

STATE NORMAL SCHOOL
SAN DIEGO, CAL.

State Normal School

San Diego, California

CATALOGUE FOR 1910-11 AND
CIRCULAR OF INFORMATION FOR 1911-12

FIRST TERM BEGINS SEPTEMBER 12, 1911

SECOND TERM BEGINS FEBRUARY 12, 1912

STATE NORMAL SCHOOL

OF

SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION

AND

ANNOUNCEMENTS FOR 1911-1912

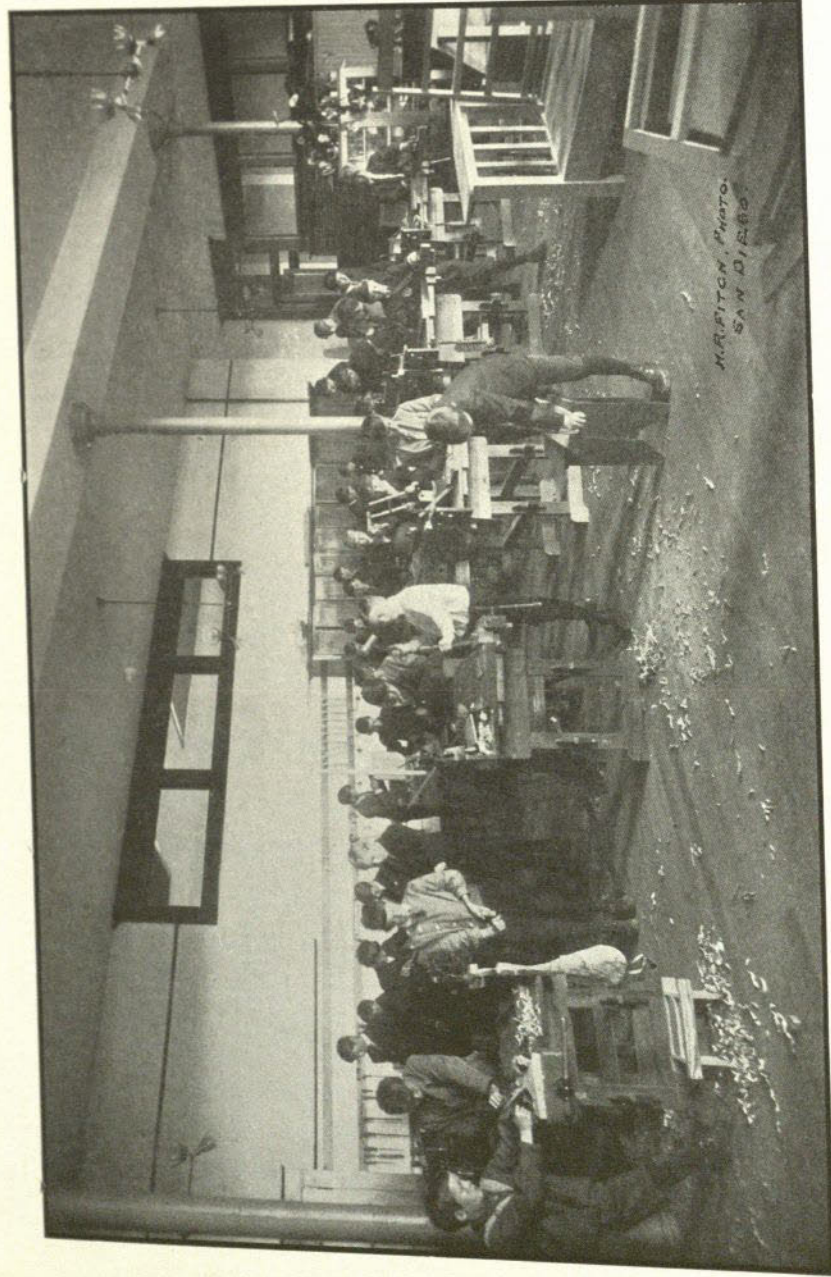
CATALOGUE FOR 1910-1911

W. W. SHANNON

SACRAMENTO:

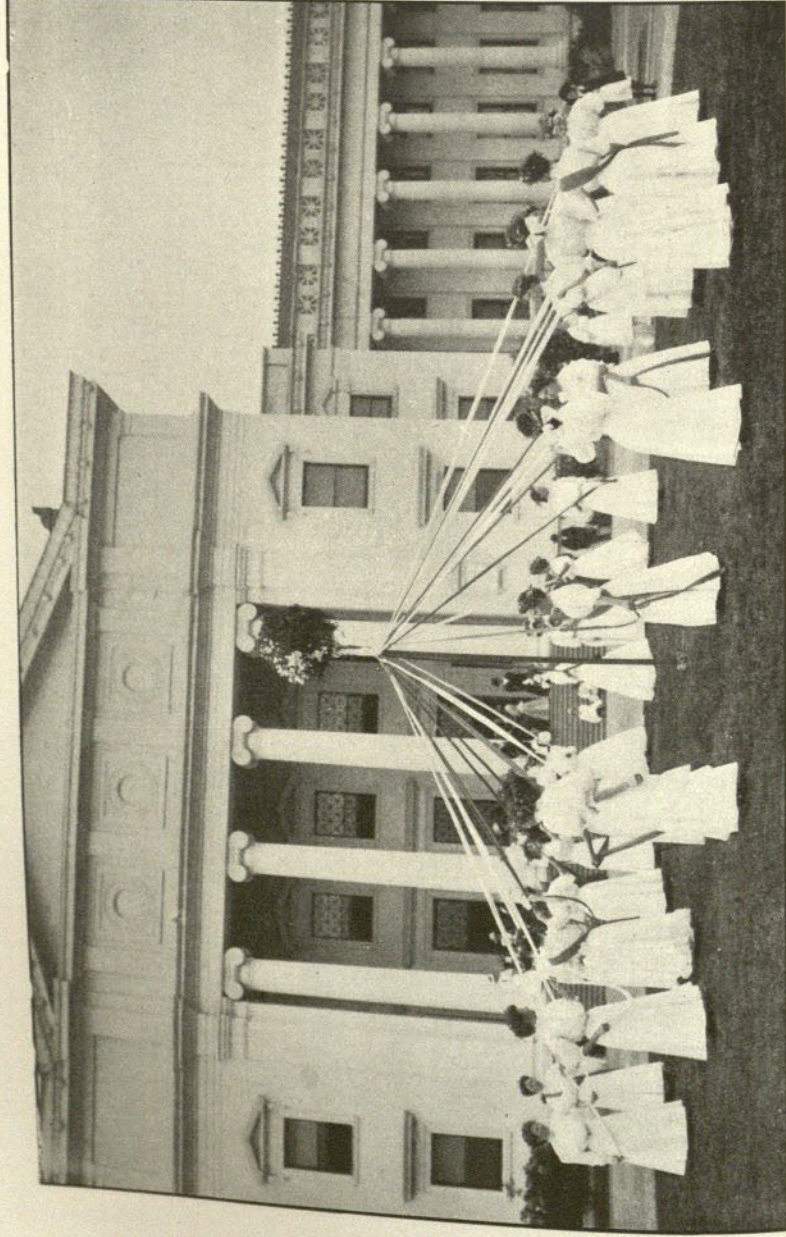
SUPERINTENDENT STATE PRINTING

1911



M. FITCH, PHOTO
SAN DIEGO.

STUDENTS' WORKSHOP.

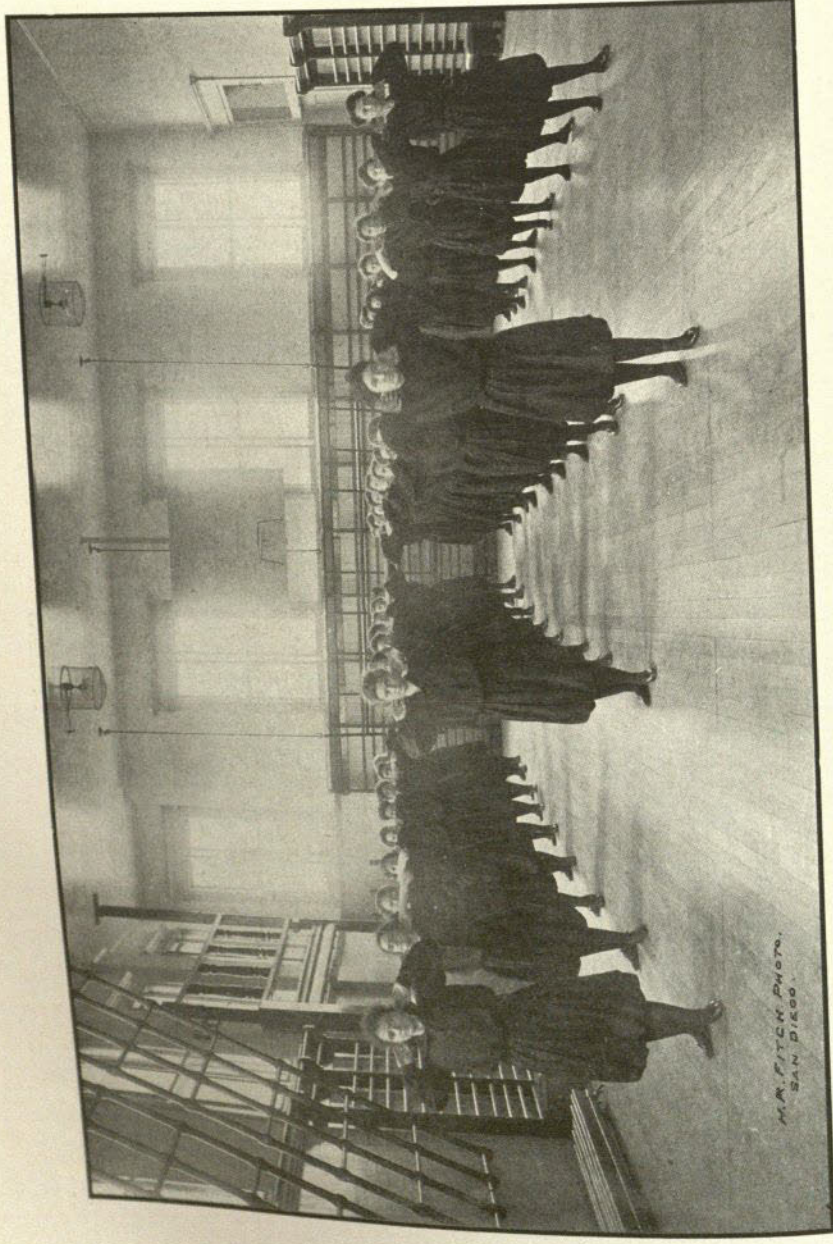


WINDING THE MAY POLE.

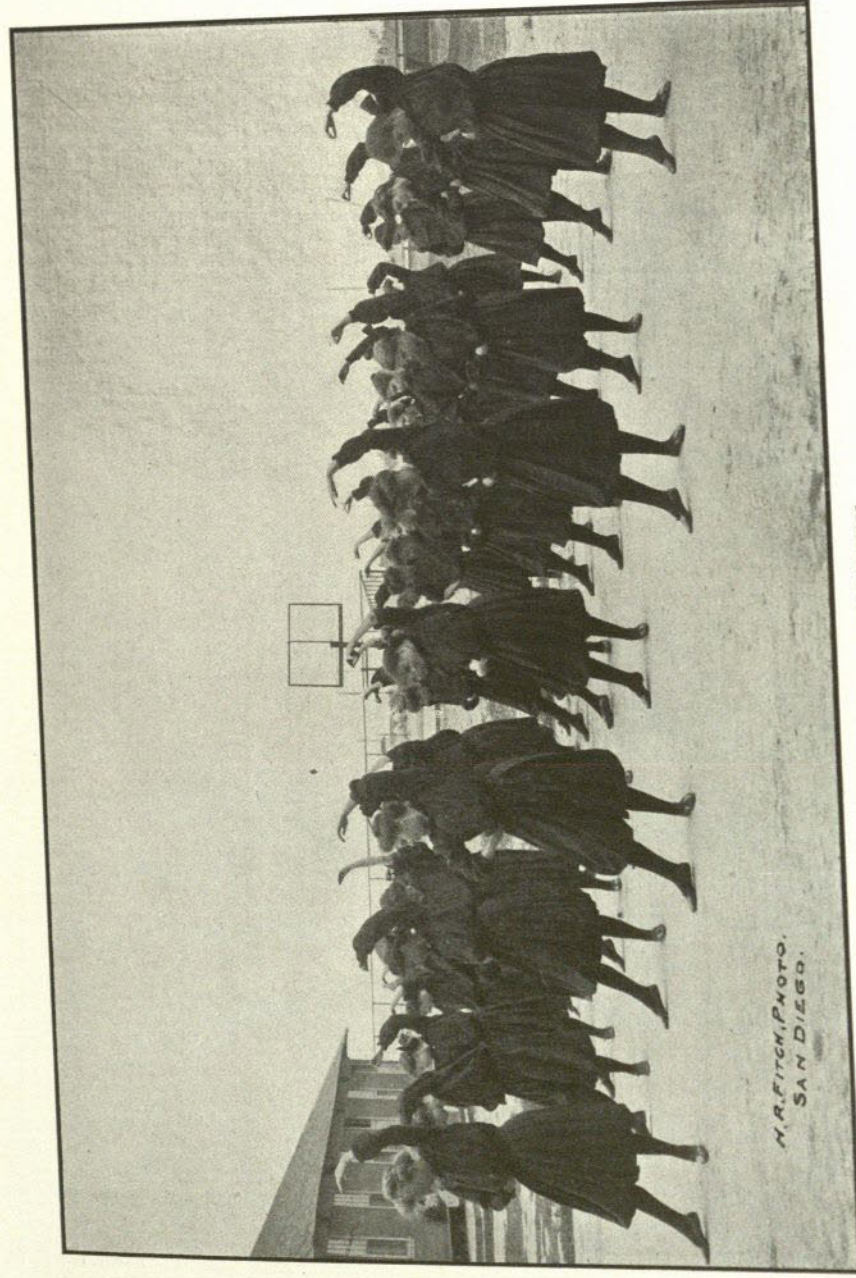


STUDENT BODY.

M.R. FITCH, PHOTO
SAN DIEGO

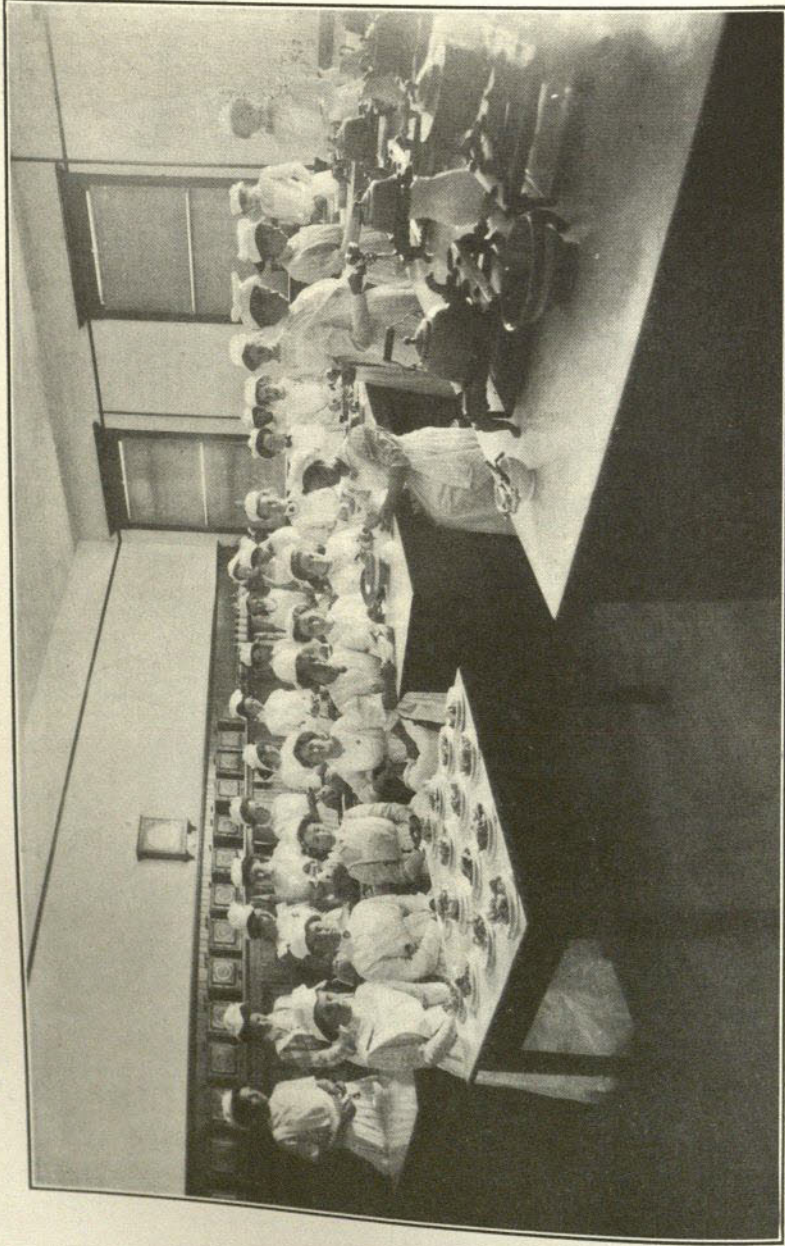


PHYSICAL EDUCATION.

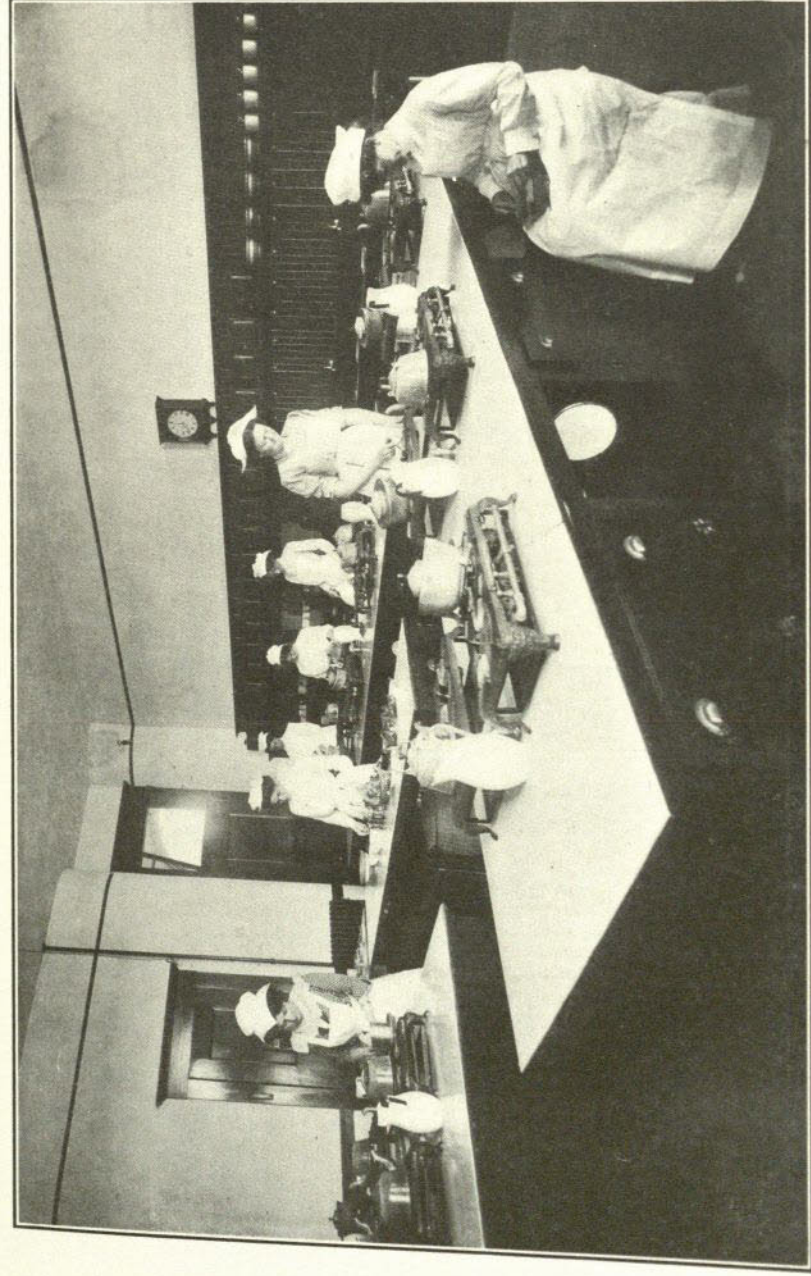


PHYSICAL EDUCATION.

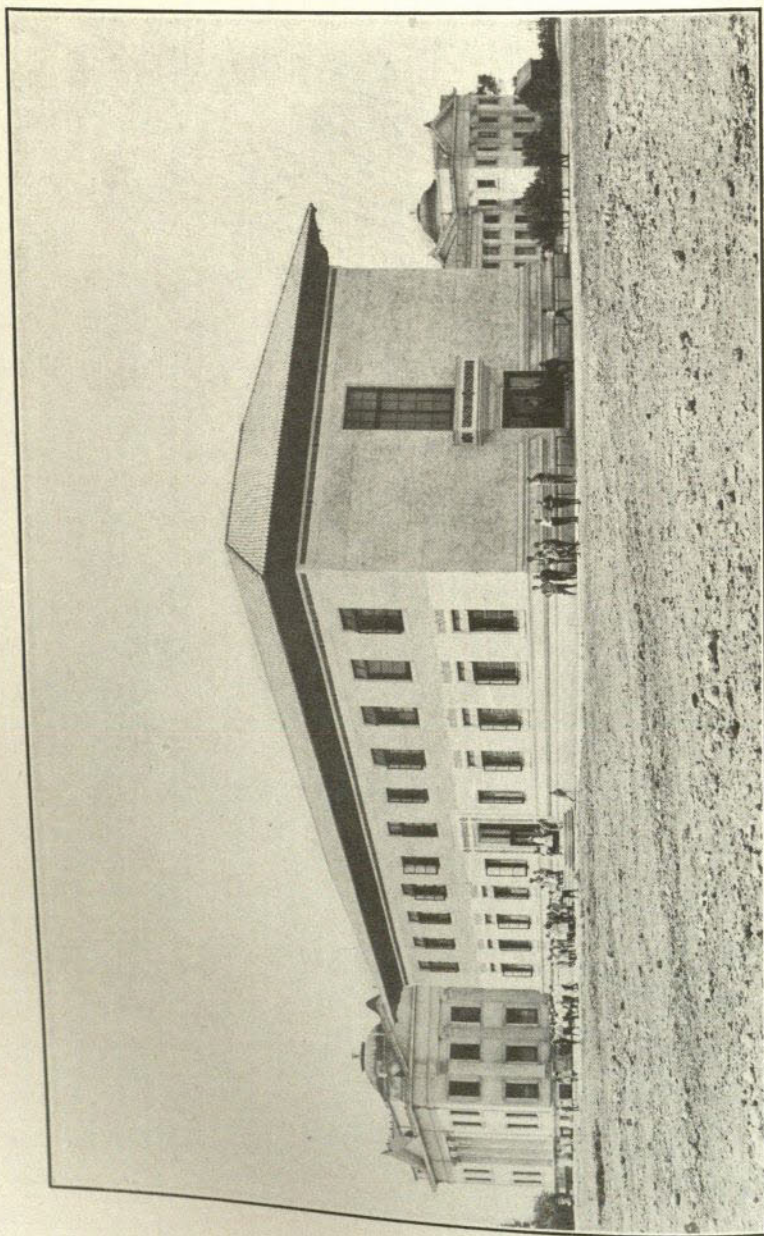
H. R. FITCH, PHOTO.
SAN DIEGO.



HOUSEHOLD ARTS—CLASS IN COOKING.



HOUSEHOLD ARTS—VIEW OF KITCHEN.



NEW TRAINING SCHOOL.

CALENDAR 1911-1912.

September 8, 9, 11—Registration days.

September 11-15—Conference week.

September 15—Registration in Training School.

September 18—Class work begins; Training School work regularly begun.

December 19—Holiday recess begins.

January 3—Class work resumed.

February 8—Semester I closes.

February 9—Conferences, etc.

February 12—Semester II begins.

April 12—End of third quarter (9 weeks); spring recess begins.

April 22—Beginning of last quarter.

June 21—End of last quarter (9 weeks).

June 24—Commencement.

SUMMER SESSION (1912)

July 1—Registration day.

August 9—Summer session closes.

PROGRAM OF CONFERENCE WEEK.

NOTE.—Following the registration of new students from the city, in both normal and secondary departments, September 8th and 9th, and the registration of non-resident students September 11th, general conferences, at which attendance is required without exception from all students in the normal department, will begin Tuesday, September 12th.

SCHEDULE.

General conferences: All entering students will meet for these conferences in the auditorium of the school, at nine o'clock in the morning, Tuesday, Wednesday, Thursday, and Friday, September 12-15.

All senior students will meet on the same days at 10:30 A. M.

Tuesday, September 12th, at 10:15 A. M., following the first general conference, all new students, whether of advanced credit or not, will be examined as to the ability of each candidate for entrance to write an acceptable theme. On Wednesday and Thursday, at the same hour, applicants will be tested in reading. Failure in written and oral expression will debar an applicant from admission to the school; deficiency in either will imply a "condition," to be removed by work in the secondary department of the school.

CONFERENCE APPOINTMENTS, TRAINING SCHOOL.

Monday, September 11th—All Literature Teachers meet Mr. Hardy, 1:00 to 2:00 P. M., room 12. All Geography and Nature Study Teachers meet Mr. Skilling, 2:00 to 3:00 P. M., room 17. All Music Teachers meet Miss Judson, 3:00 to 4:00 P. M., in Training School, second floor.

Tuesday, September 12th—Primary Reading Teachers meet Miss Rogers, 2:00 to 2:45 P. M., in Training School, first floor. Primary, Language, and Arithmetic Teachers meet Miss Rogers, 2:45 to 4:00 P. M., in Training School, second floor.

Wednesday, September 13—Grammar Grade Arithmetic Teachers meet Mr. West, 2:00 to 3:00 P. M., room 29. Grammar Grade Language Teachers meet Mr. Phelps, 3:00 to 4:00 P. M., in Training School, second floor.

Thursday, September 14th—All History Teachers meet Mr. Bliss, 3:00 to 4:00 P. M., room 27. All Drawing Teachers meet Miss Lamb, 2:00 to 3:00 P. M., in room 2.

Friday, September 15—All Primary Teachers meet Miss Rogers, 1:00 to 2:00 P. M., in Training School, first floor. All Grammar Grade Teachers meet Mr. Phelps, 2:00 to 3:00 P. M., in Training School, second floor.

Monday, September 18th—All Domestic Science Teachers meet Mrs. Coldwell in class time.

BOARD OF TRUSTEES.

HON. HIRAM W. JOHNSON,	- - - - -	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
EDITH HUSTED,	- - - - -	Secretary

EXECUTIVE COMMITTEE.

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

FACULTY, 1911-1912.

- EDWARD L. HARDY, PRESIDENT, - - - - - *School Administration*
B.L., University of Wisconsin; graduate student, University of 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.
- ANNA MYRTLE ALLEN - - - - - *French and English*
B.L., University of California; one year's study at University of Paris, Sorbonne; Diploma Superior de la Langue Française; graduate course, State Normal School of San Diego.
- W. F. BLISS, DEAN OF NORMAL SCHOOL, - - - - - *History and Civics*
B.S., Mount Union; B.L., M.L., University of California; teacher in public schools of Pennsylvania and Ohio several years; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superintendent of 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, University of California, 1908-1909. (Appointed September, 1900.)
- FLORENCE BRYANT, - - - - - *Latin and English*
B.L., B.A., Mount Holyoke College; Assistant Principal, High School, Fort Plain, N. Y., 1895-1899; graduate student, Syracuse University, 1899-1900; Stanford University, 1903; Instructor in Latin, Mills College, 1904.
- 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.)
- W. C. CRANDALL, DEAN OF SUMMER SCHOOL, - - - - - *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.)
- 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. Resigned; resignation to take effect September 1, 1911.)
- PAULINE GARTZMANN, - - - - - *English*
A.B., Stanford University, 1907; Graduate Course, State Normal School of San Diego, 1910.
- ROSE E. JUDSON, - - - - - *Music*
Supervisor of Public School Music, Elgin, Ill. (Appointed September 1, 1911.)
- W. W. KEMP,* DIRECTOR OF TRAINING SCHOOL, - - - - - *Education*
A.B., Stanford University; Master and Instructor, 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.)
- EDITH LEOVY, - - - - - *Drawing*
State Normal School of San Diego, February, 1910; Columbia University, one half year, 1910.
- EMILY O. LAMB, - - - - - *Drawing and 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.)
- EDITH McLEOD, - - - - - *Supervising Teacher Grammar Grades*
State Normal School, Mass.; Graduate Teachers' College, Columbia; teacher in grammar schools of Massachusetts, Wyoming, and California, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed July, 1899.)

- IRVING E. OUTCALT, - - - - - *Head Department of English*
A.B., Stanford University, 1896; A.M., 1897; University of Illinois; Head Department of English, San Diego High School, 1907-1911. (Appointment to take effect July 1, 1912.)
- CLARENCE L. PHELPS, - - - - - *Principal of Training School*
Graduate State Normal School, San Jose, Cal.; A.B., Stanford University; Principal Rural School, Fresno, Cal., 1905-1906; Vice-Principal and Instructor in English, Hoitt's School, 1908-1909; Head of English Department, Tempe Normal School, 1909-1910, and Director of Training Department, 1910-1911. (Appointed September, 1911.)
- ALICE EDWARDS PRATT,* REGISTRAR, - - - - - *English*
Ph.B., University of California; 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.)
- ELISABETH ROGERS, - - - - - *Supervising Teacher Primary Grades*
State Normal School, Albany, N. Y.; Principal Primary Department Training School, State Normal School, Chico, Cal., 1890-1900. (Appointed July, 1900.)
- W. T. SKILLING, - - - - - *Physical Science*
State Normal School, Los Angeles, Cal.; M.S., University of California; teacher in public schools, Los Angeles, Cal., several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)
- 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 of City Schools, Bismarck, North Dakota, 1908-1909. (Appointed February, 1910.)
- JESSIE RAND TANNER, - - - - - *Physical Education*
Graduate, Boston Normal School of Gymnastics; Teachers' College, Columbia University; substitute, High School, Fort Plain, N. Y., 1897-1899; student, Syracuse University, 1899-1900; tutor, Brookline, Mass., 1901-1902. (Appointed July, 1904.)
- 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.)
- J. F. WEST, - - - - - *Mathematics*
A.B., Stanford University; 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.)
- GRACE J. WORTHEN, - - - - - *Physical Education*
Graduate Boston Normal School of Gymnastics. (Appointed September, 1910.)
- JAMES R. YOUNG, ACTING DIRECTOR OF TRAINING SCHOOL, - - - - - *Education*
B.L., Berea College, Berea, Ky., 1907; A.B., Stanford University, 1909; A.M., Stanford University, 1910; Principal, Fairdale High and Grammar Schools, 1907-1908; Assistant in Department of Education, Stanford University, 1909-1910. (Appointed September, 1910.)
- - - - - *Expression and English*
- - - - - *French and Spanish*

*On leave of absence, 1911-1912.

OFFICERS OF ADMINISTRATION.

NORMAL SCHOOL.

E. L. HARDY, - - - - -	President
W. F. BLISS, - - - - -	Dean of Normal School
EMMA F. WAY, - - - - -	Preceptress
W. C. CRANDALL, - - - - -	Dean of Summer School
ALICE EDWARDS PRATT, - - - - -	Registrar
MRS. CHARLOTTE G. ROBINSON, - - - - -	Librarian
DR. CHARLOTTE J. BAKER, - - - - -	Medical Examiner
EDITH HUSTED, - - - - -	Office Secretary

TRAINING SCHOOL.

JAMES R. YOUNG, - - - - -	Acting Director
CLARENCE L. PHELPS, - - - - -	Principal
EDITH McLEOD, - - - - -	Supervisor, Grammar Grades
ELISABETH ROGERS, - - - - -	Supervisor, Primary Grades
PAULINE BLACK, - - - - -	Assistant
GERTRUDE LAWS, - - - - -	Assistant
ALICE GREER, - - - - -	Assistant
EDITH HAMMACK, - - - - -	Assistant
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FRED. W. VAN HORNE, - - - - -	Head Janitor
JOSEPH MAHONEY, - - - - -	Assistant Janitor
GEORGE AVERBECK, - - - - -	Assistant Janitor
MARTIN ROTH, - - - - -	Gardener

LECTURES DELIVERED DURING THE YEAR.

"Preparation for the Real Problems of the Schoolroom,"	Dr. R. G. Boone, University of California
"Rural Education in the South".....	Col. Edward Daniels, Gunston Hall, Va.
"Rural Social Problems".....	Miss Helen Barnes
"The Capitola Conference".....	Miss Carolyn Patch
"Life More Abundant".....	Miss Helen Salisbury
"Ancient Civilization in Peru" (Stereopticon Lecture),	Professor Nels C. Nelson, University of California
"The Art of Millet" (Illustrated).....	Mr. Frank Yates, London, England
"The New Taxing System of the State of California, with Especial Reference to the Support of Education,"	Hon. M. L. Ward, President, Board of Trustees, Member of State Tax Commission
Dedication Day Address, May 1st.....	Right Rev. Jos. H. Johnson, Bishop of Los Angeles
Commencement Address.....	Mr. J. H. Francis, Superintendent of Schools, Los Angeles

HISTORICAL.

The State Normal School of San Diego was established by the legislature of the State, March 13, 1897. It has occupied the present site since May 1, 1899. During the fourteen years of its existence, it has graduated over six hundred students. In September, 1910, the training school was moved from the main building to a new building erected on the campus at a cost of \$55,000.00, including equipment.

* * * *

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:

- Recommended graduates of accredited secondary schools of California.
- Graduates of secondary schools outside of California; *provided*, their credentials are the equivalent of recommended graduation from a California secondary school.
- 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.
- 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.
- 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.
- All applicants will be examined in literacy, and any applicant found deficient in ability to read with clear and pleasing expression, to write a good theme, and to show a reasonable degree of knowledge of current events and modern thought, will be either refused admission or required to make up his deficiency in the preparatory department of the school.

* * * *

ADVANCED STANDING.

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

Credits for successful teaching 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 in teaching will not be recognized.

A unit is defined as the equivalent of 1 hour of work a week pursued for 15 to 20 weeks.

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

Students who have been 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, in arranging programs for students admitted under the foregoing conditions, will first provide for courses in Education, adding other branches to complete the required number of hours.

* * * *

GRADUATE COURSES.

Advanced courses in such subjects as Drawing, Manual Training, Music, and Household Arts are offered to graduates of Normal Schools, Colleges, or Universities of recognized standing. The 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 special branches in elementary schools. It is presumed that only those having interest and ability along the lines suggested 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, Manual Training, Cooking and Sewing, or Music 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 certificates of proficiency signed by the proper Normal 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), 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 grades, 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, Champaign, Ill.; University of Missouri, Columbia, Mo.; University of Minnesota, Minneapolis, Minn.

By vote of the California State Board of Education, of date February 10, 1911, the University of Southern California was given secondary certificate rights.

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.

FOREWORD.

The main purpose of the Normal School is to prepare proper persons to teach in the public schools of this State. No one unsuited to this service because of temperament, or because of ill health or physical disability, should apply for admission. The standards of the teaching profession are higher each year, not alone in scholarship, but especially along the lines of personal power and general culture. It is the aim of the school to furnish the student both opportunity and help in acquiring the preparation which he needs to become a successful teacher.

Students will be admitted to practice teaching in the training school only by vote of the faculty.

* * * *

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments. An incidental fee of one dollar per term will be charged every student.

The school has no dormitories, but rooms and board may be obtained at reasonable rates in suitable homes, recommended by the Preceptress of the School, where proper supervision will be exercised. The Preceptress must be consulted before boarding places are selected. Letters of inquiry may be addressed to her at any time, and she will be found in her office one week before the opening of the school.

In this connection, a word to parents will not be out of place. The management of the school deprecates very much the plan of self-boarding on the part of students. It has been found that they can rarely bestow the time, care, and judgment necessary for the choice and preparation of nourishing, wholesome food, and that frequently a low grade of school work or absolute failure may be traced directly to the lowered vitality resulting from improper nourishment and insufficient care of the body. The time is near at hand when tests of physical, as well as mental, fitness will be required of every teacher, and for preparation to meet these there must be ample time for out-of-door sports and exercises. Time for play is as necessary as time for work, and the student who boards herself seldom has this.

* * * *

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 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 the Faculty.

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 diplomas of graduation to those students 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 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 work benches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

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

During the coming summer a lath house, a cloth house, and other facilities for work in elementary agriculture and horticulture will be provided, and ground upon the campus, additional to the school garden, will be prepared for agricultural experimentation, including irrigation.

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 three 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 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.

A large and thoroughly modern playground is now under construction on the campus north of the training school. It will contain an enclosed yard equipped with the best apparatus for the younger children of the training school, and an athletic field, with track, baseball diamond, football field, etc., for the older boys.

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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.

	Hours.
Education I	3
English I*	5
Physical Geography or Biology....	3
Drawing I and Manual Training..	5
Music I	3
Physical Education I	2

Second Semester.

Education II	3
Physiology or Geology or Astronomy	4
Arithmetic*	2½
Expression and Literature of the Elementary School*	2½
Drawing and Woodwork or Drawing and Sewing	5
Music II	3
Physical Education II	2

SENIOR YEAR.

First Semester.

	Hours.
Education III	2½
Contemporary History	2½
(a) Household Arts*.....	5
Teaching I (10 weeks).....	5
Teaching II (10 weeks).....	5
Teaching Conferences	4
Physical Education III (Plays and Games)	2

Second Semester.

Education IV	3
(b) Electives* { Music Drawing Manual Training Household Arts, or any subject of elementary course	5
(c) Teaching III, IV (each 10 weeks)	5
(d) Teaching V (10 weeks).....	2½
Teaching Conferences	4

Teaching I. (a) Primary Number Work and Formal Language.	5 hours per week for 5 to 10 weeks.
Conferences.	4 hours per week for 5 to 10 weeks.
(b) Grammar Grades, Arithmetic and Formal Language.	5 hours per week for 5 to 10 weeks.
Conferences.	4 hours per week for 5 to 10 weeks.
Teaching II. (a) Geography and Nature Study.	3 hours per week for 10 weeks.
Conferences.	1 hour per week for 10 weeks.
(b) Physiology, Hygiene and Sanitation.	2 hours per week for 10 weeks.
Conference.	1 hour per week for 10 weeks.
Teaching III. Literature, Reading and Composition.	5 hours per week for 10 weeks.
Conference.	2 hours per week for 10 weeks.

*French or German or Spanish may be taken instead of these subjects by students intending to enter either the University of California or Leland Stanford Junior University, provided that a satisfactory test in literacy is passed. English I: Review of grammar and practice in the reading and oral and written composition. English II: Oral expression and a course in the literature of the elementary school.

Subjects a, b, c, d (senior year) to be offered in either semester. Every student teacher must teach reading, and, as a part of conference work, do one hour a week of teaching of expression. Particular attention will be paid, in both normal and training school, to the cultivation of the speaking voice.

Teaching IV.	History and Civics.	5 hours per week for 10 weeks.
	Conference.	2 hours per week for 10 weeks.
Teaching V.	(a) Music.	5 hours per week for 5 weeks.
	Conferences.	2 hours per week for 5 weeks.
	(b) Drawing and Manual Arts.	
	Conference.	5 hours per week for 5 weeks.
		2 hours per week for 5 weeks.

NOTE.—No student whose record in the five teachings is unsatisfactory will be permitted to take an elective subject, but will be required instead to repeat any teaching in which she was particularly weak, or to supplement it by that one of the divisions of Teaching I not taken.

BRIEF DESCRIPTION OF THE PROFESSIONAL COURSES.

A basis of theoretical knowledge is considered essential to the highest success in any profession. So, in education, a knowledge of the fundamental laws underlying mental development is valuable to the student teacher as a basis upon which to build up an intelligent practice.

The usual method of presenting the theory of education under such heads as "Psychology," "Child Study," "Pedagogy," etc., is not followed, but such material is selected from all of these fields as seems most valuable for advancing the student's knowledge along three lines,—child nature and development, the ends of education, and the means to be employed in the process. The work throughout consists of lectures, readings, reports, papers, and class discussions.

Education I.

In this course education is viewed from the standpoint of biology. The chief periods in child development are considered, and the student is accustomed to the idea of education as a growth. In a discussion of the meaning of the long period of immaturity among human beings, the student is given some conception of its significance for education, and is prepared to consider next the two great factors in growth,—heredity and environment. Then follows a discussion of the method of education, through imitation, suggestion, play, and work. The course concludes with a study of desirable character as the chief end in education. The aim of the course throughout is to give the student a view of education as a life-process rather than a process confined to the schoolroom.

Education II.

3 hours per week for one semester.

The second part of the course views education from the standpoint of psychology. The following topics are discussed: the relations of mind and body; conscious states and processes,—attention, perception, association, memory, imagination, apperception, reasoning, and judging; the control of conscious processes,—instinct, feelings and emotions, practice and habit, will. Some attention is also given to abnormal psychology and individual differences in children. The aim is to apply the psychological knowledge gained directly to problems in education, and many topics usually considered under the head of "General Methods" are given consideration here.

Education III.

3 hours a week for one semester.

The third part of the course includes:

(a) The History of Education, which includes an intensive study of the lives and teachings of a few of the greatest educators, and lectures upon some notable school systems and great social movements which have strongly influenced education.

(b) A seminar upon methods of study and teaching children how to study.

2½ hours a week for one semester.

Education IV.

(a) The Elementary Curriculum. (As it stands.)

Social Education. A study of the social aspects of education is made under such topics as "The School and Democracy," "The School and the Industrial Order," "The School and the Church." Some time is also given to the attempts of modern society to "socialize" and educate certain classes,—as criminals and delinquents, defectives and immigrants.

3 hours a week for one semester.

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PRACTICE TEACHING.

Each teacher 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 the typical 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.

Practice teaching in the Training School is supplemented by the observation of teaching in city and rural schools, and by cadet service in the schools of San Diego.

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OUTLINE OF THE PROFESSIONAL COURSES.

ENGLISH.

(I) For this course the students of the Junior class will be divided into groups, based upon the results of the examination in literacy, and each group will be given the work that it most needs, with reference both to general culture and to teaching of English in the elementary schools.

5 hours a week for one semester.

(II) Oral expression, and a course in the literature of the elementary school.

2½ hours a week for one semester.

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LITERATURE (Elective).

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.

* * * *

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 government 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.

2½ 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 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 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.

2½ 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 of the 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 the 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.

* * * *

PHYSIOLOGY AND HYGIENE.

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. Great emphasis is placed upon such aspects of hygiene as tend to preserve and improve the health and efficiency of the human body. This course offers subject material for teaching hygiene and sanitation in the grades.

4 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 county schools.
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.

* * * *

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 advanced 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.

* * * *

MUSIC.

- I. Elementary theory.
 - Pitch of sound.
 - Length or duration of sounds.
 - Intervals.
 - Major scales.
 - Rhythm and meter.
 - Sight-singing.
 - Ear-training.
- II. Elementary theory.
 - Review of first term.
 - Sight-singing continued.
 - Ear-training.
 - Minor scales.
 - Synopsis of harmony.
 - History of music.

3 hours a week for one semester.

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PHYSICAL EDUCATION.

I and II. Systematic class training is required of all students except seniors. The young women are examined by the medical examiner, and can be excused only upon her recommendation. A record of the physical condition, measurements, and personal history of each student is kept, which makes possible a wise and safe direction of the activities of the individual.

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

Rhythmic gymnastics, together with folk and dramatic games and dances, are extensively used, while much time is devoted to organized games of skill. 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 training for the teaching of games. 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.

III. a. Sex Anatomy and Hygiene.

A detailed study is made of the anatomy of the human female reproductive organs, which study affords a basis for the consideration of physiological sex phenomena. Much attention is given to the large problems of sex hygiene, both for the benefit of the individual student and to give larger professional power.

b. Plays and Games.

This course deals with dramatic games and games of skill, studies being made of large numbers of both types of games, with special reference to elementary school needs.

c. Emergencies and Study of "Health Indexes" of Children.

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	desserts
cereals	soups	fish	beverages
vegetables	meats	bread	fruits

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 into 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.

* * * *

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 him 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.

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SPANISH.

An elementary course of two years, as prescribed in the University of California entrance requirements.

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.

* * * *

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, dovetail, 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.

* * * *

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 process 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.

* * * *

MUSIC.

The graduate course is devoted to the pedagogical consideration of music from the first grade to the high school, inclusive. It includes general methods, theory and analysis, history of music, bibliography, harmony, sight-singing, song interpretation, and chorus work.

15 hours a week for one year.

OUTLINE OF THE COURSE OF STUDY IN THE TRAINING SCHOOL.

FOREWORD.

The Training School consists of the twelve public school grades, in which the usual elementary and secondary branches are taught.

Beginning in September, 1911, the training school will be organized, (1) as an elementary school, including the first six grades; (2) as an intermediate school, including grades seven, eight, and nine; and (3) as a secondary school, including grades ten, eleven, and twelve.

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 conditions 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 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 formal grammar 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 end 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 economies 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 grade, 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 the beauty of nature 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. 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. Public

sanitation and hygiene are given due recognition. (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 texts 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 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 upon them 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 relation, 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 it and love it are the important factors throughout work in drawing. 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 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 noted 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. (9) The study of foreign languages beings in the intermediate school, with French or Spanish in the seventh grade, and Latin in the ninth grade. The so-called "natural" method is used largely, but not exclusively, in the teaching of modern languages in the seventh and eighth grades. (10) The work of the tenth, eleventh, and twelfth grades is outlined in the course of study printed below. It is the aim of this course to give graduate students who are candidates for the State high school certificate practice teaching in a course of study which is so flexible that it may be taken (1) as a finishing course, (2) as a course preparatory to university study, (3) as

a course leading up to normal school training. (11) Physical training. This is accomplished in the elementary school through a course in play and games, given by student-teachers under the supervision of the department of Physical Education, and by giving the children access to a well-appointed playground on the school campus, where their activities are competently supervised. In the intermediate and secondary divisions of the training school, every student is given two periods a week of gymnasium work, followed by shower baths, and is brought by careful and gradual instruction to understand the physical foundations of life, including sexual hygiene.

SECONDARY COURSE.

9 B.		9 A.	
	Hours.		Hours.
English	5	English	5
Algebra	5	Algebra	5
Botany or Latin.....	5	Botany or Latin	5
Ancient History	5	Ancient History	5
Physical Education	2 or 3	Physical Education	2
10 B.		10 A.	
English	5	English	5
Geometry	5	Geometry	5
Mediaeval and Modern History or Botany	5	Mediaeval and Modern History or Botany	5
Chemistry or Latin	5	Chemistry or Latin.....	5
Physical Education	2	Physical Education	2
11 B.		11 A.	
English	5	English	5
English History	5	English History	5
Physics or Chemistry	5	Physics or Chemistry.....	5
Latin	} electives	Latin	} electives
French		French	
German		German	
Art or Music	}	Art or Music	}
Physical Education		Physical Education	
12 B.		12 A.	
English	5	English	5
American History	5	American History	5
Zoology or Drawing and Manual Training	5	Zoology or Household Arts.....	5
Latin	} electives	Latin	} electives
French		French	
German		German	
Art or Music	}	Art or Music	}
Physical Education		Physical Education	

NOTE.—The work of the ninth year, as outlined above, is planned for students entering the department from schools other than the training school. Classes in elective subjects, particularly in art or music, will be formed subject to the exigencies of program making and according to the number of students concerned. Classes of less than six (6) students will not be formed.

ENROLLMENT.**GRADUATE STUDENTS.**

1910-1911.

Batty, Alice	State University of Nebraska
Brink, Irma	State University of Minnesota
Cook, Myra May	State University of Nebraska
Culter, Mabel	State Normal School of San Diego
Douthitt, Zannibel	State Normal School of Indiana, Penn.
Gartzmann, Pauline	Leland Stanford Junior University
Graves, Sarah Wood	State Normal School, Valley Center, N. D.
Hammond, Dana King	Dartmouth College
Hoff, Eva	Leland Stanford Junior University
Killen, Lenore	State Normal School, San Diego
Langdon, Louise Blanche	State Normal School, Cape Girardeau, Mo.
Morgan, Jeannette C.	Leland Stanford Junior University
Rice, Lillian Jeanette	University of California
Snediker, Sadie Overing	State Normal School of San Diego

Special Students.

Hensel, Kate	Drawing and Manual Training
Owen, Norma V.	Music

RECORD OF THE GRADUATE SCHOOL.**Recommended for the High School Certificate.**

Allen, Anna Myrtle	February, 1910
Brink, Irma	June, 1911
Emery, Mabel	June, 1909
Gartzmann, Pauline	November, 1910
Hammond, Dana King	June, 1911
Hart, Jessie	January, 1907
Hoff, Eva	June, 1911
Lacey, Rowland	June, 1908
Morgan, Jeannette C.	January, 1911
Norton, Ione M.	June, 1910
Ward, Helen M.	June, 1909

Granted the Special Certificate in Drawing.

Johnston, Eleanor	June, 1910
Leovy, Edith	June, 1910

Granted the Special Certificate in Household Arts.

Bourg, Alice	June, 1910
Clark, Josephine	June, 1909
Douthitt, Zannibel	June, 1911
Drury, Nan	June, 1909
Killen, Lenore	June, 1911
Purrier, Genevieve	June, 1909

Granted the Special Certificate in Music.

Chalmers, Zoe	June, 1908
Culter, Mabel	June, 1911
Graves, Sarah Wood	June, 1911
La Chance, Marie	June, 1909
Langdon, Louise Blanche	June, 1911
Oerter, Marjorie	June, 1910

Granted the Special Certificate in Woodwork.

Fenton, Laura C.	June, 1908
Holmes, Minnie H.	June, 1910
Johnson, Amy R.	February, 1908
Laughlin, Mattie	September, 1907
Warren, Gertrude S.	December, 1909
Young, Lizzie R.	June, 1910

GRADUATES, SECOND SEMESTER, 1909-1910.

Archer, Ethel M.	Anaheim	Kommers, Julia H.	National City
Astleford, Elsie	San Marcos	Mabon, Olive	Ontario
Backlund, Hemmie N.	Lastia, Kan.	Marsh, Mary E.	San Diego
Brown, Hazel E.	San Diego	Norton, Ione M.	Rialto
Bryan, Nita Dee	San Diego	Oerter, Marjorie	Chula Vista
Casner, Lillie F.	Ramona	Oliver, Henrietta L.	Howard City, Mich.
Chapman, Elizabeth A.	Redlands	Porak, Isabel	San Diego
Cherry, Zella	San Diego	Purrier, Harriette E.	San Diego
Coates, Marie M.	San Diego	Ready, Grace Marion	Ventura
Haight, Alzora	Colton	Richardson, Marion Helen	Fallbrook
Hall, Alice Vera	San Marcos	Riley, Bird H.	San Diego
Hammack, Isabella S.	San Diego	Ross, Maud	El Centro
Hatch, Faith	Escondido	Smith, Mamie M.	Chula Vista
Hicks, Ethel F.	San Diego	Stone, Violet Pearl	Ramona
Higbee, Maude E.	Pacific Beach	Tanner, Isabel J.	Moro
Houghton, Katherine	Coronado	Turner, Iva May	San Diego
Hull, Annie V.	Lakeside	Vincent, Angie B.	San Diego
Irey, Gertrude M.	San Diego	White, Floss B.	San Diego

GRADUATES, 1910-1911.

Abbey, Florence	San Diego	Keithley, Maude	Vandalia, Mo.
Abbey, Mabel	San Diego	Kennedy, Mary J.	Cando, N. D.
Baty, Ida	Tulare	Killen, Lenore	Escondido
Beck, Mary Frances	Chula Vista	Kinkad, Katherine	Moosa
Beckler, Myrtle Elva	Escondido	Kleinschmidt, Emma	San Diego
Brink, Irma	Holtville, Cal.	Lane, Violet	Santa Rosa
Bruce, Laura Josephine	San Diego	Langford, Ruby Vyvyan	San Diego
Campbell, Julia Ella	Bonita, Cal.	Leovy, Adair	San Diego
Cheroske, Emily	Long Beach	Mach, Helen Elizabeth	San Diego
Clark, Flora May	Fallbrook	Martin, May Myrtle	Pomona
Clemmens, Margaret	Fallbrook	Meyer, Ruth Ildrie	Escondido
Colt, Leila M.	San Diego	Mitchell, Helen Augusta	Hagerman, N. M.
Cozens, Harold H.	Encinitas	Mollison, Sarah Blanche	San Diego
Crenshaw, Ione	San Diego	Morgan, Jeannette C.	San Diego
Culbertson, Anne S.	El Cajon	Mulville, Annie Bennett	San Diego
Dorrance, N. Laura Bell	San Diego	Munger, Clara	El Toro
Douthitt, Zannibel	San Diego	Plummer, Lizzie May	Stamping Ground, Ky.
Feighan, Mary Grace	San Diego	Price, Ruth	San Diego
Ferris, Georgie	El Centro	Rice, Lillian Jeannette	National City
Firebaugh, Cornelia M.	Durango, Colo.	Rieke, Ramona	Oceanside
Fitzgerald, Mary	San Diego	Smith, Marjorie	San Diego
Flack, Alma Edna	Lakeside	Tammen, Thusnelda	San Diego
Fuller, Grace Mary	San Diego	Tracy, Bertha J.	Fallbrook
Gartzmann, Pauline	San Diego	Varney, Susie Maie	San Diego
Hammond, Dana King	Los Angeles	Wade, Florence Lucille	San Diego
Hartley, Pauline Isabelle	Upland	Wagner, Nada B.	San Diego
Hoff, Eva	San Diego	Welty, Howard Otis	San Diego
Holland, Vera Frances	San Diego	Woodward, Lela Ruth	Ramona
Howard, Ruth Marguerite	Spring Valley	Yates, Mabel	Elsinore
Juch, Flourney A.	Wynola		

NORMAL DEPARTMENT, 1910-1911.

Abbey, Florence	San Diego	Doyle, Hazel Ella	Fresno
Abbey, Mabel	San Diego	Doyle, Reba Fletcher	San Diego
Alexander, Gwendolyn	Escondido	Durbin, Mary E.	El Cajon
Allen, Adrienne Butts	San Diego	Edelbrock, Mary	San Diego
Arnold, Mary Caroline	San Diego	Eldred Winifred Elizabeth	Morena
Bailey, Aura Clarissa	Escondido	Ely, Mary	San Diego
Bailey, Lela	Julian	Farr, Sadie	San Diego
Bailey, Virginia	Wynola	Feighan, Mary Grace	San Diego
Ball, Veda Mar	National City	Ferris, Agnes	El Centro
Barnum, Myrtle	Eureka	Ferris, Georgia	El Centro
Barstow, Mathilde	Cleveland, O.	Firebaugh, Cornelia M.	Durango, Col.
Batty, Alice	Hastings, Neb.	Fitch, Gladys	Santa Barbara
Baty, Ida	Tulare	Fitzgerald, Mary	San Diego
Beale, Inez	San Diego	Flack, Alma Edna	Lakeside
Beale, Vivian Evelyn	San Diego	Forbes, Mattie L.	San Diego
Beck, Mary Frances	Chula Vista	Frank, Mary A.	Poway
Beckler, Myrtle	Escondido	Fuller, Grace Mary	San Diego
Bell, Ruth	San Diego	Galgier, Bernice	San Diego
Berger, Bethel	San Diego	Garrett, Marjorie	San Diego
Blake, Elsie	San Diego	Gooch, Mary Evelyn	San Diego
Bone, Blanche	San Diego	Goold, Eugenia	La Mesa
Bottum, Frances Ranney	Lemon Cove	Goold, Harriet	La Mesa
Bourg, Evangeline	Watson, Colo.	Gooldy, Nellie	Savery, Wy.
Bourg, Mamie Laura	Watson, Colo.	Graves, Sarah Wood	Encanto
Bowen, Verne	Ramona	Griffin, Lucile	Oceanside
Bowler, Alice Mabel	San Diego	Grout, Gladys G.	Compton
Bradbury, Irene	Escondido	Gustine, Dora	San Diego
Branson, Edwina Ruby	San Diego	Gustine, Josephine	San Diego
Branson, Marion Adele	San Diego	Hall, Helen G.	Bostonia
Brown, Georgiana	San Diego	Hallett, Pearl	Camp Verde, Ariz.
Bruce, Laura J.	San Diego	Hartley, Pauline I.	Upland
Buck, Leah Pearl	Escondido	Herdman, E. Louise	Jamacha
Butler, Alice May	Escondido	Hinsdale, Marie C.	San Diego
Butts, Carolee Jessie	San Diego	Hoagland, Ruth	San Diego
Campbell, Julia Ella	Bonita	Holderness, Mary	Nestor
Carothers, Alva	Texas	Holland, Alice E.	San Diego
Carr, Clara Louise	San Diego	Holland, Vera F.	San Diego
Carr, Hazel M.	Colton	Hosler, Gladys	San Diego
Cheroske, Emily Norma	Long Beach	Howard, Ruth M.	Spring Valley
Chrisler, Chester F.	El Cajon	Humphrey, Mildred	San Diego
Clark, Flora May	Fallbrook	Hurd, Ada L.	San Diego
Clemmens, Margaret	Fallbrook	Hutchison, Lucile	National City
Clough, Mary Frances	San Diego	Jenkins, Gertrude	San Diego
Coates, Francesca	San Diego	Jones, Miriam	San Diego
Coleman, Irma	San Diego	Juch, Flournoy A.	Wynola
Colt, Leila	San Diego	Keithley, Maude	Vandalia, Mo.
Cozens, Harold H.	Encinitas	Kelley, Bertha T.	San Diego
Crenshaw, Ione	San Diego	Kennedy, Gladys	Fresno
Crockett, Laura	Chula Vista	Kennedy, Mary J.	Cando, N. D.
Cross, Emma J.	El Cajon	Kennedy, Ruth C.	San Diego
Cross, Louise	El Cajon	Kerfoot, Bey	San Diego
Crum, Eddie D.	National City	Killen, Lenore	Escondido
Culbertson, Anne Scott	El Cajon	Kinkead, Katherine	Moosa
Cutler, Evelyn	Escondido	Kinnear, Edith F.	Omaha, Neb.
Dana, Helen	San Diego	Kleinschmidt, Amalia	San Diego
Danielson, Charlotte	Poway	Kleinschmidt, Emma	San Diego
Davidson, Ida	San Diego	Koch, Dorothy L.	San Diego
De Selm, Lena	San Diego	Lane, Violet	Santa Rosa
De Selm, Rena	San Diego	Langdon, Louise B.	San Diego
Donahoe, Ruth Marion	Calxico	Langford, Ruby	San Diego
Dorman, Juanita	Sierra Madre	Lerchen, Mildred	San Diego
Dorrance, N. Laura Bell	San Diego	Leovy, Adair	San Diego
Douthitt, Zannibel	San Diego	Lightner, Helen	San Diego

NORMAL DEPARTMENT—Continued.

Litzelman, Maurice	Newton, Ill.	Schuneman, Annie B.	Escondido
Lhuillier, Elsie A.	Upland	Schwab, Elsa M.	Ontario
Lyons, Iris	San Diego	Scott, Homer D.	Los Angeles
Mach, Helen E.	San Diego	Shea, Margaret	San Diego
Martin, May Myrtle	Pomona	Sinks, Helen	San Diego
Maurer, Helen J.	Ontario	Smith, Blanche M.	San Diego
Meilleur, Celia	San Diego	Smith, Evelyn	Deadwood, S. D.
Merrill, Letha M.	San Diego	Smith, Josephine	Chula Vista
Meyer, Ruth Ildrie	Escondido	Smith, Marjorie	San Diego
Miller, Eva	San Diego	Smith, Minerva M.	San Diego
Miller, May E.	Santa Maria	Smith, Rowena	San Diego
Mitchell, Helen A.	Hagerman, N. M.	Snyder, Bessie	San Diego
Mollison, Blanche	San Diego	Stiles, Margaret M.	McFarland
Mollison, Mary E.	San Diego	Tammen, Thuselda	San Diego
Molyneaux, Anna	San Diego	Tillson, Georgia M.	San Diego
Morris, Josephine	San Diego	Tracy, Bertha	Fallbrook
Mulville, Annie B.	San Diego	Tyson, Ruth	San Diego
Munger, Clara	El Toro	Van Orshoven, Frances	Otay
Myers, Ruth	Santa Barbara	Varney, Maie	San Diego
Neely, Gay	San Diego	Wade, Lucille Florence	San Diego
Parker, Grace	Lincoln, Kan.	Wagner, Nada B.	San Diego
Pettijohn, Florence	Julian	Wardlaw, M. Jessie	San Diego
Plummer, Lizzie M.	Stamping Ground, Ky.	Weaver, Edith M.	San Diego
Price, Ruth	San Diego	Welty, Howard Otis	San Diego
Ralston, Sarah M.	El Cajon	Wenger, Mary	Buena Park
Rannow, Marion	San Diego	Wiese, Charlotte	National City
Redfern, Florence H.	San Diego	Willis, Helen	Milwaukee, Wis.
Reed, Lillie	San Diego	Willson, Alberta	Burlington, Iowa
Reithardt, Sophia	Ord, Neb.	Wincote, Ruth Ray	San Diego
Reton, Leora	San Diego	Woods, Nancy	San Diego
Riddell, Guernie	San Diego	Woodward, Lela	Ramona
Rieke, Ramona	Oceanside	Work, Minnie	San Diego
Rives, Juanita	Monrovia	Yates, Mabel	Elsinore
Russell, Orra	San Diego	Young, Maude	San Diego

ENROLLMENT IN SUMMER SCHOOL, 1910.

Abbey, Florence	San Diego	Coy, Georgie	San Diego
Abbey, Mabel	San Diego	Crabtree, Mattaline	San Diego
Abbott, Mary V.	Rivera	Cross, Nettie Irvine	San Diego
Adams, Frances E.	Monrovia	Davis, Mrs. Earl	Tuscon, Ariz.
Amsbaugh, Amy	Lemoore	Davis, Myrtle	Los Angeles
Anderson, Mozelle	Colorado Springs	Dunlap, Ella L.	Santa Paula
Armstrong, Lizzie	San Diego	Drewisch, Josephine	Coronado
Bailey, Katherine	—	Easton, Florence	San Bernardino
Bagley, Laura	Los Angeles	Edgerton, Charles L.	Nordhoff
Barwise, Annie G.	Ontario	Elam, Rachel	Dinuba
Baty, Ida	Tulare	Ely, Mary	San Diego
Blake, Lois	Anaheim	Evans, Lulu	Orange
Boal, Alma	La Jolla	Farrar, Viola	Lordsburg
Bohannon, Ida	San Diego	Fenton, Laura	Coronado
Bonds, Hannah	Paducah, Ky.	Fine, Anna	San Bernardino
Bottomley, Ada	Newcastle	Force, James G.	Hollister
Brown, Georgiana	San Diego	Foster, Florence E.	Dinuba
Bruce, Laura J.	San Diego	Gibson, Josephine	Ames, Iowa
Butts, Carolee	San Diego	Grannis, Ellen	Coronado
Byron, Mabel	Carlsbad	Hall, Helen R.	National City
Calverley, Jean	Los Angeles	Herrman, Helen	Los Angeles
Chandler, Carrie	Orange	Hertzbonn, Rosina	San Diego
Clark, Anna E.	Norwalk	Hodge, Emily M.	San Diego
Chenault, Beulah	San Diego	Holcomb, Avis	San Bernardino
Chendennon, Myrtle	San Diego	Hulette, Gertrude	Los Angeles
Coiner, Frances	Santa Maria	Hunt, Bertha	San Diego
Coop, Marion	San Diego	Hurd, Ada L.	El Cajon

ENROLLMENT IN SUMMER SCHOOL—Continued.

Hurst, Nina B.	Moorpark	Rishel, Warren H.	San Bernardino
Jansen, Christine	San Diego	Sampson, Ruth	San Diego
Jansen, Cornelia	San Diego	Scruggs, Elizabeth	Mooresville, Ind.
Jefferson, Mariana	La Jolla	Sharp, Anna M.	Arlington, Colo.
Johnson, Elizabeth	Oceanside	Shea, Margaret	San Diego
Johnston, Eleanor	Pacific Beach	Sheldon, Frouil	Los Angeles
Keeler, Katherine	Lakeside	Shumate, Mary O.	Rocky Ford, Colo.
Kelton, Margaret M.	San Diego	Skilling, Mrs. W. T.	San Diego
Kennedy, Mary J.	Cando, N. D.	Smith, Evelyn	San Diego
Kennedy, Ruth	San Diego	Stork, Mabel	San Diego
Killen, Ruth	San Diego	Stone, Bertha	Ogden, Utah
Langdon, Louise B.	San Diego	Story, Louise	San Luis Obispo
Latson, Irma	Rocky Ford, Colo.	Stuart, Mary E.	San Diego
Leovy, Edith	San Diego	Sullivan, Grace	San Diego
Leppertt, Helena	Point Loma	Sullivan, Nina	Oscola, Nev.
Longenecker, Amanda	Los Angeles	Thomas, Laura	Paducah, Ky.
Loveland, Mrs. Jessie	San Diego	Thornton, Minnie B.	Artesia
Loveland, Nell B.	Riverside	Truscott, Maud E.	Bishop
Lyman, Alpha	Rialto	Turner, Iva	San Diego
Lyons, Iris	San Diego	Umstead, Cordia	San Diego
Lyster, Lilly A.	La Mesa	Wackmesiter, Emma	Sutter Creek
Machold, Ella	Los Angeles	Wade, Lucille	San Diego
Machold, Ernestine	Los Angeles	Waldron, Isabel R.	Kern
Martin, May Myrtle	Pomona	Ward, Helen	San Diego
Matthews, Lillie	Bakersfield	Waye, Adah D.	Los Angeles
Mitchell, Helen A.	Hagerman, N. M.	Weaver, Stella	Tulare
MacGregor, Iona	Albuquerque, N. M.	Welty, Howard Otis	San Diego
Mulville, Annie Bennett	San Diego	Wesley, Carolee	Los Angeles
Parker, Barbara	Holtville	White, Theresa K.	Anaconda, Mont.
Plummer, Lizzie Mae	Stamping Ground, Ky.	Whitmore, Helen	4.....Corona
Polly, Frances E.	—	Wiard, Georgia	Chula Vista
Reed, Lillie	San Diego	Wilson, Maud T.	San Diego
Remaly, Mary J.	—	Wrottenberg, Jeannette	Santa Monica
Richardson, Norma	San Diego	Young, Elizabeth	La Junta, Colo.

SUMMARY OF ENROLLMENT.

Graduate students	13
Normal students	196
Summer school students	122
	—
Counted twice	331
	16
	—
Net enrollment, Normal Department.....	315
Training School	399
	—
Total enrollment	714

