STATE NORMAL SCHOOL
OF
SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION
AND
ANNOUNCEMENTS
FOR
1903-1904

CATALOGUE FOR 1902-1903

SACRAMENTO:
W. W. SHANNON, SUPERINTENDENT STATE PRINTING.
1903.
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CALENDAR FOR 1903-1904.

FIRST TERM.

Entrance examinations and Admission on credentials, Monday, August 10, 1903
Registration .................................................... Tuesday, August 11, 1903
Term opens ..................................................... Wednesday, August 12, 1903
Training School opens ........................................ Monday, August 17, 1903
Term closes ..................................................... Friday, December 18, 1903

SECOND TERM.

Entrance examinations and Admission on credentials, Monday, January 4, 1904
Term opens ..................................................... Tuesday, January 5, 1904
Dedication Day ................................................ Friday, April 29, 1904
Commencement ................................................. Wednesday, May 25, 1904
BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE, Governor.

HON. THOMAS J. KIRK, Superintendent of Public Instruction.

DR. R. M. POWERS, San Diego.

ISIDORE B. DOCKWEILER, Los Angeles.

SENATOR M. L. WARD, San Diego.

GEORGE W. MARSTON, San Diego.

CHARLES C. CHAPMAN, Fullerton.

OFFICERS OF THE BOARD.

DR. R. M. POWERS, Chairman.

FRED. W. PARRISH, Secretary.

EXECUTIVE COMMITTEE.

DR. R. M. POWERS, SENATOR M. L. WARD,
ISIDORE B. DOCKWEILER.

FACULTY, 1902-1903.

SAMUEL T. BLACK, PRESIDENT.

EMMA F. WAY, PRECEPTRESS.

ALICE EDWARDS PRATT, REGISTRAR.

FLORENCE DERBY.

HELEN BALLARD.

CHARLES T. MEREDITH.

HARRIET MORTON.

EDITH McLEOD.

ELISABETH ROGERS.

J. F. WEST.

W. F. BLISS.

HARRY M. SHAFER, DIRECTOR OF TEACHING SCHOOL.

JOSEPHINE BACHTELDER.

ANNE MOORE.

W. T. SKILLING.

MRS. NORMA DUNLOP.

FRED W. PARRISH.

S. L. ROBERTS.

School Administration.

Mathematics and Reading.

English.

Music and Physical Training.

State Normal School, San José, Cal.; special training in music and physical culture.

English.

Mathematics.

Drawing and Manual Training.

A.B., Stanford: special preparation in art.

Principal Training School and Supervising Teacher Grammar Grades.

State Normal School, Mass.; Graduate Teachers' College, Columbia.

Supervising Teacher Primary Grades.

State Normal School, Albany, N. Y.

Mathematics and Physics.

A.B., Stanford; Graduate Student, Harvard.

History.

Education.

English.

B.S., Mount Union; B.L., Univ. Cal.

B.S., M.S., Eureka; A.B., A.M., Harvard; Graduate Student. Teachers' College, Columbia.

A.B., Wellesley.

Biology and Physiology.

Chemistry and Geography.

Librarian.

Stenographer and Typewriter.

Janitor.
REQUIREMENTS FOR ADMISSION AND COURSE OF STUDY FOR STATE NORMAL SCHOOLS.

ADOPTED BY THE JOINT BOARD OF STATE NORMAL SCHOOL TRUSTEES, AT LOS ANGELES, JULY 17, 1899. RE-AFFIRMED APRIL 20, 1903.

1. The course of study shall cover a period of four years; provided, that the State Normal Schools shall accept as the equivalent of the first and second years of this course, (a) graduation from any of the schools accredited by the University of California on the same basis as would govern admission to the University, or (b) a proficiency shown by examination to be the equivalent of the courses pursued in these accredited schools; and provided further, that State Normal Schools which may have suitable and sufficient accommodations for no pupils other than those who offer the equivalents above stated, may omit the instruction of the first and second years of this course of study until such accommodations are provided.

2. The requirements for admission shall be:
   (a) Those who furnish satisfactory evidence of having received a thorough grammar school education.
   (b) A proficiency shown by examination to be equivalent to that represented by the diploma of graduation from the ninth year; or
   (c) A diploma of graduation from any school accredited by the University of California on the same basis as would govern admission to the University; or
   (d) A proficiency shown by examination to be the equivalent of the courses pursued in accredited schools; or
   (e) A valid teacher's certificate from any county or city and county in the State of California.

Provided, that in the admission of students to any of the State Normal Schools the classes of applicants described by the clauses lettered "c," "d," and "e" shall have precedence in enrollment, and only after these are fully provided with accommodations shall classes be organized in the first and second years of the course for the classes of applicants represented by the clauses "a" and "b."
3. The course of study, the minimum number of recitation periods in each topic of study being stated, shall be as follows:

1) For the first and second years—

- **English**, 350 periods, including grammar, composition, word analysis, literature, reading, and rhetoric.
- **Science**, 400 periods, including biology, physics, geography, chemistry, physiology (geology and astronomy elective in place of chemistry), domestic science.
- **Mathematics**, 400 periods, including arithmetic, algebra, geometry, and bookkeeping.
- **Miscellaneous**, 400 periods, including drawing, manual training, penmanship, music, physical culture, history, and civics.

Provided, that there shall be accepted as the equivalent of this course for the first and second years, (a) graduation from any school accredited by the University of California, when diploma is accompanied by a recommendation from the principal of the school, or (b) proficiency shown by examination to be the equivalent of the courses pursued in these accredited schools.

2) For the third and fourth years of the course—

- **General Psychology**, 160 periods.
- **General Pedagogy**, 130 periods.
- **Practice Teaching**, 250 periods.
- **Pedagogy of Reading, English, and Literature**, 250 periods.
- **Pedagogy of History**, 80 periods.
- **Pedagogy of Science**, 400 periods.
- **Pedagogy of Mathematics**, 100 periods.
- **Pedagogy of Music**, 160 periods.
- **Pedagogy of Physical Training**, 160 periods.
FOUR-YEAR COURSE
For Students Entering From the Ninth Grade.

Each group represents one half-year's work.

<table>
<thead>
<tr>
<th>Group I.</th>
<th>Group II.</th>
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<tbody>
<tr>
<td>Poetry and Myths</td>
<td>Drama and Novel</td>
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<tr>
<td>Algebra</td>
<td>Algebra</td>
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<td>Botany</td>
<td>Chemistry</td>
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<tr>
<td>Drawing</td>
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<td>Music</td>
<td>Music</td>
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<tr>
<td>Group III.</td>
<td>Group IV.</td>
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<tr>
<td>Exposition, etc.</td>
<td>Essay and Argumentation</td>
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<td>Geometry</td>
<td>Geometry</td>
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<tr>
<td>Ancient History</td>
<td>English History</td>
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<tr>
<td>Physics</td>
<td>Physics</td>
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<tr>
<td>Group V.</td>
<td>Group VI.</td>
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<tr>
<td>History of Literature</td>
<td>Advanced Grammar, etc.</td>
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<tr>
<td>Education</td>
<td>American History</td>
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<tr>
<td>Zoology</td>
<td>Psychology</td>
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<tr>
<td>Arithmetic and Bookkeeping</td>
<td>Geography</td>
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<tr>
<td>Manual Training</td>
<td>Physical Training</td>
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<td>Group VII.</td>
<td>Group VIII.</td>
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<tr>
<td>Civics and Economics</td>
<td>English in the Grades</td>
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<td>Physiology</td>
<td>School Administration</td>
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<tr>
<td>Education</td>
<td>Nature Study</td>
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<td>Music</td>
<td>Education</td>
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</table>

Twenty minutes chorus work daily throughout the entire course.
The number in the first column refers to the number of weeks; in the second column to the number of hours per week.

Arrangements have been made whereby pupils entering from the ninth grade of the Training School may (if they so desire) take two years of Latin in addition to the full Normal School course without additional time or study.

TWO-YEAR COURSE
For Recommended Graduates of Accredited Secondary Schools.

<table>
<thead>
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<th>THIRD YEAR.</th>
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<tr>
<td>First Term.</td>
<td>Second Term.</td>
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<td>History of Literature</td>
<td>Advanced Grammar, etc.</td>
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<tr>
<td>History of Education</td>
<td>Geography</td>
</tr>
<tr>
<td>*Zoology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Arithmetic and Bookkeeping</td>
<td>Drawing</td>
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<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Manual Training</td>
<td>Physical Training</td>
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</tbody>
</table>

<table>
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<tr>
<th>FOURTH YEAR.</th>
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<tbody>
<tr>
<td>Civics and Economics</td>
<td>English in the Grades</td>
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<tr>
<td>Physiology</td>
<td>School Administration</td>
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<tr>
<td>Education</td>
<td>Nature Study</td>
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<td>Music</td>
<td>Education</td>
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<td>Drawing</td>
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<td>Reading</td>
<td>Teaching</td>
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<tr>
<td>Teaching</td>
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</tbody>
</table>

Twenty minutes chorus work daily throughout the entire course.
The number in the first column refers to the number of weeks; in the second column to the number of hours per week.

*Not required if satisfactorily finished in an accredited secondary school.
GENERAL REQUIREMENTS FOR ADMISSION TO THE NORMAL SCHOOL.

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

Applicants holding the following credentials will be admitted without examination:

(a) A valid teacher's certificate of any grade, from any county, city, or city and county of the State of California.
(b) A diploma of graduation from any secondary school of good standing.
(c) Recommendation from any secondary school of good standing in which the applicant has done at least one full year's satisfactory work.
(d) A diploma of graduation from the ninth year of the public schools of California, if accompanied by a special recommendation from the teacher, and a statement of the applicant's standing in the various grammar grade branches; provided, that the school reserves the right to examine graduates of grammar schools in any or all of the following branches: Arithmetic, Grammar, History of the United States, Geography, Reading, Spelling, Penmanship, Vocal Music, and Drawing.

Applicants possessing none of the foregoing credentials must, by examination or otherwise, satisfy the Faculty of their proficiency in the various branches mentioned under (d).

All applicants for admission must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School of San Diego is to fit myself for teaching, and that I intend to teach in the public schools of California, or of the State or Territory in which I may reside.

Teachers in the elementary schools of the State are always heartily welcome. They may enter any of the classes, either as observers or students, as they may prefer.

No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.

Applications for advanced standing will be granted only upon approved credentials or examination.

REQUIREMENTS FOR ADMISSION TO THE TWO-YEAR COURSE.

1. Graduates of accredited secondary schools, properly recommended to the University of California, will be admitted to the Two-Year Course of Study, under the following conditions:
   (a) Such applicants shall either be fully recommended in a sufficient number of subjects to entitle them to any fifteen (15) units of entrance credits to the University, or
   (b) Shall be recommended in the following subjects, required in the Four-Year Course of Study of the Normal School: English, subjects A, 1, and 14; Algebra, subject 3; Plane Geometry, subjects 4 and 12 (a); Ancient History, subject 10; English History, subject 13 (b); Physics, subject 11; Chemistry, subject 12 (b); Botany, subject 12 (c); Zoology, subject 12 (d).

2. Graduates of secondary schools outside of California will be admitted to the Two-Year Course, providing their credentials, in the judgment of the Committee on Advanced Standing, entitle them to credits equivalent to those designated in either (a) or (b), paragraph 1.

3. Applicants partially recommended may be admitted to the Two-Year Course, conditionally upon making up deficiencies, either by examination or by class work, at the option of the department concerned.

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

Graduates of non-accredited high schools and undergraduates of secondary schools will be admitted to the Normal School and assigned to such standing in the Four-Year Course as may be determined by the Faculty.

It will be seen from the above requirements that the principle of equivalence of values of preparatory subjects is recognized, 15 units, made up by any combination of University entrance subjects, satisfying requirements for admission to the Two-Year Course. This principle will not be carried so far, however, as to entitle graduates of secondary schools to advanced standing in the course on surplus credits beyond the 15 admission units. (See paragraph 4, above.)

GRAMMAR SCHOOL TEACHERS.

Teachers holding grammar school certificates may be admitted to the regular Two-Year Course, or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined, as indicated on their certificate.
AIM OF THE SCHOOL.

The main purpose of a Normal School is to prepare suitable persons to teach in the public schools of the State. No one unsuited by either natural inclination, ill health, or physical disability, should apply for admission.

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

The curriculum here presented is divided into groups of subjects, each representing a term, or half-year’s work. Any attempt to carry more than the specified work of a group or its equivalent is a mistake, and nearly always results in one or more failures, and is, consequently, a loss rather than a gain in time.

There may be short cuts to the teacher’s certificate; there are none to the preparation requisite for efficient teaching.

RECOMMENDATIONS.

All candidates for admission must present one or two letters of recommendation from responsible people—former teachers, where possible. Applicants from other Normal Schools, or schools of equivalent grade, must file with the Registrar honorable dismissal certificates, signed by the proper authorities of the schools or colleges last attended by said applicants. Each honorable dismissal certificate should state the educational record of the applicant.

EXPENSES.

Students are required to furnish their own text-books. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptress of the school before securing boarding places. Letters of inquiry may be addressed to her at the Normal School, where she may be found one week before the opening of the school.
EQUIPMENT.

The library contains over three thousand carefully selected books, including a valuable list of general reference works. The laboratories are equipped with the latest and most approved apparatus.

DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. The changes in the law of certification by the amendments of 1907, providing for annual instead of semi-annual examinations, and prohibiting the further issue of primary grade certificates, have already had a noticeable effect in raising the standard of the teaching force of the State. The thoughtless statement, heard so frequently, that there is a surplus supply of teachers in the State, is very far from the truth. This school, for instance, has been unable to meet the demands made upon it for teachers. The same is undoubtedly true of each of the other Normal Schools of the State. There is, too, a growing demand for more men teachers in the cities and large towns, not only as principals, but as teachers in the higher grammar grades. This healthful and very proper demand ought to stimulate more bright and studious young men to enroll themselves as Normal School students. This school will heartily welcome all such applicants.

RIGHTS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1931 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthy complete the full course of study and training prescribed, a diploma of graduation.

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

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

POST GRADUATE WORK.

The library and laboratories of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study, and could do work in the laboratories or reading in the library while the school is in session. This special work, either in the laboratories or in the library, can be planned and directed by members of the Faculty in such a way as to be of great benefit to those who wish to undertake it. Such work will be arranged, when desired, for the purpose of further and better preparation for entrance to a university. Graduates are invited to correspond with members of the Faculty whenever they find themselves in need of such information or assistance as the Faculty can give.

PUNCTUALITY.

The only acceptable excuse for absence or tardiness is that of illness or accident. A young person who has acquired the tardy habit should either cure it or give up the idea of teaching.

GOVERNMENT AND DISCIPLINE.

The success or failure of students to govern themselves will be carefully considered by the Faculty in making up their estimate as to preparation for graduation. The management of the school gives to the students the largest possible measure of individual freedom. Abuse of this liberty will be regarded as a serious defect, and may prove disastrous to an otherwise bright and promising young teacher.

ATHLETICS.

The campus, consisting of sixteen and one half acres, affords ample opportunity for all forms of outdoor exercise. The young men have an
athletic association, and ample ground is being prepared for all healthful games. English field hockey, now so popular at the leading women's colleges in the East, has been introduced. There are already four hockey teams consisting of eleven girls each, and games are being played daily. Besides these facilities for physical development, the Faculty and students have organized a Normal School Rowing Association. The Association, which is made up of five or six rowing crews, owns a well-equipped eight-oared barge. Some one or other of these crews under a young lady captain may be seen almost daily, after the close of school, rowing on the still waters of the bay.

LOCATION.

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

Street cars run regularly between the campus and all portions of the city. Normal School students are accorded half-fare privileges in traveling on the cars to and from school.

SANITATION.

Dr. W. P. Mathews, Secretary of the State Board of Health, in his report to the Board dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * * In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet-rooms the air is drawn downward through the closets and urinals by means of a hot-air shaft, with which they are exclusively connected. The system is a perfect success, and absolutely prevents the escape of gases or odors into the toilet-rooms. * * *"

CLIMATE.

The climate is peculiarly adapted to all-the-year-round study—the summers being always cool and the winters never cold. The following report explains itself:

U. S. DEPARTMENT OF AGRICULTURE,
Weather Bureau.

SAN DIEGO, CAL., May 5, 1903.

PRESIDENT S. T. BLACK,
San Diego State Normal School, San Diego, California.

DEAR SIR: In response to your request of even date, I take pleasure in appending herewith daily maximum temperature data:

<table>
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<tr>
<th>Day</th>
<th>January, 1902</th>
<th>August, 1902</th>
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<tbody>
<tr>
<td>1</td>
<td>75°</td>
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<td>16</td>
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</table>

Averages... 64  70.5

* Highest temperature for the year.

Very respectfully,

FORD A. CARPENTER,
Observer, Weather Bureau.

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, and a ninth or connecting grade for those pupils who contemplate entering the Normal School, or the tenth year of a high school, after the completion of the Training School course. Beginning in August, 1903,
there will be offered in the ninth grade a year's course looking to the practical affairs of life, intended for those pupils who must leave school at the close of the ninth year. A year's course in Latin will also be offered to those pupils desiring it.

All teaching in the Training School is under the close supervision of a number of expert training teachers and members of the Normal School faculty. The teaching consists of individual, group, and class teaching. Individuals, or small groups, who, on account of some defect, weakness, or peculiar condition, need special attention, are given individual or group attention, while they are, at the same time, carrying the work with the regular class or grade. In short, while the class work is the form that the greater part of the work assumes, the needs of each individual child are closely studied and the best means possible are employed to meet those needs. The development and growth of the child, and the condition of the sense organs, especially the eye and ear, are closely watched.

Principles of school hygiene as to seating, lighting, ventilation, the hygiene of the school subjects, etc., receive concrete application. Each student who instructs in the Training School is required to prepare and submit plans of the series of lessons and of each separate lesson, in advance of teaching. The Training School serves a threefold function in its relation to the Normal School, viz.:

First—Offering an opportunity for training and practice to students who have reached their Senior year and who are soon to go as teachers into the schools of the State. The student is brought face to face with the every-day problems of actual teaching, and, in their solution, develops the spirit of independence and adaptability;

Second—In this school are tested the thoughts and teachings of the various departments of the Normal School. By this means, among others, the work of the Normal School proper is constantly kept within the range of practicability and applicability;

Third—The Normal School stands for advanced thought in education. In the Training School this thought takes concrete form. There, investigation and research are continually carried on with a view to improvement and advance in school work.

BRIEF DESCRIPTION OF THE COURSES.

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

EDUCATION.

Education V.—History of Education.

Lectures, reports, discussions, and assigned readings.

The factors that determine the nature of the process of education, and the avenues of approach in investigating its history. The purpose of the study of the subject.


The idea in the study of each epoch, or phase, is to discover in what way it leads up to, and functions in, the present. So far as possible the theory of a given period is compared with the actual practices of the time.

As a preparation for the later courses in education, considerable attention is devoted to a study of the psychological conception of education, as presented by Pestalozzi, Froebel, and Herbart.

Texts.—Sceley: History of Education.

Laurie: Pre-Christian Education

Davidson: Education of the Greek People

Quack: Educational Reformers

20 weeks; 5 hours per week.

Education VI.—Psychology.

The early part of the course serves as a general introduction to psychology. The facts and conditions of mental life, and the nomenclature, terminology, and method of the science. Introspection to serve as a basis for later child study. Simple experiments to train in method, to develop independence in investigation, to drill in use of apparatus, and to arrive at some of the results that have been determined and generalized; this experiment work employs such apparatus as the teacher will need and can make in her school work. The exploration of the senses is emphasized.
The experiment work leads directly to the later work of the course, which is child study. Individual and collective study of children by each member of the class. Development of principles of teaching by a study of school practice based upon psychological laws. Study of child mind as a preparation for class-room work of the succeeding term.

20 weeks; 5 hours per week.

Texts—Dexter & Garlick: Psychology in the School-room.
James: Briefer Course.
Thorndike: Notes on Child Study.

Education VII.—General Method.

First half-term. A consideration of fundamental principles, such as, factors in education, aim, educational values, and the enrichment of the course of study. Bases for school-room work, e.g., self-activity, interest, apperception, will training. Physical conditions in the school-room.

Second half-term. A theoretical and practical study of the successive steps in the development of the recitation. The lesson plan emphasized. Each member of the class teaches one hour per day in the Training School, and is held to a close account for lesson plans. These plans are discussed before the class, and occasionally a visit is made by the class to the Training School to observe the results of a plan in its concrete application. Now and then a member of the class presents a lesson before the class, usually before the same lesson is taught to a class or grade in the Training School.

Texts—McMurry: General Method.
McMurry: Method of the Recitation.

20 weeks; 5 hours per week.

Education VIII.—Seminary on Practice Teaching.

One period each week the entire class observes a recitation, conducted by one of its members in the Training School. On rare occasions the observed recitation is in charge of one of the Supervising Teachers.

The second hour is devoted to a discussion and criticism of the previously observed recitation, the student who conducted the recitation being given an opportunity for self-criticism. In all discussion personal opinion is eliminated so far as possible, and criticism is based upon principles involved. Something better and more helpful must be substituted for that which is criticized, i.e., there must be construction as well as destruction.

The third hour is spent in the consideration of some stimulating piece of the educational literature that discusses current problems in education. The past year Dr. Dewey’s Ethical Principles Underlying Education has supplied subject-matter.

The course is open to such students only as have completed Education V, VI, and VII, and are engaged in practice teaching in the Training School.

20 weeks; 3 hours per week.

Education V, VI, VII, and VIII form a continuous and connected series, and should be taken in the order announced. Only in exceptional cases will deviation from this order be allowed.

Teaching.—Each student teaches in the Training School for the period of seven and one-half months. During the second half of the first term in the Senior year one hour of successful teaching per day is required; in one half of the remaining term of the same year two hours of successful teaching are prescribed, and in the other half three hours.

All of the above teaching is under the direction of the Supervising Teachers and the Director of the Training School, assisted by the heads of departments in the Normal School. The last named, through their close relation to the Training School, preserve unity between the subject-matter and methods of the Normal School on one hand and the application of the same in the Training School on the other.

The Supervising Teachers teach daily in the Training School, yet the model lesson, as such, is employed but little, it being preferred that the student grow and develop through individuality and self-expression rather than by means of an apprenticeship system.

School Hygiene.—This subject is provided for in its logical connection in various courses, e.g., Psychology V (Child Study) leads up to the hygiene of the school-room, in Education VIII occurs the discussion of the hygiene of the school subjects, and in connection with School Administration the lighting, heating, ventilation, and seating of school-rooms are carefully considered and discussed. The subject of suitable physical exercise also receives much attention.

VIII. School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the powers and duties of the various school boards and school officers; the collection and distribution of school funds in California; the law for certificating teachers; the provisions for ethical, intellectual, scientific, and industrial improvement, etc.

10 weeks; 5 hours per week.

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

ENGLISH.


20 weeks; 5 hours per week.

II. The Drama and the Novel. A critical study of three or more plays of Shakspeare and of two or more standard novels. Written reports on assigned outside reading.

Texts—Shakspeare: Julius Caesar; Macbeth; Midsomer’s Night’s Dream. (Any clear type edition.) Hawthorne: The House of Seven Gables. George Eliot: Silas Marner. Other texts will be added as needed.

20 weeks; 5 hours per week.

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

Texts—Pearson: The Principles of Composition Writing. (Heath.) Buck and Woodbridge: Expository Writing. (Holt.)

Other texts will be added as needed.

20 weeks; 5 hours per week.

IV. (a) Argumentation. An examination of inductive and deductive argument, with especial reference to these forms of reasoning in their connection with the student’s natural interests and daily experiences. The texts used in (b), with one or more standard orations, will afford further material for logical analysis.

Texts—Buck: Argumentative Writing. (Holt.) Burke: Conscientious with America. (Glunt.)

10 weeks; 5 hours per week.

IV. (b) The Essay. A study of eight or ten essays, literary, critical, and ethical, with the purpose of becoming familiar with great prose writers and their styles.

Texts from which selections will be made:
Carlyle: Essay on Burns.
De Quincey: Selections in Little Masterpieces.
Lamb: Essays of Elia, first series.
Bacon: Select Essays.
Curtis: True and I.
Emerson: Essays, first series.

10 weeks; 5 hours per week.

V. The History of the English Language and Literature. A study of the evolution of our literature and literary forms, from the Beowulf to the present time. Lectures, accompanied by an historical text and the reading of typical literature of the various periods.

20 weeks; 5 hours per week.

Texts—Hallock: History of English Literature. (Am. Book Co.) Or—Pancoast: Introduction to English Literature. (Holt.)

George: Chaucer to Arnold. (Macm.)

VI. Grammar, Word Study, Rhetoric. The first part of the term will be spent in a review of technical grammar, with especial emphasis upon parsing and sentence structure. This will be followed by a study of the composition of English words, and a review of rhetorical principles, with a view to the securing of accuracy and effectiveness in written work.

20 weeks; 5 hours per week.

Texts—Revised Grammar. (State Series)
Kimball: The English Sentence.
Herrick and Damon: Composition and Rhetoric for Schools. (Scott, Foresman & Co.)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned readings.

10 weeks; 5 hours per week.

HISTORY AND ECONOMICS.

III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early Middle Ages to the death of Charlemagne.
It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.

20 weeks; 5 hours per week.

Text.—West's Ancient History (Allyn & Bacon). Constant reference is made to other authorities with which the library is well supplied.

IV. English History. A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e.g., Development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and dynasties.

20 weeks; 5 hours per week.

Texts.—Oman: History of England (Henry Holt & Co.)
Adams & Stephens: Select Documents of English Constitutional History (Macmillan.)


20 weeks; 5 hours per week.

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

I, II. Algebra. The course in Algebra is expected to equal that pursued for admission to the University of California, and consists in the study of the algebra of number; the various methods of factoring and of elimination; the calculus of radicals; ratio and proportion; the theory of exponents; quadratic equations, both single and simultaneous.

Text.—Milne: Academic Algebra.

III, IV. Geometry. Plane Geometry, together with the extension of geometrical ideas to illustrate the principles and devise the rules of Mensurational Arithmetic.

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

V. Arithmetic. The theory and practice of arithmetic.

Text.—Beman and Smith: Higher Arithmetic.

In this course attention is also given to the principles of bookkeeping.

Text.—Williams and Rogers: First Lessons in Bookkeeping.

NATURAL SCIENCES.

I. Botany. An elementary course in Botany is offered which will consist principally of a study of the seed-bearing plants. Attention will be given to the structure and functions of the parts of these plants and to the ecology of some of the plants peculiar to this portion of the State.

Text.—Leavitt: Outlines of Botany.

II. Chemistry. The course consists of three recitation and lecture periods per week in connection with two periods for laboratory work.

The aim of the course is threefold: first, to give students a knowledge of the underlying principles of general inorganic chemistry; second, the application of these principles to the chemistry of every-day life; third, to give sufficient knowledge of organic compounds to enable students to intelligently study physiology.

Text.—Carhart and Chute: Elements of Physics.


V. Zoology. This course is based on the laboratory study of types of the great groups of animals. Certain of these animals will be dissected to make clear the fundamental points of structure. Their habits and physiology will, however, receive much attention, in order that this and physiology will, however, receive much attention, in order that this

Text.—Dryer: Lessons in Physical Geography.
VII. **Physiology.** This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body. The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.

*20 weeks; 5 hours per week.*

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

**MUSIC.**

   2. Exercises in Rhythm.
   4. Sight Singing.

II. 1. Sight Singing, continued.

*20 weeks; 2 hours per week.*

VII. 1. Methods.
   Children's Singing.
   Voice training.
   Cultivation of sense of rhythm.
   Rote singing.
   Sight singing.
   Choice of songs.
   Elements of Conducting.
   2. Sight Reading and Song Singing continued throughout the term.

*20 weeks; 3 hours per week.*

**Texts.**—Abridged Academy Song Book.
Laurel Song Book.
Popular Method of Sight Singing. (Damrosch.)

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

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**PHYSICAL TRAINING.**


Weekly reports on other physical exercise of all students.

**DRAWING.**

I. Free hand drawing, with scientific perspective. (Four-year course.) *20 weeks; 5 hours per week.*

II. 1. Composition and designing. 2. Painting. (Water colors.) (Four-year course.) *20 weeks; 5 hours per week.*

VI. Free hand drawing. Painting. (Water colors.) (Two-year course.) *20 weeks; 4 hours per week.*

VII. Methods. Essentials of Prang's System for Public Schools, with practical work in the Training School. (Both courses.) *20 weeks; 2 hours per week.*

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**MANUAL TRAINING.**

V. Paper work.
   Cord work.
   Cardboard work.
   Basket weaving:
   1. With reed and raffia.
   2. Indian baskets.

   Sewing.
   Bent iron work.
   Bead work.
   Wood carving.
   Clay modeling. *20 weeks; 3 hours per week.*

3—rd
CATALOGUE OF STUDENTS.

SENIORS.

Beckler, Mary Celia ............... Escondido
Berry, Virginia Esther .......... San Diego
*Bostwick, Edith ............... San Diego
Brown, Alice Henrietta ........... Santa Ana
Brown, Ida Alice ............... National City
Burch, Hattie Maria .......... San Diego
*Butler, Julia ............... Downey
*Carson, Verna B ............... Lakeside
Casner, Effie ............... Ballena
Chase, Mrs. Della Hill ........... San Diego
*Christensen, Nellie .......... San Diego
*Cogswell, Mary Goddard ...... San Diego
Davidson, Elsie A .......... San Diego
*Dill, Alice Louise .......... San Diego
Drewisch, Josephine .......... Oceano
Ello, Anna Christine .......... Descanso
*Hibbs, Cora Mae .......... San Diego
Paddis, Prudence P ............ Chicago
Pardelius, Mabel J .......... San Diego
*Prater, Ellis Harriet ........ San Diego
Gillis, Bertha Amelia .......... San Diego
Gillmore, Jessie .......... San Diego
*Gillmore, Mary .......... San Diego
Goss, Helen .......... San Diego
Harritt, Luella Frances .......... San Diego
Holmes, Olive Mary .......... Reedley
Hornbuckle, Seykora .......... San Diego
*Hudson, Kathryn B .......... Santa Ana
*Jennings, Belle .......... San Diego
Johnson, Jessie Mabel .......... San Diego
Johnson, Mayrie May .......... National City
Keene, Abbie M ............... Fallbrook
Light, Adda A ............... Nellie
Lockyer, Annie Edith .......... San Diego

Mack, Flora Adele .......... San Diego
Martin, Belle .......... Oceanside
Mays, Maudie Elliott .......... San Diego
*McAlmon, Alice T .......... Potrero
McConville, Genevieve Katherine .......... San Diego
McFadden, Ela .......... El Cajon
*McGuire, Dorothea .......... La Mesa
*McKee, Gertrude .......... Nestor
Merritt, Pauline .......... Santa Maria
Mott, Iva Maud .......... San Diego
O'Bannon, Mary Bowie .......... San Diego
*Phinnan, Dorothy .......... National City
Rawies, Jeannette .......... San Bernardino
*Rawson, James R .......... Hemet
*Read, Harriet Cardella .......... San Diego
*Roele, Nellie .......... Button Willow
Scott, Martha Marie .......... San Diego
Sykes, Elsie .......... Escondido
Somers, Susie Myrtle .......... National City
Stockton, Ora .......... San Diego
Stork, Bertha .......... San Diego
Stover, Roy B .......... San Diego
Sturgis, Vera La Rue .......... San Diego
*Tollas, Inez .......... San Diego
*Wackernagel, Theodora .......... San Luis Rey
Wallen, Carollota J .......... San Diego
Wescott, Laura .......... San Diego
Williams, Jennie E .......... San Diego
Winnick, Ruth V .......... San Diego
Woods, Margaret Louise .......... San Diego
Wright, Mrs. Lucy W .......... Coronado
*You, Jennie G .......... San Diego

JUNIOR CLASSES.

Adams, Alice .......... Encinitas
Adams, Claudia .......... San Diego
Anderson, Ethel V .......... San Diego
Anderson, Janet Webster .......... National City
Aker, Josephine Marion .......... San Diego

*Graduated before close of year.
<table>
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<th>Junior Classes—Continued.</th>
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<td>Beller, Nellie ............ Carlsbad</td>
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<td>Bennett, Vannie .......... San Diego</td>
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<td>Bevington, Emily .......... Escondido</td>
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<td>Biddle, Mrs. Eliza Elizabeth San Diego</td>
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<td>Bigham, Charles E .......... Woodville</td>
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<td>Bisbee, Lulu De Louise .... San Diego</td>
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<td>Borden, Eliza Culver ...... Long Beach</td>
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<td>de Borra, Mary Alma ...... San Diego</td>
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<td>Bossa, Ethel M .......... San Diego</td>
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<td>Broun, Carol Louise ...... Chula Vista</td>
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<td>Buckley, Cora Varina .... San Diego</td>
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<td>Burch, Carrie Grace ...... San Diego</td>
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<td>Griffo, Harriet Margaret ... San Diego</td>
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<td>Naylor, Blanch .. Holton, Kan.</td>
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<td>Northrup, Genevieve ... San Diego</td>
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<th>ENROLLMENT.</th>
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<tr>
<td>Seniors ........... 173</td>
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<td>Junior Classes .... 153</td>
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<td>Total .................. 326</td>
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<th>SAN DIEGO STATE NORMAL SCHOOL.</th>
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<td>Storme, Achille ........ San Diego</td>
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<td>Tabor, Isidora ........ San Diego</td>
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<td>Ward, Lola .......... San Diego</td>
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<td>Weatherford, G. A. Joe .... San Diego</td>
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<td>Weed, Amy ............ Nestor</td>
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<td>Weight, Ethel Isabella ... San Diego</td>
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<tr>
<td>Weston, Isabel ........ San Diego</td>
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<td>Wilcox, Josie C .......... Banner</td>
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<tr>
<td>Winters, Maude Mabel ... Santa Maria</td>
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<tr>
<td>Wood, Catherine May ...... Escondido</td>
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<tr>
<td>Wood, Mrs. Gertrude A ... San Diego</td>
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<tr>
<td>Woods, Clara Mae ....... San Diego</td>
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<td>Woods, Mattie Adelaide ... San Diego</td>
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<td>Yates, Nell .......... San Diego</td>
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<td>You, Nell Fortuna ... San Diego</td>
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GRADUATES.

1899-1900.
Baker, Grace Amelia .......... Sorrento
Bull, Margaret ................. Coronado
Bass, Melissa Lee .............. San Diego
Clark, Anna .................... National City
Crosby, Fred A .................. San Diego
Cuff, Maude Anna .............. San Diego
Faddis, Miriam S .............. Otay
Flinn, Julia ..................... Descanso
Greene, Katherine E .......... San Diego
Gregg, Elsie .................... San Diego
Hale, Martha .................... San Diego
Hayes, Caroline .............. San Diego
Irwin, Kate E ................... San Diego
Kidwell, Nellie Cassandra . National City
Ladd, Ida Margaret .......... Westminster
Maxfield, Clara Emele ......... Jamul
Neely, Robert H .............. Moorpark
Philips, Edith Carr .......... San Diego
Shaw, Sophie E ............... Long Beach
Skinner, Edna May .......... San Diego
Stanley, Eleanor Louise ... San Diego
Stevens, Roxana Huntington ....
Warren, William M .......... Glendale
Webster, Mary Helen .......... National City
Williams, Hallie M .......... San Diego
Willis, Minnie Todd .......... San Diego

1900-1901.
Bisbee, Henrietta Lyman ...... San Diego
Curtiss, Florence Ridley ...... San Diego
Griffith, Ethel L .............. El Cajon
Hatch, Elfreda N .............. Escondido
Head, Flora Sinclair .......... Santa Ana
Horrall, Annie ................. Julian
Johnson, Myrtle E .......... National City
Judson, Ethel B ............... Boston
Justice, Viola ................. Richland
Laughlin, Stewart .......... Inglewood
Lindsey, Lawrence .......... Los Angeles
Lynn, Frank J ................. Los Angeles
Meredith, Ethel A .......... San Diego
Milliron, Thyrza Lucile .... San Diego
Ogle, Helen K ................. San Diego
Padrick, Daisy ............... San Diego
Parker, Blanche Adele ...... San Diego
Simons, A. Beatrice ......... Los Angeles
Stetson, Ethel Mary .......... San Diego
Van Fleet, Nora .............. Escondido
Werts, Irma W ............... Santa Ana
Wiley, Evelyn ................. San Diego
Wood, Elizabeth A .......... San Diego
Wood, Maud K ................. Pasadena
Wood, Orville V .............. Compton

1901-1902.
Ball, Emma Louise .......... Coronado
Banks, Belle ................. Los Angeles
Bingham, Leonard O .......... Woodville
Butler, Elizabeth Olive ...... San Diego
Butler, Jessie ............... Downey
Campbell, Myrtle .......... Riverside
Christian, Lena Helen ...... Norwalk
Cleaves, Ada Belle .......... Escondido
Cochran, Mamie .............. Escondido
Coop, Marion L ............ San Diego
Elder, Olive .................. San Diego
Evans, Adelaide .............. San Diego
Fanning, William Emerson ....
Fenton, Laura K .............. Coronado
Field, Emma Dougherty ...... San Diego
Frederick, Benita .......... San Diego
Fugay, Lourean Emily ...... San Diego
George, Florence H .......... Nestor
Gray, Ellen .................. San Diego
Harrison, Anna Laura ...... San Diego
Hildreth, Bird .............. San Diego
Jennings, Jane Orrell ..... San Diego
Johnston, Lucy Katherine .. Pacific Beach
Kerns, Edith Page .......... Los Angeles
Lesem, Lily .................... San Diego
Merritt, Daisy Margaret . San Diego
Merritt, Ida Dorothy ...... Santa Maria
Mulvey, Frances Kathryn ... San Diego
Murray, Lois ................. National City
Faulen, Agnes M .......... San Diego
Fauve, Ethel ................. Julian
Patterson, Ruth .............. San Diego
Price, Gertrude R .......... Santa Ana
Roberts, Charles Roy .... San Diego
Rowles, Fannie .............. Button Willow
Skinner, Ada L .......... San Diego
Smith, Margaret K .......... Santa Ana
Taylor, Frances Sybil .... Arroyo Grande
Toy, Zelia Anna .............. Santa Maria
Van Arman, Maud .......... San Diego
Wachsmann, Josephine . San Luis Rey
Wallace, Mary Helen ...... New York, N. Y.
Warren, Margaret J .... Penbrooke, Ont., Can.
Waters, Flora .............. La Jolla
Watkins, Ena Marie .... San Diego
Wilder, Emma Comstock .... San Diego
Wright, William Sherman .. San Diego