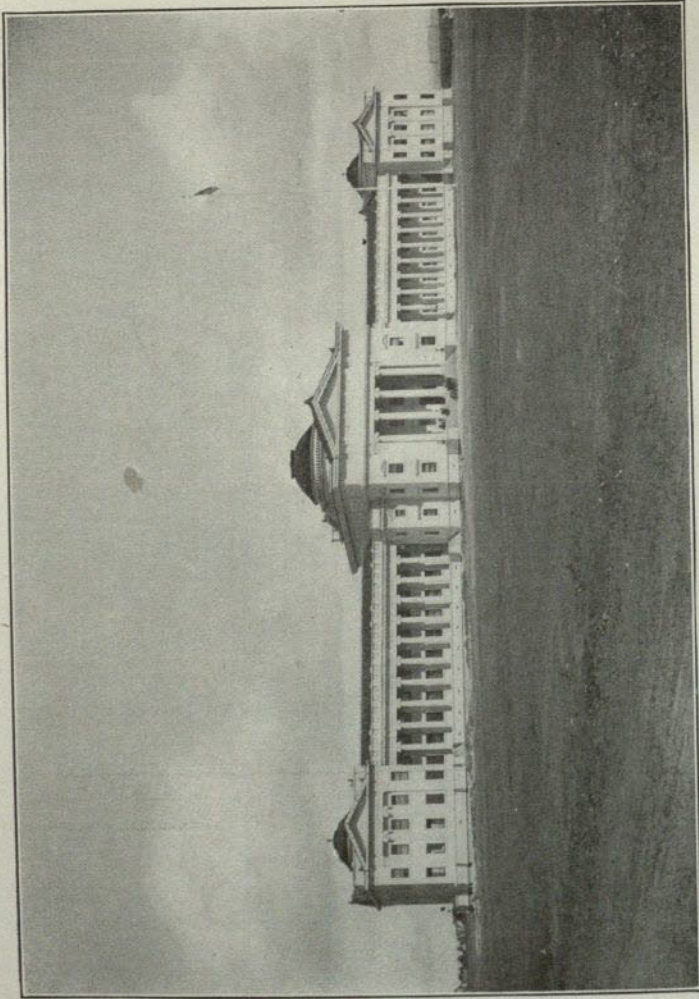


CATALOGUE FOR 1904-1905
AND
CIRCULAR OF INFORMATION
FOR 1905-1906

San Diego
State Normal School
California

FIRST TERM BEGINS
AUGUST 8, 1905

SECOND TERM BEGINS
JANUARY 9, 1906



STATE NORMAL SCHOOL OF SAN DIEGO—MAIN BUILDING.

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

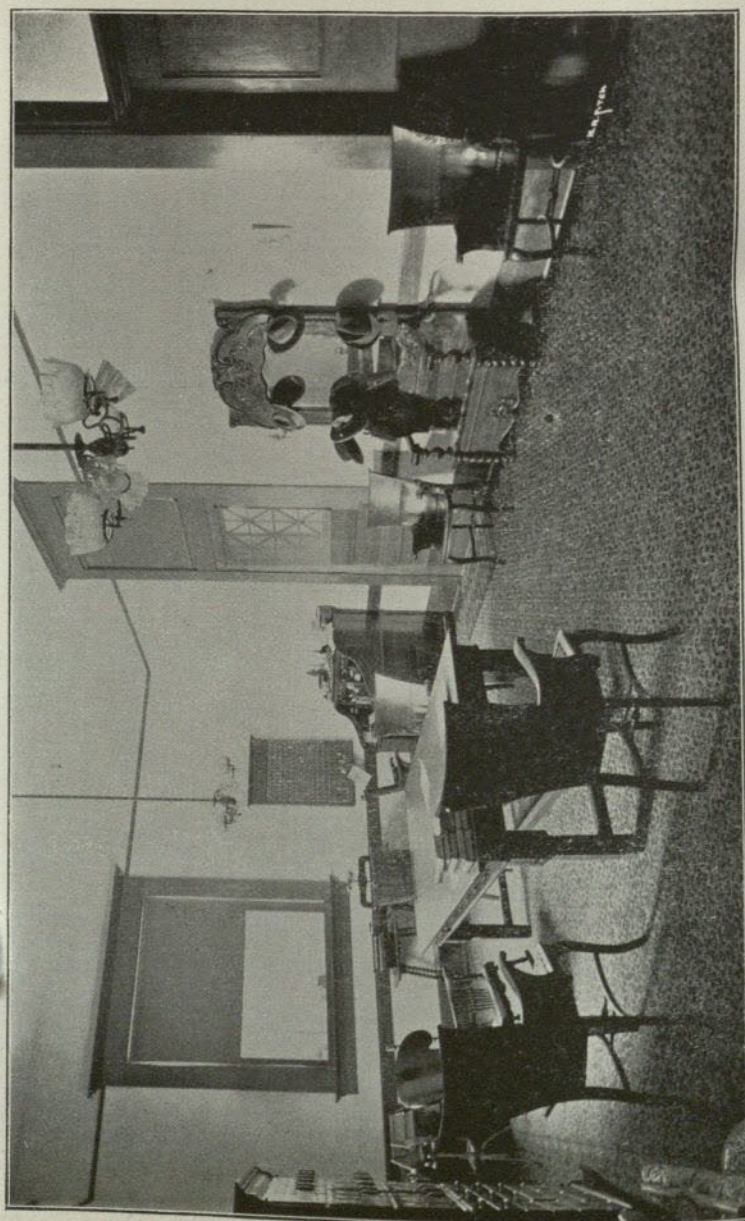
ANNOUNCEMENTS

FOR 1905-1906

CATALOGUE FOR 1904-1905

SACRAMENTO

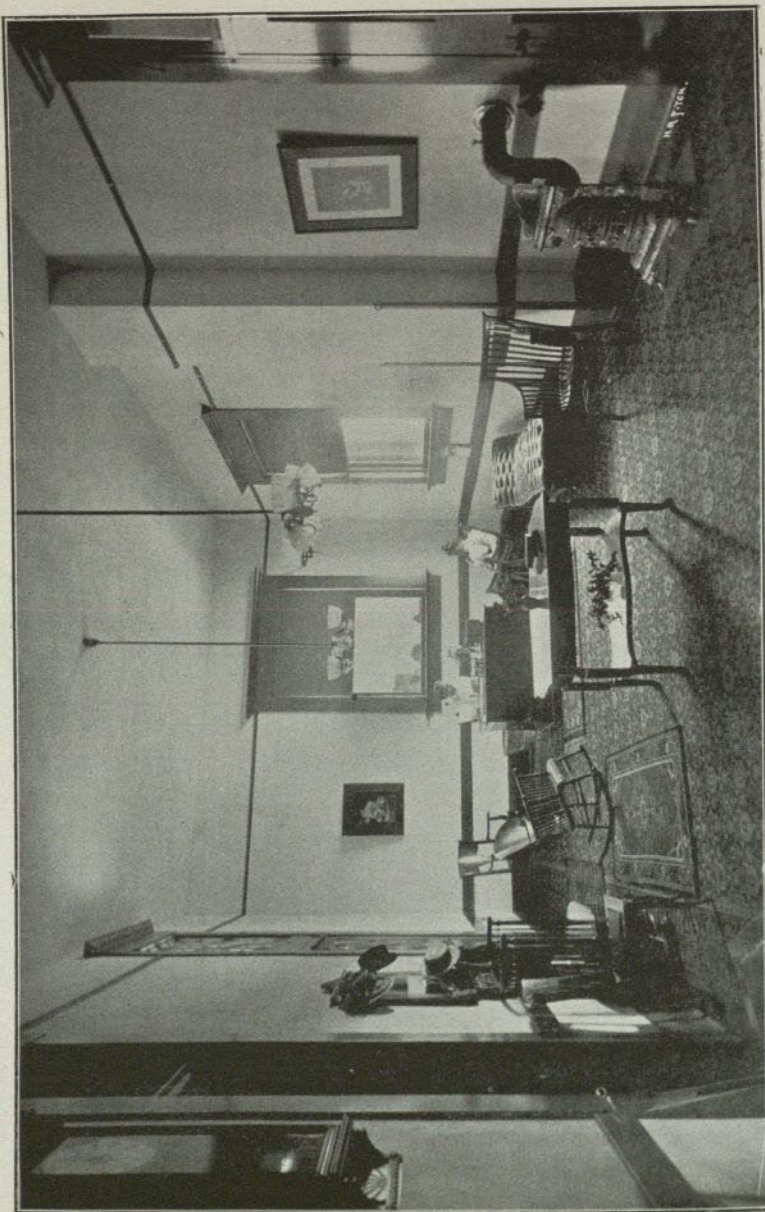
W. W. SHANNON, - - Superintendent State Printing
1905



OFFICE.

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RECEPTION ROOM.

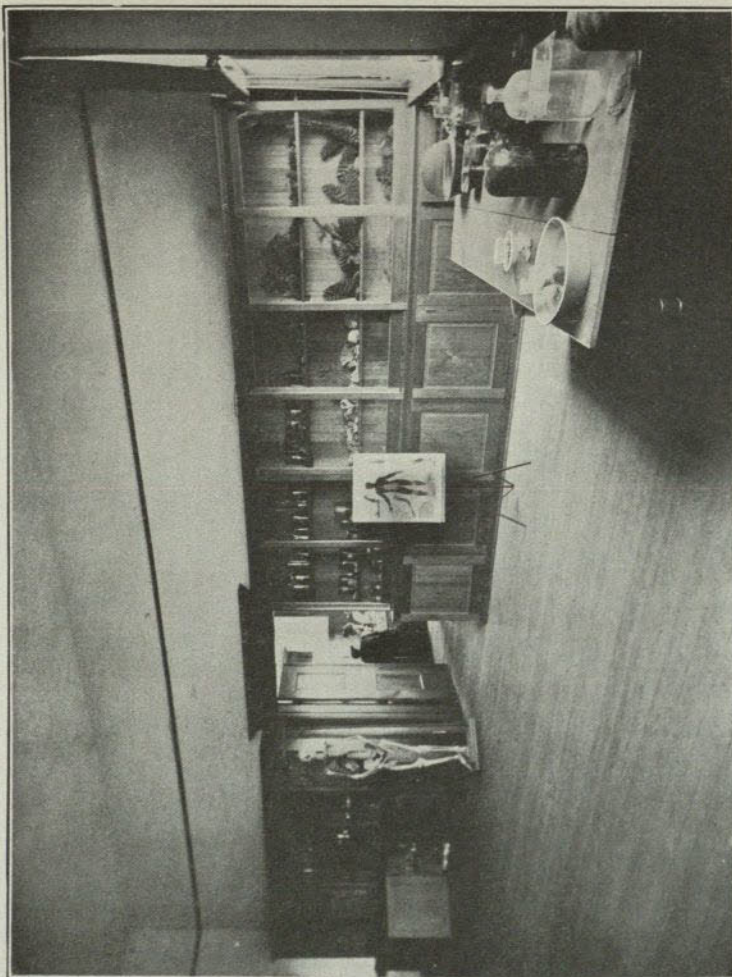
CALENDAR FOR 1905-1906.

FIRST TERM—1905.

Entrance examinations and Admission on credentials,	}	- - - -	Tuesday, August 8
Registration - - - - -		- - - -	Wednesday, August 9
Term opens - - - - -		- - - -	Thursday, August 10
Training School opens - - - - -		- - - -	Monday, August 14
Thanksgiving recess - - - - -		- - - -	November 30—December 2
Term closes - - - - -		- - - -	Thursday, December 21

SECOND TERM—1906.

Entrance examinations and Admission on credentials,	}	- - - -	Monday, January 8
Term opens - - - - -		- - - -	Tuesday, January 9
Spring recess - - - - -		- - - -	March 17-26
Dedication Day - - - - -		- - - -	Tuesday, May 1
Commencement - - - - -		- - - -	Tuesday, May 29



MUSEUM.

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.

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

ANNA H. BILLINGS, SUBSTITUTE, - - - - - *English.*
B.L., Smith College; 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.

JESSIE RAND TANNER, - - - - - *Physical Education.*
Graduate Boston Normal School of Gymnastics.

CLARA M. COOLEY, SUBSTITUTE, - - - - - *History.*
A.B., Univ. Cal.

MRS. LYDIA M. HORTON, - - - - - *Librarian.*

FRED. W. PARRISH, - - - *Stenographer and Typewriter.*

JOHN D. JOHNSTON, - - - - - *Janitor.*

LECTURES DURING THE YEAR.

1904.

May 1—Dedication Day—"Our Stock of Enthusiasms,"
President David Starr Jordan.

May 25—Commencement Address, - - - Hon. M. L. Ward.

Sept. 27—General Address, - - - Hon. S. C. Smith.

"The Old Log Schoolhouse," - - - Hon. M. L. Ward.

Nov. 11—On Teaching the Blind, - - - Hon. M. L. Ward.

Dec. 8—"A Day with Poetry," - - - Rev. W. B. Hinson.

Dec. 12—"Education in Japan," - - - Mrs. J. D. Carrothers.

1905.

Jan. 19—"Some Pictures at the St. Louis Exposition,"
Rev. W. B. Hinson.

Jan. 20—"Design in Decoration," - - - Professor Ardley.

Feb. 20—"Vital Education," - - - Carl Snyder.

Feb. 23—"Patriotism," - - - Rev. W. B. Hinson.

Mar. 16—"Making Faces," - - - Rev. W. B. Hinson.

Mar. 30—"The Haunts of Nature," - - - Edward F. Bigelow.

April 17—"Recent School Legislation," - - Professor D. S. Snedden.

April 19—"Education in Russia," - - - Col. Lochwitsky.

April 20—Address: "To Would-Be Teachers," - Hon. Thomas J. Kirk.

April 25—"Without Shedding of Blood there is no Remission,"
Rev. W. B. Hinson.

May 1—Dedication Day—"True Co-education Dependent upon Pres-
ence of Both Men and Women in the Teaching Corps,"
Dr. J. F. Millspaugh.

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	3
Music.....	20	2	Music.....	20	3
Physical Education.....	20	3	Physical Education.....	20	2
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 and Manual Training.....	20	3	Drawing and Manual Training.....	20	2
Physical Education.....	20	2	Physical Education.....	20	2
GROUP V.			GROUP VI.		
Grammar and Reading.....	20	5	Physiology.....	20	5
Education.....	20	5	American History.....	20	5
Zoölogy.....	20	5	Education.....	20	5
Geography.....	20	5	Arithmetic.....	20	5
Physical Education.....	20	2	Physical Education.....	20	2
GROUP VII.			GROUP VIII.		
Civics and Economics.....	20	3	Education.....	20	5
History of Literature.....	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.
 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.					
GROUP V.			GROUP VI.		
Grammar and Reading.....	20	5	Physiology.....	20	5
Education.....	20	5	Arithmetic.....	20	5
*Zoölogy.....	20	5	Education.....	20	5
Geography.....	20	5	Drawing and Manual Training.....	20	3
Manual Training and Drawing.....	20	2	Music.....	20	3
Physical Education.....	20	3	Physical Education.....	20	2
FOURTH YEAR.					
GROUP VII.			GROUP VIII.		
Civics and Economics.....	20	3	Education.....	20	5
History of Literature.....	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.

HIGH SCHOOL CERTIFICATION.

The State Board of Education, at a meeting held on January 19, 1905, adopted the following rule:

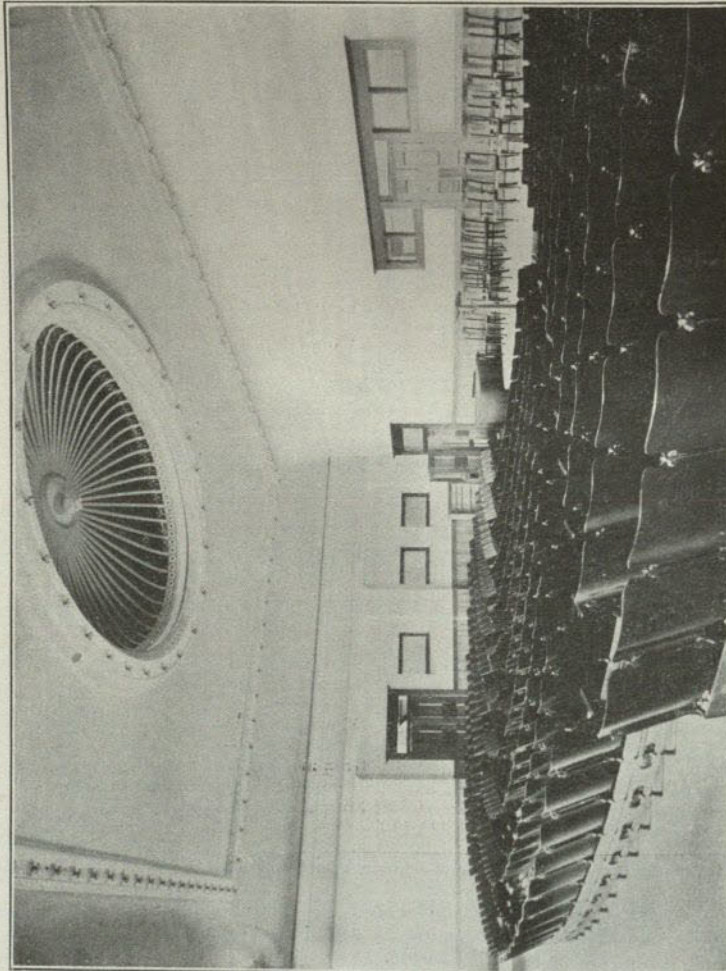
As a temporary measure until the universities of this State establish well-equipped training schools for preparation of high school teachers, graduates of universities (named under List 1 in Rule 1, Bulletin No. 37, Department of Education of the State of California) who present evidence of sufficiently broad general scholarship and submit a certificate showing that they have successfully pursued courses in the training department of any one of the California State Normal Schools, with accompanying training school experience for a period of one-half year, are deemed eligible for a high school certificate under Rule 1.

This rule means that graduates of universities listed by the State Board of Education who have not taken the required amount of pedagogy entitling them to recommendation for high school certificates under the law, may elect to do so at any one of the California State Normal Schools.

In accordance with the rule, the State Normal School of San Diego is prepared to offer the required courses to university graduates. The courses will continue throughout one semester. Those university graduates who successfully complete the required courses will receive a certificate and recommendation which will authorize county boards of education throughout the State to grant high school certificates in the same manner as heretofore granted on the university recommendation.

The courses will be of university grade in scope and character and will represent not less than fifteen university units.

University graduates desiring to register for the high school certification courses should communicate with the President of the Normal School before the beginning of the next semester, August 8, 1905.



AUDITORIUM.

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.

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, I, 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, provided 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; it nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.



RECOMMENDATIONS.

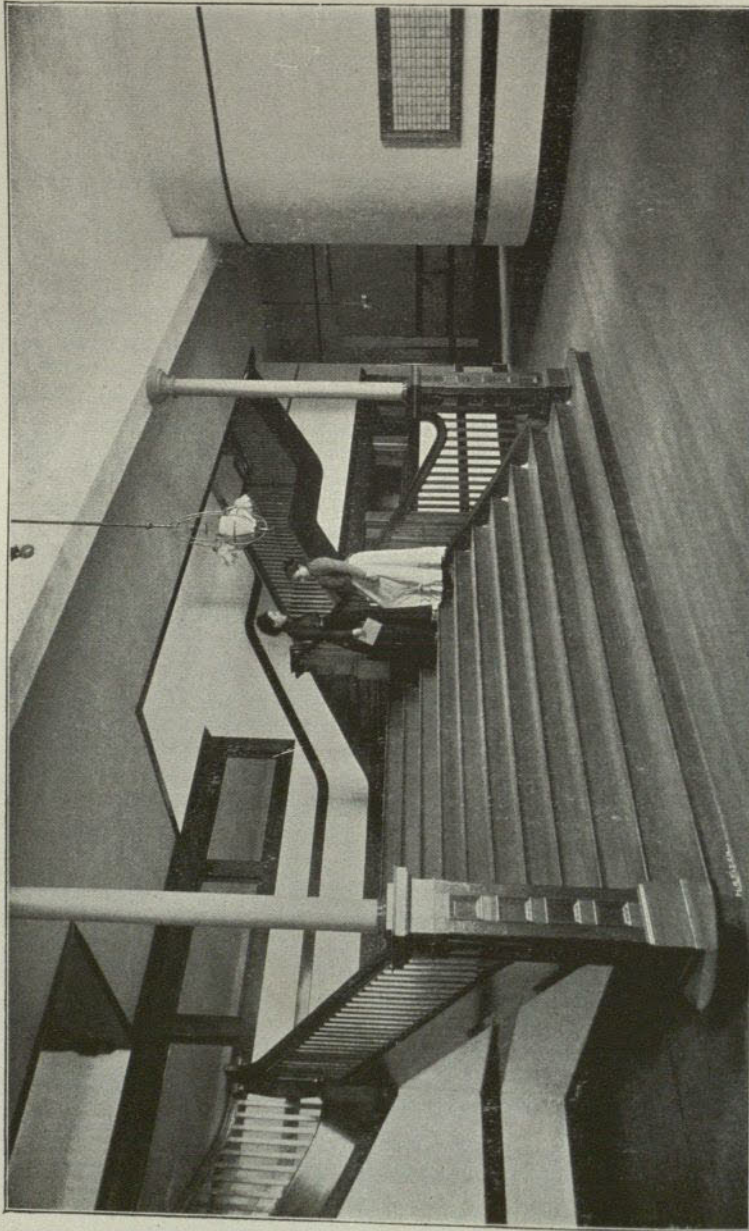
All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities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



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 reasonable increase in the salaries paid to teachers. Recent legislation, changing the law for distributing school funds and increasing the revenue, will insure higher salaries. This is particularly true of the smaller rural schools.

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 a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

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

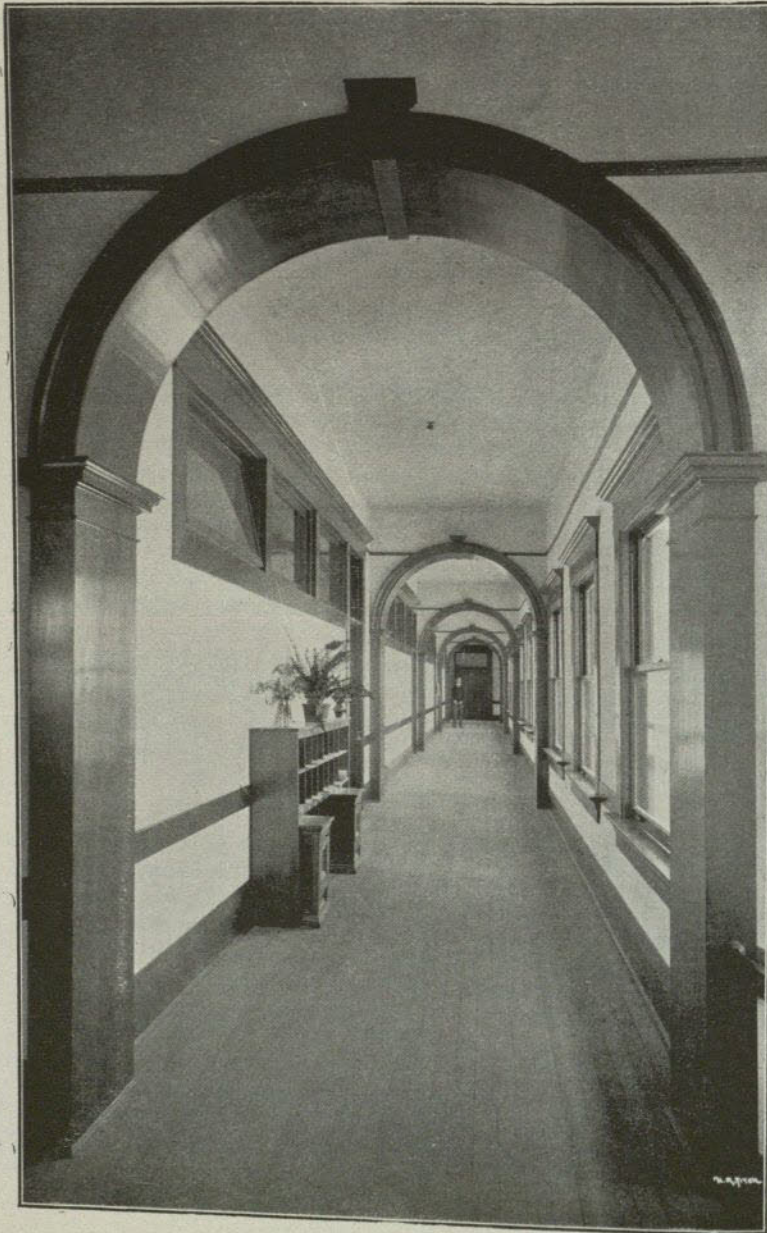
Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the 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.



A CORRIDOR.

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.



EQUIPMENT.

The library contains nearly five thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful, and is furnished with separate chairs and tables for study purposes.

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

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

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

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.



ATHLETICS.

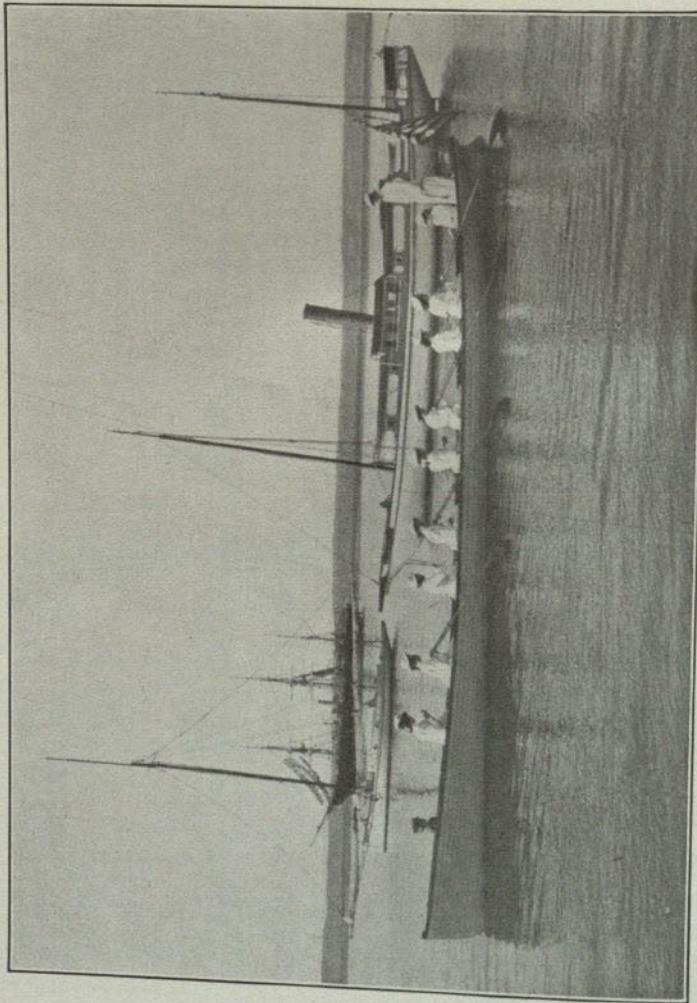
The campus, consisting of sixteen and one half acres, affords ample opportunity for all forms of outdoor games. There are two athletic associations—one made up of young women, in charge of the instructor in physical education, and another consisting of young men, under Faculty direction. An athletic field has been laid out on which there are two baseball diamonds, two tennis courts, two basketball courts, two volleyball courts, a running track, and a gridiron for football. Besides these facilities for physical development, the Faculty and students have organized a Normal School rowing association. The association, which is made up of six crews, owns a well-equipped eight-oared barge. Some one of these crews under student officers may be seen daily, outside of regular school hours, rowing on the bay. The superior officers of the association are a commodore and a business manager, chosen from the Faculty.



SANITATION.

The 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



"HOLD."

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., 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			
16.....	71	66	Highest.....	78	75
17.....	68	63	Lowest max....	67	60
18.....	69	62	Average daily.	71 -	67 -

Very respectfully,

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

LOCATION.

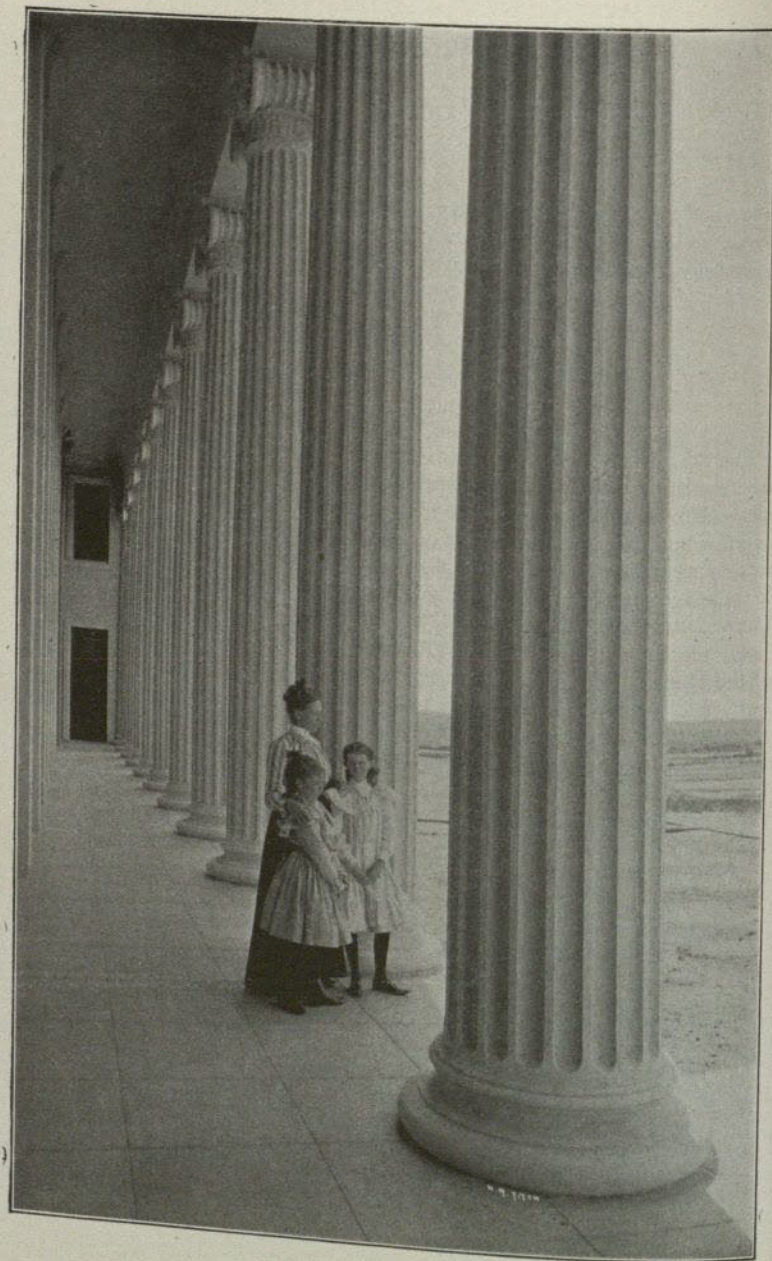
The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and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



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.

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.

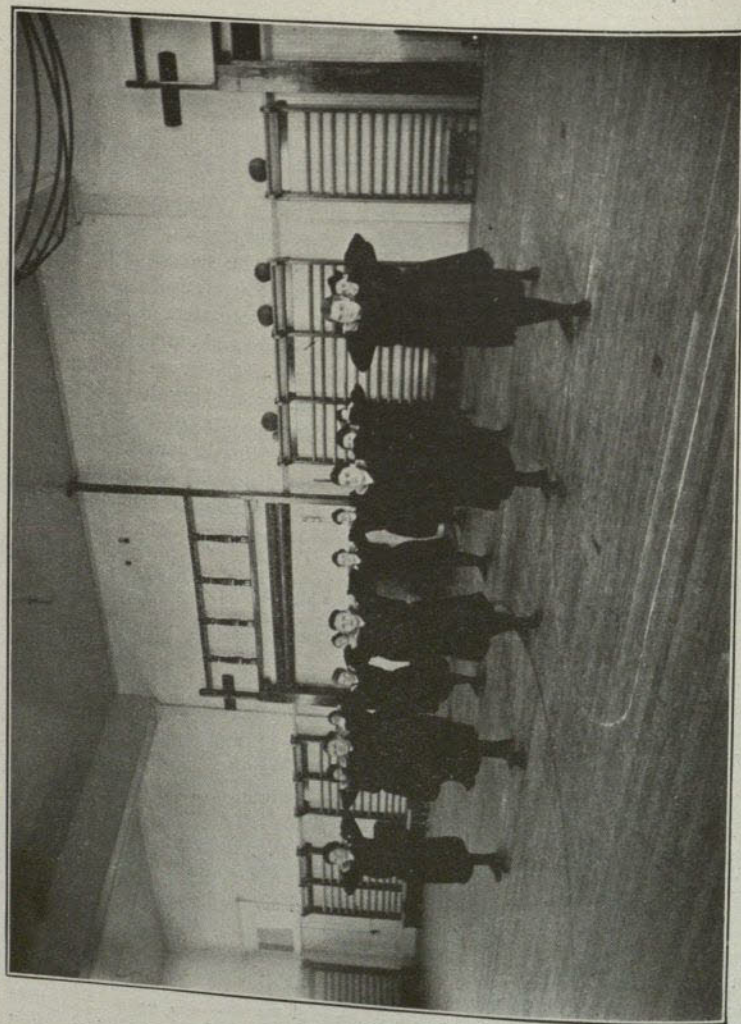
Education VIII. (a) *The Elementary Curriculum.* An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing 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.

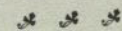
In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of 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 IN PHYSICAL EDUCATION.

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.

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

20 weeks; 5 hours per week.

TEXTS.—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 grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.

(b) **Reading and Phonics.** Phonic work, including articulation drill, and study of English sounds and of the action of the organs 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.

20 weeks; 5 hours per week.

TEXTS.—Grammar, State Series.
Clark: How to Teach Reading.

VII. **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.)
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.

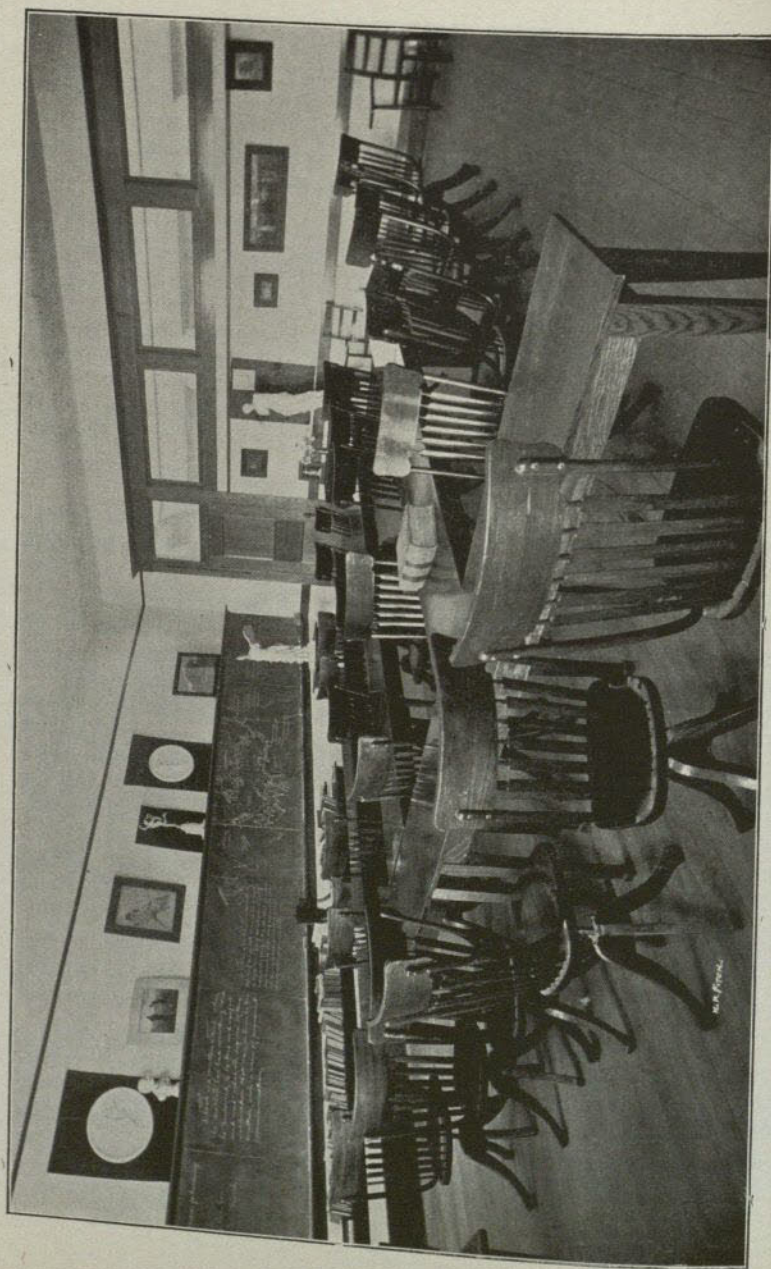
20 weeks; 5 hours per week.

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.—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.

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



CLASS-ROOM.

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 Trades-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.

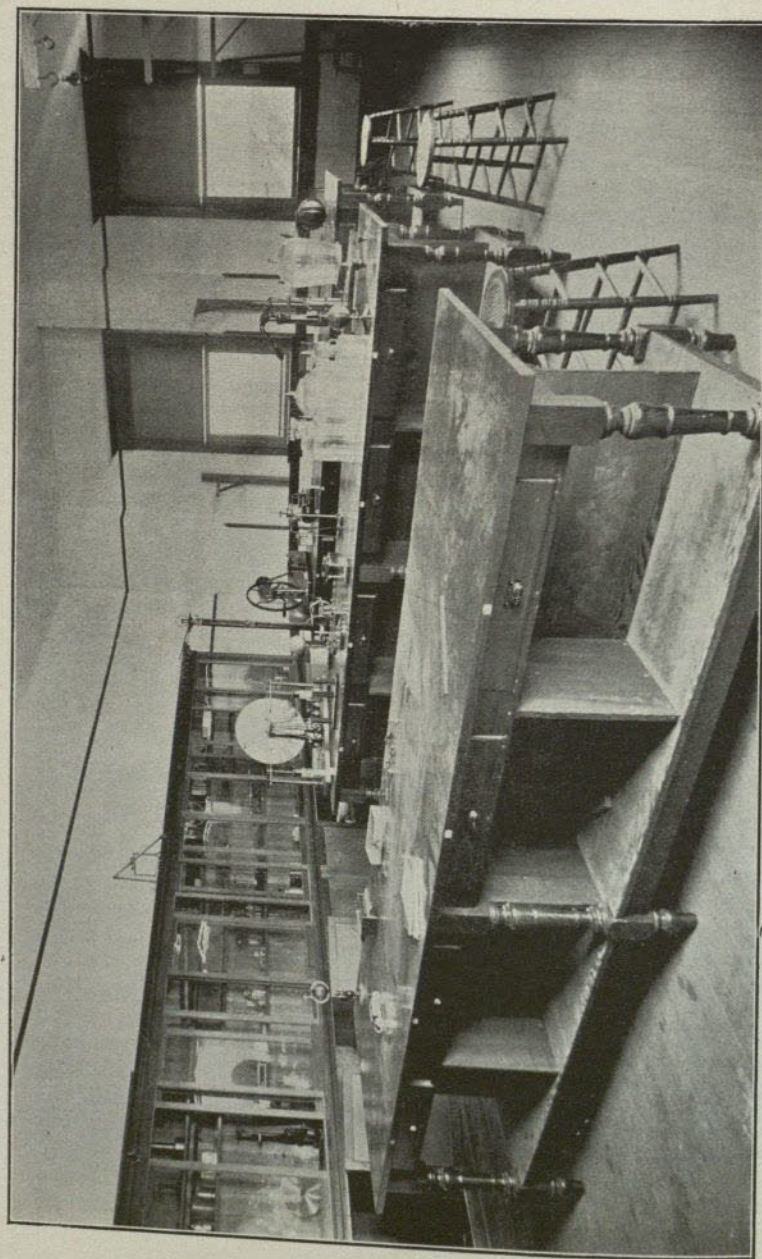
20 weeks; 3 hours per week.



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 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



PHYSICS LABORATORY.

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.—Beman and Smith: 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.

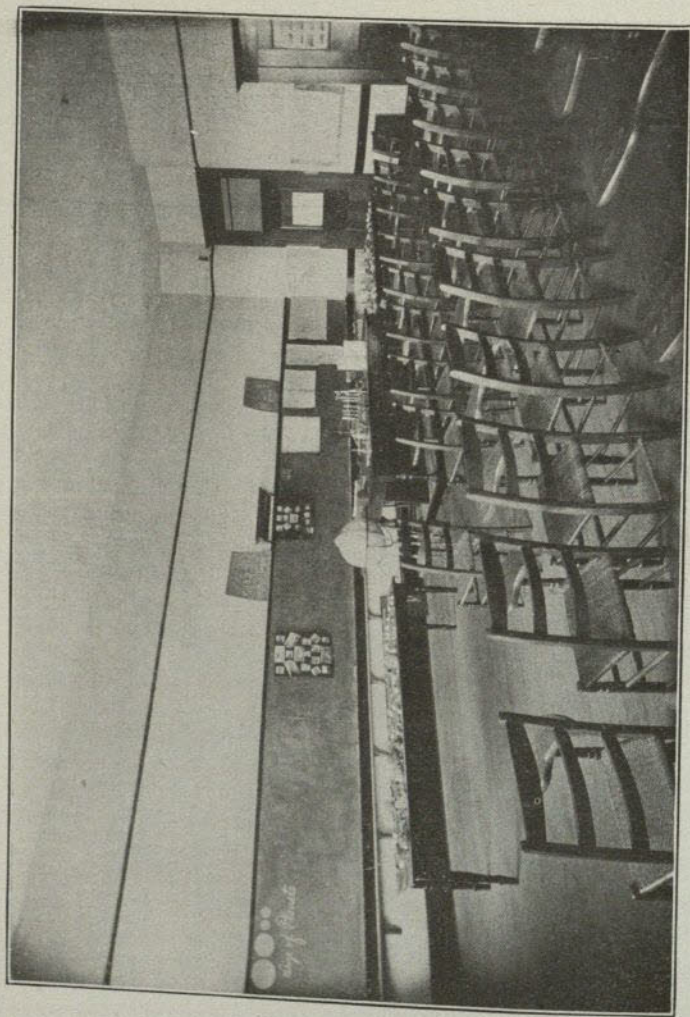
(c) To be able to apply the principles of geometry to practical and numerical examples, to construct his own diagrams readily with ruler and compass, and to give independent solutions, constructions, and demonstrations to a great many original exercises.

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.

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



GEOGRAPHY LABORATORY AND LECTURE ROOM.

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.

20 weeks; 7 hours per week.

TEXT.—Newell: Descriptive Chemistry.

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 becomes 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. **Zoölogy.** 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.

VI. **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.

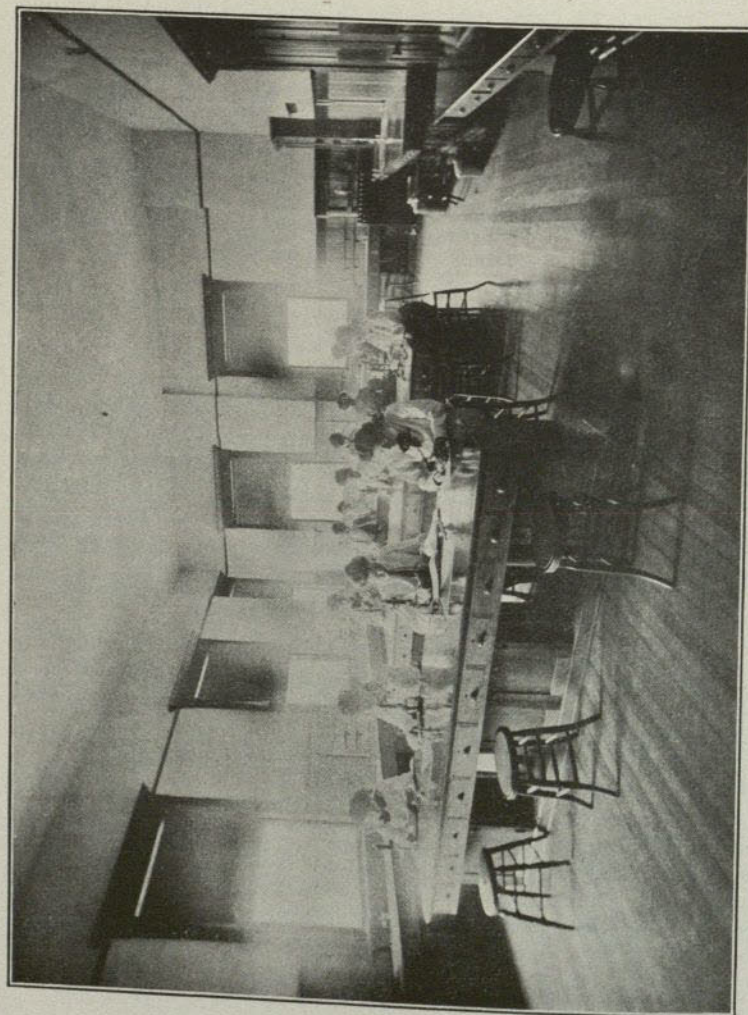
VII. **Nature Study.** A course in Nature Study is given to the Seniors as a preparation for such work in the grades. Through the study of the text-books, lectures and a series of simple experiments, an attempt is made to bring into relation the various departments of science and show how all may be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



BIOLOGICAL LABORATORY.

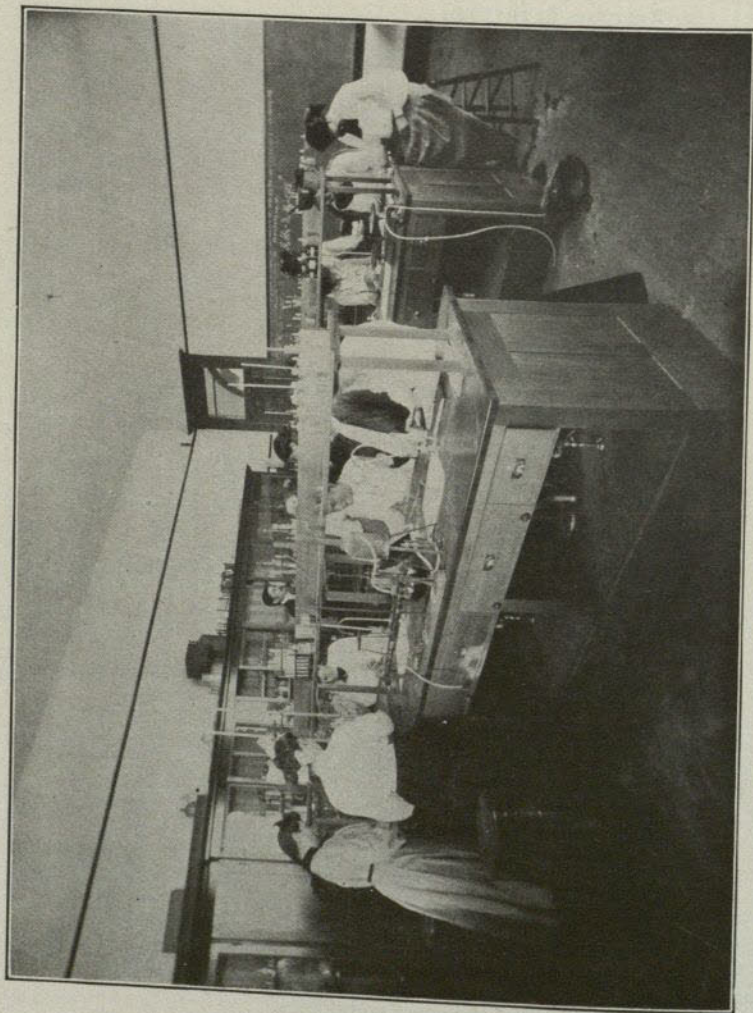
MUSIC.

- 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.
5. Simple songs and rounds.
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 minor scales.
Synopsis of harmony.
4. Sight singing, continued.
5. Two-part exercises and songs.
20 weeks; 3 hours per week.
- VI. For students in the two-year course a course in music is given which is an abridgment of the work covered in Music I and II.
20 weeks; 5 hours per week.
- VII. 1. Song studies in phrasing and expression, for the cultivation of musical taste.
2. Methods.
Training of children's voices.
Cultivation of sense of rhythm.
Rote singing
Sight singing.
Choice of songs.
Lessons in musical interpretation.
Elements of conducting.
3. 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. Brief studies of the lives and compositions of the great composers.

TEXTS.—Laurel Song Book.
Elementary Song Studies. (F. W. Root.)

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



CHEMISTRY LABORATORY.

DRAWING.

The purpose of this course is (a) to prepare the student to present this subject intelligently in any grade of the public schools; (b) to lead him to see the educational value of drawing and its relation to other subjects in the common-school curriculum.

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

OUTLINE OF COURSES.

Four-Year Course.

I. Mass drawing at blackboard. Form study from type solids and common objects in pencil outline, applying principles of perspective.

Clay modeling of type solids, common objects, fruits, etc. Color—using prisms, colored paper, and water colors. Study of plant growth (outline) in connection with nature study. Pose drawings (outline). Paper cutting from foldings. Free cutting for illustration.

20 weeks; 2 hours per week.

II. Chalk modeling in connection with geography work. Silhouette work with brush, studying animals and birds in action. Children's games and plant forms. Light and shade drawings in pencil, of single objects, simple groups of objects, and plant forms. Plant life and still-life groups in water-color.

20 weeks; 2 hours per week.

III. Color used in the nature study. Advanced water-color work. Illustration of children's stories from history, literature, and poems in charcoal, clay, and color. Pen and ink sketching. Outdoor sketching—pencil and color. Design—motifs from nature.

20 weeks; 2 hours per week.

IV. Charcoal sketching from objects, casts, and plant forms. Pencil studies of same. Water-color landscapes. Picture study.

Sloyd work is optional with students of the Normal School.

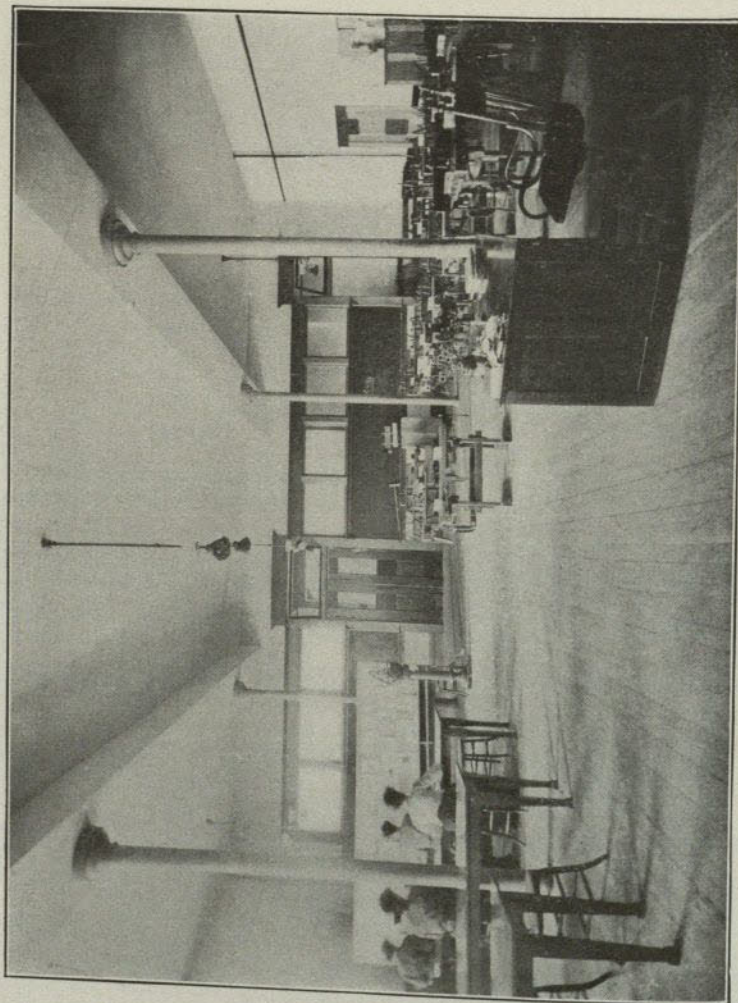
Wood carving—optional.

40 weeks; 1 hour per week.

VII. Conference periods are divided between Drawing and Manual Training. The student-teacher has opportunity at this time to discuss the exercises suitable for the common schools, and the value of the work, as well as its relation to other school subjects.

Art of different nations. History of art.

20 weeks; 2 hours per week.



DRAWING AND MANUAL TRAINING.

Two-Year Course.

- V. An abridgment of I and II of four-year course.
- VI. An abridgment of III and IV of four-year course.

VII. All students are required to take Drawing VII. The educational value of the subject, and its relation to other subjects, are discussed. Daily work in the Training School affords ample opportunity for the working out of other problems by the student-teachers.

10 weeks; 2 hours per week.



MANUAL TRAINING.

This course consists of a variety of occupations, which can be successfully carried on in any room without special equipment, and by the regular teacher in any graded or rural school.

OUTLINE OF COURSE.

- I. Paper and cardboard sloyd—cover work. Raffia and reed work—wrapping and weaving. Tilo mat work.

20 weeks; 3 hours per week.

- II and III. Sewing. Simple stitches and their combinations. Application of these stitches. History of materials used. Venetian iron work.

In addition to the foregoing work in Manual Training, wood sloyd has been introduced. 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.

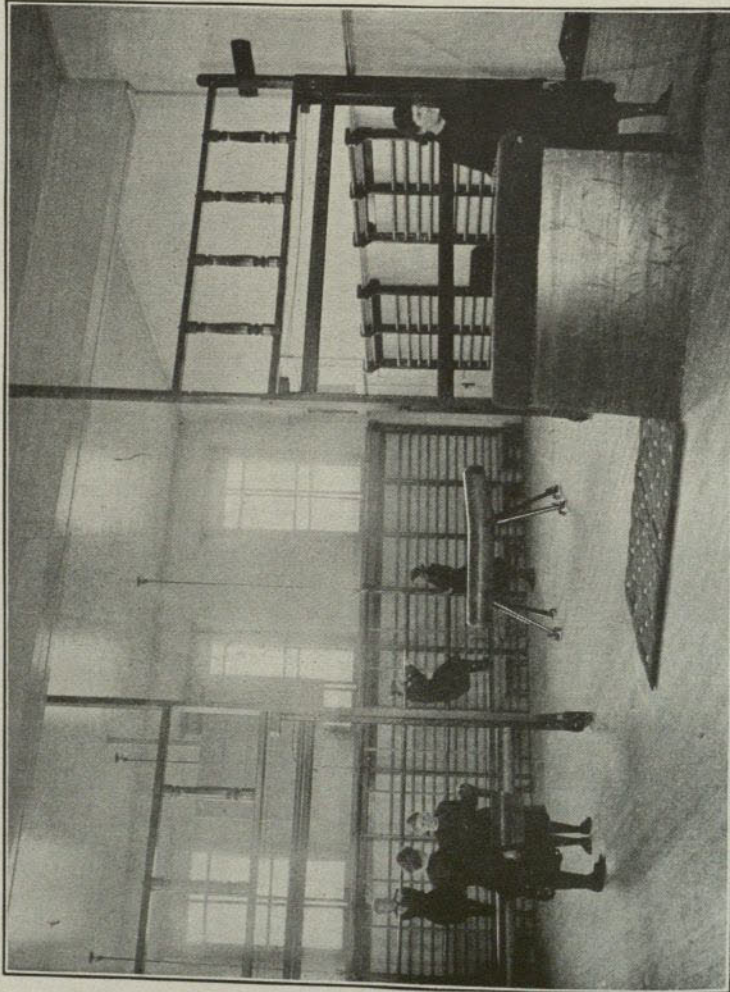
PHYSICAL EDUCATION.

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, baseball, rowing, tennis, pudding-ball, volley-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.



GYMNASIUM.

CATALOGUE OF STUDENTS.

SENIORS.

*Asher, Josephine Marion	San Diego	Jerman, Olive Anna	Ramona
Barker, Iva Lois	San Diego	Johnson, Harry Vincent	San Diego
Bates, Annabel	San Diego	*Johnson, Lena	San Diego
*Bevington, Emily Nayne	Escondido	Killey, May	San Diego
Black, Lois Mae	Edwards, Indiana	*Knight, Ethel Ione	Covina
Borden, Ella Culver	Long Beach	La Rue, Gertrude Hay	Chula Vista
de Borra, Mary Alma	San Diego	Lickert, Anna Helena	Olivenhain
*Browne, Carol Louise	Chula Vista	Loveland, Ethel Vivian	Bonsall
*Cartwright, Royden M.	San Diego	*Marshall, Alice	Escondido
*Escher, Wiley Emert	San Diego	Miller, Pearl Anna	San Diego
*Frew, Grace	Point Loma	Niven, Janet Ogilvie	Point Loma
*Fulton, Lulu	Sunnyside	Northrup, Genevieve	San Diego
Gallihier, Emma O'Dessa	San Diego	Paine, Aimee	San Diego
Graves, Rose Anne	Sutherland	*Peterson, M. Ernest	San Diego
*Green, Hazel Adele	San Diego	*Rannels, Emma Kate	Pacific Beach
Grosvenor, Frances E.	Troy, Ohio	Seybold, Lucretia P.	San Diego
Harris, Kathryn Elizabeth	San Diego	Storme, Achille	San Diego
Hawley, Olive	Coronado	*Tompkins, Violet Mina	San Bernardino
*Hayes, Harriett	San Diego	*Toy, Susan Maude	Santa Maria
*Hayward, Lotta	Escondido	Wadsworth, Flora Viola	San Diego
*Hazard, Lucile	San Diego	Walker, Antoinette	Santa Rosa
*Henshilwood, Jessie	San Diego	Wood, Catherine Mary	Escondido
Jaeger, Helen Louise	San Diego	Woods, Hallie Adelaide	San Diego

JUNIOR CLASSES.

Adams, Alice	Encinitas	Benton, Ralph	La Jolla
Adams, Claudia	San Diego	Beusch, Lillian M.	Nestor
Allan, Alexander	San Diego	Bigham, Walter L.	Woodville
Allen, Anna Myrtle	San Diego	Black, Pauline T.	San Diego
Allen, Rhoda Mae	San Diego	Boal, Alma	La Jolla
Ault, Olive	San Diego	Boggeln, Isabel	San Diego
Austin, Marie Ione	Escondido	Borden, Olive	El Cajon
Bailey, Grace	San Diego	Boyd, Miss	San Diego
Bailey, Mrs. Ida Brittin	San Diego	Burden, Fred D.	Flat Rock, Michigan
Baker, Lucy	San Diego	Butler, Belle	La Mesa
Baldwin, Angelo		Butler, Charles Ernest	San Diego
Ball, Alice M.	Long Beach	Butler, Edwin I.	San Diego
Barber, Flora	San Diego	Butterfield, Janet	San Diego
Barker, Lynn W.	San Diego	Butterfield, Ruth	San Diego
Beidleman, Edgar	Lemon Grove	Butts, Julia Louisa	San Diego
Beller, Florence Marie	Carlsbad	Byron, Adele Mabel	Sacramento
Beller, Nellie	Carlsbad	Casner, Grace	Ramona

*Graduated before close of year.

JUNIOR CLASSES—Continued.

Casner, Lillie Frances	Ramona	Hill, Ivy Bell	San Diego
Chetham, Florence	San Diego	Hinckley, Verna Louraine	San Diego
Clark, Elam	Dulzura	Hitz, Bessie	San Diego
Clark, Josephine Elizabeth	Dulzura	Horton, Irma May	Honcut
Cleary, Sara W.	San Diego	Ives, Amelia	Pasadena
Cooley, Mary Louise	San Diego	Janeway, Ada M.	Ramona
Cornell, Ashpashti Rorilena	San Diego	Johnson, Amy Rosina	San Diego
Cornell, Odyne Omega	San Diego	Jones, Armenia	San Diego
Cosgrove, Bernice	San Diego	Journeay, Alberta	San Diego
Cowart, Ira	Hereford, Texas	Journeay, Constance Ruby	San Diego
Crawford, May	San Diego	Kaidel, Louise Augusta	San Diego
Crosby, Ethel L.	San Diego	Kendall, Nelle B.	Chula Vista
Crowe, Mizpah Julian	San Diego	Kenney, Elsie May	Watsonville
Crowe, Wynne Belle	San Diego	Kerns, Fred William	Nestor
Culbertson, Mary A.	Santee	Killey, Lillian	San Diego
Cummins, Zora G.	Bostonia	Kilty, Agnes Marie	San Diego
De Burn, Raynor	San Diego	Kilty, Margaret Alice	San Diego
Devine, Mary	San Diego	Kinhead, Katie May	Moosa
Diamond, Marvin Earl	La Jolla	Knall, Lillian M.	Montecito
Dixon, Jessie May	San Diego	La Fortune, Mabel	San Diego
Duffy, Charles Chester	San Diego	Lamb, Delma Emlenton	Pennsylvania
Dutton, Nellie Edith	San Diego	Laudis, Christie Floyd	San Diego
Einer, Emma Caroline	Escondido	Lawrence, Lena	Los Angeles
Eugene, Rosie Alvin	San Diego	Lee, Bernice Mary	San Diego
Field, Alice May	San Diego	Leppert, Johanna Helena	Coronado
Field, Estella	San Diego	Leshner, Bertha	Abilene, Kansas
Forster, Senta	San Diego	Livingston, Nellie W.	San Diego
Foster, Mae Ethel	Emma, Colorado	Lloyd, Bessie	San Diego
Foulke, Mary E.	Rialto	Loop, Marian L.	San Diego
Frazee, Sarah Elizabeth	Moosa	Lusk, Harry W.	San Diego
French, Harriette Grace	San Diego	Lydick, C. Ethel	San Diego
Frost, Helen May	San Diego	Mabee, Virginia A.	San Diego
Gallihier, Elsa Isabella	San Diego	Mahler, Elisabeth	San Diego
Gaskell, Ellen	Dehesa	Marks, Lela E.	Julian
Gaskell, Florence Kathline	Dehesa	Maydole, Arley B.	San Diego
Gates, Vesta C.	Redlands	McCullough, Margaret	San Diego
Gephart, Frances	San Diego	McKee, Mrs. Helen M.	San Diego
Geradehand, Clara H.	San Diego	Melville, Floy M.	Chula Vista
Grandstaff, May	San Diego	Morris, Maude A.	San Diego
Grandstaff, Veta	San Diego	Naumann, Laura	San Diego
Graves, Eleanor M.	Ramona	Nelson, Alice C.	San Diego
Gregg, Laura	San Diego	Nelson, Maude	San Diego
Greer, Florence	San Diego	Niven, Margaret O.	Point Loma
Griswold, Nellie	San Diego	O'Connell, M. Grace	San Diego
Gurwell, Charles E.	San Diego	Overing, Sadie V.	San Diego
Haines, Carrie E.	Chula Vista	Paine, Olive Prue	San Diego
Halford, Will	San Diego	Parrish, Ella May	San Diego
Hall, Mattie S.	San Diego	Peirce, Norma V.	San Diego
Hammack, Edith C.	San Diego	Permin, Laura Charlotte	San Diego
Harman, Daisy	San Diego	Powell, Etta	San Diego
Hawley, Edith	San Diego	Pruyn, Lulu	Coronado
Heilbron, Irma	San Diego	Raymond, Florence	San Diego

JUNIOR CLASSES—Continued.

Reed, Vida Beatrice.....	San Diego	Sullivan, Grace Frances	San Diego
Reeves, Maude Estelle.....	San Bernardino	Tarwater, Urban.....	San Diego
Richards, Mabel Harriet.....	San Diego	Thode, Myrtle.....	Phoenix, Arizona
Richey, Florence Ida.....	San Marcos	Tompkins, Mable Rosa.....	San Bernardino
Ricker, Erma W.....	San Diego	Tracy, Cora M.....	Fallbrook
Reidy, Mabel M.....	San Diego	Wadsworth, Luna Olive	San Diego
Robbins, Clara S.....	San Diego	Warriner, Harry H.....	San Diego
Rockoff, Clara J.....	San Bernardino	Watkins, Eugenia.....	San Diego
Rodgers, Helena B.....	La Mesa	Watkins, Roy S.....	Nestor
Sleicher, Mrs Maud.....	San Diego	Waugh, Effie D.....	San Diego
Schulenburg, Hazel.....	San Diego	Weatherford, Zoe.....	San Diego
Schultz, Hulda.....	Alpine	Webster, Alice E.....	Julian
Schussler, Freda.....	Nestor	Weed, Amy.....	Nestor
Schwartz, Clara E.....	Dallas City, Illinois	Weseloh, Grace.....	Sunnyside
Scott, Helen Hasseltine.....	National City	West, Louie C.....	San Diego
Sharbrough, Annie Grace.....	San Diego	White, Mary Luella.....	San Diego
Sharp, Walter M.....	Otay	Wight, Clayton J.....	San Diego
Shaul, Adalind.....	Coronado Beach	Wilder, Ella M.....	San Diego
Shaw, Constance Muriel.....	N. San Diego	Wilkes, Josephine E.....	Santa Ana
Shaw, Stella.....	Banner	Wilkes, Mrs. Laura E.....	Santa Ana
Sinks, Helen.....	San Diego	Winter, Leda Caroline.....	San Diego
Smith, Chester Charles.....	Effingham, Ill.	Wood, Mrs. Gertrude A.....	San Diego
Smith, Florence Jessie.....	San Diego	Woods, Alice V.....	San Diego
Smith, Orrin E.....	Nevada City	Woods, Clara Mae.....	San Diego
Somers, Olive C.....	Santee	Woolson, Marguerite.....	San Diego
Spears, Emma.....	San Diego	Yager, Ursula A.....	San Diego
Spencer, Virginia C.....	Nestor	Yates, Nell.....	San Diego
Stancer, Lew E.....	Los Angeles	Young, Edna F.....	La Mesa
Stephens, Mabel Claire.....	Exeter	Young, Jean O.....	La Mesa
Stoker, Marie Louise.....	San Diego	Ziegler, Leslie G.....	San Diego
Stork, Lillie.....	San Diego	Zschoegner, Rebekah May.....	San Diego

ENROLLMENT.

Seniors.....	46
Junior Classes.....	200
Training School.....	246
	186
Total enrollment.....	432

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	
Greene, Katherine E.....	San Diego		National City
Gregg, Elsie.....	San Diego	Warren, William M.....	Glendale
Hale, Martha.....	San Diego	Webster, Mary Helen.....	National City
Hayes, Caroline.....	San Diego	Williams, Hallie M.....	San Diego
Irwin, Kate E.....	San Diego	Willis, Minnie Todd.....	San Diego
Kidwell, Nellie Casandra.....	National City	Total.....	26

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
Horrall, 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	
Butler, Elizabeth Olive.....	San Diego		Iolanthe, Mo
Butler, Jessie.....	Downey	Fenton, Laura E.....	Coronado
Campbell, Myrtle.....	Riverside	Field, Emma Dougherty.....	San Diego
Christian, Lena Helen.....	Norwalk	Frederick, Benita.....	San Diego
Cleave, Ada Belle.....	Escondido	Fuquay, Lourien Emily.....	San Diego
Cochran, Mantie.....	Escondido	George, Florence E.....	Nestor
Coop, Marion I.....	San Diego	Gray, Ellen.....	San Diego

1901-1902—Continued.

Harrison, Anna Laura San Diego
 Hildreth, Bird San Diego
 Jennings, Jane Orrell San Diego
 Johnston, Lucy Katherine Pacific Beach
 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., Canada
 Waters, Flora La Jolla
 Watkins, Ena Marie San Diego
 Wisler, Emma Comstock San Diego
 Wright, William Sherman San Diego
 Total 47

1902-1903.

Beckler, Mary Celia Escondido
 Beer, Virginia Esther San Diego
 Bostwick, Edith San Diego
 Brown, Alice Henrietta Santa Ana
 Brown, Ida Alice National City
 Burch, Hattie Maria San Diego
 Butler, Julia Downie
 Carson, Verna B. Lakeside
 Casner, Effie Ballena
 Chase, Mrs. Della Hill San Diego
 Christensen, Nellie San Diego
 Cogswell, Mary Goddard San Diego
 Davidson, Elsie A. San Diego
 Dill, Alice Louise San Diego
 Drewisch, Josephine Oneonta
 Ellis, Anna Christine Descanso
 Evans, Cora Mae San Diego
 Faddis, Prudence P. Chicago, Ill.
 Fraser, Ella Harriett San Diego
 Gillis, Bertha Amelia San Diego
 Gillmore, Jessie San Diego
 Gillmore, Mary San Diego
 Goss, Helen San Diego
 Harritt, Luella Frances San Diego
 Holmes, Olive Mary Reedley
 Hornbuckle, Seykora San Diego
 Hudson, Kathryn B. Santa Ana
 Jennings, Belle San Diego
 Johnson, Jessie Mabel San Diego
 Johnson, Marjorie May National City
 Keene, Abbie M. Fallbrook
 Light, Adda A. Nellie
 Total 63

Lockyer, Annie Edith San Diego
 Mack, Flora Adele San Diego
 Martin, Belle Oceanside
 Mayes, Maude Elliott San Diego
 McAlmond, Alice T. Potrero
 McConville, Genevieve Katherine
 San Diego
 McFadden, Flora San Diego
 McGuire, Doretha San Diego
 McRae, Gertrude Nestor
 Merritt, Pauline Santa Maria
 Mott, Iva Maude San Diego
 O'Bannon, Mary Bowie San Diego
 Pitman, Dorothy National City
 Rawicz, Jeannette San Bernardino
 Rawson, James P. Hemet
 Read, Harriet Cordelia San Diego
 Rowlee, Dollie Button Willow
 Scott, Martha Marie National City
 Sykes, Elsie Bernardo
 Somers, Susie Myrtle Escondido
 Stockton, Ora San Diego
 Stork, Bertha San Diego
 Stover, Roy B. San Diego
 Sturges, Vera La Rue San Diego
 Tollan, Inez San Diego
 Wackermann, Theodora San Luis Rey
 Wallian, Carlotta J. San Diego
 Wescott, Laura San Diego
 Winnek, Ruth V. San Diego
 Woods, Margaret Louise San Diego
 You, Jennie G. San Diego

1903-1904.

Anderson, Ethel V. San Diego
 Anderson, Janet Webster National City
 Austin, Evangeline C. San Diego
 Bigham, Charles E. Woodville
 Carpenter, Margaret E. Oroville
 Cathcart, Lillian Agnes Pasadena
 Clendenon, Myrtle San Diego
 Dodge, M. Ethyl San Diego
 Drew, Gladys Nestor
 Evans, Martha Belle San Diego
 Fardelius, Mabel J. San Diego
 Flyte, Ethna Elizabeth, Jerry City, Ore.
 Gaskill, Erma Campo
 Graham, Mabel San Diego
 Hack, Helen V. Michigan City, Ind.
 Harlin, Madge Riverside
 Johnson, Ethel G. San Diego
 Journeay, Gertrude San Diego
 Kerr, Mabel Virginia San Diego
 Laughlin, Grace Inglewood
 Lee, Nettie H. Santee
 Libby, Cora R. San Luis Rey
 Lindsey, Nora V. Los Angeles

Martin, Emily Amelia Fallbrook
 Maxfield, George H. Jamul
 Merritt, Laura Santa Maria
 Munger, Bessie Aurelia San Diego
 Naylor, Blanche Holton, Kansas
 Nugent, Effie Danforth Oceanside
 Odale, Alice L. Lemoore
 Paden, William Guy Berkeley
 Pease, Willda Bell San Diego
 Reinhard, Charles J. Los Angeles
 Richardson, Ida Mae San Diego
 Rolfe, Ina San Bernardino
 Rood, Vernon Van Voorhees San Diego
 Sharp, Robert G. Otay
 Teggart, Sarah Marion San Diego
 Tollan, Myra C. San Diego
 Waite, Elizabeth Grace Moreno
 Ward, Lola San Diego
 Washburn, Helen Gertrude Hanford
 Weight, Ethel Isabel San Diego
 Wilcox, Josie Cornelia Banner
 Winters, Maude Mabel Santa Maria
 Total 45

1904-1905.

Asher, Josephine Marion San Diego
 Barker, Iva Lois San Diego
 Bates, Annabel San Diego
 Bevington, Emily Nayne Escondido
 Black, Lois M. Edwards, Indiana
 Borden, Ella Culver Long Beach
 de Borra, Mary Alma San Diego
 Browne, Carol Louise San Diego
 Cartwright, Royden M. San Diego
 Escher, Wiley Emert San Diego
 Frew, Grace Point Loma
 Fulton, Lulu Sunnyside
 Galliher, Emma O'Dessa San Diego
 Graves, Rose Anne Sutherland
 Green, Hazel Adele San Diego
 Grosvenor, Frances E. Troy, Ohio
 Harris, Kathryn E. San Diego
 Hawley, Olive L. Coronado
 Hayes, Harriett San Diego
 Hayward, Lotta Escondido
 Hazard, Lucile San Diego
 Henshilwood, Jessie San Diego

Jaeger, Helen Louise San Diego
 Jerman, Olive Ramona
 Johnson, Harry Vincent San Diego
 Johnson, Lena San Diego
 Killey, May Adelaide San Diego
 Knight, Ethel Ione Covina
 La Rue, Gertrude H. Chula Vista
 Lickert, Lena Olivenhain
 Loveland, Ethel V. Bonsall
 Marshall, Alice Escondido
 Niven, Janet Ogilvie Point Loma
 Northrup, Genevieve San Diego
 Paine, Aimee San Diego
 Peterson, M. Ernest San Diego
 Rannells, Emma Kate Pacific Beach
 Storme, Frank Achilles San Diego
 Tompkins, Violet M. San Bernardino
 Toy, Susan Maude Santa Maria
 Wadsworth, Flora Viola San Diego
 Walker, Antoinette Santa Rosa
 Wood, Catharine M. Escondido
 Woods, Hallie Adelaide San Diego

Total 44