Catalogue for 1903-1904, and
Circular of Information for 1904-1905

State Normal School of San Diego California

First Term Begins August 9, 1904
Second Term Begins Jan'y 9, 1905
STATE NORMAL SCHOOL
OF
SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION
AND
ANNOUNCEMENTS
FOR 1904-1905

CATALOGUE FOR 1903-1904

SACRAMENTO:
W. W. SHANNON, SUPERINTENDENT STATE PRINTING
1904
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FIRST TERM—1904.

Entrance examinations and Admission on credentials... Tuesday, August 9

Registration... Wednesday, August 10

Term opens... Thursday, August 11

Training School opens... Monday, August 15

Thanksgiving recess... November 24-26

Term closes... Thursday, December 22

SECOND TERM—1905.

Entrance examinations and Admission on credentials... Monday, January 9

Term opens... Tuesday, January 10

Mid-Term recess... March 18-25

Dedication Day... Monday, May 1

Commencement... Wednesday, May 31
BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE, Ex Officio. Governor
HON. THOMAS J. KIRK, Superintendent of Public Instruction Ex Officio.
DR. R. M. POWERS, - San Diego
ISIDORE B. DOCKWEILER, - Los Angeles
SENATOR M. L. WARD, - San Diego
GEORGE W. MARSTON, - San Diego
CHARLES C. CHAPMAN, - Fullerton

OFFICERS OF THE BOARD.

DR. R. M. POWERS, - Chairman
FRED. W. PARRISH, - Secretary

EXECUTIVE COMMITTEE.

DR. R. M. POWERS
SENATOR M. L. WARD
GEORGE W. MARSTON

FACULTY, 1903–1904.

SAMUEL T. BLACK, PRESIDENT, School Administration.
   Pupil Teachers' Course, British Schools.
EMMA F. WAY, PRINCIPAL, Mathematics and Reading.
   Grand River Institute, Ohio.
*ALICE EDWARDS PRATT, REGISTER, English.
   Ph.B., Univ. Cal.; Ph.D., Chicago.
+FLORENCE DERBY, Music and Physical Training.
   State Normal School, San José, Cal.; special training in
   music and physical culture.
+HELEN BALLARD, English.
   Ph.B., Univ. Cal.
+HARRIET MORTON, Drawing and Manual Training.
   A.B., Stanford; special preparation in art.
EDITH McLEOD, Principal Training School and
   Supervising Teacher Grammar Grades.
   State Normal School, Mass.; Graduate Teachers' College, Columbia.
ELISABETH ROGERS, Supervising Teacher Primary Grades.
   State Normal School, Albany, N. Y.
J. F. WEST, Mathematics and Physics.
   A.B., Stanford; Graduate Student, Harvard.
W. F. BLISS, History.
   B.S., Mount Union; B.L., Univ. Cal.
§HARRY M. SHAVER, DIRECTOR OF TRAINING SCHOOL, Education.
   B.S., M.S., Eureka; A.B., A.M., Harvard; Graduate
   Student, Teachers' College, Columbia.
ANNE MOORE, Biology and Physiology.
   Ph.D., Chicago: A.B., A.M., Vassar.
W. T. SKILLING, Chemistry and Geography.
   State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.
F. E. THOMPSON, DIRECTOR OF TRAINING SCHOOL, Education.
   A.B., Stanford.
PERCY E. DAVIDSON, Assistant in Education.
   A.B., Stanford.

*Absent on leave from January 1 to June 1, 1903
†Resigned February 15, 1903. Retired from teaching
‡Resigned December 31, 1902. Married
### EMPLOYEES

**EDITH MILLS,**
Special Preparation at Shurtleff College, Ill.: Alton Conservatory of Music, Ill.: three years of private instruction.

**JOSEPHINE BATELDER,** SUBSTITUTE, English.
A.B., Wellesley.

**ANNA H. BILLINGS,** SUBSTITUTE, English.
Ph.D., Yale University.

**MARY MAYNES SMITH,** Drawing, Manual Training.
State Normal School, Ind.; Normal Art Department, Pratt Institute; Floyd Normal Department, Throop Polytechnic Institute.

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

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

**S. L. ROBERTS,** Janitor.

### 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>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td>Botany</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Drawing and Manual Training</td>
<td>Drawing and Manual Training</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP III</th>
<th>GROUP IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition, etc</td>
<td>Essay and Argumentation</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>Ancient History</td>
<td>English History</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Drawing</td>
<td>Drawing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP V</th>
<th>GROUP VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Reading</td>
<td>Literature</td>
</tr>
<tr>
<td>Education</td>
<td>American History</td>
</tr>
<tr>
<td>Zoology</td>
<td>Education</td>
</tr>
<tr>
<td>Geography</td>
<td>Arithmetic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP VII</th>
<th>GROUP VIII</th>
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</thead>
<tbody>
<tr>
<td>Civics and Economics</td>
<td>Education</td>
</tr>
<tr>
<td>Physiology</td>
<td>English in the Grades, with Teaching</td>
</tr>
<tr>
<td>Education</td>
<td>History and Civics, with Teaching</td>
</tr>
<tr>
<td>Primary Language and Number, with Teaching</td>
<td>Grammar Grade Language and Arithmetic, with Teaching</td>
</tr>
<tr>
<td>Music, Drawing, and Manual Training, with Teaching</td>
<td>Nature Study and Geography, with Teaching</td>
</tr>
</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.

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.

Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.
TWO-YEAR COURSE
For Recommended Graduates of Accredited Secondary Schools.

<table>
<thead>
<tr>
<th>THIRD YEAR.</th>
<th>SECOND TERM.</th>
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<tbody>
<tr>
<td>FIRST TERM.</td>
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<tr>
<td>Grammar and Reading</td>
<td>20  5</td>
</tr>
<tr>
<td>Education</td>
<td>20  5</td>
</tr>
<tr>
<td>*Zoology</td>
<td>20  5</td>
</tr>
<tr>
<td>Geography</td>
<td>20  5</td>
</tr>
<tr>
<td>Music</td>
<td>20  2</td>
</tr>
<tr>
<td>Manual Training</td>
<td>20  3</td>
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<table>
<thead>
<tr>
<th>FOURTH YEAR.</th>
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<tr>
<td>GROUP VII.</td>
</tr>
<tr>
<td>Civics and Economics</td>
</tr>
<tr>
<td>Physiology</td>
</tr>
<tr>
<td>Primary Language and Number, with Teaching</td>
</tr>
<tr>
<td>Music, Drawing, and Manual Training, with Teaching</td>
</tr>
<tr>
<td>GROUP VIII.</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>English in the Grades, with Teaching</td>
</tr>
<tr>
<td>History and Civics, with Teaching</td>
</tr>
<tr>
<td>Grammar Grade Language and Arithmetic, with Teaching</td>
</tr>
<tr>
<td>Nature Study and Geography, with Teaching</td>
</tr>
</tbody>
</table>

*Not required if satisfactorily finished in an accredited secondary school.

Twenty minutes chalk work daily throughout the entire course.
The number in the first column refers to the number of weeks: in the second column, to the number of hours per week.
Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

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 as students, as they may prefer.
No person will be graduated unless he has spent at least one year as a resident student, or a number of weeks equal to one year, no matter what his previous preparation may have been.
Applications for advanced standing will be granted only upon approved credentials or examination.
1. Graduates of accredited secondary schools, properly recommended to the University of California, will be admitted to the Two-Year Course of Study, under the following conditions:

(a) Such applicants shall either be fully recommended in a sufficient number of subjects to entitle them to any fifteen (15) units of entrance credits to the University; or

(b) Shall be recommended in the following subjects: English, subject 10; Algebra, subject 11; Plane Geometry, subject 12; Ancient History, subject 13 (a); 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, conditioned upon making up deficiencies, either by examination or by class work, at the option of the department concerned.

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

5. 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.

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.
RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

1. Students desiring leave of absence for one day only shall make oral application to the Preceptress.

2. Students desiring leave of absence for more than one day shall make their request in writing, and the petition must specify both the length of time and the reason for which such leave is desired.

This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.

3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.

4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.

CONDITIONS AND FAILURES.

A student conditioned in any subject may arrange with the instructor concerned for such supplementary examinations or study as will make good the deficiency; but such deficiency must be removed by the middle of the succeeding term, otherwise the condition will be considered a failure.

EQUIPMENT.

The library contains nearly four 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 teachers trained in the Normal Schools of California is greater than the supply. Owing to the rapid increase in the population of the State, this demand is growing constantly. Not one of the five Normal Schools in California is able to meet the requests made by school authorities for teachers. There is, too, an increased demand for men teachers in the cities and larger towns, where fair salaries are paid. A general movement has been started throughout the State for a reason-
able increase in the salaries paid to teachers. This movement is led by State Superintendent Kirk, and has been indorsed by the various Teachers' Associations of California. Several cities and towns have already responded, and the prospects for general relief at the hands of the next legislature are very bright.

**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 to those pupils who worthily 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.

Graduates are admitted to the State University and the Leland Stanford Junior University without examination upon the recommendation of the president of the school.

**POST GRADUATE WORK.**

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

**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. 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.
CLIMATE.

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

U. S. DEPARTMENT OF AGRICULTURE,
Weather Bureau.
San Diego, Cal., April 13, 1904.

Professor S. T. Black,
President, State Normal School,
San Diego, California.

My dear Sir: I have the honor to acknowledge the receipt of your communication of the 12th instant, and take pleasure in appending herewith meteorological data as follows:

Maximum Temperatures in the Year 1903.

<table>
<thead>
<tr>
<th>Day</th>
<th>July</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68°F</td>
<td>66°F</td>
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<tr>
<td>2</td>
<td>67°F</td>
<td>60°F</td>
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<tr>
<td>3</td>
<td>70°F</td>
<td>63°F</td>
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<td>4</td>
<td>73°F</td>
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<td>16</td>
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<tr>
<td>17</td>
<td>68°F</td>
<td>63°F</td>
</tr>
<tr>
<td>18</td>
<td>69°F</td>
<td>62°F</td>
</tr>
</tbody>
</table>

Highest 78°F
Lowest max. 67°F
Average daily 71°F

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

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

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. * * *

IMPROVEMENTS.

During the current school year (ending June 30, 1904) there will have been expended $61,000 for the completion and equipment of the building. The central portion will be arranged as originally planned, and will contain the offices, cloak-rooms, students' lockers, assembly-room furnished with opera chairs, and a drawing and manual training room completely equipped for all lines of art and manual training.
The west wing will contain the library, gymnasium, bath and dressing rooms, the biological laboratory, museum, and six additional class-rooms.
The dimensions of the gymnasium are 36 by 74 feet, with an 18-foot ceiling. It is lighted by fifteen large windows 8 feet above the floor. The ventilation is perfect.
The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the first page shows that the building is but two stories in height.

These improvements place the school in line with the best appointed educational institutions in the country.

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods. In addition to the regular eight grades there is a ninth grade, which aims to serve the needs of three classes of students: first, those who contemplate entering the Normal School; second, those who must leave school at the close of the ninth year; third, those whose plans for further study are still indefinite. A year's course in Latin will be offered to those pupils desiring it.

All teaching in the Training School is closely supervised by members of the Normal School faculty. The classes are small, admitting of much individual instruction. Those pupils who, by reason of some defect, weakness, or other peculiar condition, need special attention, are given such attention, at the same time carrying the regular work of the grade. The general health of the child, his growth, and the condition of his sense organs, especially the eye and ear, are closely watched. Principles of seating, lighting, ventilation, and heating are concretely applied.
BRIEF DESCRIPTION OF THE COURSES.

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

EDUCATION.

Though the aim of the work in “Education” is to make teaching as soon as possible a process in which theory and practice are scarcely to be distinguished, it is considered essential to the mastery of the process that it begin with the aspect called theory. Before engaging in practice the student-teacher should see clearly the end for which practice exists. In keeping with this point of view the broad problem of education is introduced from one to two terms before actual teaching begins. From this point on the two phases run parallel, the theoretical work centering more and more upon specific questions, to the end that the final result may be an enlightened and intelligent practice.

The theoretical aspects are presented in a course extending through eighty weeks of five hours each. Effort is directed toward keeping in the student’s mind from the beginning the central problem of education, namely, the taking of the child from where he is toward where he ought to be. To this end the usual method of presenting the theory of education under such heads as “Psychology,” “Child Study,” “School Hygiene,” “Pedagogy,” “Methods,” and “History of Education” is not followed. Selection is made from all those fields of that material only which is pertinent to the problem, and this material is so organized that the student’s knowledge is day by day made fuller along three lines—the nature of the child, the end to which he is to be educated, and the means to be employed in the process. The work throughout consists of lectures, selected readings, reports, papers, and class discussions.

Education V. The course begins with a discussion of the child as a growing organism. The student is introduced to the biological and evolutionary conceptions of the origin of the race, and is accustomed to the fact of growth. In a discussion of the meaning of infancy he is given some conception of the significance of education and is prepared for the next step—a consideration of the factors in growth, heredity, and environment. Then follows a study of some special lines of growth and their control: height and weight; movements—instinctive, imitative,
voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next forty weeks, which treats of "The Growing Mind and the Body of Culture."

20 weeks; 5 hours per week.

Education VI and VII. The second part of the course is given in such a way that two lines of thought run parallel. The one is of the growing mind; the other is of the body of culture. The one line treats of the child, now a psychological person; the other treats of the body of culture as nutrition for this growing mind. Along the first line are discussed, from a genetic point of view, the following topics: "the stream of consciousness," what the self is, the self functioning in the conscious process—perceiving, discriminating, imaging, reasoning, judging, willing; conditions and control of the conscious process—attention, association, memory, interest, apperception; the ideally organized individual—the moral man in whom feeling, intellect, and will symmetrically blend in the higher human emotions and pass into effective action.

The parallel line of thought presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the aesthetic inheritance, the institutional inheritance, the religious inheritance. Concerning each of these great traditions certain broad educational questions are raised, such as its primitive origin and the main features of its history, its significance as an expression of the racial and individual consciousness, its emphasis at the present time, etc. A attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by Arnold and Carlyle of the literary, Ruskin and Morris of the aesthetic aspects of education is made under such topics as "the school and the family," "the school and the church," "the school and the life," and "the school and the church." This general survey is followed by an examination of those epochs in history wherein particular traditions significantly affected educational theory and practice. The two lines of thought are reviewed and brought together in a discussion of educational ideals and the aim of education.

40 weeks; 5 hours per week.

Education VIII. (a) The Elementary Curriculum. An attempt is made here to have the student focus the knowledge gained in the professional courses, the academic courses, and in the Training School, upon the problems presented by the elementary school curriculum, to the end of stating for himself governing principles for the selection of subject matter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

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

20 weeks; 5 hours per week.

Teaching VII and VIII. Each student teaches in the Training School during the entire Senior year, one hour per day during the first term and two hours per day during the second. This teaching is preceded by a period of apprentice teaching which varies according to individual needs. While an assistant each student is expected to familiarize himself with those items of practice which are fairly common to all teaching; to acquire confidence in his ability to handle a class, and to form the habit of regarding children and subjects from the teaching standpoint. By means of this apprentice teaching the student is introduced to the problems of responsible teaching by easy stages and largely by imitation. In order that each student may practice in all subjects of the elementary curriculum, these subjects are classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the student-teachers of the group. This class meets daily for the discussion of the practical problems connected with the daily recitation, the material to
be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows: (1) Primary Reading, Language, and Number; (2) Grammar Grade Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in “Teaching” is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

Education V, VI, VII, and VIII form a continuous series and must be taken in the order indicated. The student begins teaching in the capacity of an assistant during the time he is taking Education VI. While taking Education VII he teaches a class one hour per day, and two hours per day while taking Education VIII. The teaching and the group classes described above occupy 600 periods. In the Senior year three fifths of the work of the first term and all of that of the second term are directly concerned with class-room teaching.

ENGLISH.

I. (a) The Study of Myths.

 texts.—Bullfinch: Age of Fable.
                  Falgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macmillan.)

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

 texts.—Shakspeare: Julius Caesar; Macbeth; Midsummer Night’s Dream. (Any clear type edition.)
                  Hawthorne: The House of Seven Gables.
                  George Elliot: Silas Marner.
                  Other texts will be added as needed.
III. Exposition. Analytical study of expository prose, with constant writing along descriptive and expository lines.

20 weeks; 5 hours per week.

Texts.—Pearson: The Principles of Composition Writing. (Heath.)
Buck and Woodbridge: Expository Writing. (Holt.)
Other texts will be added as needed.

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

10 weeks; 5 hours per week.

Texts.—Buck: Argumentative Writing. (Holt.)
Burke: Concerning with America. (Glenn.)

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

10 weeks; 5 hours per week.

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

V. (a) Grammar. A review of technical grammar, with especial emphasis upon parsing and sentence structure.

10 weeks; 5 hours per week.

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

V. (b) Reading. Phonetic work, including articulation drills, study of the English sounds and the action of the organs used in forming them. Practical work in expression: time, pitch, quality, force. Analysis of various type-selections. Discussion of methods to be used in the teaching of reading.

10 weeks; 5 hours per week.

Text.—Clark: How to Teach Reading in the Public Schools.

VI. 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.

Texts. — Halleck: History of English Literature (Am. Book Co.)
Or: Pancoast: Introduction to English Literature (Holt.)
George: Chaucer to Arnold. (Macmillan.)

VIII. Methods in English in the Elementary Schools. Discussion of literature suitable for the grades; consideration of methods of presenting reading, language, composition, grammar, and literature in the elementary schools. Written and oral reports on assigned readings.
20 weeks; 5 hours per week.

HISTORY AND ECONOMICS.

III. Ancient History. This course begins with a brief account of the Oriental peoples who contributed directly to European civilization, followed by a more intensive study of Greek and Roman history, and closes with a study of the early Middle Ages to the death of Charlemagne. It conforms to the recommendations of the Committee of Seven, and is intended to furnish adequate preparation for a study of English history.
20 weeks; 5 hours per week.

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, 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 important European movements, as the development of the Christian Reformation, the French Revolution and Napoleon, the development of the social and political dynasties, rather than to wars and personal history of kings and
20 weeks; 5 hours per week.

Adams and 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.

VII. Civics and Economics. 1. A thorough study of the fundamental principles and methods of administration of the government of the United States.
2. A brief survey of the industrial development of our country.
3. A discussion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

Text. — Hindle: American Government. (Text in Economics not yet selected.)

MATHMATICS.

I, II. Algebra. In scope, these courses include all the subjects in algebra that are essential to a thorough understanding of higher arithmetic and the elements of physics. Special attention is given to the 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 important European movements, as the development of the Christian Reformation, the French Revolution and Napoleon, the development of the social and political dynasties, rather than to wars and personal history of kings and
20 weeks; 5 hours per week.

Adams and Stephens: Select documents of English Constitutional His-
tory. (Macmillan.)

3—SD
and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations that are reducible to the quadratic form; the nature of the roots of the general quadratic equation; and the formation of equations from given roots.

In these courses, the subject-matter is treated as simply as is compatible with mathematical rigor; consequently it may be mastered by any ordinarily intelligent student with a fair knowledge of grammar school arithmetic. The fundamental ideas and principles are first developed inductively, then the principles are formulated into simple and concise statements, after which the rigorous proof is given. Throughout his course the student is required to acquire facility and accuracy in the manipulation of algebraic expressions as well as to understand the meaning of the various operations he is called upon to perform. He is required to solve, independently, many moderately difficult problems involving both numerical and literal quantities.

**TEXT.**—Milne: Academic Algebra.

**III, IV. Geometry.** Some of the most important objects aimed at in these courses are to develop the power of clear, concise, and logical reasoning, to cultivate the power of earnest original investigation, and to incite and stimulate the spirit of inquiry into mathematical truth. To secure these results the student is required:

(a) To know thoroughly the definitions, axioms, and postulates, and to state them accurately in his own language or in the language of the text.

(b) To be able to prove every reference cited, going back step by step until the final proof rests upon the primary definitions, postulates, and axioms, both in proving theorems and in solving problems.

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

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed, his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work.

**TEXT.**—Beman and Smith: *New Plane and Solid Geometry.*
VI. Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible without such preparation. The first part of the course is devoted to Primary Number Work, and the remainder of the term to Advanced Arithmetic.

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

(b) Advanced Arithmetic. The immediate purpose of this part of the course is threefold, viz., to review and strengthen previous knowledge, to acquire accuracy of computation, and to lead the student to comprehend the true philosophy of arithmetic by a thorough comprehension of its basic principles and the consequent discovery of identities. It too often happens that the work of students in arithmetic is a mere "juggling with numbers" to secure the "answer," and to avoid this, great care is exercised by the department to present the subject in as realistic and tangible form as possible, so that the student may acquire the habit of forming clear and distinct mental pictures of conditions as they exist. Special emphasis is placed upon the importance of thoroughness and accuracy in the fundamental operations.

Text.—New State Arithmetic.

PHYSICAL SCIENCES.

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

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

TEXT.—Renssen: Briefer Course.

III, IV. Physics. The elementary principles of Mechanics, Heat,
Magnetism, Electricity, Sound, and Light are made the basis of vigorous
and thorough instruction in the class-room, based upon experiments
performed by the students in the laboratory. These are, for the most
part, quantitative in character and of such a nature as to admit of accu-
rate measurements by the student.

The main object in these courses is to train the student to observe
carefully and accurately the phenomena of nature; to draw correct con-
clusions from his own observations and from the data collected by
others; to become acquainted with the most important principles and
laws of nature, and to understand how these principles are made use of
in mechanics and appliances useful to mankind.

TEXTS.—Carhart and Chute: Elements of Physics.

V. Physical Geography. Realizing that teachers need to know more
of a subject than they are required to teach, it is sought in this course to extend
the knowledge of the students in those branches of learning which immediately underlie any course in elementary geography.

These branches are:

(1) Astronomy. Here the student is given such a comprehension of
the universe as a whole that the relation of the earth to other parts
become sufficiently clear to be correctly visualized.

(2) History of the Earth as a Planet. Under this heading La Place’s
“nebular hypothesis” is discussed and the astronomical theory of the
ice age is given.

(3) Historical Geology. Geologic ages and periods are illustrated by
a collection of fossils and rocks. Mountain formation is studied,
chronologically as far as possible.

(4) Papers are written and discussed in class covering the develop-
ment of successive stages in civilization.

(5) Outdoor work is required on stratification, erosion, cloud study,
etc. A visit is made to the local Weather Bureau to study methods in
meteorology.

(6) Special attention is paid to the physiography of North America,
with lessons in methods of teaching its political and historical geography.

TEXT.—Dryer: Lessons in Physical Geography.
MUSIC.

I. 1. Breathing and voice placing.
   2. Exercises in rhythm.
   3. Elementary theory.
      Major scales.
      Intervals of major scales.
      Tonic, subdominant and dominant triads.
   4. Sight singing.  
      20 weeks; 2 hours per week.

II. 1. Exercises for gaining breath control.
     2. Simple vocal exercises.
     3. Elementary theory.
        Review of first term.
        Minor scales.
        Triads of major and minor scales.
     4. Sight singing, continued.
        20 weeks; 3 hours per week.

VII. 1. Elements of harmony.
     Triads and their inversions.
     Chords of the seventh.
     2. Song studies in phrasing and expression, for the cultivation
        of musical taste.
        Training of children's voices.
        Cultivation of sense of rhythm.
        Rote singing.
        Sight singing.
        Choice of songs.
        Elements of conducting.
     4. Sight reading and song singing, continued throughout the
        term.
        20 weeks; 3 hours per week.

Class talks on the hygiene of the voice, musical esthetics, and the
history of music, given throughout these courses.

Texts.—Laurel Song Book.
Popular Method of Sight Singing. (Damrosch.)
Elementary Song Studies. (F. W. Root.)

Chorus practice 20 minutes a day during entire Normal School course.
The aim of this department is to prepare the students as thoroughly as possible, in the time given, for the teaching of Drawing in the public schools, by giving a practical knowledge of the subject in all its various phases worked out in a variety of mediums.

The study of art of different nations and the literature of art has an important place in the course.

Much emphasis is placed upon blackboard work, for the ability to illustrate quickly at the board is helpful in teaching all subjects. Four consecutive terms of two periods per week are given to this part of the subject.

Throughout the entire course pedagogical principles and proper methods of presentation are given attention.

In group VII special emphasis is laid upon this phase of the work, as well as upon the aim and scope of the work to be done in the ordinary graded and ungraded schools.

Daily work in the Training School gives ample opportunity for the application of these principles by student-teachers.

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

MANUAL TRAINING.

This course consists of a variety of occupations which can be successfully carried on in the graded or rural school-room, by the regular teacher, viz.: Paper folding and cutting for decoration and illustration; cardboard sloyd, including cover work; weaving, using various materials; reed and raffia work; sewing; Venetian iron work; thin wood and knife work.

In addition to the foregoing work in Manual Training, wood sloyd will be introduced this year. A new room has been fitted up with eighteen benches equipped with all tools necessary to carry on this work. A progressive order of exercises will be observed in the course. Several models embodying the same principles will be given in each group. The student may elect to make one of the group or design another model embodying the same principles. Before the model is made the student must present a complete working drawing of the same.

PHYSICAL EDUCATION.

The course in Physical Education is based on the Ling, or Swedish, system. All students are required, unless excused, to take the gymnastic drill during the entire course. This serves two purposes: (1) To improve the general health of the student body; (2) To furnish working knowledge for use in the training classes and the schools of the State. The drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. To this are added gymnastic games and fancy steps. The games afford relaxation, while at the same time they develop skill and the spirit of cooperation. By means of fancy steps, grace, freedom of movement, and poise are gained.

The theory of gymnastics is presented by lectures and informal discussions, together with practice in teaching. This work is closely related to the courses in physiology, anatomy and hygiene. Special attention is paid to outdoor sports, such as basket-ball, English field hockey, rowing, tennis, pudding-ball, and cross-country walking.

Description of Course: 1. Gymnastics: (a) Formal drill; (b) Gymnastic games; (c) Fancy steps.
2. Theory of Gymnastics: (a) Lectures; (b) Training classes.
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*Graduated before close of year.*
JUNIOR CLASSES—Continued.

Reinhard, Charles ............... Los Angeles
Reyna, Jose A. ............... Philippine Isl.
Richards, Mabel Harriet ......... San Diego
Richardson, Pearl .......... San Diego
Robbins, Clara Stevenson ....... San Diego
Rodgers, Helena B. ........... La Mesa
Santos, Alejandro ............. Philippine Isl.
Schulenburg, Hazel .......... Chollas Valley
Schultz, Halda ............... Alpine
Schussler, Freda .............. Nestor
Schwartz, Clara F. ......... Dallas City, III.
Scharp, Walter M. ............. Oatay
Somers, Olive C. .............. Sanice
Spears, Emma ............... San Diego
Stoker, Mary Louise ......... San Diego
Storme, Achille .............. San Diego
Suffield, Mary Ethel .......... Denver, Colo.
Tompkins, Mahel Ross, S. Bernardino
Tompkins, Violet Mina, S. Bernardino
Toy, Susan Maud .............. Santa Maria
Wadsorth, Flora Viola ........ San Diego
Wadsorth, Lura Olive .......... San Diego
Watts, Eugenia .............. San Diego
Weatherford, Zoe ............. San Diego
Webster, Alice E. ............. Julian
Weed, Amy .................. Nestor
Wescob, Grace ................. Sunnydale
Wight, Clayton J. .......... San Diego
Wilkes, Laura Ellen ......... Santa Ana
Winter, Leda Caroline ........ San Diego
Wood, Catherine May ......... Escondido
Woods, Clara Mae ............. San Diego
Woods, Hallie Adelaide ........ San Diego
Woolson, Margarette ........... San Diego
Yates, Nell .................. San Diego
Young, Edna Fannie ........... La Mesa
Zeigler, Leslie George ........ San Diego

ENROLLMENT.

Seniors ............................................. 53
Junior Classes .................................. 167
Training School .................................. 178
Total ............................................. 398

GRADUATES.

1899-1900.

Baker, Grace Amelia .......... Sorrento
Bull, Margaret ............... Coronado
Bann, Melissa Lee ............ San Diego
Clark, Anna ................ National City
Croby, Fred A. ............... Escondido
Cuff, Maud Anna .............. San Diego
Faddis, Miriam S. ........... Otay
Flinn, Julia ................. Descanso
Greene, Katherine E. ........ San Diego
Gregg, Ethel ................ San Diego
Hale, Martha ................. San Diego
Hayes, Caroline .............. San Diego
Irwin, Kate E. ............... San Diego
Kidwell, Nellie Casandra .... National City

Ladd, Ida Margaret .......... Westminster
Macfie, Clara Eustie .......... Jamul
Neely, Robert H. .......... Monrovia
Phillips, 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
Total ............................................. 26

1900-1901.

Bibbee, Henrietta Lyman .... San Diego
Curle, Florence Ridley ...... San Diego
Griffith, Ethel L. .......... El Cajon
Hatch, Effreda N. .......... Escondido
Head, Flora Sinclair ......... Santa Ana
Horrell, Annie ............... Julian
Johnson, Myrtle E. .......... National City
Judson, Ethel E. .......... Boston
Justice, Viola ................. Rancho
Laughlin, Stewart .......... Inglewood
Lindsey, Lawrence .......... Los Angeles
Lynn, Frank J. ............... Los Angeles
Merrill, Ethel A. .......... San Diego
Merrick, Ethel R. .......... San Diego
Million, Thura Lucile ....... San Diego
Oden, Helen R. .......... San Diego
Padrick, Daisay .......... San Diego
Parker, Blanche Adele ...... San Diego
Simmons, A. Beatrice ....... Los Angeles
Stetson, Ethel Mary ........ San Diego
Van Fleet, Nora .............. Escondido
Wertz, Ira W. ................. Santa Ana
Wilk, Evelyn ................. San Diego
Wood, Elizabeth A. .......... San Diego
Wood, Maud E. ............... Pasadena
Wood, Orville V. .......... Compton
Total ............................................. 25

1901-1902.

Buck, Emma Louise .......... Covington
 Banks, Belle ................. Los Angeles
Bigham, Leonid O. .......... Woodville
Butler, Elizabeth O. .......... San Diego
Butler, Jessie ............... Downey
Campbell, Myrtle .......... Riverside
Christian, Lena Helen ......... Norwalk
Cleaver, Ada Belle .......... Escondido
Cochran, Mante .............. Escondido
Coop, Marion I. .......... San Diego

Elder, Olive ................. San Diego
Evans, Adelaide .............. San Diego
Fanning, William E. ........ Santa Ana
Fenton, Laura E. .......... Iolanta, Mo.
Field, Emma Dougerty ...... Coronado
Frederick, Berta .......... San Diego
Faquay, Louise Emily ....... San Diego
George, Florence E. ........ Nestor
Gray, Ellen ................. San Diego
### 1901-1902—Continued.

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**Total:** 47

### 1902-1903.

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**Total:** 43