

STATE NORMAL SCHOOL  
SAN DIEGO, CAL.

CATALOGUE  
for 1909-10 and  
Circular of Infor-  
mation for 1910-11

# State Normal School

## San Diego, California

FIRST TERM

Begins September 12, 1910

SECOND TERM

Begins January 30, 1911

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

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**CIRCULAR OF INFORMATION**

AND

**ANNOUNCEMENTS**

FOR 1910-1911

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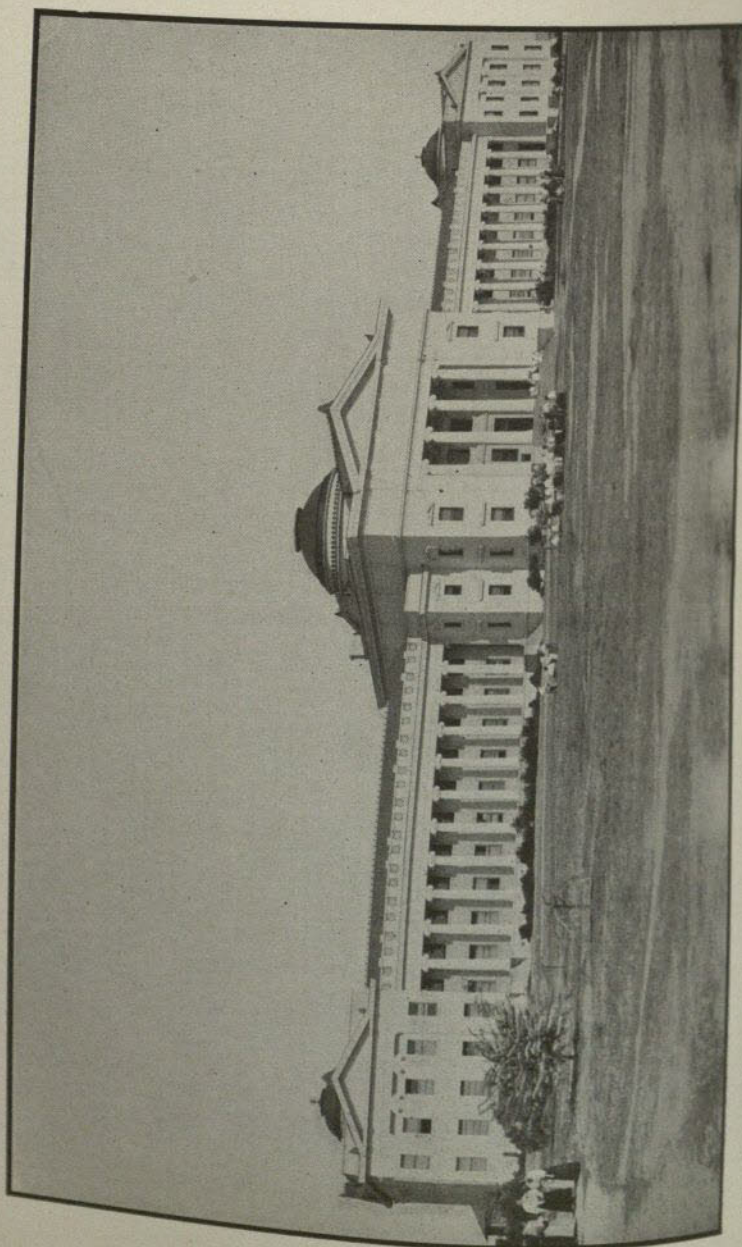
CATALOGUE FOR 1909-1910

W. W. SHANNON

SACRAMENTO:

SUPERINTENDENT STATE PRINTING

1910



MAIN BUILDING.

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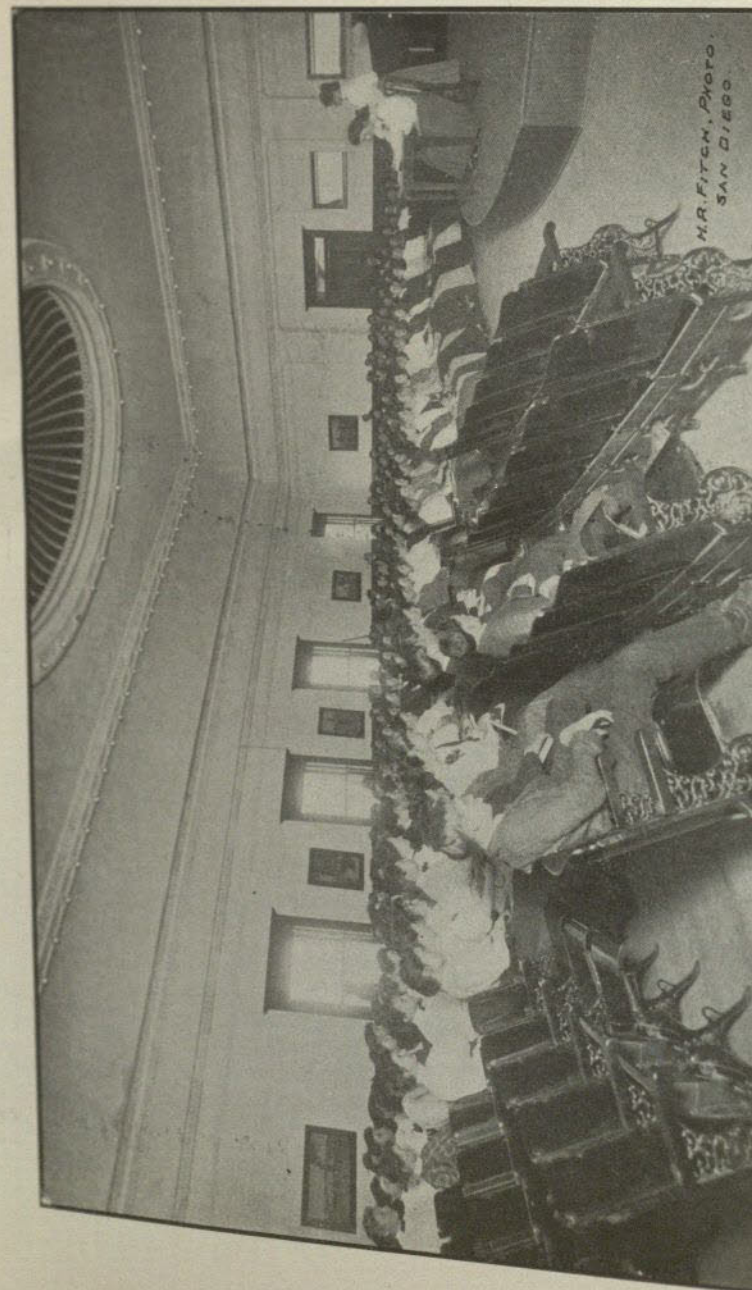
## CALENDAR FOR 1910-1911.

### FIRST SEMESTER.

Training School conferences begin	-	Thursday, September 8, 1910
General faculty meeting	- - -	Saturday, September 10, 1910
Admission and general registration	}	Monday, September 12, 1910
Training School opens		
Class registration	- - -	Tuesday, September 13, 1910
Thanksgiving recess begins at noon	-	Wednesday, November 23, 1910
School reopens	- - -	Monday, November 28, 1910
Holiday recess begins evening of	-	Wednesday, December 21, 1910
School reopens	- - -	Tuesday, January 3, 1911
Semester closes	- - -	Friday, January 27, 1911

### SECOND SEMESTER.

Admission and general registration	-	Monday, January 30, 1911
Class work begins	- - -	Tuesday, January 31, 1911
Spring recess begins evening of	- -	Friday, March 31, 1911
School reopens	- - -	Monday, April 10, 1911
Dedication day	- - -	Monday, May 1, 1911
Commencement	- - -	Thursday, June 15, 1911



MR. FITCH, PHOTO.  
SAN DIEGO.

STUDENT BODY.

## BOARD OF TRUSTEES.

HON. JAMES N. GILLET, - - - - -	Governor
Ex Officio.	
HON. EDWARD HYATT, - - - - -	Superintendent of Public Instruction
Ex Officio.	
ISIDORE B. DOCKWEILER, - - - - -	Los Angeles
HON. M. L. WARD, - - - - -	San Diego
CHARLES C. CHAPMAN, - - - - -	Fullerton
JOHN S. AKERMAN, - - - - -	San Diego
PHILIP MORSE, - - - - -	San Diego

## OFFICERS OF THE BOARD.

HON. M. L. WARD, - - - - -	President
HELEN DALE - - - - -	Secretary

## EXECUTIVE COMMITTEE.

HON. M. L. WARD,	PHILIP MORSE,
JOHN S. AKERMAN.	

## FACULTY, 1909-1911.

SAMUEL T. BLACK, PRESIDENT, - - -	School Administration.
Resigned. Resignation takes effect September 1, 1910.	
EDWARD L. HARDY, PRESIDENT-ELECT.	
B.L., University of Wisconsin; graduate student, Chicago; study of European secondary schools, 1898-1899; Head Master, Los Angeles Military Academy, 1899-1901; Principal High School, Riverside, Ill., 1901-1906; Principal San Diego High School, 1906-1910.	
*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, Chico, 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., M.L., Univ. Cal.	
Teacher in public schools of Pennsylvania and Ohio several years; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; superintendent city schools, Rochester, Pa., 1889-1891; Supervising Principal, Colton, Cal., 1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1899-1900; Teaching Fellow, Univ. Cal., 1908-1909. (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.)	
*On leave of absence from February first.	

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; graduate New School of Methods, Chicago, 1908; Supervisor of Music, Tupper Lake, N. Y., 1904-1905; Tecumseh, Mich., 1905-1906. (Appointed August, 1906.)

MRS. ADA HUGHES COLDWELL, - - - - - *Household Arts.*

Grade Teacher, Alameda, Cal., Schools, 1895-1899; Special study, Europe, 1899-1900; Supervisor of Drawing in Grades and High School, Alameda, Cal., 1900-1906; Special Student in Domestic Science, Teachers' College, Columbia University, New York City, 1907. (Appointed June, 1907.)

FLORENCE E. GEORGE, - - - - - *English.*

State Normal School, San Diego, Cal.; A.B., Stanford University.  
Six years in the rural and city schools of California. (Appointed September, 1909.)

JESSE A. TANNER, - - - - - *History.*

State Normal School, Valley City, North Dakota; M.A., University of North Dakota; Graduate Student, Chicago University.  
Teacher, public schools of North Dakota, 1898-1901; Curator, State Historical Society, North Dakota, 1906-1907; Instructor in History, Valley City, North Dakota Normal School, 1907-1908; Superintendent City Schools, Bismarck, North Dakota, 1908-1909. (Appointed February, 1910.)

FLORENCE M. BRYANT (Substitute) - - - - - *Latin and English*

B.L., B.A., Mount Holyoke College.  
Assistant Principal, High School, Fort Plains, N. Y., 1895-1899; Graduate Student, Syracuse University, 1899-1900; Stanford University, 1903; Instructor in Latin, Mills College, 1904.

\*Resigned March 1, 1910.

ANNA MYRTLE ALLEN (Substitute) - - - - - *History and English.*

B.L., University of California; One year's study at University of Paris-Sorbonne; Diplome Supérieur de la Langue Française.

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

DR. CHARLOTTE J. BAKER, - - - - - *Medical Examiner.*

PAULINE T. BLACK, - - - - - *Assistant in Training School.*

HELEN DALE - - - - - *Office Secretary.*

FRED W. VAN HORNE, - - - - - *Janitor.*

JOSEPH MAHONY, - - - - - *Assistant Janitor.*

MARTIN ROTH, - - - - - *Gardener.*

#### LECTURES DURING THE YEAR.

1909.  
Apr. 30—Dedication Day, "Sleepy-Heads"-----Hon. Frank G. Tyrell  
June 17—Commencement Address, "The Place of the Teacher in the Community"  
Willard Brown Thorp  
Oct. 21—"The Reading of the Health Index"-----Dr. Ernest B. Hoag  
Oct. 28—"The City of Greatest Interest"-----Dr. Preston W. Search  
Oct. 29—"Sunny Italy"-----Dr. Preston W. Search  
Oct. 30—"Glorious Cultural Florence"-----Dr. Preston W. Search  
Dec. 6—"Educational Ideals"-----Dr. H. A. Suzzalo  
Dec. 14—"Industry and Achievement"-----Dr. H. R. Fairclough  
1910.  
Jan. 21—"Searching the Ocean Wild"-----Prof. W. C. Crandall  
Feb. 11—"Comets"-----Prof. W. T. Skilling  
Feb. 25—"Alaska"-----Dr. Charlotte Baker  
Mar. 2—"Personal Experiences as 'The Farmer Painter'"-----Mr. Alfred Montgomery  
Mar. 11—"The Panama Canal"-----Mr. John P. Prochaska  
Mar. 25—"Our Need of Realizing Beauty"-----Dr. Mitchell Carroll  
Mar. 30—"India—Its Scenery and History"-----Mr. J. Nelson Fraser  
Apr. 29—Dedication Day—"A Modern Hero of the Malay Race"-----  
May 11—"Fagan's Philosophy"-----Dr. David P. Barrows  
Mr. "Noodles" Fagan

## REQUIREMENTS FOR ADMISSION.

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 before receiving the diploma of graduation.

(e) Teachers of experience holding either the grammar school or the first grade certificate, not candidates for graduation, will be admitted as visiting teachers for the purpose of doing special work.

\* \* \* \*

### 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 may be given on the following basis:

For 4 or more years..... 10 units.

For 2-4 years..... 7½ units.

For 1-2 years..... 5 units.

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 may be given a course covering three semesters, and embracing not less than 60 units (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.

\* \* \* \*

### GRADUATE COURSES.

Advanced courses in three subjects, Drawing, Manual Training, and Household Arts, are offered to graduates of Normal Schools, Colleges, or Universities of recognized standing. These courses necessarily presume an amount of preliminary training in these subjects not less than that required of the undergraduates in this school.

The aim of these courses is 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 Drawing, or Manual Training, or Cooking and Sewing 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 the courses will be given a certificate of proficiency signed by the proper school authorities.

### 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.

\* \* \* \*

### HIGH SCHOOL CERTIFICATION.

The law provides that the State Board of Education shall prescribe the general rules upon which County Boards and County and City Boards of Education may grant regular high school certificates.

Those general rules have been thus formulated:

1. High School Certificates may be issued under the provisions of section 1521, subdivision 2(a), and section 1775, subdivision 1(a), of the Political Code of California, as follows:

(a) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as may be necessary to fulfill the pedagogical requirements prescribed by this Board.

(b) To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this Board as the minimum amount of pedagogy.

(c) The minimum amount of pedagogy which section 1521, subdivision 2(a) of the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year; *provided*, that at least one third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who for a period of not less than two years have taught the subjects in which they supervise.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and *provided* that until further notice, the practical teaching prescribed may have been pursued in schools of grammar or secondary grade in connection with a California State Normal School or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency.

3. The institutions embraced in the Association of American Universities, mentioned in Rule 1 hereof, are the following:

University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.; University of Illinois, Champagne, Ill.; University of Missouri, Columbia, Mo.; University of Minnesota, Minneapolis, Minn.

The State Normal School of San Diego, being provided with a preparatory department embracing all high school grades, is especially fitted to furnish to a limited number of college graduates the opportunity for the practice teaching in "a well-equipped school of secondary grade" (see *b* above) required of them as candidates for the High School Certificate.

\* \* \* \*

### HALF-YEAR COURSE FOR CANDIDATES FOR THE HIGH SCHOOL CERTIFICATE.

I. Teaching at least two secondary classes per day for one semester under supervision, together with preparation of detailed lesson plans and outlines.

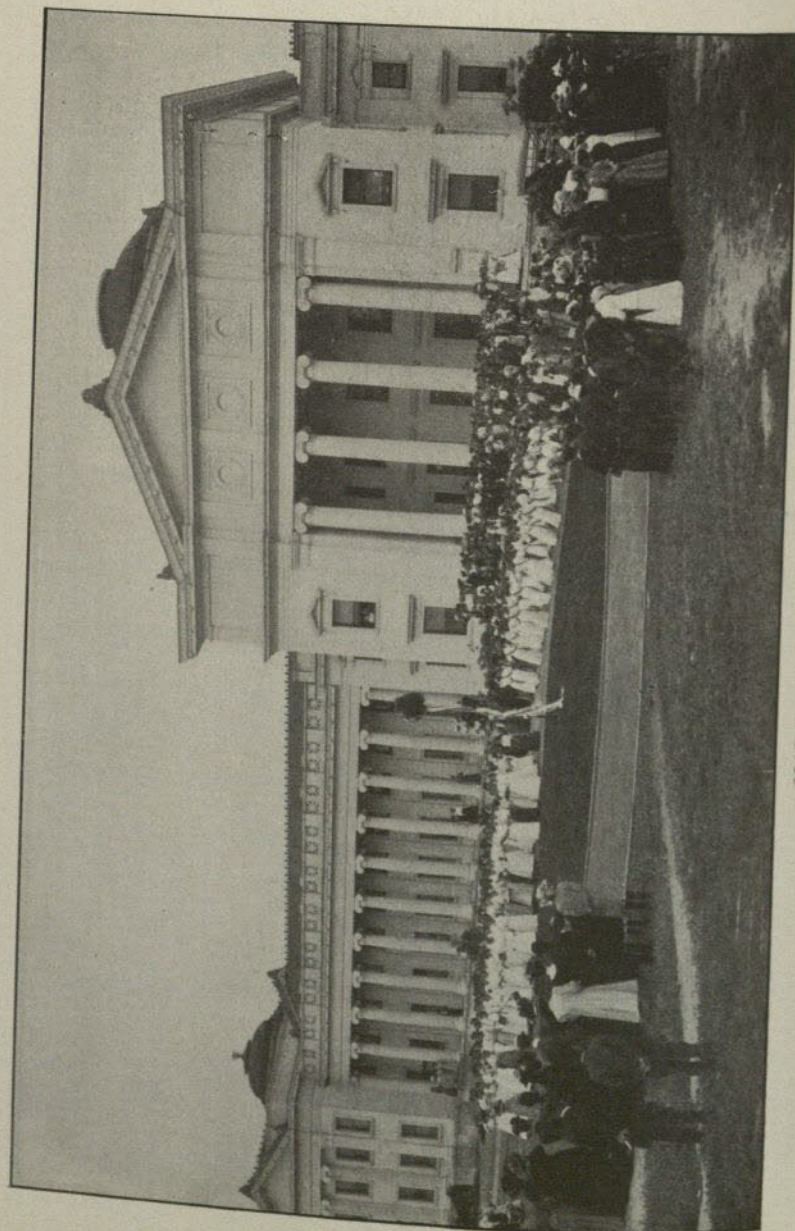
*At least 10 hours per week for one semester.*

II. Teaching conferences.

*2 hours per week for one semester.*

III. Assigned readings, reports, and discussions, relating to the fundamental principles of both elementary and secondary education.

*3 hours per week for one semester.*



MAY DAY PROCESSIONAL

## 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.

\* \* \* \*

## 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 not residing at home 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. If such deficiency is not removed by the middle of the succeeding semester, it will be recorded as a failure.

\* \* \* \*

### 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.

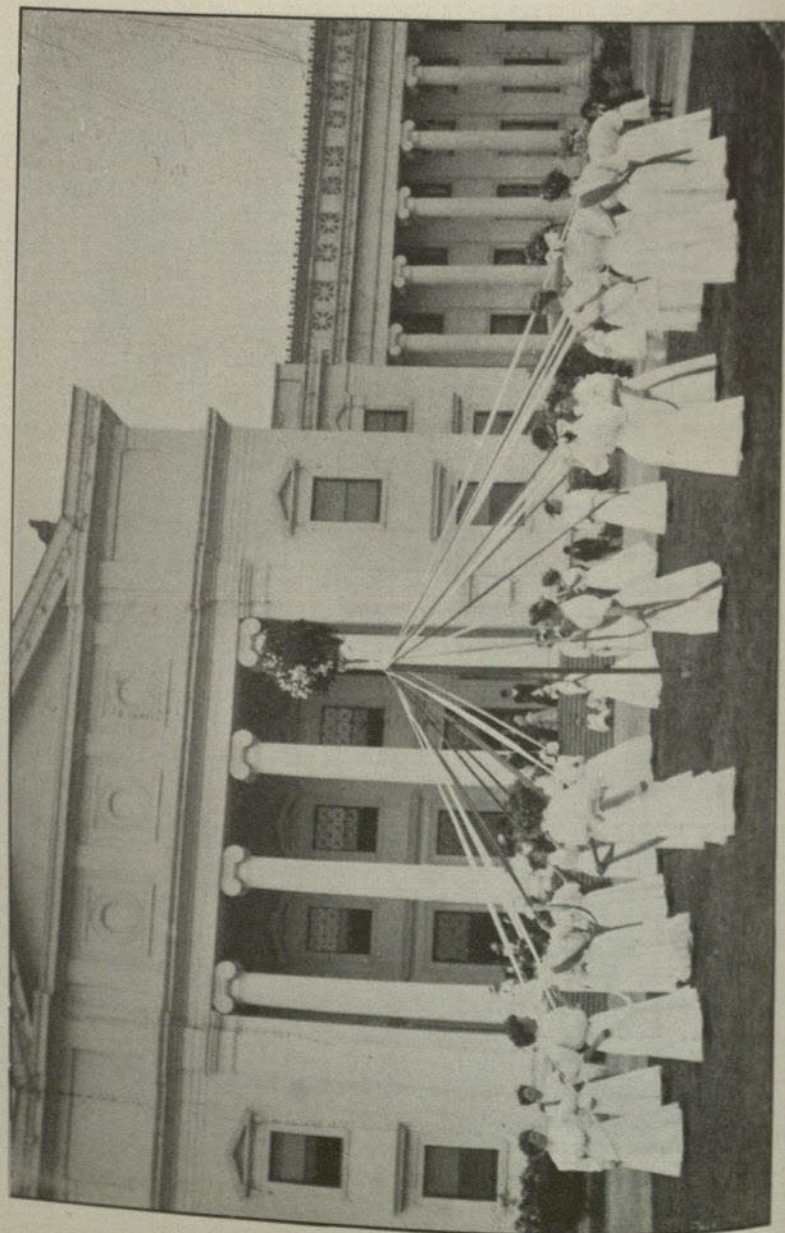
Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such 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 of a State Normal School desiring either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with the diploma of graduation a special recommendation from the Normal School Faculty.

\* \* \* \*

### EQUIPMENT.

The library contains over eight 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.



WINNING THE MAY POLE

The physics, chemistry, biology, and domestic science 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 ample to meet all the requirements of the courses in physical education.

\* \* \* \*

### ATHLETICS.

The school buildings are located on a mesa three hundred and fifty feet above the bay and are surrounded by a campus of sixteen and one half acres, which affords large opportunities for out-of-door sports and games. There are two tennis courts of decomposed granite, and separate courts for basket ball and captain ball. Tennis is the ever-popular game, while other games come and go with the seasons.

The sports of the students are under the direction of a Faculty committee working in unison with the department of Physical Education.

The Rowing Association, which was formed early in the history of the school, presents the most active phase of student athletics. This association, which consists of six crews, owns a well-equipped eight-oared barge. Each crew has its student officers and its regular day for rowing. The superior officers are a commodore and a business manager chosen from the Faculty.

\* \* \* \*

### THE CLIMATE OF SAN DIEGO.

By Local Forecaster FORD A. CARPENTER, U. S. Weather Bureau.  
Revised March 21, 1910.

Since the beginning of meteorological records, the temperature has averaged less than one hour per year above 90 degrees. Highest and lowest temperatures ever recorded are 101 degrees and 32 degrees. The thermometer has never gone below 32 degrees, although the records extend back to 1871.

The annual rainfall in San Diego averages ten inches. Back from the coast, the rainfall increases to over forty inches. It is in this well-watered region that the magnificent water supply of San Diego is located.

The sea breeze keeps San Diego cool in summer, and warm in winter, and the near-by mountains and desert give it a dry marine climate. The wind averages five miles per hour throughout the year.

The sun shines in San Diego on an average of 356 days a year. The photographic sunshine recorder shows that for over twenty years there has been an average of less than nine days a year without one hour or more of sunshine.

Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees showing the summer temperature at San Diego also inclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, inclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

*From U. S. Weather Bureau Records.*

## PROFESSIONAL COURSE.

### JUNIOR YEAR.

#### First Semester.

Education I .....	3
Grammar* .....	3
Reading* .....	2
Physical Geography or Biology	3
Drawing I and Manual Train- ing .....	5
Music I .....	3
Physical Education I.....	2

#### Second Semester.

Education II.....	3
Physiology .....	5
Arithmetic* .....	4
Drawing II and Sewing or	5
Drawing II and Woodwork	
or Cooking .....	5
Music II .....	3
Physical Education II.....	2

Chorus practice twenty minutes daily throughout the entire course.  
The Arabic numerals denote the number of hours per week.

\*Students who plan to enter the university with the intention of preparing for teaching in the high schools will be offered two years of German or French in lieu of the following subjects: Grammar, reading, arithmetic, history of literature and two of the "teachings" in the last half of the senior year. This arrangement will commence September, 1910

### SENIOR YEAR.

#### First Semester.

Education III.....	3
Contemporary History.....	3
History of Literature*.....	5
Teaching I daily, 10 weeks	5
Teaching II daily, 10 weeks	
Teaching Conferences .....	4
Physical Education III.....	1

#### Second Semester.

Education IV .....	2
School Administration .....	2
Teaching III daily, 10 weeks*	5
Teaching IV daily, 10 weeks	
Teaching V daily, 10 weeks*	5
Teaching VI daily, 10 weeks	
Teaching Conferences.....	6

## BRIEF DESCRIPTION OF THE PROFESSIONAL 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 the goal he ought to reach. 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."

*3 hours a week for one semester.*

**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, imagining, 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.

*3 hours a week for one semester.*

**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 aesthetic 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.

*3 hours a week for one semester.*

**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.** This comprises a brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certifying teachers, the 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.

*5 hours a week for one semester.*

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### PRACTICE TEACHING.

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 have experience 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. In addition to the model recitations and suggestions given in the course of the inspection of class work, each supervisor conducts a formal model recitation weekly in some one of the respective grades.

Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the student-teacher is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

The several teaching groups are as follows:

- |               |  |                                |
|---------------|--|--------------------------------|
| Teaching I.   | Primary Number Work and Formal Language.       | 5 hours per week for 10 weeks. |
|               | Conferences.                                   | 4 hours per week for 10 weeks. |
| Teaching II.  | Geography and Nature Study.                    | 5 hours per week for 10 weeks. |
|               | Conferences.                                   | 2 hours per week for 10 weeks. |
| Teaching III. | Grammar Grade, Arithmetic and Formal Language. | 5 hours per week for 10 weeks. |
|               | Conferences.                                   | 4 hours per week for 10 weeks. |
| Teaching IV.  | Literature and Composition.                    | 5 hours per week for 10 weeks. |
|               | Conferences.                                   | 2 hours per week for 10 weeks. |
| Teaching V.   | History and Civics.                            | 5 hours per week for 10 weeks. |
|               | Conferences.                                   | 2 hours per week for 10 weeks. |
| Teaching VI.  | Music and the Manual Arts.                     | 5 hours per week for 10 weeks. |
|               | Conferences.                                   | 4 hours per week for 10 weeks. |

The teaching assignments do not necessarily follow the order here indicated.

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### 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.** 3 hours a week for one semester. 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.

2 hours a week for one semester.

TEXT.—Grammar, State series.  
Clark: How to teach reading.  
Kimball: The English sentence.

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### LITERATURE.

This course is intended to give a general survey of the development of English Literature. Lectures will be accompanied by class study of typical masterpieces. While the emphasis will fall upon the far separated Anglo-Saxon and Victorian days, the work will be so planned that the student should secure the following results; (1) A knowledge and appreciation of the national tendencies and ideals which have persisted in English literature; (2) an acquaintance with the great periods in the evolution of our literature, and a study of the reason why certain literary species—epic, drama, fiction, criticism, etc.—have appeared or culminated in certain epochs; (3) above all, a feeling for the nature and worth of literature itself.

5 hours a week for one semester

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### CONTEMPORARY HISTORY.

This is an advanced course occupying one semester. The aim is to trace the social, political, and economic development of Europe and America from the Revolutionary War and the French Revolution to the present time. The modernizing of Europe, through the agency of the French Revolution and the Napoleonic epoch, is first considered somewhat in detail. The reaction following the Congress of Vienna, the aims of the movement directed by the "Holy Alliance" and its effects on Europe and America next receive attention. The "Industrial Revolution" and the struggle for constitutional governments are then taken up, leading to a contemplation of the "Era of Reform" in England, the evolution of representative government on the continent of Europe, and the independence of the Spanish American colonies. Finally, a superficial study is made of contemporary civilization, involving such topics as (1) The present political situation in Europe. (2) Economic tendencies. (3) Social readjustments.

3 hours a week for one semester.

**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 underly 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 a 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.

*4 hours a week for one semester.*

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

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**PHYSICAL GEOGRAPHY.**

This course consists of lectures upon astronomy, study of various kinds and origins of rocks found on the earth's surface, and the development of laws which govern the formations of the various types of physical forms. The idea of the course is to give the student a fundamental knowledge of facts necessary for the teaching of geography.

*3 hours a week for one semester.*

**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.

*3 hours a week for one semester.*

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**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.

*5 hours a week for one semester.*

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**DRAWING.**

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.

*5 hours a week for one semester.*

II. Pencil and color work from flowers and still-life groups; design; composition; charcoal from cast and from life.

*2 hours a week for one semester.*

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**WOODWORK.**

(a) *Mechanical Drawing.* This course is adapted to beginners in the subject and is related to the woodwork. Both copies and original drawings for many different sloyd models are made, such as hammer handle, coat hanger, corner bracket, book rack, towel roller, knife box, etc., etc.

One fine mechanical design is made—a surface covering.

Both mechanical and free-hand lettering are taught.

(b) **Bench Work.** Students first make simple articles, such as they have already made drawings for, to learn the use of the common tools. After this different kinds of elementary joinery are taught. The student is allowed a choice in the making of different things (such as tables, book shelves, chests, chairs, etc.), provided he advance constantly to more and more difficult work, and to work that requires the use of different tools. Good constructive design and accurate workmanship are constantly kept in mind. The work is such as might be undertaken in the grammar grades or in the first year of the high school.

*3 hours a week for one semester.*

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### MUSIC.

#### I. Elementary theory.

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

*3 hours a week for one semester.*

#### II. Elementary theory.

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

*3 hours a week for one semester.*

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### PHYSICAL EDUCATION.

The courses in Physical Education are based upon the Swedish system, although methods and exercises are freely introduced from any system, as conditions demand. The young women are examined by a special woman physician and are required to take the gymnastic exercises unless excused by this physician. A careful record of the physical condition, measurements, and personal history of each student is kept, which makes it possible to direct more successfully the activities of the individual. Any student showing marked defects of posture or carriage is given private corrective work.

The regular drill consists of formal exercises in which the corrective, educational, and hygienic motives are combined. The apparatus work is so modified as to be only a rational part of the general scheme. Club swinging is given in the advanced classes.

Rhythmic gymnastics, together with folk games, are extensively used, since they aid so materially in the gaining of greater poise and a more graceful carriage among girls. Much time is devoted to organized games, which tend to develop alertness and a spirit of comradeship. 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 towards the later teaching of games in the elementary schools. Informal talks on hygiene are given 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.

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### PHYSICAL EDUCATION III.

(a) **Plays and games.** This course deals with organized plays and games as related to the grammar school curriculum. The chief points considered are, the theory of the educational significance of play; the history of the Playground Movement in the United States; methods of presenting organized games; and the study and class demonstration of typical games.

(b) **Emergencies,** and training in reading the "Health Index" of children.

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### THE HOUSEHOLD ARTS.

The course is planned to train the student along the lines of home making, with special reference to her needs as a teacher.

**Dietetics.** This part of the course treats of the waste and repair of the body, the proportion and kinds of food required, and the composition of various typical foods.

**Theory and Practice of Cooking.** General principles controlling the preparation of food for adults and children are learned through practical work in the kitchen. Instruction is given in dish washing, the care of stoves, marketing, and serving, in conjunction with the specific cooking of:

eggs	salads	warmed-over dishes	deserts
cereals	soups	fish	beverages
vegetables	meats	breads	fruits



PHYSICAL EDUCATION.

M. R. FITCH PHOTO.  
SAN DIEGO

The cost of each dish prepared is estimated by students. Menus, emergency, and school luncheons are discussed.

The economical purchase and preservation of food is considered.

Emphasis is placed upon cleanliness in all matters pertaining to the household.

**Sewing.** The purpose of the sewing course is to enable the student to make undergarments, aprons, plain shirt waists, dress skirts, and children's clothes. Machines are used in connection with handwork.

Talks are given on public-school sewing, on economic buying, on useful and suitable clothing, on beauty and good taste.

Such details in millinery are taken up as will help students to make their own hats with the least expenditure of time and money, and to select pleasing designs and materials suitable for the occasion and the individual.

*Cooking, 5 hours a week for one semester.*

*Sewing, 3 hours a week for one semester.*

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### GERMAN.

**I and II.** The purpose of this course is to enable the student to read easy German prose and verse; to translate simple English sentences and idiomatic German; and to gain an accurate knowledge of the important essentials of German grammar, including the inflection of substantives, adjectives, and the conjugation of weak verbs and the more usual strong verbs, the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the essentials of syntax and word order.

*5 hours a week for one year.*

III and IV will be announced later.

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### FRENCH.

**I and II.** The purpose of this course is to enable the student to obtain a sufficient knowledge of the French grammar and the vocabulary accompanying it, to enable one to read simple French and to translate English sentences into idiomatic French. Drill will also be given in dictation and a fair conversational knowledge of the language will be acquired.

*5 hours a week for one year.*

III and IV will be announced later.

## BRIEF DESCRIPTION OF GRADUATE COURSES.

### DRAWING.

This course consists of:

(1) Advanced problems in perspective; (2) short course in mechanical drawing; (3) color sketching, still-life, flowers, and landscape work, pencil sketching from still-life; (4) charcoal from cast and life; (5) conventional design and composition; (6) clay modeling from cast; (7) history of architecture, painting, and sculpture.

*15 hours a week for one year.*

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### WOODWORK.

**Prerequisite:** The undergraduate courses in drawing and woodwork described in the foregoing pages, or their equivalent.

The graduate course in woodwork consists of advanced mechanical drawing and benchwork, including joinery—the application of the dowel, half-lap, dove-tail, and other points to furniture and other articles of household use. Incidentally a study of woods is made, as to their growth, milling, and suitability for different constructive uses.

Students taking this course are required to teach woodwork to the grammar-grade boys in the training school two hours a week for twelve weeks.

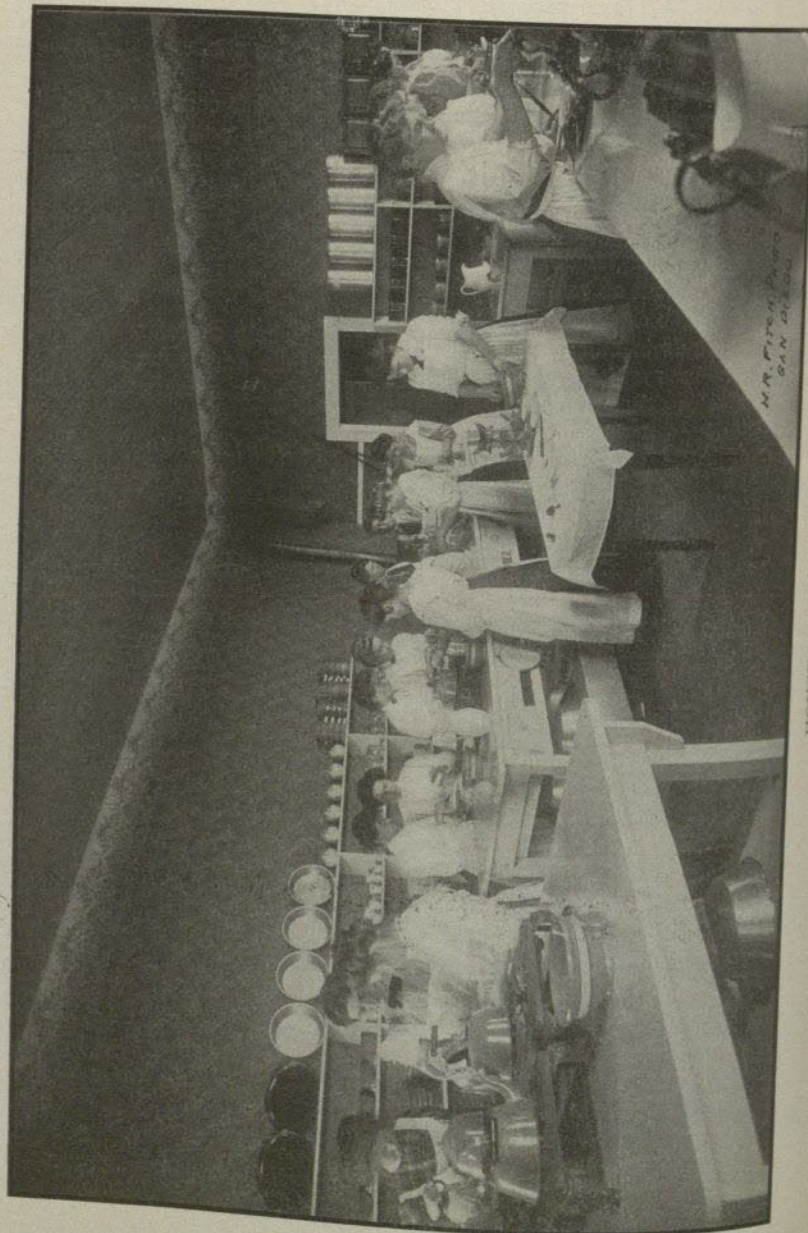
*15 hours a week for one year.*

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### THE HOUSEHOLD ARTS.

The graduate course in the Household Arts consists of lectures, laboratory work, essays, and collateral reading.

The following general topics are covered: the composition and nutritive value of foods; recent investigations in food chemistry and human nutrition; fundamental principles and processes of cookery, comparative study of cooking apparatus and fuels; plans and equipment of school



kitchens; production and manufacture of foods; food legislation. It is designed to give the student a thorough knowledge of the theory and practice of cookery and to aid her in arranging subject-matter for teaching. Special attention is given to scientific methods of work and to the adaptation of such methods to the school.

The course in sewing is given with direct bearing on its application to school work. Garments are made; teaching and supervising are discussed; textiles and processes of manufacture with the evolution of dress are studied.

*15 hours a week for one year.*

## 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 His- tory .....	5	Mediaeval and Modern His- tory .....	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 } .....	5	Latin } .....	5
French } .....		French } .....	
German } .....	2	German } .....	2
Physical Education .....		Physical Education .....	
12 B.		12 A.	
English .....	5	English .....	5
American History .....	5	American History .....	5
Zoology .....	5	Zoology .....	5
Latin } .....	5	Latin } .....	5
French } .....		French } .....	
German } .....	2	German } .....	2
Art } .....		Art } .....	
Physical Education .....	2	Physical Education .....	2

Twenty minutes' chorus practice daily throughout the course.

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*.

Bayley's *Poetry of the People*.

9 A. Scott's *Lady of the Lake*.

Scott's *Ivanhoe*.

*Second Year.*

10 B. Several of Shakespere's plays, beginning with *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 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—the Civil War. (15) Slavery and state's rights, national finances, territorial expansion. (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.

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### 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-Millis: *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-books, 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. Beside the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

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

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### PHYSICAL SCIENCES.

**Chemistry.** The first semester is devoted to a study of general inorganic chemistry. In the second semester, the work is extended to cover the principles of organic chemistry and the applications of chemistry to agriculture and domestic life. The laboratory work in agricultural chemistry is based upon Snyder's *Chemistry of Plant and Animal Life*. 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 upon the farm and in the home.

The work upon food materials is fundamental to the course in cooking offered in the senior year of the professional course. A study of the soil-producing and metal-bearing minerals is illustrated by a collection of minerals and rocks.

An aim throughout the course is to supply pupils with a fund of organized knowledge of familiar things which can be drawn upon in their subsequent teachings of nature study in the elementary grades.

TEXT.—Newell's *Descriptive Chemistry*.

**Physics.** Class-room instruction is given three days in the week upon the following topics: mechanics, sound, light, heat, magnetism, and electricity. The other two days are spent in the laboratory upon experiments illustrating the work of the classroom. Much of the laboratory work is quantitative, but time is not sacrificed in securing refined accuracy of the trained scientist. The underlying principles are rather emphasized as being of more value to the student.

Problems are employed only in so far as they are necessary to illustrate and enforce principles, not as an end in themselves.

The object of the course is to stimulate and satisfy as far as possible the desire that every normal mind should possess to know the laws of nature, and the application of these laws to mechanical appliances useful to mankind. It is the aim to present the subject in such a way that the students, should they become teachers, may be able to adapt the material to the needs of children in order that nature study may be enriched by bringing to it much from the realm of natural science.

TEXTS.—Millikan and Gale's *Physics*.

### BIOLOGICAL SCIENCES.

**Botany.** An elementary course in botany is offered, consisting of a study of the various types of plants. The Full 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 zoology.

\* \* \* \*

### LATIN.

The course in Latin extends over a period of two years—five recitations per week—and is given in the third and fourth years of the preparatory course. It covers the work necessary to meet the minimum requirements for admission to the leading universities, viz.: The mastery of inflections and of the simpler principles of syntax, the acquisition of a working vocabulary, and the ability to understand either at sight or at hearing simple prose narrative. The first four books of Caesar are read, a limited amount of training in translation at sight is given, and somewhat more than one fifth of the entire time allotted is devoted to practice in Latin composition. No beginning class will be organized unless at least five students register.

**PHYSICAL EDUCATION.**

The general notes regarding Physical Education 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.

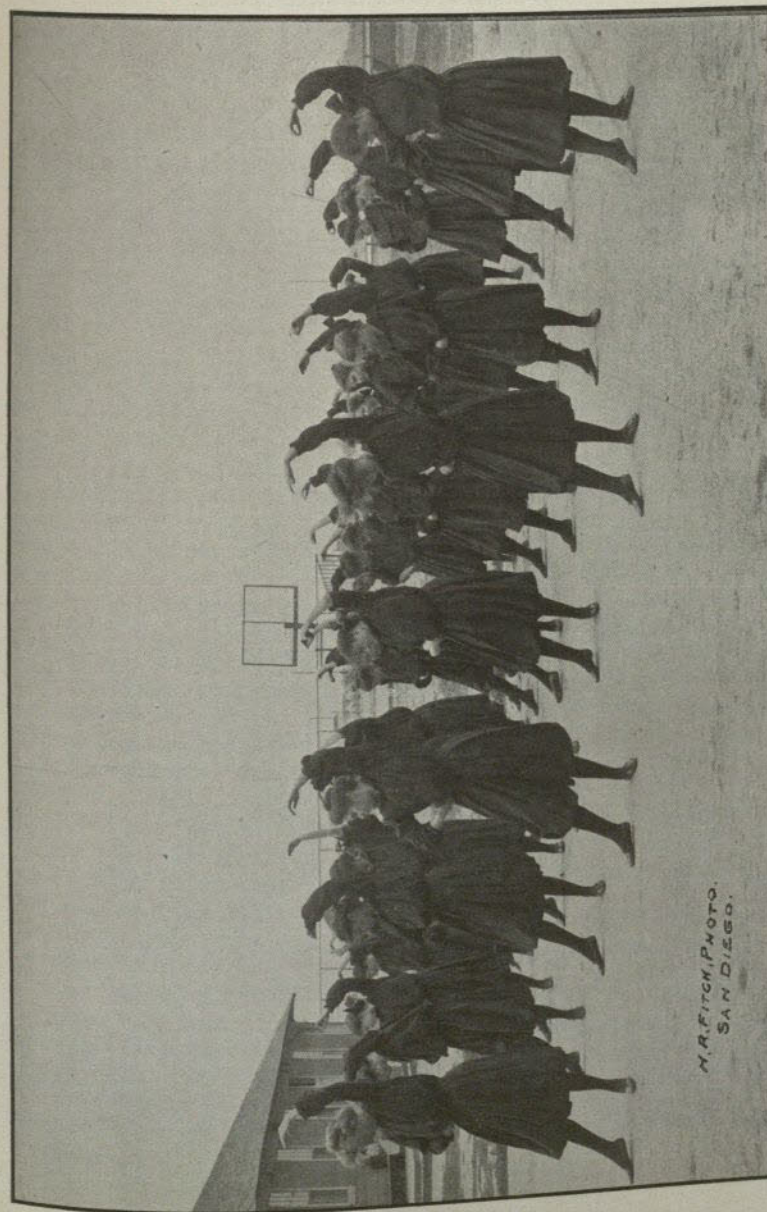
Little apparatus is used, the whole aim being to develop in the individual physical poise and buoyancy by means of class drill, æsthetic gymnastics, and games.

\* \* \* \*

**ART.**

This course includes talks on the history of Art, study of historical ornament, instruction in various phases of drawing through the medium of pencil, charcoal, water color, and colored crayons.

Special attention is given to the development of the principles of design as the underlying element of art. In addition to original work by students, copies of craftwork, prints, and other materials are used as standards and as confirmation of the principles presented.



H. R. FITCH, PHOTO.  
SAN DIEGO.

PHYSICAL EDUCATION.

## OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

### FOREWORD.

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. Practice teachers are regularly observed and are called into both class and individual conferences with a view to giving them professional help and instruction in the application of their methods.

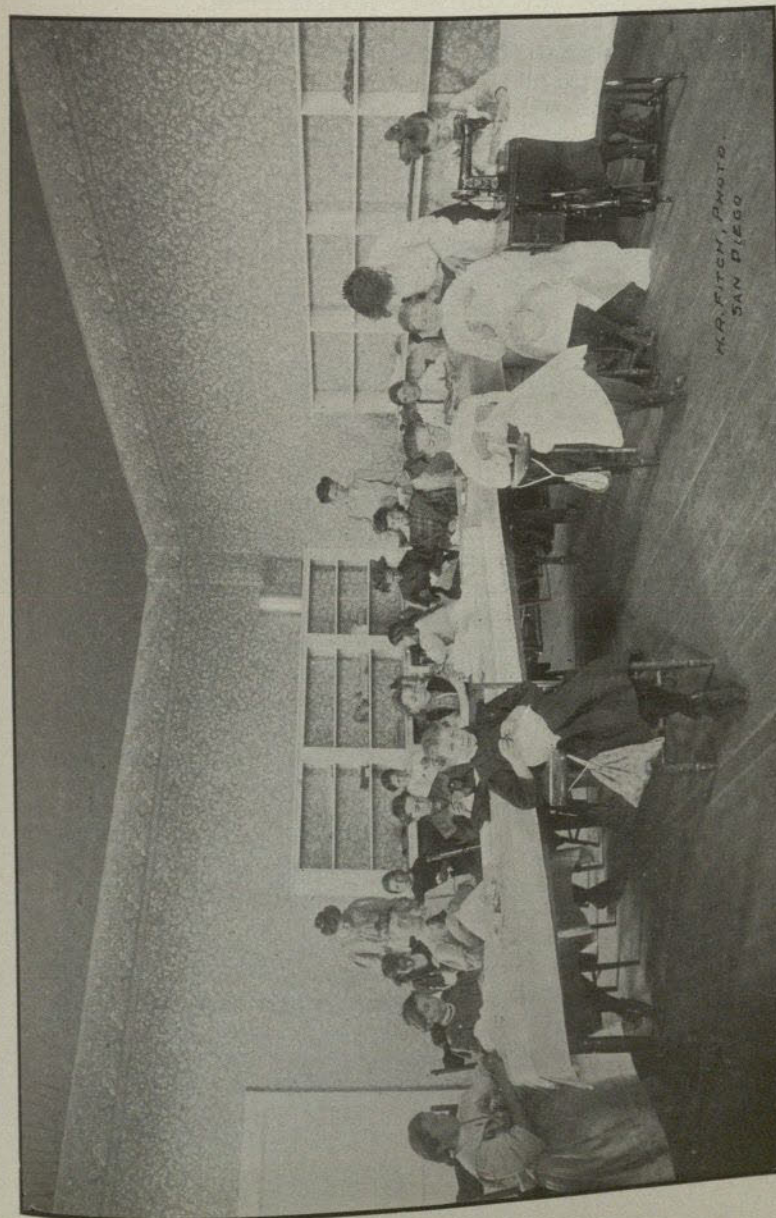
The classes in the Training School are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade.

To maintain normal, progressive, physical development, the health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. The daily program offers numerous periods for rest, games, and athletics as further provision for this development, all of which, owing to the climatic environment, are of the outdoor type throughout the year.

The outline of studies, which follows, is arranged for the purpose of indicating the more important working units in the various branches as they are developed in each grade. While no attempt has been made to present a completely arranged course of study, it is believed this outline will be found workable, giving due recognition to such phases of correlation as, the past with the present, the school with life, and subject with subject, and being in harmony with much of the best educational practice. As the subjects are presented certain aims are to be noted: (1) Arithmetic is taught, not primarily as a mental discipline, but to enable the child to solve the ordinary, rather than the technical, problems which confront him in actual life, and to do so with efficiency and dispatch. This makes the mastery of all the fundamental combinations, tables, and processes most essential, in view of which sufficient drill work is insisted upon to make them permanent. (2) Formal language work is based on the idea that the mastery of the art of right

usage is the fundamental aim, and that the science of its technical relationship has a limited place in the elementary school. Attention is centered on developing ability to speak, read, and write the language freely, clearly, concisely and correctly. For this the child is given frequent opportunity and constant encouragement to express his thoughts, orally at first, and afterwards in written form, when the mechanical side of writing shall have become a less conscious process. From this standpoint, all the subjects of study become tributary to language work through the abundance of rich thought content which they have to offer; history and literature particularly so through the attention they give to reproduction on the part of the child. (3) Literature covers a wide range of stories and readings from excellent sources that are believed to be within the grasp of the child's interest and appreciation. The setting of the story, the "painting" of the picture from the printed page, the spirit, the joy, the getting of the author's thought and purpose, rather than technical considerations, are aims to be emphasized. (4) History is taken up in the first year and continues throughout the elementary grades. Conditions and activities that have marked the progress of civilizations, especially as regards the social life of man, are first noted in a study of simpler society, that of primitive peoples. The work centers about the evolution of the more fundamental economics and industrial activities and the gradual development of other interests from these. This is followed, in the immediate grades, by a study of typical early historical peoples, and a study of some of the peoples and noteworthy historical movements of mediæval Europe down through modern European history; and through English history to the discovery and early settlement of America. Formal United States history occupies the seventh and eighth grades. In all the grades, appropriately selected interpretative material (folklore, myths, literature, the fine arts) is introduced, the purpose being to place before the child the spiritual, idealistic side of man's development as seen in his attempt to interpret himself and his environments. The method of study includes correlations with geography and nature study, with literature, and with the manual arts, where opportunities for such correlation occur; and dramatization, wherein the child lives the experiences of the past through vivid portrayal. (5) Geography deals particularly with the relationship of man to geographic environment, and, in a correlative way, to social environment. Life responses to geographic conditions, life activities of races and peoples from the view-point of geographic regions rather than political divisions rightfully claim much attention in the study of geography. Therefore, all those phases of the earth's topography and physical conditions bearing directly on the above are clearly pointed out and their significance is carefully discussed. Parallel with this, and in recognition

of the world-wide reach of commercial enterprise, considerable attention is given to the mastery of all locational features that have assumed more than national importance, the device used being largely that of map-sketching. Beginning with home geography in the third grade, the work of the fourth grade reaches out to a study of the larger facts rather than a detailed study of the United States. The study of the southern continents, the oceanic islands, and Eurasia occupy the fifth and sixth grades. North America and a thorough regional study of the United States are assigned to the seventh grades, stress being laid on the interrelation of physical conditions and industries. The eighth grade work centers about a study of world regions (as represented by the different countries) viewed from their industrial and commercial relationship, with special reference to the comparative importance of our own country. (6) Nature Study from the standpoint of economic values aims to develop the knowledge and ability to control nature, making it subserve the needs of man; from the standpoint of æsthetic values it should cultivate and develop an appreciation of nature beauty in all its forms, leading the child to love nature. In addition to these, moral and spiritual values are inherent in nature study, though as an aim they are entirely incidental and tend to take care of themselves. Through much usable knowledge of practical importance, through the appreciation of the utilitarian value of plant life and animal life, and through the æsthetic values that may be gained from the work, the child will grow naturally into a sympathetic attitude toward nature; he will come to realize "that unnecessary and wanton injury or destruction of either plants or animals is uneconomical, positively injurious to society, and reacts detrimentally upon the character of the offender." The importance of relating the work to the child's immediate environment is kept distinctly in mind in the selection of material; and in the organization of this material, both biological and physical phases receive attention, each of which is developed as it relates itself to life needs. Considerable emphasis is given in the eighth grade to a comparatively thorough study of human physiology and the hygiene related thereto. (7) Music in the elementary grades is largely devoted to songs—songs full of rhythm, melody, and spontaneity. The basic idea is that music, to be an element of real value, must be dealt with from the emotional or artistic side, that thus it must cultivate love and enjoyment of good music and develop in a gradual way good musical taste and judgment. Therefore, care is given to the selection and gradation of music. The text of songs must represent standard literary value, the music of songs must possess recognized excellence, and each must be found within the child's range of appreciation. While the technique of music is of secondary importance it is not, however, neglected. In handling this phase of the work an attempt is made to



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SAN DIEGO

present in as simple and fascinating a manner as possible the underlying reasons or rules governing the songs which the children have learned to love, and to afford sufficient drill thereon to enable pupils to reach a fair degree of proficiency in formal sight reading. Careful attention is given to ear-training with a view to sharpening tone perception and establishing tone relationship; and to voice culture with a view to preserving and cultivating the pure, light, unconscious tone belonging to childhood. To serve as an inspiration to freer and better interpretation, appropriate studies of the lives of some of the masters of music are provided in the higher grades. (8) The Manual Arts include three groups of activities, involving the manipulation of materials. To be able to know the good in art, and to appreciate and love it are the important factors throughout the drawing work. Decorative design, illustration of stories and poems, landscapes, and life forms in nature are some of the motives furnished; the responses to which are of the free-expression type. In fact, self-expression characterizes all the drawing work of the training school save in the mechanical drawings of designs and plans. Studies of masterpieces in painting and sculpture particularly, and, to a less extent, in architecture are given due emphasis. In manual training, adult standards may be too easily forced upon the child, whereas accomplishment may better be measured in terms of his growth. Motive, freedom of expression, growth in ability to see and appreciate and express details in their true relationship, are the more important ideas. Therefore, after a brief introduction to the fundamental processes, in prescribed manner, it is believed that these same processes will function more thoroughly and permanently through granting the child a liberal selection of articles to construct. In the household arts each phase of the work is studied in its relation to present day social needs, an understanding of the meaning and significance of each phase being emphasized along with the development of reasonable technical skill. Sources of material, commercial processes, economic values, cultivation of taste and good judgment, self-helpfulness, and the economics of buying are aims upon which much stress is laid in this field of study. In all of the three divisions above the thought side is an element of great, if not paramount, importance; and, in order that a mere making of things may not become the sole end in view, a due proportion of time is given to the consideration of thought values.

## ARITHMETIC.

### GRADE I.

No special periods for number work are assigned in this grade nor in the first half of the second grade. Experience with quantitative relationship of things and crude relations of size are gained incidentally through story work and constructive work.

### GRADE II.

Beginning in second half of this year, counting by *ones* to 120; counting by *tens* to 120. Value and representation of numbers to 1000. Introduction of first group of combinations.

### GRADE III.

Review and continue work of second grade. Writing of numbers to a million. Mastery of the forty-five combinations in addition and in multiplication. Drill in addition of columns. Exercises and drills involving principles in addition and subtraction. Subtraction completed. Multiplication, using one figure as a multiplier.

### GRADE IV.

Review and continue work of third grade. Multiplication completed. Short and long division completed. Application of principles in multiplication and division. Illustrated fraction work.

### GRADE V.

Rapid review of the forty-five combinations and their application to simple arithmetical problems. Review of multiplication and division and their application to concrete arithmetical problems. These are to be formulated by the teacher, and may be supplemented by an intelligent treatment of the work outlined on pages 23 and 24 of Advanced State Text. Common

Decimal fractions and miscellaneous examples following. Common fractions as indicated in Chapter IV. As much of least common multiple and greatest common divisor as may be necessary in the treatment of common fractions.

**GRADE VI.**

Continue review work in the forty-five combinations and their application, also simple concrete problems involving addition, subtraction, multiplication, and division of simple and fractional numbers. This review work to parallel the advance work. Frequent exercises in rapid addition of columns of numbers.

Powers and roots as on pages 79-94. Ratio and miscellaneous examples, Chapter III. Denominate numbers, Chapter V, omitting Dry Measure and all metric measures, except length and weight.

**GRADE VII.**

Continue frequent review exercises as in preceding grade. Aliquot parts, Chapter VI. Review and enlarge Chapter IV, common fractions. Percentage and its application, omitting Bank discount, Chapter VII. Stocks and bonds, Chapter VIII, omitted entirely.

**GRADE VIII.**

Continue frequent review exercises as in preceding grades. Literal numbers, Chapter IX. Involution and Evolution, Chapter X. Review and enlarge Chapter III, Ratio. Proportion, Chapter XI. Measurements and constructions, Chapter XII.

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**FORMAL LANGUAGE WORK.****GRADE I.**

**Reading.** Ward Primer, revised edition, and half of Ward First Reader, revised edition. Systematic phonetic work. Primer of Art Literature series. State Series Primer. State Series First Reader.

**Penmanship.** Board work entirely. Practice in free arm movement exercises, including the principles used in small and capital letters; practice in making the small letters of the alphabet working towards principles, form, and proportion; practice in writing words as new letters are introduced.

**Spelling.** Writing and combining of phonograms as soon as presented in reading. Sight words by visualization. Names of letters. Oral and written spelling (second half year) of words selected from reading.

**Language.** Conversations upon games, flowers, fruit, clothing, animals, etc. Oral reproduction of fables. Picture study for oral expression. Use of capital, period, question mark. Drill upon correct use of is, are, get, see, seen, saw, etc., through informal games and exercises.

**GRADE II.**

**Reading.** Ward First Reader, revised edition, completed. Ward Second Reader completed. Phonetic work continued. Holbrook, *The Book of Nature Myths*. State Series Second Reader.

**Penmanship.** Continue as in first grade and add free arm movement exercises on paper. Practice in making capital letters. Attention to writing of spelling words.

**Spelling.** Syllabication introduced. Six words daily in first half year; eight words daily in second half year. Frequent oral and written reviews. Spelling words selected from reading, and all content work—history, literature, etc.

**Language.** Conversations continued. Imaginative stories from pictures. Further use of capital; days of week, months of year, names of holidays, writing dates, etc. Drill for correctness of misused English.

**GRADE III.**

**Reading.** Ward Third Reader. Ward Fourth Reader. Stepping Stones to Literature—Third book. State Series Third Reader.

**Penmanship.** Continue free arm movement exercises on paper. State Series Copy Book No. 2. Attention to writing in spelling work.

**Spelling.** Ten words daily. Oral and written reviews. Words selected as in second grade.

**Language.** Lessons outlined with children in preparation for reproduction. Oral interpretation of pictures to express the thought of the artist. Continue mechanical work on use of capital, period, comma. Exercises to bring out variety of expression, and to correct generally misused English.

**GRADE IV.**

**Reading.** Cook, *Achilles and Hector*. Radford, *King Arthur and His Knights*. Stepping Stones to Literature—Fourth book. State Series Fourth Reader (parts).

**Penmanship.** Continue free arm movement exercises on paper. State Series Copy Book No. 3. Attention to writing in spelling work.

**Spelling.** As in third grade.

**Language.** Lessons about pets, journeys, etc. Oral reproduction of the best stories, trying to improve on them by shortening or lengthening. Picture study, an attempt being made to get a higher interpretation than in earlier grades. Continue mechanical work and enlarge with exercises to induce children to begin use of relative pronouns. Continue drills to correct English generally misused.

### GRADE V.

**Reading.** In this grade and following grades reading is combined with literature.

**Penmanship.** State Series Copy Book No. 4. Also selected models.

**Spelling.** Words selected from all subjects. Homonyms. Attention to prefixes and suffixes. A lesson is given once a week in connection with each subject.

**Grammar and Composition.** Dictation, transcription, and memorizing of poetry and prose, selected for literary and ethical value. Capitalization, abbreviations, quotations, punctuation. Oral and written reproduction, picture study, letters. Practice in sentence and paragraph structure, combining and enlarging sentences. Kinds of sentences, declarative and interrogative. Subject and predicate. Nouns, common and proper, singular and plural, and possessive forms. Verbs, contractions, correct use of *have* and *has*, *may* and *can*, *lie* and *lay*, etc.

### GRADE VI.

**Reading.** See fifth grade.

**Penmanship.** State Series Copy Book No. 5. Also selected models.

**Spelling.** As in fifth grade, with some attention to derivation of words and use of dictionary.

**Grammar and Composition.** Dictation and transcription of material for memorizing. State Series English Lessons, Book II, Part I, omitting lessons 10, 15, and 17. Composition based on *Composition*, Part I, page 223.

### GRADE VII.

**Reading.** See fifth grade.

**Penmanship.** In this and the following grade no special periods for formal penmanship are assigned.

**Spelling.** As in preceding grades.

**Grammar and Composition.** Dictation, transcription, and memorizing as in preceding grades. State Series English Lessons, Book II, Part II, Lessons 33, 36, 37, 38, 39, 40, 43, 47, and 48 to follow the completion of the other lessons, but may be omitted if class is not mature enough.

### GRADE VIII.

**Reading.** See fifth grade.

**Penmanship.** See seventh grade.

**Spelling.** As in preceding grades.

**Grammar and Composition.** Dictation, transcription, memorizing continued. State Series English Lessons, Book II, Part III, omissions in this grade being based on those of preceding grades. Composition from Part III, page 308. Some imaginative writing and original outlines.

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## HISTORY AND LITERATURE.

### GRADE I.

**History.** Stories of primitive civilization, presented orally by teacher; reproduction by pupils orally, by pictures, by clay-modeling, and by simple dramas. Stories of Tree-Dwellers, Cave-Men, Early Aryans, Egyptians, Eskimos, Indians, etc. Appropriate interpretative materials, such as myths, legends, ballads, folklore, etc.

**Literature.** The following stories are read to the class to encourage love of story and develop oral expression through simple reproduction: *The Three Bears*; *Cinderella*; *Jack and the Bean Stalk*; *Little Tuppen*; *The Three Goats Named Bruse*; *The Three Pigs*; *Drakesbill*; *The Lion and the Sun*; *Reynard the Fox*; *The Fox and the Crow*; *The Wind and the Sun*; *Letter from a Fox*; *The Story of Agoonack*; *Bow-wow and mew-mew*; *Selections from New Year's Cat*; *Stories from In Mythland*, Vol. I; *One, Two, Three; Bargain*. Selections for memorizing as follows: *One, Two, Three; Whenever a Child is Born*; *The Baby*; *One Mother*; *My Shadow*; *Sweet and Low*; *The Ferry for Shadow-town*; *The Dandelion*; *The Little Plant*; *Which Loved Mother Best?*

## GRADE II.

**History.** Culture stories of primitive civilization, presented as in preceding grade. Lake-Dwellers, Tent-Dwellers, Stories of early Persians, Greeks, Phoenicians, Native Africans, Vikings, Indians. Reproduction as in preceding grade.

**Literature.** Stories read to class, method as in preceding grade: *The Ugly Duckling; The Fisherman and His Wife; The Frog Prince; The Five Peas; Hans and the Four Big Giants; Beta and the Lame Giant; Prince Harweda; The Loving Cup; Little Blessed Eyes; The Fair White City; Beautiful Joe; Adventures of a Brownie; Dick Whittington; Stories from In Mythland, Vol. II.* Selections for memorizing: *Good Night and Good Morning; Dandelion Fashions; Bed in Summer; The Night Wind; Wynken, Blynken, and Nod; Autumn Leaves; Tennyson's Morning Song; Seven Times One;* selections from *Hiawatha*.

## GRADE III.

**History.** Stories of developing civilization such as are found in the first three chapters of True's *The Iron Star*; stories of early Greeks and Romans, with appropriate myths and legends; stories of American aborigines and tales of the discovery and settlement of America. Stories presented orally with reproduction as in preceding grades.

**Literature.** Stories read to class, method as in preceding grades: Selections from *Arabian Knights; Cooke, Story of Ulysses;* stories from Hawthorne's *Wonder Book; Black Beauty; Alice in Wonderland; The Little Lame Prince; Stockton, Fanciful Tales.* Selections for memorizing: *Psalm I; Our Flag; Little Brown Hands; October's Party; Cheerfulness; Discontent; Don't Give Up; Drive the Nail Aright; The Brown Thrush; The Children's Hour; The Wounded Curlew.*

## GRADE IV.

**History.** Continue Greek and Roman stories; stories of early Teutons with appropriate legends and folklore, leading up to settlement of Anglo-Saxons in England and Norse discovery of America; tales of early exploration in America continued, with particular stress on the work of the Spanish in the Southwest. Instruction still largely oral, but in a few instances books are furnished pupils for reading.

**Literature.** Stories read to class, method as in preceding grades: Baldwin's *Old Greek Heroes; Mowgli stories in Jungle Books, Vols. I and II;* selections from *Uncle Remus; Little Men; Robinson Crusoe;*

*Biography of a Grizzly.* Selections for memorizing: *Psalm 121; A Night with a Wolf; Grandpapa; Children; The Mountain and the Squirrel; Abou Ben Adhem; The Sandpiper; The Bugle Song.*

## GRADE V.

**History.** Stories of the Middle Ages grouped under the following topics: (1) Development of Christianity and its effect on paganism. (2) Rise and development of Mohammedanism. (3) Charlemagne and his work. (4) The Romance of Roland. (5) Feudalism, chivalry, and the feudal castle. (6) Monasticism and the monasteries. (7) Alfred the Great and Saxon struggles in England. (8) Knut, the Dane. (9) The rise of the Normans and William the Conqueror. (10) Robin Hood and his times. (11) The Crusades. (12) Life in town and country during the Middle Ages. (13) Wallace, Bruce, and Douglas. (14) The Hundred Years' War and Joan of Arc. (15) End of the Middle Ages. Instruction largely oral, but increasing number of books furnished pupils. Reproduction as in preceding grades, but more stress laid on written and dramatic expression.

**Literature.** In this grade and the following grades lessons in literature include: (1) The presentation, *i. e.*, the reading of the selection usually by the teacher; (2) The development or discussion; (3) The re-presentation by the pupils in the form of reproductions (oral and written), word pictures, the reading of selected incidents or of dialogue, and the dramatization of incidents and scenes; (4) The memorizing of selections. Oral reading is taught incidentally rather than formally, the aim being to secure from the children an intelligent, pleasant, and fairly appreciative expression of the thought. The following literary material is used: Ruskin, *The King of the Golden River;* Hawthorne, *Wonder Book;* Hawthorne, *Tanglewood Tales* (selections); Hawthorne, *The Snow Image;* Longfellow, *Hiawatha;* The Story of Joseph; selected short poems throughout the year; supplementary reading through the use of the Training School library.

## GRADE VI.

**History.** Stories of Modern Civilization grouped under the following topics: (1) The Romance of the Cid—the conflict between Christianity and Mohammedanism in Spain. (2) Ferdinand and Isabella—the conquest of the Moors and the discovery of America. (3) Louis XI. of France and the downfall of feudalism. (4) The Renaissance. (5) Martin Luther and the Reformation. (6) The rival kings, Henry VIII., Francis I., and Charles V., with emphasis on Spain's greatness. (7) Henry of Navarre and the end of the religious wars in France. (8)

Queen Elizabeth—the era of expansion and glory for England. (9) Sir Francis Drake and the sea fighters of the sixteenth century. (10) Struggle for political freedom in England—the Civil War and Commonwealth, and the Puritan emigration to America. (11) The Age of Louis XIV.—the grandeur and glory of France. (12) The French Revolution. (13) The Age of Napoleon Bonaparte—Europe revolutionized. (14) The American Revolution. More books are used and an attempt is made to introduce more formal and consecutive history.

**Literature.** For method, see fifth grade. The following literature material is used: Pyle, *Some Merry Adventures of Robin Hood*; Kingsley, *The Water-Babies*; Burt, *Odysseus*, with readings from Palmer's translation of the *Odyssey*; The Story of Daniel; Macaulay, *Horatius*; Irving, *Rip Van Winkle*; Hawthorne, *Biographical Stories*; selected short poems, principally heroic ballads, throughout the year; supplementary reading, see fifth grade.

#### GRADE VII.

**History.** Formal United States history, using State Series Grammar School History in hands of pupils. Instruction is wholly on the topical plan, with much reading outside of the text-books. Ground covered, from the discovery of America through the Revolutionary War.

**Literature.** For method, see fifth grade. The following literary material is used: Mabie, *Old Norse Stories*; Longfellow, *The Skeleton in Armor*; Irving, *The Alhambra* (selections); Longfellow, *The Courtship of Miles Standish*; Irving, *The Legend of Sleepy Hollow*; Longfellow, *Evangeline*; The Story of Ruth; Hawthorne, *The Great Stone Face*; Cooper, *The Last of the Mohicans*; selected short poems, in particular those of the earlier period of American life and history; supplementary reading, see fifth grade.

#### GRADE VIII.

**History.** Formal United States History continued—from the Revolutionary War to the present, including a brief study of our forms of government and a somewhat extended study of the history of California. For method, see seventh grade.

**Literature.** For method, see fifth grade. The following literary material is used: King Arthur and His Knights, based on the text of Lanier and Pyle, with readings from Tennyson; Lowell, *The Vision of Sir Launfal*; The *Autobiography of Franklin*; Dickens, *A Christmas Carol*; Whittier, *Snow Bound*; Scott, *The Talisman*; Hale, *The Man without a Country*; selected short poems, particularly those of a patriotic nature; supplementary reading, see fifth grade.

## GEOGRAPHY AND NATURE STUDY.

### GRADES I AND II.

No special periods for geography and nature study are assigned. A love of nature and feelings of sympathy for animals are developed through the conversation work of the language period, and also in connection with the story work of the literature and history periods.

### GRADE III.

**Geography.** Geography proper is begun in this grade. The object during the year is threefold: (1) To give pupils some systematic knowledge of the city and surrounding country; (2) To develop ability to interpret and draw maps of the above; (3) To impart to the class, by means of graphic oral descriptions, supplemented by pictures and stories, as vivid an impression as possible of the noteworthy characteristics (from the child's standpoint) of the life and surroundings of some of the world's typical peoples. Develop map of schoolroom, school-building, playground, portion of city in vicinity of normal school, etc. Discuss occupational life of the people of San Diego and vicinity; products of farms, gardens, mills, mines; civil organization of city. Descriptive work based on the life and surroundings, and emphasizing the child life of the following peoples: Eskimos, Desert Arabs, Hollanders, Japanese, Italians, Mexicans, South Americans, Africans, etc.

**Nature Study.** Begin with study of seeds, germinating beans, corn, etc.; watching and drawing successive stages. Garden work for fall; individual plots; pupils to record dates of planting, sprouting, ripening, and other details as to mode of planting, soil, etc. Study of soil: collecting and studying samples of many different kinds from gravel to humus; growing seeds in the different soils, noting results. Study of animals and birds: the horse—kinds, uses, care of; stories of horses to awaken interest in and sympathy for them; other typical local animals; some of the typical local birds; the bulletin on Humane Education of the San Diego Normal School furnishes the type of development for this phase of the work in this grade and the next two grades. In spring term renew garden work and take up the study of flowers and the pollen distributors, such as butterflies and bees.

## GRADE IV.

**Geography.** The knowledge of maps gained in the third grade is here used in a general study of the United States. The method of graphic oral description is also used; and rapid map sketching at the board from memory is made a constant feature of the work, in order to impress, by visualization, the facts of locational geography. The states are taken up by groups, the group as a whole being studied in so far as it possesses common characteristics, as follows: Pacific states; Rocky Mountain and Basin states; East and West Central states; South Atlantic and Gulf states; Middle Atlantic states; New England states.

**Nature Study.** Continue the work of the third grade, but vary by planting other seeds and studying other flowers, also other animals and birds; see third grade for use of bulletin on Humane Education. For additional study take up: the cow and dairy products; stems, leaves, and roots; irrigation and fertilization of soil; useful and injurious worms and insects; observe metamorphosis of mosquito and butterfly.

## GRADE V.

**Geography.** The year's work is devoted to a study of the southern continents and the oceanic islands. Care is taken to exclude all unimportant features and to fix firmly in the mind of the location and characteristics of all those countries, cities, rivers, etc., that have assumed importance in recent national and commercial development. Attention is given to the contrast between early aboriginal life and modern life under control or direction of Europeans and Americans. As in the preceding grade, maps are sketched; and locational geography is vitalized and enriched by full descriptive talks by the teacher, for which such books as the following are helpful sources: Carpenter's *Political and Social South America*; Dunton's *Africa*; Kellogg's *Australia and the Islands of the Sea*. The order of study and subdivisions are as follows: South America—Amazon region, Brazilian highlands, Andes region, Orinoco region, La Plata region; Africa—Barbary State, Sahara and Soudan, Nile region, Congo region, South Africa; Australasia—Eastern Australia, Central and Western Australia, Tasmania, New Zealand; East Indies; Philippines; Hawaiian Islands.

**Nature Study.** A study of sea and land life occupies most of the year in this grade, with a briefer study of the sources and preparation of man's clothing and principal foods. The grouping is as follows: water life—coelenterates (hydrozoa, coral), starfish, crustacea, fishes, whales, seals, seaweed; studying above by means of sketches and oral descrip-

tions, using preserved and living specimens, and using microscope with lower forms; desert life—animals, insects, and plants of the desert, and their adaptation to environment; clothing materials—method of producing the raw materials and making the finished product; food products, treated in similar manner. See bulletin on Humane Education, as previously cited, for suggestions on the study of sea and land animals above.

## GRADE VI.

**Geography.** The study of Europe and Asia as wholes, then by units. The units of study are in most cases the political divisions. Each of these is treated according to the following: location; physiography; climate; products; occupations. The interdependence of these facts is clearly pointed out and discussed. Maps are drawn, with special reference to the indication of products.

**Nature Study.** Nature study in this grade is based on physics and chemistry, illustrated by simple experiments. The units are: air—its composition and physical properties; wind—causes, kinds; water—different forms, manner of formation of each; heat—causes, effects (expansion, fusion); combustion—causes, products of combustion, respiration as related to above; machines—lever, pulley, incline, etc.; the steam and gas engines; inertia; centrifugal force; sound, light, magnetism; electricity; liquids—relative density, buoyancy, capillarity; gases—compressibility and expansive forces, relative density, the barometer, the air pump.

## GRADE VII.

**Geography.** The United States and the rest of North America are studied in detail with much attention to cause and effect. Detailed study of California; physiography; mountain and river systems; climate of different sections, seeking causes; desert and fertile regions; mining, agricultural, and horticultural regions, with special attention to their respective industries; counties, with approximate location; chief cities and industrial activities therein. Briefer study of the United States along similar lines, including: the remainder of the Pacific region—Oregon and Washington; the mineral region—Rocky Mountain states, Basin states; the pasture region—parts of Rocky Mountain and West Central states, Western Texas; the grain region—West Central states, East Central states; the cotton region—South Atlantic and Gulf state; the manufacturing region—Middle Atlantic states, New England states. Brief study of Alaska, Canada, Mexico, and Central America.

**Nature Study.** A study of the soil and the relation of vegetation thereto comprises the greater part of the year's work, according to the following: the soil—its constituents as seen in different collected specimens, causes of soil formation, fertilization, conservation of moisture, irrigation, drainage; alkali soil—its cause and cure, and the crops adapted to it; garden work in early fall and spring, to illustrate the above principles and to serve as a basis for discussing the same; cereals as special food products of the soil—geographical distribution of the important cereals, method of producing the same; local trees—names and habits of the ornamental trees on the Normal Campus and throughout the city; fruit trees of California—care of and protection from pests; forestry—chief forest trees and their uses, the national forests, varieties and habits of the Eucalyptus. Briefer study of mining and mining products, building and paving materials.

#### GRADE VIII.

**Geography.** A study of the whole world, country by country, pointing out all possible relationship with the United States. Comparative study of physiography, water-ways, fertile and arid regions, climate, products, transportation systems, occupations, and forms of government. The commercial relationship of the United States with other countries. Frequent discussion of current events in all countries where these events have any international significance. Map-work as in sixth grade.

**Nature Study.** (a) A study of human physiology, to cover thirty weeks: skeleton; muscles; digestion; circulation; respiration; nervous system; special senses—sight, hearing, taste, touch, smell; the hygiene of the above, with special attention to the effects of alcohol and narcotics on the system; first aids to the injured.

(b) A study of elementary astronomy, to cover ten weeks; the more fundamental ideas of the relative position and distances of the heavenly bodies; the relation of the earth to the other members of the solar system.

## MUSIC AND THE MANUAL ARTS.

### GRADE I.

**Music.** Rote singing forms the fundamental part of the first four years' work. Songs to emphasize rhythm, melody, and spontaneity, effort being made to preserve and cultivate the pure, light, unconscious tone belonging to childhood. Ear-training, developing sense of tonality and rhythm through the use of melodic phrase sung with sol-fa syllables and words. Later in the year begin simple exercises in the use of the staff to develop eye-training.

**Drawing.** Constructive drawing,—observation work with and the drawing of views of sphere, cube, and cylinder; pencil sketching,—outline drawings from nature and still life; cylindric perspective; color work,—recognition of colors and color charts, work from nature in flat washes; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; clay modeling from nature; design,—rosettes in squares and circles; picture study.

**Manual Training.** Raffia,—braiding and sewing mats, etc.; paper sloyd,—models requiring simplest measurements.

### GRADE II.

**Music.** Continue work of first grade. Rote singing. Individual voice and class exercises in singing melodic phrases from dictation. Further use of the staff, showing difference of position in different keys. Use of signature.

**Drawing.** Constructive drawing, observation work with and the drawing of views of the square-prism and hemisphere; pencil sketching in outline from nature and still life, using single objects; cylindric perspective; color work,—simple wash drawings from fruit, vegetables, flowers, and leaves, drawing of landscapes from memory; ink silhouette from nature; illustration of stories and rhymes in pencil, color, and clay; design,—simple repeated designs in circles and squares; clay modeling from nature; picture study.

**Manual Training.** Raffia,—braiding, sewing, weaving; paper sloyd,—simple models requiring no measurements less than half inch.

**GRADE III.**

**Music.** Continue song work. Individual proficiency in sight singing and rhythm practice. Take up movement involving two tones to one beat. Continue dictation. Increased attention to the development of the sense of rhythm. In this and succeeding grades much time is given to ear-training (through oral and written exercises) to develop and sharpen tone perception and to establish tone relationship.

**Drawing.** Constructive drawing,—study and draw views of cone and square pyramid; pencil sketching,—outline single objects and groups from nature and still life; perspective as in second grade; color work,—color sketching from nature and still life, landscapes from memory; ink silhouette and illustration work as in second grade; clay modeling from still life and nature; design,—simple repeated designs in circles, squares, and equilateral triangles; picture study.

**Manual Training.** Raffia,—braiding, sewing, weaving; cord work,—knotting, weaving; paper sloyd,—simple models requiring measurements not less than quarter inch.

**GRADE IV.**

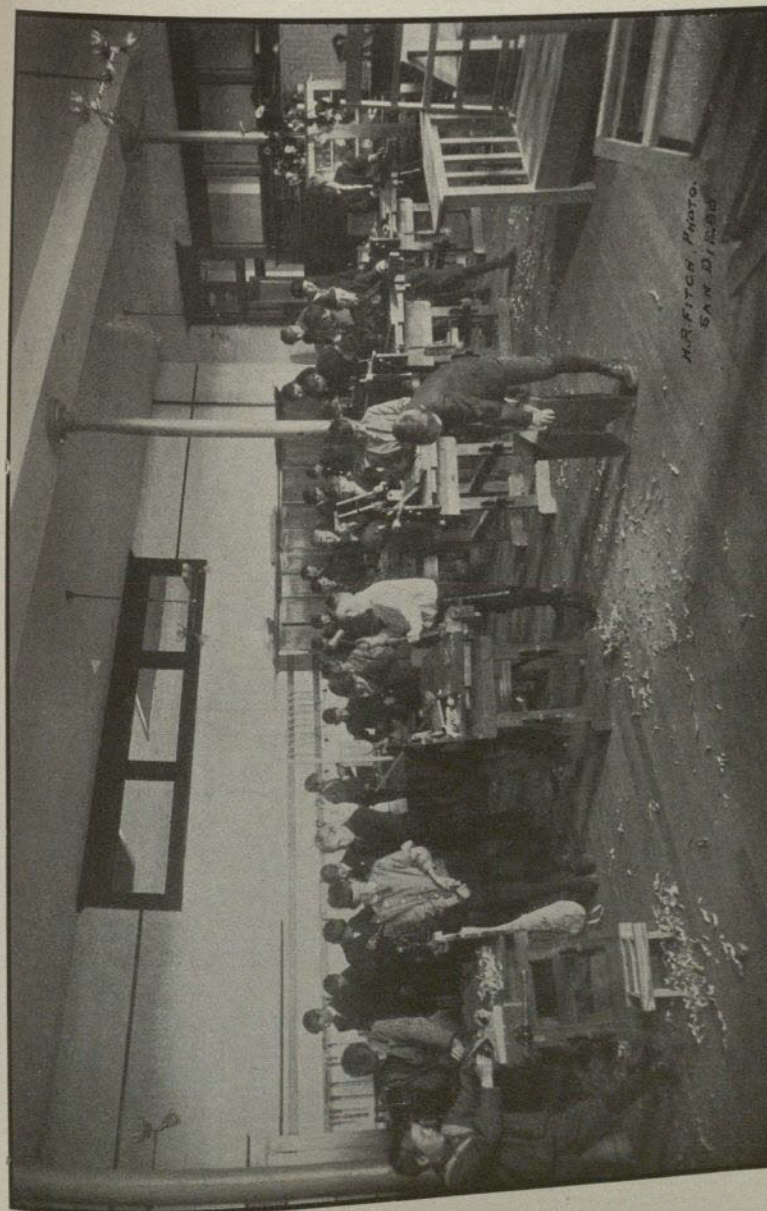
**Music.** Continue song work. Exercises to develop the ability to read simple melodies at sight in any major key, to sing exercises in 2-4, 3-4, and 4-4 measure, and to sing groups of tones represented by dotted quarter and eighth notes. Exercises in two-part melodies begun.

**Drawing.** Constructive drawing,—study and draw views of equilateral triangular and right angled triangular prisms; continue pencil sketching, color sketching, perspective, ink silhouette, clay modeling, and illustration work as in preceding grade; design,—simple repeated designs in circles, squares, triangles, and kite shapes; picture study.

**Manual Training.** Raffia and cord work as in the preceding grade; wool weaving; paper sloyd as before, but requiring measurements not less than the eighth inch.

**GRADE V.**

**Music.** Continue work of fourth grade, adding exercises to develop use of chromatics. Continue rhythm, adding the dotted eighth and sixteenth and the simple forms of 6-8 measure, two beats to a measure. Two-part melodies continued. Study of some of the composers in story form.



**Drawing.** Constructive drawing,—simple prescribed models for woodwork, also original models; pencil sketching in light and shade from nature and still life; cylindric and parallel perspective; color work,—color sketching from nature and still life, landscapes from memory; ink wash in two tones; illustration of the content of literature and history, adapted to the grade; clay modeling from nature; design,—simple repeated designs and designs for folio covers; picture study.

**Manual Training.** Woodwork (for boys); models are made which teach the use of common tools and the elementary methods of joinery; this is followed by the making of original, useful articles for home or school, the idea being to encourage creative work and thus develop individuality.

**Domestic Economy.** Sewing (for girls); needle sizes, thread numbers, use of thimble, method of taking a stitch; basting, overcasting, back-stitching, buttonholes, fells, darning, seams, hemming, gathering, patches, loops; cutting and machine work; making of articles, such as—sewing bag, kettle holder, sewing apron, doll clothes, etc.; darning stockings, patching worn garments; lessons on materials,—silk, cotton, wool, etc.

#### GRADE VI.

**Music.** Further exercise in preceding technique. Introduce gradually all the chromatics, and give exercises in the application of syllables to any short, simple melody, from memory or dictation. Exercises in the minor mode. Three-part singing. Brief study of composers, in story form, continued.

**Drawing.** Constructive drawing,—prescribed and original drawing for woodwork; pencil sketching,—light and shade from nature and groups of still life; cylindric, parallel, and angular perspective; color sketching, ink wash, and illustration as in preceding grade; design,—repeated surface designs, using curves to space off back grounds, designs for book, folio and magazine covers.

**Manual Training.** Woodwork (for boys) as in preceding grade.

**Domestic Economy.** Sewing (for girls); hemstitching, bias seams, plackets, tucks, napery, hem, over-handing, and over-seaming; fastenings, and flannel stitches; cutting and general use of machine; making of articles, such as—stocking bag, baby sack, cooking apron, handkerchief, iron holder, etc.; lessons on materials,—silk, cotton, wool, etc.

#### GRADE VII.

**Music.** Review and continue work of sixth grade. In rhythm pupils should be able to read all the forms found in 6-8 measure and to sing four tones to one beat. Syncopation. Brief study of composers as in preceding grades.

**Drawing.** Continue constructive drawing, pencil and color sketching, perspective, and illustration as in preceding grade; ink wash in three tones; design,—repeated surface designs, using curves and irregular spacings for foundation, design for book covers, folio covers, etc.

**Manual Training.** Woodwork (for boys) as in preceding grades.

**Domestic Economy.** Cooking (for girls); air in relation to life and fire; fuels, water, cleanliness; fuel foods,—starch, potato, cereals; tissue-building foods—eggs, milk, butter, cheese; flour and flour pastes,—quick breads, yeast breads, macaroni; food in its relation to life,—body stuffs, food stuffs, diet, etc.

#### GRADE VIII.

**Music.** Complete review of previous work. Introduce bass clef. Brief study of composers as in preceding grades.

**Drawing.** Constructive drawing, pencil and color sketching, and perspective as in preceding grades; landscape and flower composition in line and wash; design,—applied designs for surface coverings (book, folio, magazine), fans, pillows, etc.

**Manual Training.** Woodwork (for boys) as in preceding grades.

**Domestic Economy.** Cooking (for girls); tissue-building foods,—meats, composition and cooking of meats, cuts of meats, fish, food values; fuel foods,—fats and oils, cooking in fat, frying and sauteing; acid and salt supplying foods,—fruits, vegetables, soups, salads; sugar,—value as food, common sense in the use of sugar, cakes, desserts, etc.; preservation of food,—canning, jellies, action of bacteria; beverages,—coffee, tea, cocoa, chocolate.

## GRADUATES.

## 1908-1909.

Allen, Rhoda Mae	San Diego	Grosvenor, Corinne	Troy, O.
Bailey, Elizabeth J.	Nellie	Guild, Ruth	San Diego
Bailey, Ida Maud	Julian	Gulack, Pearl G.	San Diego
Barden, Emma Elizabeth	Long Beach	Harris, Hazel	Klamath Falls, Ore.
Barth, Katherine Margaret	San Diego	Harsha, Mabel E.	Lemon Grove
Bashore, Ethel	San Diego	Heilbron, Irma	San Diego
Beidleman, Edgar	San Diego	Hinckley, Verna	San Diego
Bell, Norma Lucile	San Diego	Jobs, Margaret C.	San Diego
Beller, Florence Marie	Carlsbad	Kilty, Margaret A.	San Diego
Boal, Alma	La Jolla	King, Alice J.	Fallbrook
Borden, Olive May	El Cajon	Lantz, Lillian A.	Colton
Bullock, Alys	San Diego	Lindley, Mary-Olive	San Diego
Byron, Adelle	Carlsbad	Marks, Lela Estelle	Julian
Caldwell, Clara Mildred	Holtville	Marsh, Alpha B.	San Diego
Chalmers, Fay	San Diego	Maxwell, Dorothy M.	Ramona
Clark, Josephine Elizabeth	Dulzura	McDonald, Inez Blanche	Santa Maria
Coiner, Frances M.	Santa Maria	Morse, Anna Whitmore	San Diego
Cowart, Ira	San Diego	Mulvihill, Margaret Ellen	Redlands
Coy, Georgie V.	San Diego	Nance, Carrie	Santa Maria
Crayne, Ethel E.	Anaheim	Phillips, Harriet G.	San Diego
Cross, Nettie Irvin	San Diego	Plumer, Lillie	San Diego
Culbertson, Mary K.	Claremont	Raymond, Florence	San Diego
Culter, Mabel Mildred	El Modena	Safford, Kate E.	San Diego
Cummins, Zora Grace	Bostonia	Schlatter, Maggie Myrtle	San Diego
Curtis, Judith A.	Carbondale	Shaw, Constance Muriel	San Diego
Daggett, Laura L.	San Diego	Smith, Florence Jessica	Los Angeles
Detrick, Nettie	San Diego	Stitt, Edith	San Diego
Downs, George G.	Otay	Story, Louise	San Luis Obispo
Drury, Nan	San Diego	Stuart, Mary Elizabeth	San Diego
Dunbar, Carrie	San Diego	Sullivan, Grace Frances	San Diego
Emery, Mabel W.	San Diego	Wade, Myrtle Keats	San Diego
Farr, Hattie	San Diego	Ward, Helen M.	San Diego
Filkin, Nina E.	San Marcos	Weseloh, Grace	San Diego
Flack, Mary E.	Lakeside	West, Lulu Ada	Santa Ana
Floyd, Marion E.	San Diego	Williams, Martha B.	Mechanicsburg, O.
Forster, Senta	San Diego	Young, Jean Ora	Le Mesa
Frost, Jessie S.	San Diego	Zschoegner, Rebekah May	San Diego
Greer, Alice M.	San Diego		

## FIRST SEMESTER.

## 1909-1910.

Abbott, Frances J.	Santa Fe, N. M.	Kelly, Edith E.	Escondido
Adams, Helen	Encinitas	Leovy, Edith	San Diego
Bourg, Alice	Watson, Colo.	Lowe, Adalene E.	San Diego
Burlingame, Ella M.	National City	Noble, E. Fern	San Diego
Butts, Catherine I.	San Diego	O'Neal, Matilda	Fallbrook
Dana, Marie	Nipomo	Paine, Prue	San Diego
Dow, Grace Eleanor	Calexico	Plumer, Frances R.	San Diego
Freeman, Carolyn S.	Cucamonga	Poole, Anna C.	Santa Barbara
Gregg, Laura	San Diego	Rivers, Lillian	San Diego
Holmes, Minnie H.	Long Beach	Russell, Edna K.	San Diego
Jefferson, Sue M.	Leavenworth, Wash.	Sykes, Carol H.	Brookfield, Mo.
Johnston, Eleanor N.	Pacific Beach	Woods, Alice V.	San Diego

## GRADUATE STUDENTS.

Allen, Anna Myrtle	University of California
Bourg, Alice	State Normal School, San Diego
Gartzmann, Pauline	Leland Stanford Junior University
Holmes, Minnie H.	State Normal School, San Diego
Johnston, Eleanor N.	State Normal School, San Diego
Langdon, Louise Blanche	State Normal School, Cape Girardeau, Mo.
Leovy, Edith	State Normal School, San Diego
Norton, Ione	Leland Stanford Junior University
Stough, Mrs. Emma R.	Life Diploma in Music, California
Warren, Gertrude S.	State Normal School, Peru, Nebraska
Young, Elizabeth	Silver City Normal School, New Mexico

## CATALOGUE OF STUDENTS.

## 1909-1910.

Abbey, Florence	San Diego	Bendle, Irene	Santa Rosa
Abbey, Mabel	San Diego	Bernard, Ellen	Las Vegas, N. M.
Abbott, Frances J.	Santa Fe, N. M.	Bernard, Margaret	Las Vegas, N. M.
Adams, Helen	Encinitas	Berryman, Rebecca	San Diego
Alexander, Gwendolin	Escondido	Birkhead, Gwendolin	Tulare
Allen, Edwina	Goldfield, Nev.	Birkhead, Mable	Tulare
Allen, Myrtle	San Diego	Bisby, Lulu	San Diego
Anderson, Lillian	San Diego	Boggeln, Isabel	San Diego
Anderson, Mae	El Paso, Texas	Bone, Blanche	San Diego
Archer, Ethel	Anaheim	Bourg, Alice	Watson, Colo.
Astleford, Elsie	San Marcos	Bottum, Frances R.	Lemon Grove
Backlund, Hemmie	Lastia, Kan.	Bowen, Verne	Ramona
Bailey, Lela	Julian	Bowler, Mabel	San Diego
Barney, L. W.	San Diego	Boyd, Lillian	Lompoc
Barron, Alda D.	El Monte	Boyer, Albertine	San Diego
Baty, Ida	Tulare	Branson, Edwina	San Diego
Beck, Mary	Chula Vista	Branson, Grace	Hornitos
Beckler, Myrtle	Escondido	Brinton, Margaret	San Diego

## CATALOGUE OF STUDENTS—Continued.

Brittain, Augusta	Los Angeles	Firebaugh, Cornelia	Durango, Colo.
Brown, Adele	San Jose	Fitzgerald, Grace	Visalia
Brown, Hazel	San Diego	FitzGerald, Mary	San Diego
Bruce, Laura	Whittier	Flack, Alma	Lakeside
Bryan, Nita	San Diego	Floyd, Marion	San Diego
Buffum, Lucy	Stockton	Floyd, Mary L.	San Diego
Burlingame, Ella	National City	Foster, Elizabeth	Sacaton, Ariz.
Butts, Carolee	San Diego	Frank, Elsie	Poway
Butts, Catherine	San Diego	Frary, Gladys	San Diego
Calkins, Hazelglenn	San Diego	Freeman, Carolyn	Cucamonga
Campbell, Ella	Bonita	Gartzman, Pauline	San Diego
Casner, Lillie	Ramona	Geradehand, Clara	San Diego
Cauthorn, Leah	San Diego	Geske, Ida	San Diego
Chapman, Elizabeth	Redlands	Gleiss, Irene	Los Angeles
Chase, Mrs. Stella	San Diego	Goold, Eugenia	La Mesa
Cherry, Zella	San Diego	Gove, Mrs. Laura	Sacaton, Ariz.
Clark, Flora	Fallbrook	Grannis, Ellen E.	Coronado
Clemmens, Margaret	Sunnyside	Greer, Alice	San Diego
Clyne, Coral	San Diego	Greer, Florence	San Diego
Coates, Marie	San Diego	Gregg, Laura	San Diego
Colt, Leila	San Diego	Gunn, Mabel	San Diego
Combs, Sarah C.	Tulare	Gutzler, Mabel	Long Beach
Cooke, Helen L.	Waukegan, Ill.	Haight, Alzora	Colton
Covel, Ella M.	San Diego	Hall, Vera	San Marcos
Coy, Georgie	San Diego	Hallam, Florence M.	Monrovia
Cozens, Harold	Encinitas	Hammack, Isabella	San Diego
Crenshaw, Ione	San Diego	Hartley, Pauline	Upland
Crill, Ethel	Goldfield, Iowa	Harwood, Josephine	Los Angeles
Cullen, Elizabeth V.	Long Beach	Hatch, Faith	Escondido
Cutter, Emma A.	Phoenix, Ariz.	Haupt, Mary	Tehachapi
Czarnowski, Leora	San Diego	Hendrickson, Regina	West Salem, Mo.
Dana, Marie	Nipomo	Hendryx, Grace	San Diego
Daniels, Doris A.	Monrovia	Hicks, Ethel	San Diego
Davidson, Ida	San Diego	Higbee, Maude	Pacific Beach
Dawes, Hazel	San Jose	Holcomb, Avis	Base Line
Deakins, Hazel	Colton	Holderness, Mary	Nestor
Deering, Lettie	Point Loma	Holland, Charlie	Woodville, Texas
Dick, Grace	Orosi	Holland, Mary E.	San Diego
Dickey, Grace	Bowman	Holland, Vera	San Diego
Dimock, Helena	Orange	Holmes, Minnin H.	Long Beach
Douglas, Mande	Los Angeles	Holzworth, L. J.	Phoenix, Ariz.
Dow, Grace	Calexico	Hornbuckle, Cora	San Diego
Drewisch, Josephine	Coronado	Hosack, Thomas	Westminister
Easton, Florence E.	San Bernardino	Houghton, Katherine	Coronado
Eddy, Mrs. Emily	San Diego	Howard, Ruth E.	Spring Valley
Farrar, Ann	San Diego	Hull, Annie	Lakeside
Farrar, Viola	San Diego	Hunter, Keysey	San Diego
Feighan, Mary	San Diego	Irey, Gertrude	San Diego
Fenton, Laura	Corona	Isensee, Thirza	Los Angeles
Ferris, Georgia	El Centro	Jefferson, Sue	Leavenworth, Wash.
Ferris, Vera	San Diego	Johnston, Eleanor N.	Pacific Beach

## CATALOGUE OF STUDENTS—Continued.

Juch, Flournoy	Wynola	Pitman, Saide	National City
Kelley, Edith E.	Escondido	Plumer, Frances	San Diego
Kenney, Elsie M.	San Diego	Plummer, Lizzie	Stamping Ground, Ky.
Kennedy, Mary J.	Cando, N. D.	Poole, Anna	Santa Barbara
Kennedy, Ruth	San Diego	Porak, Isabel	San Diego
Killin, Lenore	Escondido	Powell, Mary	San Diego
Kleinschmidt, Emma	San Diego	Powers, Alice	Farmington, N. M.
Kommers, Julia	National City	Prewitt, Mrs. Phoebe	Hansboro, N. D.
Kramar, Etta	Silsbee	Price, Ruth	San Diego
Lane, Violet	Santa Rosa	Purdy, W. G.	Lindsay
Langdon, Louise	San Diego	Purrier, Harriette	San Diego
Langford, Ruby	San Diego	Halston, Sarah	El Cajon
Laughlin, Grace	Los Angeles	Ready, Grace	Ventura
Le Baron, Margaretta	El Paso, Texas	Reed, Lillie	San Diego
Leovy, Adair	San Diego	Reeser, Elisabeth	National City
Leovy, Edith	San Diego	Reppy, Vera	Ventura
Leppert, Helena	Point Loma	Reton, Leora	San Diego
Lewis, Elsie	San Diego	Rezner, Lena	Cananea, Mex.
Lhuillier, Elsie	Upland	Richardson, Florence	San Diego
Loveland, Jessie	San Diego	Richardson, Grace	San Diego
Loveland, Nell B.	Riverside	Richardson, Marian H.	Fallbrook
Lowe, Adalene	San Diego	Richardson, Norma	Los Angeles
Lowrie, Ella	San Diego	Ricke, Ramona	Oceanside
Mabon, Olive	Ontario	Riley, Bird	San Diego
Mach, Helen	San Diego	Rivers, Lillian	San Diego
Machold, Ella	Los Angeles	Rivers, W. J.	Los Angeles
Machold, Ernestine	Los Angeles	Rockwell, W. J.	El Centro
Marsh, Mary	Los Angeles	Ross, Maud	San Diego
Martin, May M.	Pomona	Russell, Edna	San Diego
Maxfield, Veta	Escondido	Sain, Blanche	Los Angeles
McCrea, Agnes	San Diego	Sands, Jessie	San Diego
McNeil, Carrie Belle	San Diego	Scales, F. R.	Phoenix, Ariz.
McRae, Gertrude	La Mesa	Schiffman, Eulalie	Los Angeles
McWayne, Edna	Monrovia	Schulte, Mae	San Diego
Meyer, Ruth	Escondido	Schwab, Eva Marie	Ontario
Monfort	Cananea, Mex.	Scott, Sarah	Douglas, Ariz.
Morgan, Gertrude	San Diego	Shaw, Frances	Bakersfield
Mulville, Mrs. Annie	San Diego	Shaul, Adalind	San Diego
Munger, Clara	El Toro	Sheldon, Fronie	Tucson, Ariz.
Neely, Gay	San Diego	Sherer, Grace	San Jose
Newman, Helen	San Diego	Sherer, Lucy	San Jose
Noble, E. Fern	San Diego	Sieman, Lida	Monrovia
Norton, Ione	Rialto	Smith, Mamie	Chula Vista
Nutt, Anne	San Diego	Smith, Marjory	San Diego
Oerter, Marjorie	Chula Vista	Smith, Mary E.	Deadwood, S. D.
Ockerson, Florence	Monrovia	Smith, Rowena	San Diego
Oliver, Henrietta	Howard City, Mich.	Stone, L. P.	San Diego
O'Neal, Matilda	Fallbrook	Stone, Violet P.	Ramona
Paine, Prue	San Diego	Stough, Mrs. Emma	El Cajon
Pickett, Lulu	Pomona	Stuart, Mary	San Diego
		Sykes, Carol	Brookfield, Mo.

