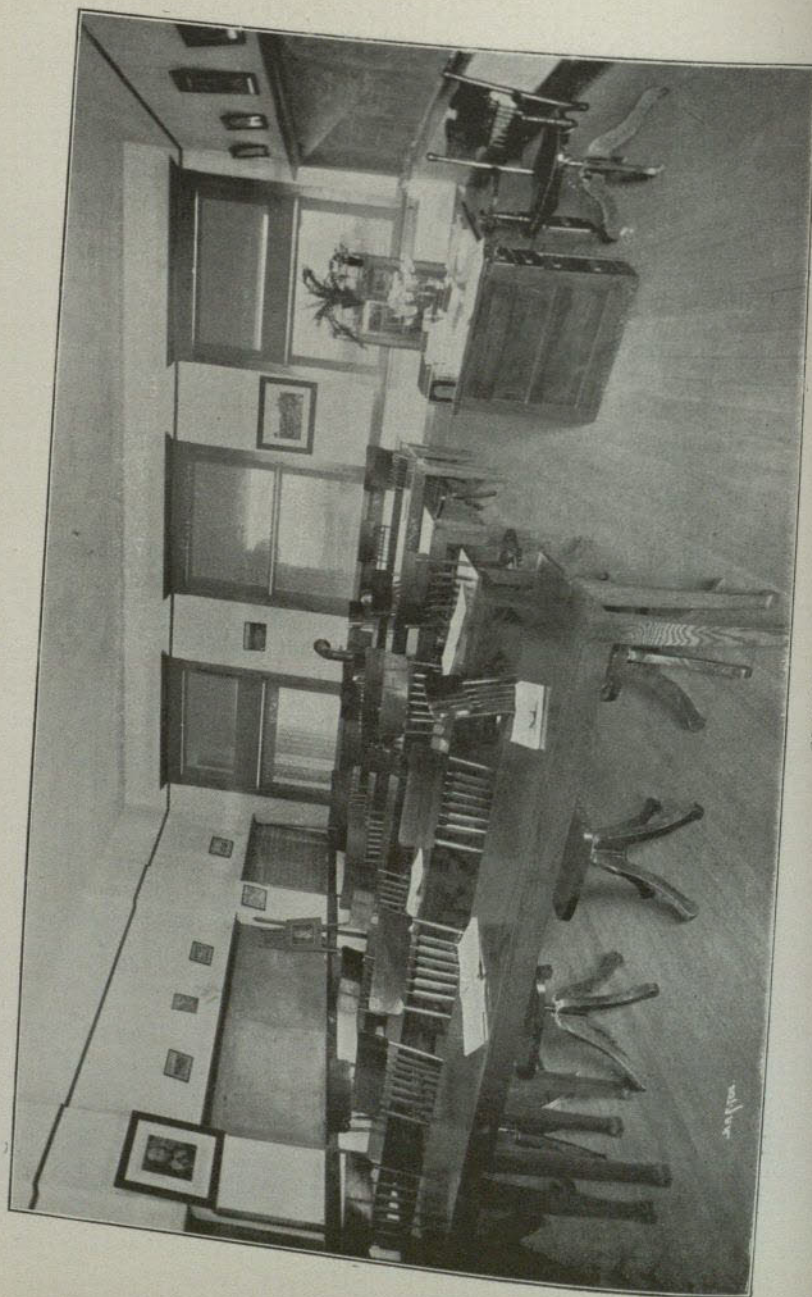
20 weeks; 5 hours per week.

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

Hawthorne: The House of Seven Gables.

George Eliot: Silas Marner.

Other texts will be added as needed.



CLASS ROOM

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. (a) **Grammar.** A review of technical grammar, with especial emphasis upon parsing and sentence structure.

10 weeks; 5 hours per week.

TEXTS.—Revised Grammar. (State Series.)
Manley and Hailmann: The English Language.
Herrick and Damon: Composition and Rhetoric for Schools. (Scott, Foresman & Co.)

V. (b) **Reading.** Phonic work, including articulation drills, study of the English sounds and the action of the organs used in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

10 weeks; 5 hours per week.

TEXT.—Clark: How to Teach Reading in the Public Schools.

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. (Macmillan.)

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 schools. Written and oral reports on assigned readings.

20 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. 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 and 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. Reunion and Expansion.

20 weeks; 5 hours per week.

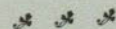
TEXTS.—This course is largely research work in the library. No special text-book is used, but each student is expected to possess at least one book approved by the instructor.

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.

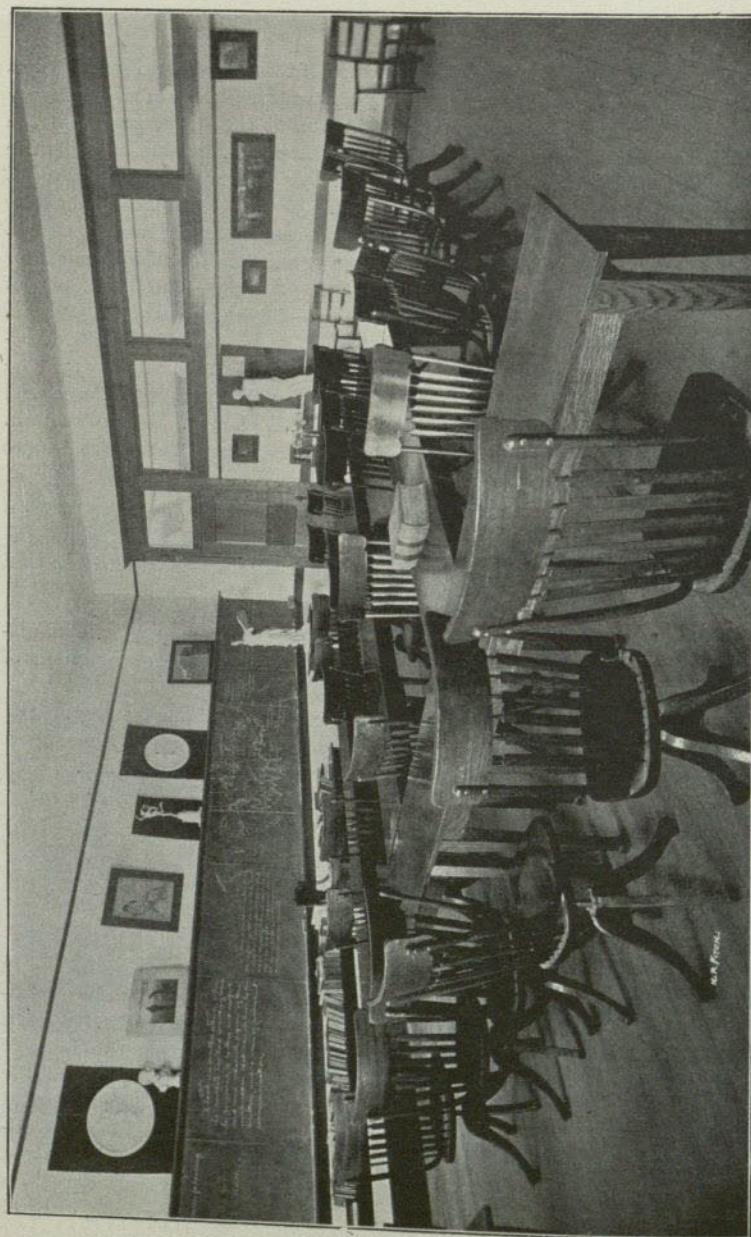
20 weeks; 3 hours per week.

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



MATHEMATICS.

I, II. **Algebra.** In scope, these courses include all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solution of simple equations with one or more unknown quantities; the theory of exponents, integral



CLASS-ROOM.

and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation; and the formation of equations from given roots.

In these courses, the subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

40 weeks; 5 hours per week.

TEXT.—Milne: Academic Algebra.

III, IV. **Geometry.** Some of the most important objects aimed at in these courses are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:

(a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.

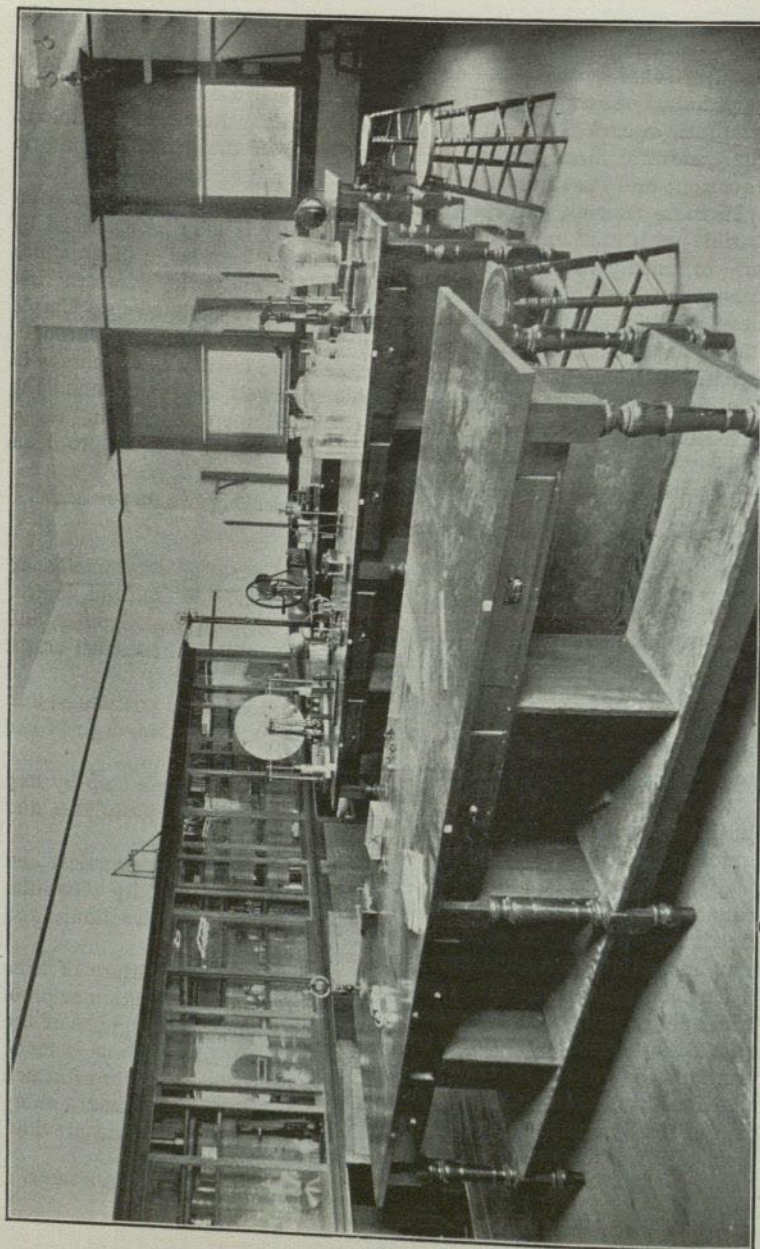
(b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.

(c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

40 weeks; 5 hours per week.

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



PHYSICS LABORATORY.

VI. **Arithmetic.** This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

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

(b) *Advanced Arithmetic.* The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

20 weeks; 5 hours per week.

TEXT.—New State Arithmetic.



PHYSICAL SCIENCES.

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.

TEXT.—Remsen : Briefer Course.

20 weeks; 7 hours per week.

III, IV. **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.

40 weeks; 5 hours per week.

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

V. **Physical Geography.** Realizing that teachers need to know more of a subject than they are required to teach, it is sought in this course to extend the knowledge of the students in those branches of learning which immediately underlie any course in elementary geography. These branches are:

(1) *Astronomy.* Here the student is given such a comprehension of the universe as a whole that the relation of the earth to other parts become sufficiently clear to be correctly visualized.

(2) *History of the Earth as a Planet.* Under this heading La Place's "nebular hypothesis" is discussed and the astronomical theory of the ice age is given.

(3) *Historical Geology.* Geologic ages and periods are illustrated by a collection of fossils and rocks. Mountain formation is studied, chronologically as far as possible.

(4) Papers are written and discussed in class covering the development of successive stages in civilization.

(5) Outdoor work is required on stratification, erosion, cloud study, etc. A visit is made to the local Weather Bureau to study methods in meteorology.

(6) 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.

BIOLOGICAL SCIENCES.

I. **Botany.** An elementary course in Botany is offered, consisting principally of a study of the seed-bearing plants. Attention is 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.

Such principles of Physics and Chemistry as may be necessary for an understanding of the experimental side of the subject are introduced. In fact, the course may be regarded as an elementary course in general science, in which Botany is the central point from which all departures are made.

20 weeks; 5 hours per week.

TEXTS.—Leavitt : Outlines of Botany.
Andrews : Botany all the Year Round.

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, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. As much time as possible is spent in a consideration of the historical development of biological thought with special reference to the theory of evolution. No text is used, but reference is made to the standard works on zoölogy.

20 weeks; 5 hours per week.

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, supplemented by lectures and assigned reading of the standard authors.

20 weeks; 5 hours per week.

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

VII. **Nature Study.** A course in Nature Study is given to the Seniors as a preparation for such work in the grades. Through the study of the text-books, lectures and a series of simple experiments, an attempt is made to bring into relation the various departments of science and show how all may be drawn upon in presenting a subject in the grades.

20 weeks; 2 hours per week.

TEXTS.—Hodge : Nature Study and Life.
King : The Soil.

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

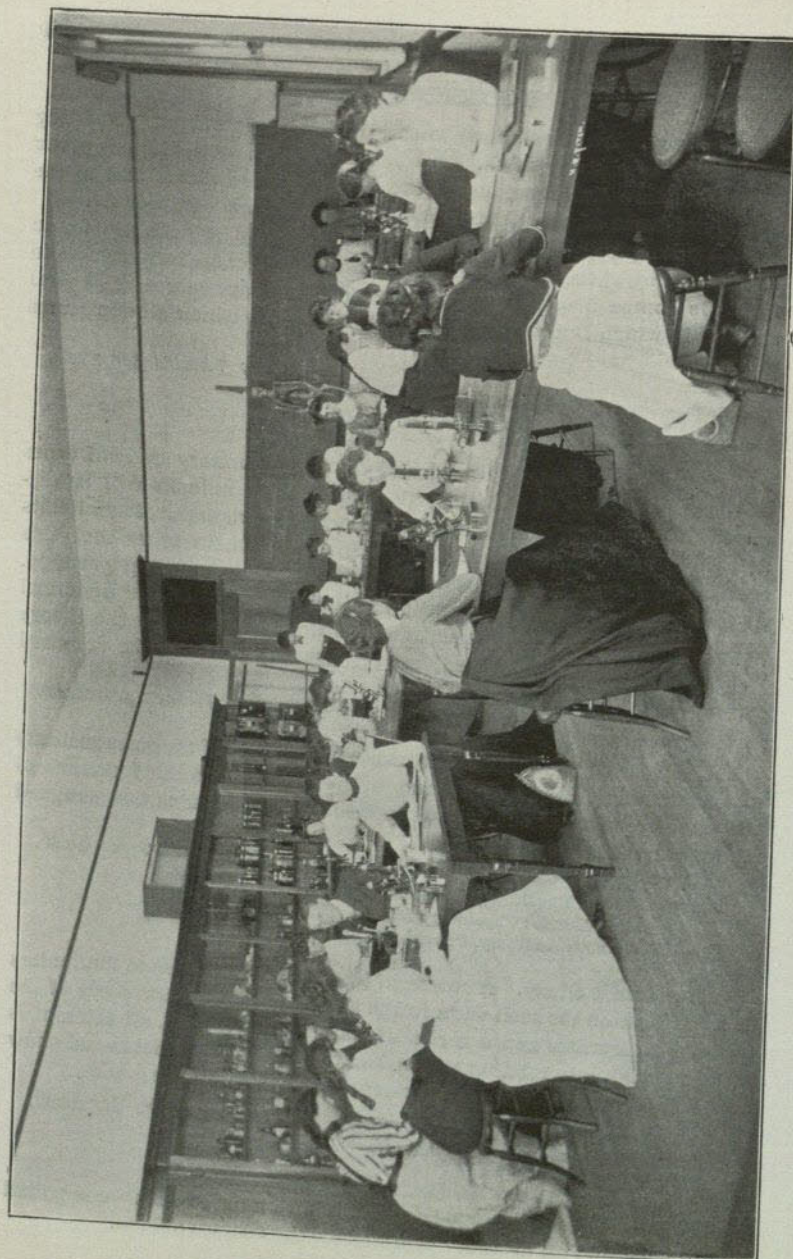
MUSIC.

- I.
 1. Breathing and voice placing.
 2. Exercises in rhythm.
 3. Elementary theory.
 - Major scales.
 - Intervals of major scales.
 - Tonic, subdominant and dominant triads.
 4. Sight singing. *20 weeks; 2 hours per week.*
- II.
 1. Exercises for gaining breath control.
 2. Simple vocal exercises.
 3. Elementary theory.
 - Review of first term.
 - Minor scales.
 - Triads of major and minor scales.
 4. Sight singing, continued. *20 weeks; 3 hours per week.*
- VII.
 1. Elements of harmony.
 - Triads and their inversions.
 - Chords of the seventh.
 2. Song studies in phrasing and expression, for the cultivation of musical taste.
 3. Methods.
 - Training of children's voices.
 - Cultivation of sense of rhythm.
 - Rote singing.
 - Sight singing.
 - Choice of songs.
 - Elements of conducting.
 4. Sight reading and song singing, continued throughout the term. *20 weeks; 3 hours per week.*

Class talks on the hygiene of the voice, musical esthetics, and the history of music, given throughout these courses.

TEXTS.—Laurel Song Book.
 Popular Method of Sight Singing. (Damrosch.)
 Elementary Song Studies. (F. W. Root.)

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



BIOLOGICAL LABORATORY.

DRAWING.

The aim of this department is to prepare the students as thoroughly as possible, in the time given, for the teaching of Drawing in the public schools, by giving a practical knowledge of the subject in all its various phases worked out in a variety of mediums.

The study of art of different nations and the literature of art has an important place in the course.

Much emphasis is placed upon blackboard work, for the ability to illustrate quickly at the board is helpful in teaching all subjects. Four consecutive terms of two periods per week are given to this part of the subject.

Throughout the entire course pedagogical principles and proper methods of presentation are given attention.

In group VII special emphasis is laid upon this phase of the work, as well as upon the aim and scope of the work to be done in the ordinary graded and ungraded schools.

Daily work in the Training School gives ample opportunity for the application of these principles by student-teachers.

This department is assigned to a well lighted and furnished room 50 by 50 feet, and is fairly well supplied with reference books, photographs, casts, and objects for still-life study.



MANUAL TRAINING.

This course consists of a variety of occupations which can be successfully carried on in the graded or rural school-room, by the regular teacher, viz.: Paper folding and cutting for decoration and illustration; cardboard sloyd, including cover work; weaving, using various materials; reed and raffia work; sewing; Venetian iron work; thin wood and knife work.

In addition to the foregoing work in Manual Training, wood sloyd will be introduced this year. A new room has been fitted up with eighteen benches equipped with all tools necessary to carry on this work. A progressive order of exercises will be observed in the course. Several models embodying the same principles will be given in each group. The student may elect to make one of the group or design another model embodying the same principles. Before the model is made the student must present a complete working drawing of the same.

PHYSICAL EDUCATION.

The course in Physical Education is based on the Ling, or Swedish, system. All students are required, unless excused, to take the gymnastic drill during the entire course. This serves two purposes: (1) To improve the general health of the student body; (2) To furnish working knowledge for use in the training classes and the schools of the State. The drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. To this are added gymnastic games and fancy steps. The games afford relaxation, while at the same time they develop skill and the spirit of coöperation. By means of fancy steps, grace, freedom of movement, and poise are gained.

The theory of gymnastics is presented by lectures and informal discussions, together with practice in teaching. This work is closely related to the courses in physiology, anatomy and hygiene. Especial attention is paid to outdoor sports, such as basket-ball, English field hockey, rowing, tennis, pudding-ball, and cross-country walking.

Description of Course: 1. Gymnastics: (a) Formal drill; (b) Gymnastic games; (c) Fancy steps.

2. Theory of Gymnastics: (a) Lectures; (b) Training classes.

CATALOGUE OF STUDENTS.

SENIORS.

Anderson, Ethel V.	San Diego	Libby, Cora Ruth.	San Luis Rey
*Anderson, Janet W.	National City	*Lindsey, Nora V.	Los Angeles
Austin, Evangeline Cora.	San Diego	Magee, Beatrice Leocidia.	Fallbrook
Bevington, Emily.	Escondido	Martin, Emily Aurelia.	Fallbrook
*Bigham, Charles E.	Woodville	Maxfield, George.	Jamul
Bozza, Ethel M.	San Diego	Merritt, Laura.	Santa Maria
Carpenter, Margaret E.	Oroville	*Munger, Bessie Aurelia.	San Diego
Cartwright, Royden.	San Diego	*Naylor, Blanche.	Holton, Kan.
*Cathcart, Lillian Agnes.	Pasadena	Nugent, Effie Danforth.	Oceanside
Clendenon, Anna Myrtle.	San Diego	Odale, Lillie.	Lemoore
Dodge, Mary Ethel.	San Diego	*Paden, William Guy.	San Diego
*Drew, Gladys.	Nestor	Pease, Wilda Bell.	San Diego
Evans, Martha Belle.	San Diego	Reinhard, Charles.	Los Angeles
*Fardelius, Mabel J.	San Diego	Richardson, Ida Mae.	San Diego
*Flyte, Ethna E.	Jerry City, Ore.	*Rolfe, Ina.	San Bernardino
Fulton, Lulu May.	Sunnyside	*Rood, Vernon V.	San Diego
*Gaskill, Erma.	Campo	*Sharp, Robert G.	Otay
Graham, Mabel.	San Diego	Teggart, Sarah Marion.	San Diego
Hack, Helen V.	Michigan City, Ind.	Tollan, Myra.	San Diego
Harlin, Madge.	Riverside	Torrance, Genevieve L.	National City
Hayes, Harriet.	San Diego	Waite, Elizabeth Grace.	Moreno
Hayward, Lotta.	San Diego	Ward, Lola.	San Diego
Johnson, Ethel Gertrude.	San Diego	Washburn, Helen Gertrude.	Hanford
Journeay, Gertrude.	San Diego	*Weight, Ethel Isabel.	San Diego
*Kerr, Mabel Virginia.	San Diego	*Wilcox, Josephine Cornelia.	Banner
Laughlin, Grace.	Inglewood	*Winters, Maude Mabel.	Santa Maria
Lee, Nettie Hunt.	Santee		

JUNIOR CLASSES.

Adams, Alice.	Encinitas	Black, Pauline Thorburn.	San Diego
Adams, Claudia.	San Diego	Boggeln, Isabel.	San Diego
Asher, Josephine Marion.	San Diego	Borden, Ella Culver.	Long Beach
Ault, Olive.	San Diego	de Borra, Mary Alma.	San Diego
Baker, Lucy.	San Diego	Bostwick, Florence Fern.	San Diego
Barker, Iva Lois.	San Diego	Browne, Carol Louise.	Chula Vista
Bass, Melissa.	San Diego	Butler, Belle.	La Mesa
Bates, Annabel.	San Diego	Butler, Charles Ernest.	San Diego
Beller, Nellie.	Carlsbad	Butterfield, Janet.	San Diego
Benn, Hester Eliza.	San Diego	Butterfield, Jessie Ruth.	San Diego
Bennett, Vonnice.	San Diego	Butts, Julia Louisa.	San Diego
Bigham, Walter L.	Woodville	Carbonell, Mariano B.	Philippine Isl.
Bisbee, Lulu DeLouise.	San Diego	Carlisle, Mrs. Carrie.	San Diego

*Graduated before close of year.

JUNIOR CLASSES—Continued.

Case, Mary.	San Diego	Jerman, Olive Anna.	Ramona
Casner, Emma G.	Ramona	Johnson, Amy Rosina.	San Diego
Casner, Lillie Frances.	Ramona	Johnson, Harry Vincent.	San Diego
Clark, Josephine Elizabeth.	Dulzura	Johnson, Lena.	San Diego
Cosgrove, Bernice.	San Diego	Jones, Alice Marie.	San Diego
Crosby, Ethel Lea.	San Diego	Jones, Armenia.	San Diego
Cummins, Zora Grace.	Bostonia	Kaidel, Louise Augusta.	San Diego
De Burn, Raynor.	San Diego	Kerns, Fred William.	Nestor
Dixon, Jessie May.	San Diego	Killey, Lillian.	San Diego
Doak, Hazel Olive.	Lusardi	Killey, May.	San Diego
Dodson, Anita.	San Diego	Kinthead, Katie May.	Moosa
Drury, Dorothy.	San Diego	Kirkpatrick, Jennie.	Perris
Einer, Emma Caroline.	Escondido	Knight, Ethel Ione.	Bakersfield
Elliott, Ruth Dorothy.	San Diego	Lang, Gertrude.	San Diego
Escher, Wiley Emert.	San Diego	La Rue, Gertrude Hay.	Chula Vista
Espinola, Gregorio E.	Philippine Isl.	Lawrence, Lena.	Los Angeles
Eugene, Rosie Alvin.	San Diego	Lickert, Anna Helena.	Olivenhain
Farley, Ethel L.	San Diego	Livingston, Nellie Warren.	San Diego
Fernandez, Vincent.	Philippine Isl.	Lloyd, Bessie.	San Diego
Field, Alice May.	San Diego	Loop, Marion Lenora.	San Diego
Foreman, Gladys Leo.	San Diego	Loveland, Ethel Vivian.	Bonsall
Frazer, Sarah Elizabeth.	Moosa	Mabee, Virginia Alice.	San Diego
French, Harriette Grace.	San Diego	Marshall, Alice.	Escondido
Frew, Grace.	Point Loma	Maydole, Arley Blanche.	San Diego
Frost, Helen May.	San Diego	McCullough, Margaret.	San Diego
Gaskell, Ellen.	Dehesa	McKee, Mabel.	Middletown, N.Y.
Gates, Vesta C.	Redlands	Miles, Kate.	San Diego
Gephart, Frances.	San Diego	Morgan, Agnes M.	San Diego
Gephart, Ida Clark.	San Diego	Morgan, Ethel J.	San Diego
Goodell, Ola Winifred.	Pacific Beach	Morris, Maude Alma.	San Diego
Grandstaff, May.	San Diego	Nacion, Pablo.	Philippine Isl.
Grandstaff, Veta.	San Diego	Nauman, Laura.	San Diego
Graves, Eleanor Millicent.	Ramona	Neihart, Mabel Edna.	Oroville, Wash.
Graves, Ella Emily.	Sutherland	Nera, Antonio.	Philippine Isl.
Graves, Ina Frances.	San Diego	Niedao, Miguel.	Philippine Isl.
Graves, Mary Elsie.	San Diego	Niven, Janet Ogilvie.	Point Loma
Graves, Rose Anne.	Sutherland	Northrup, Genevieve.	San Diego
Green, Hazel Adele.	San Diego	Ochoa, Ramon Y.	Philippine Isl.
Gregg, Elsie.	San Diego	O'Connell, M. Grace.	San Diego
Grifford, Harriet Margaret.	San Diego	Olson, Ella Mary.	Riverside
Griswold, Nellie.	San Diego	Olsen, Hulda Rebecca.	Riverside
Gurwell, Charlie Schurman.	San Diego	Paine, Aimee.	San Diego
Hall, Mattie S.	San Diego	Payne, Mary.	Julian
Hammack, Edith.	San Diego	Permin, Laura Charlotte.	San Diego
Harris, Kathryn Elizabeth.	San Diego	Peterson, Mozart Ernest.	Almond
Hawley, Olive.	Coronado	Powell, Etta.	San Diego
Hazard, Lucile.	San Diego	Praul, Eliza A.	Otay
Heilbron, Irma.	San Diego	Pruyn, Lulu.	Coronado
Henshilwood, Jessie.	San Diego	Quirino, Ernesto R.	Philippine Isl.
Hitz, Bessie.	San Diego	Rannals, Emma Kate.	Pacific Beach
Horton, Anna Lavina.	Charles City, Ia.	Raymond, Florence.	San Diego
Janeway, Ada.	Ramona	Reed, Vida Beatrice.	San Diego

JUNIOR CLASSES—Continued.

Reinhard, Charles	Los Angeles	Toy, Susan Maud	Santa Maria
Reyna, José A.	Philippine Isl.	Wadsworth, Flora Viola	San Diego
Richards, Mabel Harriet	San Diego	Wadsworth, Luna Olive	San Diego
Richardson, Pearl	San Diego	Watkins, Eugenia	San Diego
Robbins, Clara Stevenson	San Diego	Weatherford, Zoe	San Diego
Rodgers, Helena B.	La Mesa	Webster, Alice E.	Julian
Santos, Alejandro	Philippine Isl.	Weed, Amy	Nestor
Schulenburg, Hazel	Chollas Valley	Weseloh, Grace	Sunnyside
Schultz, Hulda	Alpine	Wight, Clayton J.	San Diego
Schussler, Freda	Nestor	Wilkes, Laura Ellen	Santa Ana
Schwartz, Clara E.	Dallas City, Ill.	Winter, Leda Caroline	San Diego
Sharp, Walter M.	Otay	Wood, Catherine May	Escondido
Somers, Olive C.	Santee	Woods, Clara Mac	San Diego
Spears, Emma	San Diego	Woods, Hallie Adelaide	San Diego
Stoker, Mary Louise	San Diego	Woolson, Marguerite	San Diego
Storme, Achille	San Diego	Yates, Nell	San Diego
Suffield, Mary Ethel	Denver, Colo.	Young, Edna Fannie	La Mesa
Tompkins, Mabel Rosa	S. Bernardino	Zeigler, Leslie George	San Diego
Tompkins, Violet Mina	S. Bernardino		

ENROLLMENT.

Seniors	53
Junior Classes	167
Training School	178
Total	398

GRADUATES.

1899-1900.

Baker, Grace Amelia	Sorrento	Ladd, Ida Margaret	Westminster
Ball, Margaret	Coronado	Maxfield, Clara Emele	Jamul
Bass, Melissa Lee	San Diego	Neely, Robert H.	Monrovia
Clark, Anna	National City	Philips, Edith Carr	San Diego
Crosby, Fred A.	San Diego	Shaw, Sophie E.	Long Beach
Cuff, Maud Anna	San Diego	Skinner, Edna May	San Diego
Faddis, Miriam S.	Otay	Stanton, Eleanor Louise	San Diego
Flinn, Julia	Descanso	Stevens, Roxana Huntington	National City
Greene, Katherine E.	San Diego	Warren, William M.	Glendale
Gregg, Elsie	San Diego	Webster, Mary Helen	National City
Hale, Martha	San Diego	Williams, Hallie M.	San Diego
Hayes, Caroline	San Diego	Willis, Minnie Todd	San Diego
Irwin, Kate E.	San Diego	Total	26
Kidwell, Nellie Casandra	National City		

1900-1901.

Bisbee, Henrietta Lyman	San Diego	Milliron, Thyra Lucile	San Diego
Curtis, Florence Risley	San Diego	Oden, Helen R.	San Diego
Griffith, Ethel L.	El Cajon	Padrick, Daisy	San Diego
Hatch, Elfreda N.	Escondido	Parker, Blanche Adele	San Diego
Head, Flora Sinclair	Santa Ana	Simons, A. Beatrice	Los Angeles
Horral, Annie	Julian	Stetson, Ethel Mary	San Diego
Johnson, Myrtle E.	National City	Van Fleet, Nora	Escondido
Judson, Ethel B.	Bostonia	Wertz, Ira W.	Santa Ana
Justice, Viola	Richland	Wile, Evelyn	San Diego
Laughlin, Stewart	Inglewood	Wood, Elizabeth A.	San Diego
Lindsey, Lawrence	Los Angeles	Wood, Maud E.	Pasadena
Lynn, Frank J.	Los Angeles	Wood, Orville V.	Compton
Meredith, Ethel A.	San Diego	Total	25

1901-1902.

Balch, Emma Louise	Coronado	Elder, Olive	San Diego
Banks, Belle	Los Angeles	Evans, Adelaide	San Diego
Bigham, Leonard O.	Woodville	Fanning, William Emerson	Iolanthe, Mo.
Butler, Elizabeth Olive	San Diego	Fenton, Laura E.	Coronado
Butler, Jessie	Downey	Field, Emma Dougherty	San Diego
Campbell, Myrtle	Riverside	Frederick, Benita	San Diego
Christian, Lena Helen	Norwalk	Fuquay, Lourien Emily	San Diego
Cleave, Ada Belle	Escondido	George, Florence E.	Nestor
Cochran, Mantie	Escondido	Gray, Ellen	San Diego
Coop, Marion I.	San Diego		

1901-1902—Continued.

Harrison, Anna Laura.....	San Diego	Rowlee, Fannie.....	Button Willow
Hildreth, Bird.....	San Diego	Skinner, Asa L.....	San Diego
Jennings, Jane Orrell.....	San Diego	Smith, Margaret E.....	Santa Ana
Johnston, Lucy Katherine.....	Pacific Beach	Taylor, Frances Sybilla.....	Arroyo Grande
Kerns, Edith Page.....	Los Angeles	Toy, Zelia Anna.....	Santa Maria
Lesem, Lily.....	San Diego	Van Arman, Maud.....	San Diego
Merritt, Daisy Margaret.....	Santa Maria	Wackermann, Josephine.....	San Luis Rey
Merritt, Ida Dorothy.....	Santa Maria	Wallian, Mary Helen.....	New York, N. Y.
Mulvey, Frances Kathryn.....	San Diego	Warren, Margaret J.....	Pembroke, Ont., Canada
Murray, Lois.....	National City	Waters, Flora.....	La Jolla
Paden, Agnes M.....	San Diego	Watkins, Ena Marie.....	San Diego
Paine, Ethel.....	Julian	Wisler, Emma Comstock.....	San Diego
Patterson, Ruth.....	San Diego	Wright, William Sherman.....	San Diego
Price, Gertrude R.....	Santa Ana	Total.....	47
Roberts, Charles Roy.....	San Diego		

1902-1903.

Beckler, Mary Celia.....	Escondido	Lockyer, Annie Edith.....	San Diego
Beer, Virginia Esther.....	San Diego	Mack, Flora Adele.....	San Diego
Bostwick, Edith.....	San Diego	Martin, Belle.....	Oceanside
Brown, Alice Henrietta.....	Santa Ana	Mayes, Maude Elliott.....	San Diego
Brown, Ida Alice.....	National City	McAlmond, Alice T.....	Potrero
Burch, Hattie Maria.....	San Diego	McConville, Genevieve Katherine.....	San Diego
Butler, Julia.....	Downey	McFadden, Flora.....	San Diego
Carson, Verna B.....	Lakeside	McGuire, Doretha.....	San Diego
Casner, Effie.....	Ballena	McRae, Gertrude.....	Nestor
Chase, Mrs. Della Hill.....	San Diego	Merritt, Pauline.....	Santa Maria
Christensen, Nellie.....	San Diego	Mott, Iva Maude.....	San Diego
Cogswell, Mary Goddard.....	San Diego	O'Bannon, Mary Bowie.....	San Diego
Davidson, Elsie A.....	San Diego	Pitman, Dorothy.....	National City
Dill, Alice Louise.....	San Diego	Rawicz, Jeannette.....	San Bernardino
Drewisch, Josephine.....	Oneonta	Rawson, James P.....	Hemet
Ellis, Anna Christine.....	Descanso	Read, Harriet Cordelia.....	San Diego
Evans, Cora Mae.....	San Diego	Rowlee, Dollie.....	Button Willow
Faddis, Prudence P.....	Chicago, Ill.	Scott, Martha Marie.....	National City
Fraser, Ella Harriett.....	San Diego	Sykes, Elsie.....	Bernardo
Gillis, Bertha Amelia.....	San Diego	Somers, Susie Myrtle.....	Escondido
Gillmore, Jessie.....	San Diego	Stockton, Ora.....	San Diego
Gillmore, Mary.....	San Diego	Stork, Bertha.....	San Diego
Goss, Helen.....	San Diego	Stover, Roy B.....	San Diego
Harritt, Luella Frances.....	San Diego	Sturges, Vera La Rue.....	San Diego
Holmes, Olive Mary.....	Reedley	Tollan, Inez.....	San Diego
Hornbuckle, Seykora.....	San Diego	Wackermann, Theodora.....	San Luis Rey
Hudson, Kathryn B.....	Santa Ana	Wallian, Carlotta J.....	San Diego
Jennings, Belle.....	San Diego	Wescott, Laura.....	San Diego
Johnson, Jessie Mabel.....	San Diego	Winnick, Ruth V.....	San Diego
Johnson, Marjorie May.....	National City	Woods, Margaret Louise.....	San Diego
Keene, Abbie M.....	Fallbrook	You, Jennie G.....	San Diego
Light, Adda A.....	Nellie		
Total.....			63