

**CATALOGUE**  
for 1906-07 and  
Circular of Infor-  
mation for 1907-08

**STATE NORMAL SCHOOL**  
**SAN DIEGO, CALIFORNIA**

**FIRST TERM**  
BEGINS SEPTEMBER 3, 1907

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**SECOND TERM**  
BEGINS FEBRUARY 4, 1908

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS

FOR 1907-1908

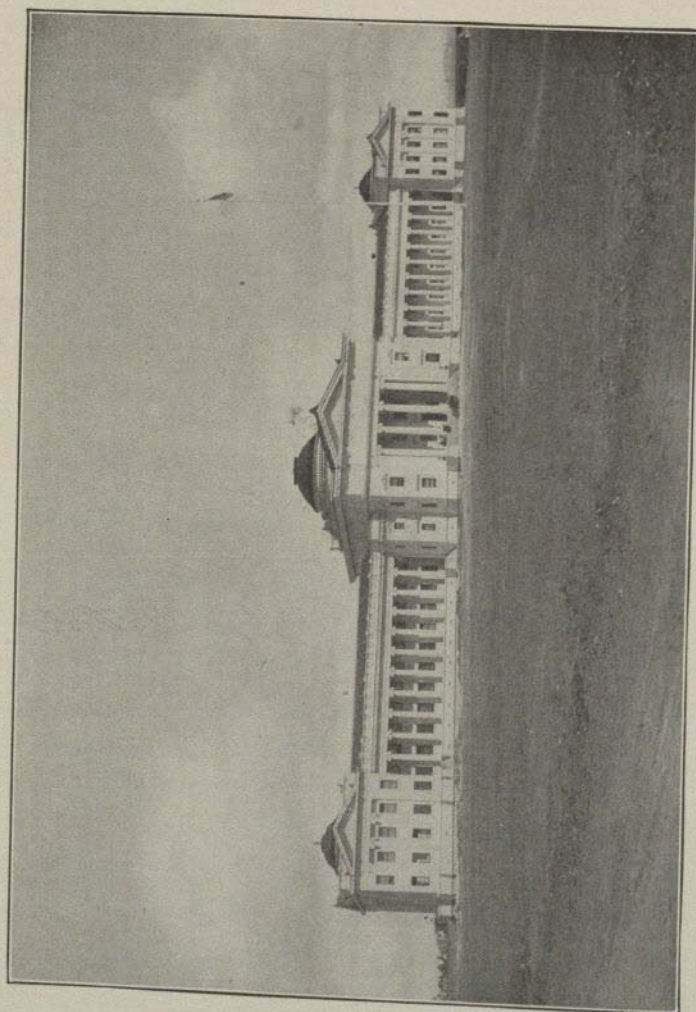
CATALOGUE FOR 1906-1907

SACRAMENTO

W. W. SHANNON,

SUPT. STATE PRINTING

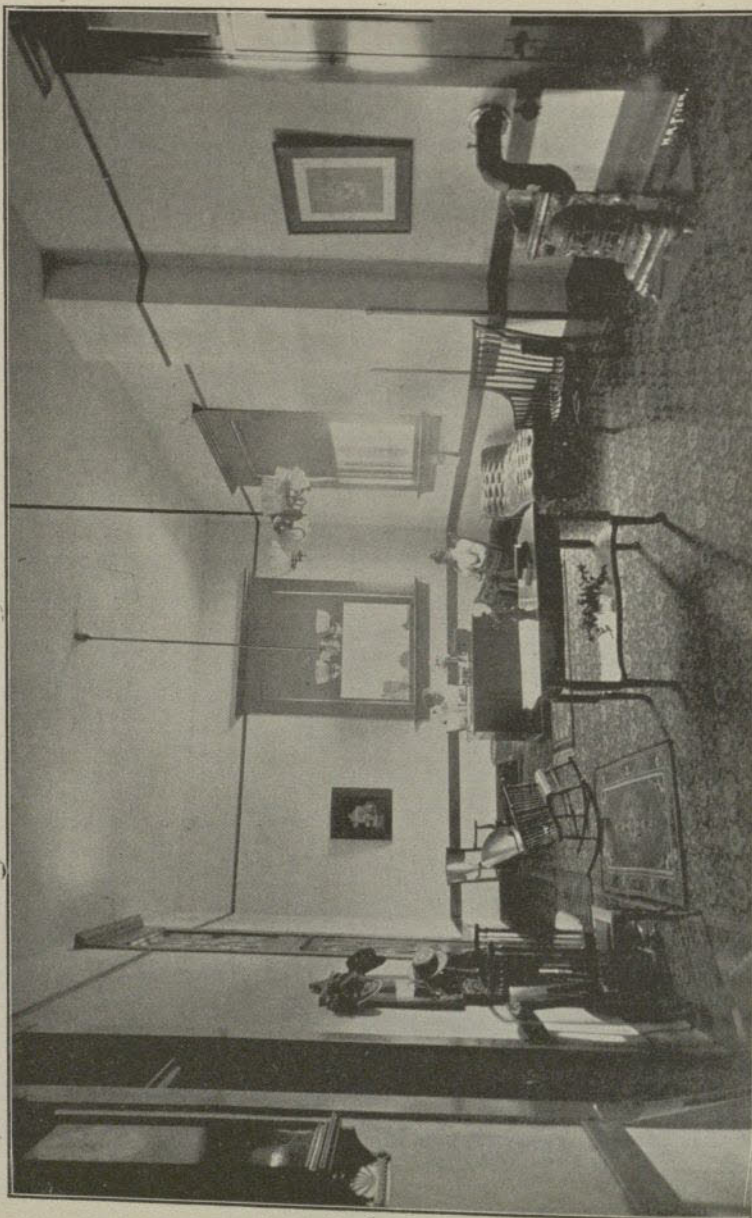
1907



STATE NORMAL SCHOOL OF SAN DIEGO—MAIN BUILDING.

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RECEPTION ROOM.

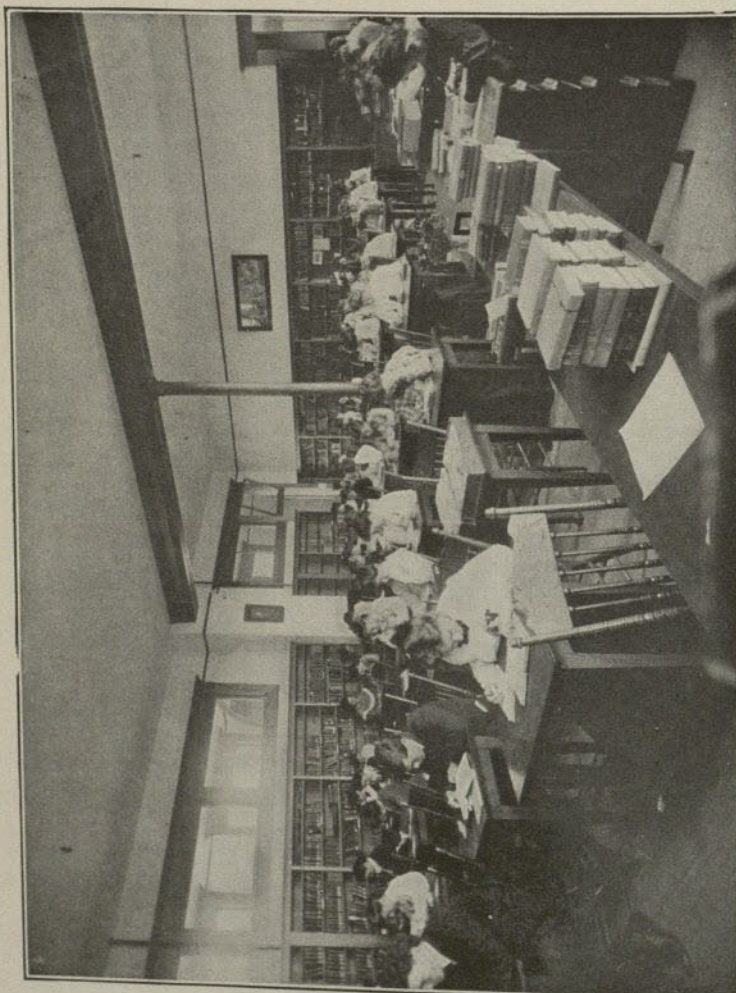
## CALENDAR FOR 1907-1908.

### FIRST TERM—1907.

Entrance examinations and	}	- - -	Tuesday, September 3
Admission on credentials,			
Training School opens,			
Class registration	- - - - -	Wednesday, September 4	
Thanksgiving recess	- - - - -	November 28-30	
Holiday recess	- - - - -	December 20—January 6, 1908	
Term closes	- - - - -	January 31, 1908	

### SECOND TERM—1908.

Entrance examinations and	}	- - - -	Monday, February 3
Admission on credentials,			
Term opens	- - - -	- - - -	Tuesday, February 4
Spring recess	- - - -	- - - -	April 11-19
Dedication day	- - - -	- - - -	Friday, May 1
Commencement	- - - -	- - - -	Thursday, June 25



LIBRARY AND STUDY ROOM.

## BOARD OF TRUSTEES.

HON. JAMES N. GILLETT,	- - - - -	Governor
	Ex Officio.	
HON. EDWARD HYATT,	-	Superintendent of Public Instruction
	Ex Officio.	
DR. R. M. POWERS,	- - - - -	San Diego
ISIDORE B. DOCKWEILER,	- - - - -	Los Angeles
HON. M. L. WARD,	- - - - -	San Diego
GEORGE W. MARSTON,	- - - - -	San Diego
CHARLES C. CHAPMAN,	- - - - -	Fullerton

## OFFICERS OF THE BOARD.

HON. M. L. WARD,	- - - - -	President
GEORGE W. MARSTON,	- - - - -	Vice-President
HELEN DALE,	- - - - -	Secretary

## EXECUTIVE COMMITTEE.

HON. M. L. WARD,	DR. R. M. POWERS,
GEORGE W. MARSTON.	

# FACULTY, 1906-1907.

SAMUEL T. BLACK, PRESIDENT, - - - *School Administration.*  
Pupil Teachers' Course, British Schools.

Teacher in rural schools of California, 1868-1870; Principal town and city schools, 1870-1889; admitted an attorney and counselor-at-law in the Supreme Court of California, 1879; Principal Ventura High School, 1889-1891; County Superintendent Ventura County, 1891-1895; State Superintendent of Public Instruction, 1895-1898. (Appointed September, 1898.)

EMMA F. WAY, PRECEPTRESS, - - - *Reading and Preparatory Latin.*  
Grand River Institute, Ohio.

Principal Grammar School, Liberty, Ohio, 1876-1877; Preceptress Grand River Institute, 1877-1878; Instructor in Mathematics, Warren High School, Ohio, 1880-1886; student Oberlin and University of California, 1886-1887; Principal Southwest Institute, San Diego, 1887-1899. (Appointed October, 1898.)

ALICE EDWARDS PRATT, REGISTRAR, - - - *English.*  
Ph.B., Univ. Cal.; Ph.D., Chicago.

Assistant Principal, Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1892-1897; Critic in English, Vassar College, 1897-1898. (Appointed October, 1898.)

EDITH MCLEOD, - - - *Principal Training School and Supervising Teacher Grammar Grades.*

State Normal School, Mass.; Graduate Teachers' College, Columbia.  
Teacher grammar schools of Massachusetts, Wyoming, and California, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed July, 1899.)

ELISABETH ROGERS, - - - *Supervising Teacher Primary Grades.*  
State Normal School, Albany, N. Y.

Principal primary department training school State Normal School, Chicago, California, 1890-1900. (Appointed July, 1900.)

J. F. WEST, - - - *Mathematics.*  
A.B., Stanford; Graduate Student, Harvard.

Teacher rural schools of Illinois, 1885-1888; Principal Compton schools, California, 1888-1893; Principal Paso Robles High School, 1893-1896. (Appointed July, 1900.)

W. F. BLISS, - - - *History and Civics.*  
B.S., Mount Union; B.L., Univ. Cal.

Teacher and principal rural and village schools, Pennsylvania and Ohio, 1878-1884; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent city schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, California, 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900. (Appointed September, 1900.)

W. T. SKILLING, - - - *Physical Sciences.*  
State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.

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

ANNA H. BILLINGS, - - - *English.*  
B.L., Smith College; Ph.D., Yale University.

Instructor, Smith Academy, Mass., 1881-1887; Instructor in English, University of Southern California, 1892-1894; Instructor, Latin and German, High School, Riverside, Cal., 1894-1895; Instructor in English, High School, Redlands, Cal., 1898-1899; Instructor in English and German, High School, Long Beach, Cal., 1902-1903; Substitute in English, State Normal School, San Diego, Cal., 1904-1905. (Appointed July, 1905.)

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

Substitute, High School, Fort Plain, N. Y., 1897-1899; student, Syracuse University, 1899-1900; tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)

HARRIET H. GODFREY, - - - *English and History.*  
B.L., Univ. Cal.

Instructor in English, San Diego High School, 1895-1898; Instructor in English and History, Alameda County Union High School, Centerville, 1899-1901; Instructor in English, San Diego High School, 1901-1905. (Appointed July, 1905.)

EMILY O. LAMB, - - - *Drawing, Manual Training.*  
State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y.

Substitute in Drawing, State Normal School, Brockport, N. Y., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.)

W. C. CRANDALL, - - - *Biological Sciences.*  
A.B., Stanford University.

Instructor in Science, Ogden High School, Utah, 1899-1904; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.)

W. W. KEMP, DIRECTOR OF TRAINING SCHOOL, - - - *Education.*  
A.B., Stanford University.

Master and instructor in history, Hoitt's School, 1899-1903; Principal city school, Alameda, 1903-1904, 1905-1906; graduate student and assistant in education, Stanford, 1904-1905. (Appointed August, 1906.)

L. ARENA DAVIS, - - - *Music.*

Special preparation, State Normal College, Ypsilanti, 1901-1902; graduate Thomas Normal Training School, Detroit, 1904; Supervisor of Music, Tupper Lake, N. Y., 1904-1905; Tecumseh, Mich., 1905-1906. (Appointed August, 1906.)

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

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

HELEN DALE, - - - *Stenographer and Typewriter.*

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

F. G. MELLUS, - - - *Night Watchman.*

†HENRY HAYLER, - - - *Gardener.*

MARTIN ROTH, - - - *Gardener.*

\*Resigned October 1, 1906. †Resigned March 1, 1907.

## PROFESSIONAL COURSE.

### JUNIOR YEAR.

FIRST TERM.		SECOND TERM.	
Education I.....	4	Education II.....	3
Grammar and Reading.....	5	Physiology.....	5
Drawing I.....	5	Arithmetic.....	4
*Geography or Biology.....	3	Drawing and Manual Training II.....	5
Music I.....	3	Music II.....	3
Physical Education I.....	2	Physical Education II.....	2

### SENIOR YEAR.

FIRST TERM.		SECOND TERM.	
Education III.....	3	Education IV.....	2
*Literature or Economic History.....	3	School Administration.....	2
Domestic Science or Advanced Wood-work.....	5	Physical Education III.....	1
Teaching I.....	5	Teaching II.....	10
Teaching Conference.....	4	Teaching Conference.....	7

The course covers two academic years of forty weeks each.  
 Twenty minutes of daily chorus practice throughout the entire course.  
 The Arabic numerals denote the number of recitations per week.  
 A recitation occupies forty-five minutes. There is a recess of five minutes between recitation periods.

\*Assignment will depend on previous preparation.

## REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL COURSE.

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

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.

Applicants will be admitted as follows:

(a) Recommended graduates of accredited secondary schools of California.

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

(c) Applicants partially recommended and graduates of non-accredited high schools, will be admitted conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.

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



### ADVANCED STANDING.

Experienced teachers holding the grammar-school or first-grade certificate will be admitted to the Normal School upon presenting such certificate, together with satisfactory letters of recommendation. They will receive such credit as their preparation and *successful* experience may warrant. On the other hand, they will be required to make up such deficiencies as their work in the School may reveal.

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

For 4 or more years.....	200 hours
For 2-4 years.....	150 hours
For 1-2 years.....	100 hours

Less than one year of teaching will not be recognized.

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

Students who have graduated from an accredited High School or its equivalent, and who have also had not less than one continuous year of

successful experience in teaching, will be given a course covering three semesters, and embracing not less than 1,200 hours (including teaching conferences).

Credits obtained in the State Normal Schools of California or other states, or in colleges and universities of recognized standing, will be honored so far as they cover the work of the regular course of study in this school.

The Committee on Advanced Standing (consisting of the President, the Registrar, and the Director of the Training School), in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, and then add other branches to complete the required number of hours; such branches will be determined by the committee in conference with the applicant.



### 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.

### GRADUATE COURSES.

By the opening of the fall semester, in September, 1907, arrangements will have been made whereby special advanced courses in three subjects: Drawing, Manual Training, and Music, may be offered to graduates of this or any other reputable Normal School.

The aim of these courses will be to prepare special teachers to take charge of these branches in the elementary schools of our towns and cities. It is presumed that only those having interest and ability along these lines will desire to make any one of them a specialty. To such students these courses will offer the opportunity of preparing themselves (a) to supervise the work in Music or Drawing or Manual Training throughout the grades in some one school building, in a city which employs a general director of the subject; or (b) to direct the work in the chosen line in all the grades of a smaller city or town.

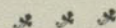
Students satisfactorily completing any of these courses will be given a certificate of proficiency signed by the proper school authorities.

## 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 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.



### 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.



### 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.



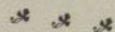
### CONDITIONS AND FAILURES.

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.



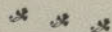
### PUNCTUALITY.

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.



### 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.



### EQUIPMENT.

The library contains nearly seven 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 workbenches 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 second 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.

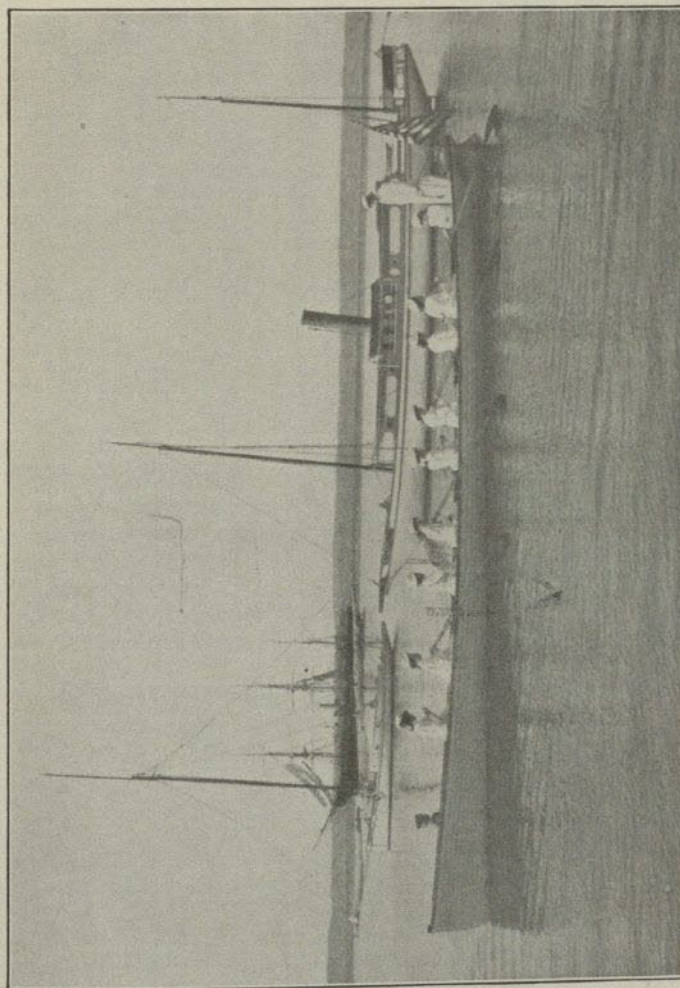
The campus, consisting of sixteen and one-half acres, affords ample opportunity for all forms of outdoor games. There are two athletic associations—one made up of young women, in charge of the instructor in physical education, and another consisting of young men, under faculty direction. An athletic 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 down-



A NORMAL SCHOOL, ROWING CREW.

ward 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. \* \* \*



#### 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.

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.

### 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. 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 I.** 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 twenty weeks, which treats of "The Growing Mind."

*20 weeks; 4 hours per week.*

**Education II.** The second part of the course treats of the child, now a psychological person. Along this 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.

*20 weeks; 3 hours per week.*

**Education III.** The third part of the course treats of the body of culture in its relation to the child, as a psychological person. It 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. 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 democracy," "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.

*20 weeks; 3 hours per week.*

**Education IV.** (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.

(c) *Physical Education.* This is a brief course designed to give the student-teachers a working knowledge of some of the most important phases of physical education.

The work is carried on by means of lectures, demonstrations, and personal investigations. The required courses of Physical Education I and II form the basis.

Description of course:

1. Games—Theory and Practice.
2. School and Personal Hygiene.
3. Emergencies.

*20 weeks; 5 hours per week.*

**Teaching III and IV.** 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.

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 regularly for the discussion of the practical problems connected with the daily recitation, the material to 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 I, II, III, and IV 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 II. While taking Education III he teaches a class one hour per day, and two hours per day while taking Education IV. 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.

These courses in education continue throughout the junior and senior years.

### ENGLISH.

(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.*

TEXT.—Grammar, State series.  
Clark: How to teach reading.

### LITERATURE.

A study of the evolution of English Literature from Anglo-Saxon days to the present time. Lectures, accompanied by wide reading and by class study of typical masterpieces.

This subject will be offered in two sections. Students may receive credit for the course by taking either (a) or (b).

(a) **From the Beowulf to 1700**, with special emphasis upon (1) the beginnings of our literature before the Norman conquest, (2) the work of Chaucer, and (3) the age of Shakespeare.

*Offered in the Autumn semester.  
20 weeks; 3 hours per week.*

(b) **From 1700 to 1900**, with special emphasis upon (1) Pope and the Classical school, (2) Wordsworth and the Romantic school, and (3) the age of Tennyson.

*Offered in the Spring semester.  
20 weeks; 3 hours per week.*

### HISTORY.

**Economic History.** This is an advanced course, occupying one semester. The aim is to give students a comprehensive view of the economic development of Europe and America through lectures, assigned readings, and special reports. The course opens with a study of the industries of primitive man, tracing the development of the various industrial stages up to the age of agriculture. At this point the economic phases of feudalism are taken up with particular reference to the land question. The evolution and organization of mediæval industries next receive attention, the following topics receiving special treatment: Manorial life; rise of towns; growth of handicrafts; the guild system; the Hansa towns; the banking system; development of commerce, etc. Gradually the scope of the work is confined to the industrial history of England, which is treated quite thoroughly, leading directly to the economic history of the United States. The course closes with a discussion of some of the problems of a social and industrial character which modern society is endeavoring to solve.

Throughout the course an attempt is made to induce students to apprehend the true relations between economic, social, and political development, and to perceive the fact that many political and social theories and institutions rest upon an economic basis.

*20 weeks; 3 hours per week.*

### MATHEMATICS.

**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; 4 hours per week.*

TEXT.—New State Arithmetic, supplemented by work from reference books.

### GEOGRAPHY.

V. 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; 3 hours per week.*

TEXT.—Dryer: Lessons in Physical Geography.

### BIOLOGY.

This course will consist of lectures and demonstrations on the fundamental structures and functions of animal and plant forms. The correlation of the natural laws that are involved in the different functions will be particularly dwelt upon. The intent of the course will be to give those things necessary for the successful teaching of Nature Study.

*20 weeks; 3 hours per week.*

### 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.*

### DRAWING AND MANUAL TRAINING.

I. Freehand constructive drawing from type forms.  
Freehand perspective in pencil from type forms, still-life and nature.  
Pencil sketching and water-color from still-life, flowers, fruits, and landscapes from memory.  
Home work. Raffia weaving and whittling course suitable for country schools.

*20 weeks; 5 periods a week.*

II. Short course in mechanical drawing having a direct bearing upon the sloyd course.  
Short course in design.  
Charcoal from cast and life.

Short course in wood work. Models will be made which will teach the use of common tools, and elementary methods of joinery.

*20 weeks; 5 periods a week.*

**Teaching Conferences.** One half the time will be given to talks having direct bearing upon the teaching; the other half will be given to paper sloyd and clay modeling, story illustrating, and blackboard work.

### DOMESTIC SCIENCE.

The courses in detail will be announced at the opening of the autumn term of school.

### MUSIC.

- I. Elementary theory.  
Pitch of sound.  
Length or duration of sounds.  
Intervals.  
Major scales.  
Rhythm and meter.  
Sight-singing.  
Ear-training.

*20 weeks; 3 hours per week.*

- II. Elementary theory.  
Review of first term.  
Sight-singing continued.  
Ear-training.  
Minor scales.  
Synopsis of harmony.  
History.

*20 weeks; 3 hours per week.*

### PHYSICAL EDUCATION.

The courses in Physical Education are based on the Ling or Swedish system. The young women are examined by the special examining physician, and are required to take the gymnastic drill unless excused by the examining physician. A careful record is kept of the physical condition of each student, and any who show marked defects of posture or carriage are given private corrective work.

The regular drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. Much time is devoted to formal games which afford relaxation, at the same time developing alertness and a spirit of comradeship. Informal talks on hygiene are introduced, according to the special needs of the various classes.

Gymnasium suits are uniform in cut and color, hence students are advised not to have suits made before seeing the Instructor of the department.

The physical work of the young men is under the direction of the chairman of the Faculty Athletic Committee.

#### Professional Course.

I. During the first term of this course each student devotes three hours a week to formal class drill tending to place the individual upon a higher plane of physical control and well-being.

II. The work of the second term consists of formal gymnastics, organized games, and the use of light apparatus. An attempt is made to arouse a spirit of genuine enthusiasm for games, both for the benefit of the students themselves and as a preparatory step toward the later *teaching* of games.

Courses I and II are designed (a) to gain for each student her highest physical efficiency; (b) to present the fundamentals of physical exercise in such a manner that the members of the classes may give intelligently simple exercises in the school-room.

### ACADEMIC-PREPARATORY COURSE.

9 B.		9 A.	
English .....	5	English .....	5
Algebra .....	5	Algebra .....	5
Botany .....	5	Botany .....	5
Ancient History .....	5	Ancient History .....	5
Physical Education .....	2 or 3	Physical Education .....	2
10 B.		10 A.	
English .....	5	English .....	5
Geometry .....	5	Geometry .....	5
Mediaeval and Modern History .....	5	Mediaeval and Modern History .....	5
Chemistry .....	5	Chemistry .....	5
Physical Education .....	2	Physical Education .....	2
11 B.		11 A.	
English .....	5	English .....	5
English History .....	5	English History .....	5
Physics .....	5	Physics .....	5
Latin, or an elective .....	5	Latin, or an elective .....	5
Physical Education .....	2	Physical Education .....	2
12 B.		12 A.	
English .....	5	English .....	5
American History .....	5	American History .....	5
Zoölogy .....	5	Zoölogy .....	5
Physical Education .....	2	Physical Education .....	2
Latin, or an elective .....	5	Latin, or an elective .....	5

#### REQUIREMENTS FOR ADMISSION.

Students who have finished the grammar grade courses or their equivalent will be admitted on the recommendation of their teachers.

Candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible.

## BRIEF DESCRIPTION OF ACADEMIC COURSES.

### ENGLISH.

Throughout the course written work will be required. Such textbooks in Composition or Rhetoric as may be needed will be employed, but much of the theme work will be independent of these. The general fields of this work, progressing from First to Fourth years, will be narrative, descriptive, expository, argumentative, and critical.

*First Year.* Oral and written expression.

- 9 B. Bulfinch's *Mythology*.  
Palmer's translation of Homer's *Odyssey*.  
Gayley's *Poetry of the People*.
- 9 A. Scott's *Lady of the Lake*.  
Scott's *Ivanhoe*.

*Second Year.*

- 10 B. Literary selections from *Genesis*, *Exodus*, *Ruth*, and *Esther*.  
Shakespeare's *Merchant of Venice* and *Julius Caesar*.
- 10 A. The Technique of Reading, accompanied by the reading, memorizing, and study of selections, and by the oral presentation of original or acquired matter.

*Third Year.*

- 11 B. Tennyson's *Idylls of the King*.  
Lowell's *Vision of Sir Launfal*.  
Prose Essays by various authors.
- 11 A. Macaulay's *Life of Addison*.  
Milton's shorter poems, including *Comus*.  
Thackeray's *Newcomes* or George Eliot's *Romola*.

*Fourth Year.*

- 12 B. Arguments and Orations, with constant practice in short speeches, developing one or two points fully. Two carefully prepared arguments must be presented.
- 12 A. The History of English Literature, approached chiefly through the study of poetry, beginning with Chaucer's *Prologue* and ending with the Victorian poets.

### HISTORY.

**Ancient History.** A year's course beginning 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 closing with a study of the early middle age to the death of Charlemagne. The course is necessarily *extensive* rather than *intensive*, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young people to build up a coherent mental picture of the successive epochs and nations that compose the historical perspective from prehistoric times to the close of the Carolingian age; (2) To cause students to perceive some of the fundamental laws and principles that seem to condition all social and political development; (3) To develop the historical sense—the power to see with the mind's eye, to imagine, to reconstruct; (4) To induce students to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages disclose.

The course affords adequate preparation for the study of Mediaeval and Modern history or of English history. Illustrative material in abundance is available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

**Mediaeval and Modern History.** This course extends throughout the school year and takes up the history of Europe at the close of the Carolingian era and carries it down to the present. An effort is made to discover and to trace the development of the various forces which the "ancient world had brought together and which had been partially fused" during the period from the fall of Rome to the breaking up of the empire of Charlemagne. The interaction of these forces resulted in the rise of nations. This fact is constantly kept in mind, and thus much of the otherwise rather confused history of the middle age is clarified and made intelligible to secondary students. The development of England, France, and Spain as homogeneous nations, therefore, receives a much larger share of time and attention than the complicated and perplexing history of the relations of "The Empire and Papacy." Such topics as the Crusades, the Church, Feudalism, Scholasticism, the Rise of Towns, the Renaissance, are treated separately as movements or institutions affecting the whole of Europe. The course covers eleven centuries, but proportionately much more time is given to recent modern history than to the middle age, as many recitations being allotted to the last two hundred years as to the previous nine hundred. The class work is conducted on the topical plan, and consists largely of assigned readings and oral discussions of topics.

**English History.** A comprehensive survey of the development of the English nation from the earliest time to the present, extending throughout the school year. 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. Though the romance and the influences of war and the value of biography are fully recognized, still throughout the course consideration is given chiefly to social, industrial, and political development. The class work consists of research in the library with notes on readings, oral discussion, and written reviews.

**American History and Civics.** The purpose of this course is to secure tolerably full and accurate knowledge of the history of the discovery and colonization of the American continents; 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) Colonization. (5) Strife between French and English. (6) England's colonial policy. (7) The struggle for independence. (8) The "Critical Period." (9) The making of the Constitution. (10) Federal supremacy—the founding of nationalism. (11) Republican supremacy—sovereignty of the people. (12) "Era of good feeling"—rise of new issues. (13) National Democracy—tariff, internal improvements, industrial revolution. (14) The Jacksonian epoch—states' rights, national finances, territorial expansion. (15) Slavery and the Civil War. (16) Reconstruction. (17) Industrial development—immigration, currency, tariff, trusts and trade unions. (18) Reunion and expansion. The course extends through forty weeks and consists of research, oral and written reports, and class discussion.

### MATHEMATICS.

**Algebra.** In scope, this course includes 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 solutions 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; 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.

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.

TEXT.—Stone-Milliss: *Essentials of Algebra*—Brief Course.

**Geometry.** Some of the most important objects aimed at 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.

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

### PHYSICAL SCIENCES.

**Chemistry.** The course consists of three recitation periods and two laboratory periods per week throughout the year.

One term is devoted to a general study of inorganic chemistry.

In the second term the work is extended to cover the principles of organic chemistry and the application of chemistry to agriculture.

The laboratory work in agricultural chemistry is based upon Coleman and Addyman's "Practical Agricultural Chemistry." It includes tests for the constituents and properties of farm produce, fertilizers, soils, dairy products, and food materials. The experiments are so arranged as to give a scientific acquaintance with substances commonly met with on the farm.

A study of the soil-producing and metal-bearing minerals is illustrated by a collection of minerals and rock.

TEXT.—Newell's Descriptive Chemistry.

— **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.

TEXTS.—Carhart and Chute: Elements of Physics.  
Darling's Manual.

### BIOLOGICAL SCIENCES.

**Botany.** An elementary course in botany is offered, consisting of a study of the various types of plants. The Fall Term will be devoted particularly to the relationship between physiography and botany of

seed-bearing plants. In this term soil-formation by erosion, weathering, etc., are observed through experiments; also climatology is studied in various phases. This develops the conditions necessary for plant growth. The functions of the parts are then studied with reference to physical and chemical principles involved. The Spring Term will be devoted to familiarization with the characters of various flowering plants and the gathering of a small herbarium. The ecology of some of the plants is taken up with especial reference to those grown in California. Finally, a brief study will be made of the various types of non-flowering plants. The course will serve as a foundation for the teaching of agriculture and nature-study in the grades.

**Zoology.** This course is based on the laboratory study of types of the great groups of animals. The Fall Term will be used in the study of Invertebrates; the Spring Term, in the study of Vertebrates. The habits and physiology of the various animals will receive much attention, in order that this course may form the basis of the future work in Physiology.

No text is used, but constant reference is made to the standard works on zoölogy.

### LATIN.

The course in Latin will cover such work as is necessary to meet the minimum requirement for admission to the leading universities.

### PHYSICAL EDUCATION.

The general notes regarding Physical Education (page 27) apply also to the preparatory courses. During the entire four years two hours a week are given to physical work. Occasional lectures deal with simple phases of personal hygiene, much stress being placed upon the acquiring of good habits of personal care.

Little apparatus is used, the whole aim being to develop in the individual physical poise and buoyancy by means of class drill, æsthetic gymnastics, and games.

## CATALOGUE OF STUDENTS.

## SENIORS.

Ault, Olive.....	San Diego	Lydick, C. Ethel.....	San Diego
*Austin, Marie I.....	Escondido	Mack, Hazel C.....	Bloomington
Bailey, Grace.....	San Diego	McCaffery, Lena.....	Corona
Barber, Flora.....	San Diego	Mimms, Lottie.....	Carmen, Okla.
Bennett, Vonnice.....	San Diego	Niccum, Katherine.....	San Diego
*Bigham, Walter.....	Woodville	Noonan, Ida M.....	San Diego
Black, Pauline.....	San Diego	*Peirce, Norma V.....	San Diego
Blosser, Edna.....	San Diego	*Permin, Laura C.....	San Diego
Breen, Margaret.....	San Diego	Peter, Susan Alice.....	Santa Rosa
*Butterfield, Janet.....	San Diego	Pitman, Ruth E.....	National City
Chalmers, Ruth.....	San Diego	Raymond, Florence.....	San Diego
Colbert, Edna Gail.....	San Diego	*Ricker, Erma.....	San Diego
Crosby, Ethel L.....	San Diego	Rieke, Gertrude A.....	Oceanside
*Dana, Mrs. Mary.....	San Diego	Roberts, Eulia S.....	San Diego
DeBurn, Ray.....	San Diego	*Rodgers, Helena B.....	La Mesa
*Einer, Emma.....	Escondido	*Schussler, Freda.....	Nestor
Ellis, Mabel.....	Ishpeming, Mich.	*Scott, Helen H.....	National City
*Foster, Mae Ethel.....	Emma, Colo.	Smith, Chester.....	Effingham, Ill.
*Gaskell, Ellen.....	Dehesa	*Somers, Olive C.....	San Diego
Gates, Vesta C.....	Redlands	Stoker, Marie.....	San Diego
George, Emma.....	San Diego	Stone, Imogene T.....	Mesa Grande
Grandstaff, May.....	San Diego	Wallace, Alice R.....	San Luis Rey
*Greer, Florence.....	San Diego	*Watkins, Eugenia E.....	San Diego
*Griswold, Nellie.....	San Diego	*Wellman, Anna W.....	Colegrove
*Haines, Carrie.....	Chula Vista	*Webster, Alice E.....	Julian
Harney, May.....	San Diego	Wight, Clayton J.....	San Diego
Johnson, Amy.....	San Diego	*Winter, Leda C.....	San Diego
Laughlin, Mattie.....	San Diego	*Woolson, Marguerite.....	San Diego
*Lawrence, Lena.....	Los Angeles	*Wright, Mrs. Lucy.....	San Diego
*Livingston, Nellie W.....	San Diego	*Yager, Ursula A.....	San Diego
Love, Sue.....	Berkeley		

## JUNIOR CLASSES.

Adams, Edith.....	Santa Maria	Bailey, Ida Maud.....	Julian
Adams, Helen.....	Encinitas	Bailey, Virginia.....	Julian
Allen, Rhoda Mae.....	San Diego	Barker, Lynn.....	San Diego
Ament, Ruby E.....	Hope, Ark.	Beidleman, Edgar.....	Lemon Grove
Anderson, Lillian G.....	San Diego	Bell, Norma L.....	San Diego
Anthony, Edith.....	San Diego	Beller, Florence M.....	Carlsbad
Astleford, Ilda M.....	San Marcos	Berry, Faye C.....	San Diego
Bailey, Elizabeth J.....	Nellie	Berwick, Alice L.....	Pismo
Bailey, Grace.....	San Diego	Beusch, Lyllian M.....	Nestor

\* Graduated before close of year.

## JUNIOR CLASSES—Continued.

Boal, Alma.....	La Jolla	Gulack, Pearl L.....	San Diego
Boggeln, Isabel.....	San Diego	Gurwell, Charles S.....	San Diego
Borden, Olive M.....	El Cajon	Gunn, Mabel W.....	Julian
Bourg, Eulalie.....	Watson, Colo.	Harper, Mabel.....	Phoenix, Ariz.
Brooks, Ysabel.....	San Diego	Harritt, Lotta M.....	San Diego
Brown, Mrs. Lavinia.....	San Diego	Harsha, Mabel E.....	Lemon Grove
Bryan, Nita.....	Lemon Grove	Harter, Katherine.....	South Pasadena
Butterfield, Ruth.....	San Diego	Hawley, Edith.....	San Diego
Butts, Catherine I.....	San Diego	Heilbron, Irma.....	San Diego
Byron, Adelle.....	Sacramento	Higgins, Ruie.....	San Diego
Campbell, Lena.....	Pacific Beach	Hinckley, Verna L.....	San Diego
Casner, Emma Grace.....	Ramona	Holden, Effie M.....	San Diego
Casner, Lillie F.....	Ballena	Holland, Vera F.....	San Diego
Chalmers, Zoe Margaret.....	San Diego	Horner, Eva Grace.....	San Diego
Clark, Josephine E.....	Dulzura	Horton, Irma May.....	Honcut
Cleary, Sarah W.....	San Diego	Irey, Gertrude M.....	San Diego
Cock, Edith A.....	Tustin	Johnstone, Eleanor N.....	Pacific Beach
Colt, Mary B.....	San Diego	Jordon, Hattie A.....	San Diego
Cosgrove, Bernice.....	San Diego	Kaidel, Louisa A.....	San Diego
Cowart, Ira.....	Hereford, Texas	Killey, Lillian.....	San Diego
Crawford, May.....	San Diego	Kilty, Agnes M.....	San Diego
Creekmur, Edda.....	Clarence, Mo.	Kilty, Margaret A.....	San Diego
Crosby, Ethel Lea.....	San Diego	Kinthead, Katie M.....	Moosa
Cross, Ada Lee.....	Monson	Kramer, Etta.....	Imperial
Cummins, Zora.....	Bostonia	Laws, Gertrude.....	San Diego
Curtis, Judith.....	Carbondale, Colo.	Leppert, J. Helena.....	La Jolla
Daggett, Laura L.....	San Diego	Loomis, Florence.....	San Diego
Dahringer, Cecilia.....	Sacramento	Lowe, Adalene E.....	San Diego
Dana, Helen E.....	San Diego	Lowe, Grace.....	San Diego
Devine, Mary.....	San Diego	Lusk, Harry W.....	San Diego
Dimmick, Mabel.....	Carpinteria	Maguire, Anna F.....	Roxbury, Mass.
Downs, George G.....	Otay	Mahler, Alice C.....	San Diego
Drury, Nan.....	San Diego	Mahler, Elizabeth.....	San Diego
Duffy, Charles C.....	San Diego	Marks, Lela E.....	Julian
Evans, Edna E.....	San Diego	Mason, Geneva.....	San Diego
Farr, Hattie.....	San Diego	Maxwell, Dorothy.....	La Jolla
Field, Estella G.....	San Diego	McClellan, Ethyl.....	National City
Filkin, Nina E.....	San Marcos	McClosky, Pearl L.....	Tucson, A. T.
Flack, Mary E.....	Lakeside	McDonald, Inez B.....	Santa Maria
Forster, Senta.....	San Diego	McLean, Clarissa.....	Colton
Fox, Elizabeth.....	Healdsburg	McKee, Mrs. Helen M.....	San Diego
Frary, Gladys M.....	San Diego	McNamara, Christabel.....	San Diego
Frazer, Sarah Elizabeth.....	Moosa	Messer, Corinne M.....	San Diego
Gabrielson, Hazel M.....	San Diego	Miller, Lulu B.....	National City
George, Vera L.....	San Diego	Morris, Mary V.....	San Diego
Geradehand, Clara.....	San Diego	Morris, Maude A.....	San Diego
Grant, Mrs. H. E.....	Cassopolis, Mich.	Morrison, Sibyl L.....	San Diego
Graves, Eleanor M.....	Ramona	Morse, Anna W.....	Hartford City, Ind.
Gregg, Laura.....	San Diego	Mulvihill, Margaret E.....	Redlands
Grigsby, Hazel M.....	San Diego	Nance Carrie.....	Santa Maria
Gripper, Julia L.....	San Diego	Neely, Hattie Gay.....	San Diego

## JUNIOR CLASSES—Concluded.

Neff, Edith E. ....	San Diego	Stephens, Mabel C. ....	Exeter
Nickel, Mabel. ....	Santa Ana	Stone, Pearl V. ....	Ramona
Paine, O. Prue. ....	San Diego	Stuart, Mary E. ....	San Diego
Parrish, Ella M. ....	San Diego	Sullivan, Grace F. ....	San Diego
Phillips, Harriet G. ....	San Diego	Swartz, Bessie. ....	San Diego
Pierce, Imogene. ....	San Diego	Tarwater, Urban. ....	San Diego
Pitman, Sadie E. ....	National City	Turner, Iva M. ....	San Diego
Plumer, Frances R. ....	San Diego	*Tyson, Robert. ....	Oceanside
Plumer, Lillie. ....	San Diego	Warriner, Harry H. ....	San Diego
Prewitt, Mary. ....	Farmington, Mass.	Waugh, E. Dorothy. ....	San Diego
Reed, Mattie. ....	San Diego	Weseloh, Grace. ....	Sunnyside
Rhoades, Elizabeth R. ....	Chula Vista	West, Louise C. ....	San Diego
Richey, Florence I. ....	San Marcos	West, Lulu Ada. ....	Santa Ana
Riedy, Mabel M. ....	San Diego	Whitney, Lois. ....	San Diego
Schlatter, Maggie M. ....	San Diego	Williams, Martha B. ....	Mechanicsburg, O.
Schulenburg, Hazel. ....	San Diego	Williams, Mary Belle. ....	San Diego
Shafer, Ina E. ....	San Diego	Woods, Alice V. ....	San Diego
Sharbrough, Clara R. ....	San Diego	Wormser, Helena F. ....	Chicago
Shaw, Constance M. ....	San Diego	Wormser, Mary. ....	Chicago
Shaw, Stella. ....	Banner	Wright, Kate M. ....	San Diego
Sinks, Helen. ....	San Diego	Young, Jean Ora. ....	La Mesa
Smith, Florence J. ....	San Diego	Zschoegner, Rebekah H. ....	San Diego
Stephens, Alma. ....	Exeter		

## ENROLLMENT.

Seniors .....	61
Junior Classes .....	165
Preparatory .....	74
	— 300
Training School .....	179
	—
Total enrollment .....	479

\*Deceased.

## 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	Phillips, 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
Horrell, 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
Bingham, 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 L. ....	San Diego	Gray, Ellen. ....	San Diego

## 1901-1902—Continued.

Harrison, Anna Laura.....	San Diego	Rowlee, Fannie.....	Buttonwillow
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	Wackerman, Josephine.....	San Luis Rey
Merritt, Ida Dorothy.....	Santa Maria	Wallian, Mary Helen.....	New York, N. Y.
Mulvey, Francis Kathryn.....	San Diego	Warren, Margaret J.....	
Murray, Lois.....	National City		Pembroke, Ont., Canada
Paden, Agnes M.....	San Diego	Waters, Flora.....	La Jolla
Paine, Ethel.....	Julian	Watkins, Elna Marie.....	San Diego
Patterson, Ruth.....	San Diego	Wisler, Emma Comstock.....	San Diego
Price, Gertrude R.....	Santa Ana	Wright, William Sherman.....	San Diego
Robert, Charles Roy.....	San Diego		
Total.....	47		

## 1902-1903.

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

## 1903-1904.

Anderson, Ethel V.....	San Diego	Martin, Emily Emilia.....	Fallbrook
Anderson, Janet Webster.....	National City	Maxfield, George H.....	Jamul
Austin, Evangeline C.....	San Diego	Merritt, Laura.....	Santa Maria
Bigham, Charles E.....	Woodville	Munger, Bessie Aurelia.....	San Diego
Carpenter, Margaret E.....	Oroville	Naylor, Blanche.....	Holton, Kas.
Cathcart, Lillian Agnes.....	Pasadena	Nugent, Effie Danforth.....	Oceanside
Clendenon, Myrtle.....	San Diego	Odale, Alice L.....	Lemoore
Dodge, M. Ethyl.....	San Diego	Paden, William Guy.....	Berkeley
Drew, Gladys.....	Nestor	Pease, Wilda Bell.....	San Diego
Evans, Martha Belle.....	San Diego	Reinhard, Charles J.....	Los Angeles
Fardelius, Mabel J.....	San Diego	Richardson, Ida Mae.....	San Diego
Flyte, Ethna Elizabeth.....	Jerry City, Ore.	Rolfe, Ina.....	San Bernardino
Gaskill, Erma.....	Campo	Rood, Vernon Van Voorhees.....	San Diego
Graham, Mabel.....	San Diego	Sharp, Robert G.....	Otay
Hack, Helen V.....	Michigan City, Ind.	Teggart, Sarah Marion.....	San Diego
Harlin, Madge.....	Riverside	Tollan, Myra C.....	San Diego
Johnson, Ethel G.....	San Diego	Waite, Elizabeth Grace.....	Moreno
Journey, Gertrude.....	San Diego	Ward, Lola.....	San Diego
Kerr, Mabel Virginia.....	San Diego	Washburn, Helen Gertrude.....	Hanford
Laughlin, Grace.....	Inglewood	Weight, Ethel Isabel.....	San Diego
Lee, Nettie H.....	Santee	Wilcox, Josie Cornelia.....	Banner
Libby, Cora R.....	San Luis Rey	Winters, Maud Mabel.....	Santa Maria
Lindsey, Nora V.....	Los Angeles		
Total.....	45		

## 1904-1905.

Asher, Josephine Marion.....	San Diego	Jaeger, Helen Louise.....	San Diego
Barker, Iva Lois.....	San Diego	Jerman, Olive.....	Ramona
Bates, Annabel.....	San Diego	Johnson, Harry Vincent.....	San Diego
Bevington, Emily Nayne.....	Escondido	Johnson, Lena.....	San Diego
Black, Lois M.....	Edwards, Ind.	Killey, May Adelaide.....	San Diego
Borden, Ella Culver.....	Long Beach	Knight, Ethel Ione.....	Covina
de Borra, Mary Alma.....	San Diego	La Rue, Gertrude H.....	Chula Vista
Browne, Carol Louise.....	San Diego	Lickert, Lena.....	Olivenhain
Cartwright, Royden M.....	San Diego	Loveland, Ethel V.....	Bonsall
Escher, Wily Emert.....	San Diego	Marshall, Alice.....	Escondido
Frew, Grace.....	Point Loma	Niven, Janet Ogilvie.....	Point Loma
Fulton, Lulu.....	Sunnyside	Northrup, Genevieve.....	San Diego
Galliher, Emma O'Dessa.....	San Diego	Paine, Aimee.....	San Diego
Graves, Rose Anne.....	Sutherland	Peterson, M. Ernest.....	San Diego
Green, Hazel Adele.....	San Diego	Rannells, Emma Kate.....	Pacific Beach
Grosvenor, Frances E.....	Troy, Ohio	Storme, Frank Achilles.....	San Diego
Harris, Kathryn E.....	San Diego	Tompkins, Violet M.....	San Bernardino
Hawley, Olive L.....	Coronado	Toy, Susan Maud.....	Santa Maria
Hayes, Harriett.....	San Diego	Wadsworth, Flora Viola.....	San Diego
Hayward, Lotta.....	Escondido	Walker, Antoinette.....	Santa Rosa
Hazard, Lucile.....	San Diego	Wood, Catherine M.....	Escondido
Henshilwood, Jessie.....	San Diego	Woods, Hattie Adelaide.....	San Diego
Total.....	44		

## 1905 - 1906.

Adams, Alice A. ....	Encinitas	Landis, Christie Floyd.....	San Diego
Adams, Claudia Eleanor.....	San Diego	Loop, Marian Levora .....	San Diego
Ball, Alice Maybelle.....	Long Beach	Mabee, Virginia Alice.....	San Diego
Butler, Charles Ernest.....	San Diego	Miller, Pearl Anna .....	San Diego
Chetham, Helen Florence.....	San Diego	Overing, Sadie V.....	San Diego
Cooley, Mary Louise .....	San Diego	Powell, Etta .....	San Diego
Culbertson, Mary Althea.....	Santee	Pruyn, Lula May.....	Coronado
Derby, Frances Loraine.....	San Diego	Reeves, Maud E. ....	San Bernardino
Field, Alice May .....	San Diego	Rockoff, Clara J.....	San Bernardino
Foulke, Mary E.....	Rialto	Schultz, Hulda .....	Alpine
Frost, Helen May .....	San Diego	Shaul, Adalind .....	Oceanside
Galliher, Leitha Leora .....	Los Angeles	Spears, Emma .....	San Diego
Grandstaff, Veta .....	San Diego	Stephens, Gussie Luella .....	Exeter
Hall, Mattie S. ....	San Diego	Stork, Lydia B.....	San Diego
Hammack, Edith Chastian....	San Diego	Tracy, Cora M. ....	Fallbrook
Harman, Daisy.....	San Diego	Wilkes, Josephine E. ....	Santa Ana
Journeay, Alberta .....	San Diego	Woods, Clara Mae.....	San Diego
Kenney, Elsie May.....	Watsonville	Yates, Nell .....	San Diego
Knight, Olive Dee.....	Alhambra		
Total.....	37		



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