CATALOGUE FOR 1905-06 AND CIRCULAR OF INFORMATION FOR 1906-07

STATE NORMAL SCHOOL
SAN DIEGO, CALIFORNIA

FIRST TERM BEGINS
SEPTEMBER 4, 1906

SECOND TERM BEGINS
FEBRUARY 5, 1907
STATE NORMAL SCHOOL
OF
SAN DIEGO, CALIFORNIA

CIRCULAR OF INFORMATION
AND
ANNOUNCEMENTS

FOR 1906-1907

CATALOGUE FOR 1905-1906

W. W. SHANNON,      SACRAMENTO
                   SUPT. STATE PRINTING 1906
<table>
<thead>
<tr>
<th>CONTENTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Courses—First Year</strong></td>
</tr>
<tr>
<td>AIM OF THE SCHOOL</td>
</tr>
<tr>
<td>ATHLETICS</td>
</tr>
<tr>
<td>BOARD OF TRUSTEES</td>
</tr>
<tr>
<td><strong>Brief Description of the Courses</strong></td>
</tr>
<tr>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Drawing</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>History and Economics</td>
</tr>
<tr>
<td>Manual Training</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Calendar for 1906-1907</strong></td>
</tr>
<tr>
<td><strong>Catalogue of Students</strong></td>
</tr>
<tr>
<td><strong>Climate</strong></td>
</tr>
<tr>
<td><strong>Conditions and Failures</strong></td>
</tr>
<tr>
<td><strong>Course of Study</strong></td>
</tr>
<tr>
<td>Academic Preparatory course for recommended graduates of Grammar Schools</td>
</tr>
<tr>
<td>Four-year course for students entering from the Ninth Grade</td>
</tr>
<tr>
<td>Regular Normal School course</td>
</tr>
<tr>
<td><strong>Demand for Teachers</strong></td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
</tr>
<tr>
<td>FACULTY, 1905—1906</td>
</tr>
<tr>
<td><strong>Government and Discipline</strong></td>
</tr>
<tr>
<td><strong>Graduates, 1899—1906</strong></td>
</tr>
<tr>
<td><strong>Location of School</strong></td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
</tr>
<tr>
<td><strong>Requirements for Admission to the Regular Normal School Course</strong></td>
</tr>
<tr>
<td><strong>Rights of Graduates</strong></td>
</tr>
<tr>
<td><strong>Rules Governing Leave of Absence and Withdrawals</strong></td>
</tr>
<tr>
<td><strong>Sanitation</strong></td>
</tr>
<tr>
<td><strong>Training School</strong></td>
</tr>
</tbody>
</table>
CALENDAR FOR 1906-1907.

FIRST TERM—1906.

Entrance examinations and Admission on credentials.
Training School opens.
Registration
Term opens
Thanksgiving recess
Holiday recess
Term closes

Tuesday, September 4
Wednesday, September 5
Thursday, September 6
November 29—December 1
December 21—January 7, 1907
February 1, 1907

SECOND TERM—1907.

Entrance examinations and Admission on credentials.
Term opens
Spring recess
Dedication day
Commencement

Monday, February 4
Tuesday, February 5
April 13-21
Wednesday, May 1
Thursday, June 27
BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE, Governor

HON. THOMAS J. KIRK, Ex Officio.

DR. R. M. POWERS, San Diego

ISIDORE B. DOCKWEILER, Los Angeles

HON. M. L. WARD, San Diego

GEORGE W. MARSTON, San Diego

CHARLES C. CHAPMAN, Fullerton

OFFICERS OF THE BOARD.

HON. M. L. WARD, President

GEORGE W. MARSTON, Vice-President

FRED. W. PARRISH, Secretary

EXECUTIVE COMMITTEE.

HON. M. L. WARD, DR. R. M. POWERS,

GEORGE W. MARSTON.
SAN DIEGO STATE NORMAL SCHOOL.

FACULTY, 1905-1906.

SAMUEL T. BLACK, PRESIDENT, - - - - School Administration.

Pupil Teachers’ Course, British Schools.

Teacher in rural schools of California, 1858-1859; Principal town and city schools, 1857-1864; admitted an attorney and counsellor-at-law in the Supreme Court of California, 1870; Principal Ventura High School, 1883-1901; County Superintendent Ventura County, 1887-1901; State Superintendent of Public Instruction, 1892-1898. (Appointed September, 1906.)

EMMA F. WAY, PRINCIPAL, - - - Mathematics and Reading.

Grand River Institute, Ohio.

Principal Grammar School, Liberty, Ohio, 1876-1877; Preceptress Grand River Institute, 1877-1878; Instructor in Mathematics, Warren High School, Ohio, 1880-1881; student Oberlin and University of California, 1886-1887; Principal Southwest Institute, San Diego, 1887-1889. (Appointed October, 1894.)

ALICE EDWARDS PRATT, REGISTRAR, - - - English.

Ph.B., Univ. Cal.; Ph.D., Chicago.

Assistant Principal, Santa Rosa Seminary, 1883-1892; graduate student and Fellow, University of Chicago, 1889-1894; Critical in English, Yasser College, 1897-1898. (Appointed October, 1898.)

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

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

Teacher grammar schools of Massachusetts, Wyoming, and California, 1871-1887; Principal of City Grammar School, San Diego, 1890-1893. (Appointed July, 1893.)

ELISABETH ROGERS, - - - Supervising Teacher Primary Grades.

State Normal School, Albany, N. Y.

Principal primary department training school State Normal School, Chico, California, 1890-1900. (Appointed July, 1905.)

J. F. WEST, - - - Mathematics.

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

Teacher rural schools of Illinois, 1886-1888; Principal Compton schools, California, 1888-1890; Principal Paso Robles High School, 1893-1897. (Appointed July, 1900.)

W. F. BLISS, - - - History and Civics.

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

Teacher and principal rural and village schools, Pennsylvania and Ohio, 1874-1904; Vice-Principal Beaver High School, Pennsylvania, 1884-1892; Principal Beaver High School, Beaver, Pa., 1892-1894; Supervising Principal, Cotten, Cal., 1893-1895; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal., 1895-1900. (Appointed September, 1900.)

W. T. SKILLING, - - - Physical Sciences.

State Normal School, Los Angeles, Cal.; M.S., Univ. Cal.

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

SAN DIEGO STATE NORMAL SCHOOL.

* F. E. THOMPS ON, DIRECTOR OF TRAINING SCHOOL, - - - Education.

A.B., Stanford.

Graduate student and Assistant in Education, Stanford University, 1901-1902; Instructor in Education, State Normal School, San Francisco, Cal., 1902-1903. (Appointed July, 1903.)

* EDITH MILLS, - - - - - - - - Music.

Special Preparation at Shurtleff College, Ill.; Alton Conservatory of Music, Ill.; Teacher in Kindergarten, San Diego, 1896-1901; private teaching in San Diego, 1902-1903. (Appointed October, 1903.)

ANNA H. BILLINGS, - - - - - - - - - - English.

B.L., Smith College; Ph.D., Yale University.

Instructor, Smith Academy, Mass., 1881-1883; Instructor in English, University of Southern California, 1892-1894; Instructor, Latin and German, High School, Riverside, Cal., 1894-1895; Instructor in English, High School, Redlands, Cal., 1895-1897; Instructor in English and German, High School, Long Beach, Cal., 1897-1903; Substitute in English, State Normal School, San Diego, Cal., 1904-1905. (Appointed July 1905.)

JESSIE RAND TANNER, - - - - Physical Education.

Graduate Boston Normal School of Gymnastics.

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

HARRIET H. GODFREY, - - - - - - English and History.

B. L., Univ. Cal.

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

EMILY O. LAMB, - - - - - - - - - Drawing, Manual Training.

State Normal School, Brockport, N. Y.; Normal Art Course, Pratt Institute, N. Y.

Substitutes in Drawing, State Normal School, Brockport, N. Y., 1901-1902; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, State Normal School, Santa Barbara, Cal., 1900-1904. (Appointed July, 1905.)

W. C. CRANDALL, - - - - - - - - - Biological Sciences.

A. B., Sanford.

Instructor in Science, Ogden High School, Utah, 1899-1901; Instructor in Science, Kern County High School, 1904-1905. (Appointed July, 1905.)

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

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

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

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

HENRY HAYLER, - - - - - - - - - - - - - - - - - - - - - - - - Gardener.

*Resigned at close of year.
## REGULAR NORMAL SCHOOL COURSE.

### JUNIOR YEAR.

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th></th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Reading</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Zoology</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Manual Training and Drawing</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

### SENIOR YEAR.

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th></th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and Economics</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>History of Literature</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Primary Language and Number, with Teaching</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Music, Drawing, and Manual Training, with Teaching</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Twenty minutes of 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.

## REQUIREMENTS FOR ADMISSION TO THE REGULAR NORMAL SCHOOL COURSE.

1. Graduates of accredited secondary schools, properly recommended to the University of California.
2. Graduates of secondary schools outside of California, provided their credentials are the equivalent of recommended graduation from a California secondary school.
3. Applicants partially recommended may be admitted 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 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.

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

All applicants for admission must sign the following declaration:

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

## GRAMMAR SCHOOL TEACHERS.

Experienced 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 their preparation and experience.

*This will be in effect until the present Four-Year Course has been superseded.*
**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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</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>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP V.</th>
<th>GROUP VI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Reading</td>
<td>Physiology</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>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP VII.</th>
<th>GROUP VIII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and Economics</td>
<td>Education</td>
</tr>
<tr>
<td>History of Literature</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. Physical Training, including out-of-door sports, two hours per week. Optional during Senior year.

No students will be admitted to the four-year course after July 1, 1906, unless they are fitted to enter classes already established. The subjects in Group I will not be offered this year. Two groups will be dropped each year until the entire course disappears.

---

**ACADEMIC-PREPARATORY COURSE.**
For Recommended Graduates of Grammar Schools.

**FIRST YEAR.**

**First Term—**
- Physiography-Botany .................................. 20—5
- English .................................................... 20—5
- Ancient History ........................................ 20—5
- Music ...................................................... 20—2
- Drawing and Manual Training .......................... 20—3
- Physical Education ...................................... 20—2

**Second Term—**
- Physiography-Botany .................................. 20—5
- English .................................................... 20—5
- Ancient History ........................................ 20—5
- Music ...................................................... 20—2
- Drawing and Manual Training .......................... 20—3
- Physical Education ...................................... 20—2

Courses for succeeding years will be announced in due time.

Students who finish the academic-preparatory course satisfactorily will be admitted to the regular normal school course.
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; it 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 textbooks. Tuition is free in all departments.

Rooms and board may be had at very reasonable rates. Students from abroad must consult the Preceptor 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 Preceptor.
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.
3. This rule will apply also to students who find it impossible to return on the first school day next succeeding any vacation.
4. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptor, 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.
5. 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 Preceptor, 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.

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.
RIGHS OF GRADUATES.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1903 of the Political Code, the principal features of which are as follows:

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

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

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

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

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 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.

EQUIPMENT.

The library contains nearly six thousand carefully selected volumes, and is supplied with the standard periodicals. The room is bright and cheerful, and is furnished with separate chairs and tables for study purposes.

The physics, chemistry, and biology laboratories are thoroughly equipped with the most modern apparatus.

The room for drawing and manual training is furnished with eighteen double work benches and all necessary tools. It is a large room, 50 by 50 feet, with a northern exposure, thus insuring a steady light, and is well supplied with reference books, photographs, casts, and objects for still-life study.

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

The entire building is heated throughout by the latest and most approved system of steam heating. The class-rooms are all well lighted and are furnished with special tables and revolving chairs in place of the unhygienic school desks so often seen in older Normal Schools. The corridors are all bright and cheerful, being as thoroughly lighted as the class-rooms. They, too, are connected with the heating system, and are kept as warm and comfortable as the class-rooms.

In the erection of the building, the Board of Trustees took advantage of the ample grounds, and spread it over considerable space instead of running it up three or four stories to the discomfort of students and teachers. A glance at the cut on the 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.

ATHLETICS.

The campus, consisting of sixteen and one-half acres, affords ample opportunity for all forms of outdoor games. There are two athletic associations—one made up of young women, in charge of the instructor in physical education, and another consisting of young men, under faculty direction. An athletic field has been laid out on which there are two baseball diamonds, two tennis courts, two basketball courts, two volleyball courts, a running track, and a gridiron for football. Besides
these facilities for physical development, the Faculty and students have organized a Normal School rowing association. The association, which is made up of six crews, owns a well-equipped eight-oared barge. Some one of these crews under student officers may be seen daily, outside of regular school hours, rowing on the bay. The superior officers of the association are a commodore and a business manager, chosen from the Faculty.

**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.**

**PROFESSOR S. T. BLACK,**

**SAN DIEGO, CAL., APRIL 13, 1904.**

**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>
<th>Day:</th>
<th>July</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68°</td>
<td>66°</td>
<td>19</td>
<td>69°</td>
<td>70°</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
<td>60</td>
<td>20</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>63</td>
<td>21</td>
<td>71</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>73</td>
<td>75</td>
<td>22</td>
<td>72</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>71</td>
<td>71</td>
<td>23</td>
<td>73</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>68</td>
<td>70</td>
<td>24</td>
<td>74</td>
<td>66</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>64</td>
<td>25</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>71</td>
<td>51</td>
<td>26</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>9</td>
<td>71</td>
<td>64</td>
<td>27</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>10</td>
<td>71</td>
<td>71</td>
<td>28</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>11</td>
<td>72</td>
<td>63</td>
<td>29</td>
<td>70</td>
<td>71</td>
</tr>
<tr>
<td>12</td>
<td>72</td>
<td>60</td>
<td>30</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>13</td>
<td>73</td>
<td>78</td>
<td>31</td>
<td>67</td>
<td>63</td>
</tr>
<tr>
<td>14</td>
<td>73</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>73</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>71</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>68</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>69</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Very respectfully,

(Signed:) **FORD A. CARPENTER,**

Observer, Weather Bureau.
SANITATION.

The Secretary of the State Board of Health, in his report to the Board, dated June 30, 1900, on the sanitary conditions of the public buildings of the State, says:

"The Normal School buildings have received your attention. * * * In this connection we feel called upon to make special mention of the State Normal School at San Diego. In the erection of this building more attention has been given to modern sanitary requirements than in any other public building in the State. The structure is so planned that each class-room, recitation-room, and office is equipped with two separate air shafts; the library and assembly-rooms, being larger, have four such shafts. * * * In the toilet rooms the air is drawn 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. * * *"

LOCATION.

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

TRAINING SCHOOL.

The Training School consists of the regular eight public school grades, wherein the usual elementary branches are taught by approved modern methods. 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.

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.”

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; and 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 description of the fairly separable directions within the tradition is attempted, with an estimate of each, and the educational value and service of the tradition as a whole are characterized as they have been set forth by their great exponents; e.g., Spencer and Tyndall of the scientific, Arnold and Carlyle of the literary, Ruskin and Morris of the aesthetic. In connection with the “institutional inheritance” a study of the social aspects of education is made under such topics as “the school and the family,” “the school and the industrial order,” “the school and democ-
racy," "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 school administration, including the powers and duties of the various school boards and school officers, the collection and distribution of school funds in California, the law for certificating teachers, the constitutional and statutory provisions for ethical, intellectual, scientific, and industrial improvement, etc.

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 apprenticeship 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 apprenticeship the student is introduced to the problems of responsible teaching by easy stages and largely by imitations.

In order that each student may practice in all subjects of the elementary curriculum, these subjects are classified 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 660 periods. In the Senior year three fifth of the work of the first term and all of that of the second term are directly concerned with class-room teaching.

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

ENGLISH.


20 weeks; 5 hours per week.


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

20 weeks; 5 hours per week.

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

**TEXTS.**—Back 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.

**TEXTS.**—Back: Argumentative writing. (Holt.)

Burke: Conclavam with America. (Ginn.)

IV. **(b) The Essay.** A study of eight or ten essays, literal, 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: Praise and !

Emerson: Essays, first series.

**English 1-IV will be gradually superseded by English courses provided for in the academic-preparatory course.**

V. **(a) Grammar.** A review of grammar, based as far as possible upon the text adopted by the State, with especial emphasis upon parsing and sentence structure.

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

**TEXTS.**—Grammar, State series.

Clark: How to teach reading.

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.**—Halluck: History of English Literature. (Am. Book Co.)

George: Chancer 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.

**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.

VI. **American History.** The purpose of this course is to secure tolerably full and accurate knowledge of the narrative history of the discovery and settlement of the American continent and the development of the English colonies and the United States of America, considered under the following heads: 1. Geographical knowledge before 1492. 2. Conditions

20 weeks; 5 hours per week.

TEXTS.—This course is largely research work in the library. No special textbook 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.

20 weeks; 3 hours per week.

MATHEMATICS.

I, II. Algebra. In scope, these courses include all the subjects in algebra that are essential to a thorough understanding of higher arithmetic, elementary geometry, and the elements of physics. Special emphasis is placed upon the fundamental operations; the laws of brackets; the various methods of factoring, including the use of the factor law; the application of factoring to the solution of equations that can be readily resolved into linear factors; common divisors and multiples; binomial theorem for integral exponents; the combining and simplifying of fractions; formation and solution of simple equations with one or more unknown quantities; the theory of exponents, integral and fractional, positive and negative; the calculus of radicals; quadratic equations, both single and simultaneous; the various methods of solving quadratic equations; the solution of all equations 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—Beman and Smith: 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 succeeds 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.


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 five recitation and lecture periods per week in connection with 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.—Newell: Descriptive Chemistry.

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 accurate measurements by the student.

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

40 weeks; 5 hours per week.

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 becomes sufficiently clear to be correctly visualized.

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

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

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

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

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

20 weeks; 5 hours per week.

Text.—Dyer: Lessons in Physical Geography.
BIOLOGICAL SCIENCES.

I. Botany. An elementary course in Botany is offered, consisting principally of a study of the seed-bearing plants. Attention is 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.

Such principles of Physics and Chemistry as may be necessary for an understanding of the experimental side of the subject are introduced. In fact, the course may be regarded as an elementary course in general science, in which Botany is the central point from which all departures are made.

20 weeks; 5 hours per week.

The foregoing course is supplanted by a year's course in Physiography-Botany.

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, however, receive much attention, in order that this course may form a basis for the succeeding course in human physiology. As much time as possible is spent in a consideration of the historical development of biological thought, with special reference to the theory of evolution. No text is used, but reference is made to the standard works on zoology.

20 weeks; 5 hours per week.

VI. Physiology. This course consists of a study of the gross anatomy of the human body and of a series of experiments on the functions of the various organs of the body supplemented by lectures and assigned reading of the standard authors.

20 weeks; 5 hours per week.

The laboratory is equipped with thirty Bausch & Lomb compound microscopes and all needful apparatus for the courses offered.

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.
5. Simple songs and sounds. 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 minor scales.
   Synopsis of harmony.
4. Sight singing, continued.
5. Two-part exercises and songs. 20 weeks; 3 hours per week.

VI. For students in the two-year course a course in music is given which is an abridgment of the work covered in Music I and II. 20 weeks; 5 hours per week.

VII. 1. 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.
   Lessons in musical interpretation.
   Elements of conducting.
3. 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. Brief studies of the lives and compositions of the great composers.

Texts: — Laurel Song Book.
Elementary Song Studies. (F. W. Root.)
Chorus practice 20 minutes a day during entire Normal School course.

3—SD
DRAWING.

The purpose of this course is (a) to prepare the student to present this subject intelligently in any grade of the public schools; (b) to lead him to see the educational value of drawing and its relation to other subjects in the common-school curriculum.

Equipment.—The department is assigned to a well-lighted room 30 by 50 feet. It is fairly well supplied with reference books, photographs, casts, and objects for still-life study.

OUTLINE OF COURSES.

Four-Year Course.

20 weeks; 3 hours per week.

II. Chalk modeling in connection with geography work. Silhouette work with brush, studying animals and birds in action. Children's games and plant forms. Light and shade drawings in pencil of single objects, simple groups of objects, and plant forms. Plant life and still-life groups in color.

20 weeks; 2 hours per week.

VII. Conference periods are divided between Drawing and Manual Training. The student-teacher has the opportunity at this time to discuss the exercises suitable for the common schools, and the value of the work, as well as its relation to other school subjects.

Art of different nations. History of art.

20 weeks; 2 hours per week.

Two-Year Course.
V. An abridgment of I and II of four-year course.
VI. An abridgment of III and IV of four-year course.

MANUAL TRAINING.

This course consists of a variety of occupations, which can be successfully carried on in any room without special equipment, and by the regular teacher in any graded or rural school.

OUTLINE OF COURSE.
I. Paper and cardboardloyd—cover work. Raffia and reed work—wrapping and weaving. Tlio mat work. 20 weeks; 3 hours per week.

II and III. Sewing. Simple stitches and their combinations. Application of these stitches. History of materials used. Venetian iron work.

In addition to the foregoing work in Manual Training, woodloyd has been introduced. 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 these 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, baseball, rowing, tennis, pudding-ball, volley-ball, and cross-country walking.

Description of Course: 1. Gymnastic: (a) Formal drill; (b) Gymnastic games; (c) Fancy steps.
2. Theory of Gymnastics: (a) Lectures; (b) Training classes.
ACADEMIC COURSES—FIRST YEAR.

ENGLISH.

Oral and Written Expression—mainly narrative. This course will have for its chief aim the cultivation in the pupil of accuracy, directness, and ease in the handling of simple English. To this end the time will be divided between grammatical drill and composition proper in connection with a text-book upon the subject, and reproduction of the narratives found in the literature studied.


First semester:
Bulfinch: Mythology, revised by Scott.
Pelmer: Translation of the Odyssey of Homer.

Second semester:
Scott: Ivanhoe.
A selection from the narrative poems that follow:
Arnold: Sokrates and Ronsard.
Macaulay: The Lays of Ancient Rome.
Scott: The Lady of the Lake.
Burns: The Cotter’s Saturday Night.
Goldsmith: The Deserted Village.
Byron: The Prisoner of Chillon.
Etc.

40 weeks; 5 hours per week.

HISTORY.

This is an elementary course in Ancient, and the beginning of Medieval, history. It is therefore extensive rather than intensive, dealing with the larger phases of the progress of civilization. The purposes are: (1) To enable young students to build up a coherent mental picture of the successive epochs and nations that compose the historical perspective from prehistoric times to about the close of the Carolingian age. (2) To cause students to perceive some of the important fundamental laws or principles that seem to condition all social and political development. (3) To develop the historical sense—the power to see with the mind’s eye, to imagine, to reconstruct. (4) To induce young people to love history for its own sake—to appreciate the romance, the heroism, the succession of dramatic pictures, that the unfolding ages disclose.

SCIENCE.

Physiography-Botany. An elementary course is offered, showing the relationships between physiography and botany of seed-bearing plants. In this course soil-formation by erosion, weathering, etc., is observed through experiments and excursions; also, climatology is studied in its various phases. This leads into the physical conditions necessary for seed germination and plant growth. The functions of the parts of the plant are then studied with reference to physical and chemical principles involved. Finally, the ecology of some of the plants is taken up with especial reference to those grown in California. The course is a good foundation for the teaching of agriculture and nature-study in the grades.

40 weeks; 5 hours per week.

MISCELLANEOUS.

Drawing and Manual Training. Three times a week during the first term, and twice a week the second term.

Vocal Music. Twice a week during the first term, and three times a week the second term.

Physical Education. Twice a week throughout the entire year.
CATALOGUE OF STUDENTS.

SENIORS.

Adams, Alice A. Encinitas
Adams, Claudia Eleanor San Diego
*Balli, Alice Mathilde Long Beach
*Butler, Charles Ernest San Diego
Chetham, Helen Florence San Diego
Coxley, Mary Louise San Diego
Colbertson, Mary Althea San Diego
Derby, Frances Lorraine San Diego
Field, Alice May San Diego
Foster, Mary Ethel Emma, Colo.
Foust, Mary Mary Rialto
Frant, Helen May San Diego
Galber, Leitha Loara Los Angeles
Grandstaff, Veta San Diego
Griswold, Nellie San Diego
*Hall, Mattie S. San Diego
Hammack, Edith Chaskin San Diego
Harman, Daisy San Diego
Journey, Alberta San Diego
Kennedy, Elmer May Watsonville
Knight, Olive Dee Alhambra
Landis, Christie Floyd San Diego
*Loop, Marian Levora San Diego
*Malace, Virginia Alice San Diego
*Miller, Pearl Anna San Diego
*Ovington, Sadie V. San Diego
*Powell, Kutta San Diego
Pruyn, Lula May Coronado
Reaves, Maude E. Bernardino
Ricker, Irma W. San Diego
Rockoff, Clara J. San Bernadino
Rodgers, Helena B. Los Angeles
*Schulte, Hulda Alpine
Shaed, Adalind Oceanside
Sonuero, Olive Corlaine San Diego
*Spear, Emma San Diego
Stephens, Gassie LaCia Eker
*Stork, Lyda R. San Diego
*Tracy, Cora M. Fallbrook
Watkins, Eugenia H. San Diego
Wilke, Josephine E. Santa Ana
*Woods, Clara Mae San Diego
*Vates, Nell San Diego

JUNIOR CLASSES.

Adams, Helen Encinitas
Allen, Rhoda May San Diego
Anthony, Ethel A. San Diego
Ault, Olive San Diego
Austin, Marie L. Escondido
Bailey, Elizabeth Nellie
Bailey, Grace San Diego
Barber, Florence W. San Diego
Barner, Anna W. San Diego
Braddock, Helen W. Lemon Grove
Bell, Emma Mae San Diego
Bell, Nellie L. San Diego
Beller, Florence M. Carlsbad
Berry, Rose C. San Diego
Berwick, Alice L. Fillmore
Bensch, Lyllian M. Nestor

*Graduated before close of year.

SAN DIEGO STATE NORMAL SCHOOL.

JUNIOR CLASSES—Continued.

Ball, Julia L. San Diego
Byron, Alice M. Sacramento
Campbell, Lillie F. San Diego
Campbell, Lida M. San Diego
Casser, Grace San Diego
Casser, Lillie M. Ramona
Chalmers, Mary M. San Diego
Chalmers, Zoe M. San Diego
Charles, Pura P. San Diego
Clark, Elma Del Mar
Clark, Josephine E. Del Mar
Cleary, Sarah W. San Diego
Cock, Ethel A. Tustin
Collins, Mary San Diego
Cosgrove, Bernice San Diego
Cowart, Ira San Diego
Crawford, Seth San Diego
Crawford, May San Diego
Creekman, Kilda Clarence, Mo.
Crosby, Ethel L. San Diego
Cummings, Zora G. Boston
Curtis, Judith A. Carbondale, Colo.
Dana, Helen K. San Diego
Dana, Mrs. Mary A. San Diego
DeBarn, Raymon San Diego
Devine, Mary San Diego
Dooley, Irene W. Chico
Downs, N. Alvah Chula Vista
Duffy, Charles C. San Diego
Dunbar, Lemma R. San Diego
Elser, Emma C. Imperial
Eugene, Rose A. San Diego
Evans, Edna E. San Diego
Fair, Ella San Diego
Field, Emma D. San Diego
Field, Estella San Diego
Fiedler, Sarah M. San Diego
Forster, Senta San Diego
Frye, Gladys M. San Diego
Frase, Sarah H. Nellie
French, Harriet C. San Diego
Gabriel, Hazel M. San Diego
Galliker, Elsa I. San Diego
Gaskell, Ellen Del Mar
Gaskell, Florence R. Santa Cruz
Gates, Velma C. Redlands
George, Emma L. San Diego
George, Vera I. Santa Cruz
Gehfart, Frances San Diego
Germischard, Clara H. San Diego
Grandelmayr, Mary May San Diego
Graves, Eleanor M. Ramona
Greer, Florence San Diego
Grigsby, Hazel M. San Diego
Grippers, J. Louise San Diego
Grala, Pearl G. San Diego
Garrett, Charles E. San Diego
Haines, Carrie E. Chula Vista
Harritt, Lottie M. San Diego
Harrill, Wallace San Diego
Heller, Irma San Diego
Hinesbaugh, Nellie M. San Diego
Hinkley, Verna L. San Diego
Hinman, Shirley P. San Diego
Hoffner, Jennie M. San Diego
Holden, Effie M. San Diego
Horton, Irma M. Honcat
Hutchison, Marie San Diego
Ives, Gertrude M. San Diego
Jews, Amelia Pasadena
Johnson, Amy W. San Diego
Johnston, Alphonse N. Pacific Beach
Jones, Homer San Diego
Kaye, Constance M. San Diego
Kellogg, Genevieve M. W. Richfield, O.
Kendall, Nellie B. Chula Vista
Kelley, Lillian San Diego
Kilty, Agnes M. San Diego
Kilty, Margaret A. San Diego
Kinkead, Katherine M. Moosa
Kramer, Eliza E. Imperial
La Fortune, Mabel San Diego
Lawrence, Lena Los Angeles
Layne, Newton M. San Diego
Leach, Harold A. San Diego
Leppert, Johanna H. Coronado
Lesher, Bertha Adshea, Kan.
Livingston, Nellie San Diego
Loomis, Florence E. San Diego
Low, Adalene H. San Diego
Low, Grace E. Nellie
Lusk, Harry W. San Diego
Lylick, C Ethel San Diego
Mack, Hazel C. Bloomington
Mahler, Alice C. San Diego
Mahler, Iliene San Diego
Marks, Lela E. Julian
Maxwell, Dorothy M. Carlsbad
Maxwell, Katherine P. San Diego
Maydole, Arley B. San Diego
McClellough, Margaret San Diego
McGowen, Ida C. San Diego
JUNIOR CLASSES—Continued.

McKee, Mrs. Helen M. .......... San Diego
McVilvle, Flow M. .......... Chula Vista
Merritt, Ethel A. .......... San Diego
Meeker, Marie C. .......... San Diego
Mills, Henry E. Jr. .......... San Diego
Morris, Mary V. .......... San Diego
Morris, Muscel A. .......... San Diego
Morse, Anna W. .......... San Diego
Neddy, Hattie G. .......... San Diego
Nelsen, Alice C. .......... San Diego
Nickell, Mahel .......... Santa Ana
Niven, Margaret O. .......... Point Loma
Norcom, Ida M. .......... San Diego
O’Connell, M. Grace .......... San Diego
Paine, Olive F. .......... San Diego
Parish, Elia M. .......... San Diego
Peirce, Norma V. .......... San Diego
Permin, Laula C. .......... San Diego
Pierce, Imogene .......... San Diego
Pierce, Natalie I. .......... San Diego
Pillman, Ruth H. .......... National City
Pittman, Sadie R. .......... National City
Plummer, Eliza .......... San Diego
Price, Ellen .......... San Diego
Raymond, Florence .......... San Diego
Rees, Ella P. .......... Anaheim
Reed, Vida B. .......... San Diego
Richards, Mabel H. .......... San Diego
Richey, Florence I. .......... San Marcos
Riedy, Mabel M. .......... San Diego
Robert, Edna .......... San Diego
Schleidt, Hazel .......... San Diego
Schumacher, Frieda .......... Nestor
Scott, Helen H. .......... National City
Sharbrough, Annie G. .......... San Diego
Sharbrough, Clara R. .......... San Diego
Sharps, Walter M. .......... Otay
Shaw, Constance M. .......... N. San Diego
Shaw, Stella .......... San Diego
Sink, Helen .......... San Diego
Smith, Chester C. .......... Effingham, Ill.
Smith, Florence J. .......... San Diego
Smith, Ortma E. .......... National City
Smart, Sherman .......... Winona, Minn.
Spencer, Virginia C. .......... Nestor
Staiger, Ewe B. .......... Los Angeles
Stephens, Alun .......... Exeter
Stephens, Mabel C. .......... Exeter
Stoker, Marie L. .......... San Diego
Stone, Imogene T. .......... Mesa Grande
Sullivan, Grace F. .......... San Diego
Taswell, Urban .......... San Diego
Thode, Myrtle .......... Phoenix, Ariz.
Thompson, Mrs. Clara G. .......... San Diego
Turner, Iva M. .......... San Diego
Van Arnum, Mary .......... Salt Lake City
Wadsworth, Luna O. .......... San Diego
Wallace, Matcella .......... Armona
Warriner, Harry W. .......... San Diego
Wattley, Roy B. .......... Nestor
Waugh, Effie D. .......... San Diego
Weatherford, Zoe .......... San Diego
Weber, Alice K. .......... San Diego
Weissel, Grace .......... Sunnyvale
West, Lula A. .......... Santa Ana
West, Louie C. .......... San Diego
Welmar, Cella B. .......... Otay
Whitney, Lois .......... San Diego
Wight, Clarkson J. .......... San Diego
Wilders, Ella M. .......... San Diego
Williams, Martha E. Mechanicalsburg, O
Winter, Lela C. .......... San Diego
Woods, Alice Y. .......... San Diego
Wormser, Helena F. .......... San Diego
Wormser, Mary .......... San Diego
Wright, Kate M. .......... San Diego
Vager, Ursula A. .......... San Diego
Yang, Jean O. .......... La Mesa
Zachofig, Rebekah M. .......... San Diego

ENROLLMENT.

Seniors .......... 43
Junior Classes .......... 215
Training School .......... 298
Total enrollment .......... 521

GRADUATES.

1899-1900.

Baker, Grace Amelia .......... Sorrento
Ball, Margaret .......... Coronado
Besse, Melva E. .......... San Diego
Clark, Anna .......... National City
Crabby, Fred A. .......... San Diego
Cuff, Anna M. .......... San Diego
Fardis, Miriam R. .......... Otay
Fisher, Julia .......... Desanla
Greene, Katherine E. .......... San Diego
Gregg, Elsie .......... San Diego
Hale, Martha .......... San Diego
Hayes, Caroline .......... San Diego
Irwin, Kate H. .......... San Diego
Kirkwell, Nellie Casandra .......... National City

Total .......... 26

1900-1901.

Bibb, Henrietta Lyman .......... San Diego
Bibb, Florence Rieley .......... San Diego
Griffith, Ethel L. .......... El Cajon
Hatch, Elrefra N. .......... Escondido
Head, Florence Sinclair .......... Santa Ana
Horrell, Annie .......... National City
Johnson, Myrtle E. .......... National City
Judson, Ethel B. .......... Boston
Justice, Viola .......... Richland
Langdon, Stewart .......... Ingleside
Lindsey, Lawrence .......... Los Angeles
Lyons, Frank J. .......... Los Angeles
Mawill, Ethel A. .......... San Diego
Meredith, Ethel A. .......... San Diego
Milliron, Thelma Lucille .......... San Diego
Oden, Helen R. .......... San Diego
Padrick, Daisy .......... San Diego
Parker, Blanchard Adele .......... San Diego
Simons, A. Beatrice .......... Los Angeles
Stetson, Ethel Mary .......... San Diego
Van Pelt, Nora .......... San Diego
Wertz, Juv W. .......... San Diego
Wile, Evelyn .......... San Diego
Wood, Elizabeth A. .......... Pasadena
Wood, Maud E. .......... San Diego
Wood, Orell V. .......... Compton

Total .......... 21

1901-1902.

Bach, Emma Louise .......... Coronado
Banks, Belle .......... Los Angeles
Bingham, Leonard O. .......... Woodville
Bolter, Elizabeth Olive .......... San Diego
Butler, Jessie .......... Dowey
Campbell, Myrtle .......... Riverside
Christian, Lena Helen .......... Norwalk
Cleaves, Ada Belle .......... Escondido
Cochran, Mabel .......... Escondido
Coop, Marion I. .......... San Diego

Total .......... 80

Elder, Olive .......... San Diego
Evans, Adelade .......... San Diego
Panning, William Emerson ..........
Feenst, Laura E. .......... Coronado
Field, Emma Doughtery .......... San Diego
Frederick, Bertha .......... San Diego
Hughes, Louisa Emily .......... San Diego
George, Florence E. .......... Nestor
Gray, Ellen .......... San Diego
1901-1902—Continued.

Arthur, Anna Laura ......San Diego  
Baldwin, Bird ..........San Diego  
Jennings, Jane Orrell .....San Diego  
Johnston, Lucy Katherine, Pacific Beach  
Kerns, Edith Page .....Los Angeles  
Lescen, Lily ......San Diego  
Merritt, Daisy Margaret. .....Santa Maria  
Merritt, Ada Dorothy .........Santa Maria  
Mulvey, Frances Kathryn ......San Diego  
Murray, Lois National City  
Paden, Agnes M. ......San Diego  
Paite, Ethel Julian  
Patterson, Ruth ......San Diego  
Price, Gertrude H. ......Santa Ana  
Robert, Charles Roy ......San Diego  

Total ......47

1902-1903.

Becker, Mary Celina Escondido  
Beier, Virginia Esther San Diego  
Bostwick, Edith ......San Diego  
Brown, Alice Henrietta ...Santa Ana  
Brown, Ada Alice National City  
Burch, Alice M. ......San Diego  
Butler, Julia Downie  
Carson, Verna B. Lakeside  
Cawser, Effie Balboa  
Chase, Mrs. Della Hilli San Diego  
Christansen, Nellie ......San Diego  
Coddwell, Mary Goddard San Diego  
Davidson, Ethel A. ......San Diego  
Dell, Alice Louise ......San Diego  
Dreisch, Josephine ...Octavia  
Ellis, Anna Christine ...Descanso  
Evans, Cora Mae Chicago, III  
Fadden, Prudence P. San Diego  
Fraser, Ellis Harriet San Diego  
Gillies, Bertha Amelia ......San Diego  
Gillett, Guy......San Diego  
Gilmour, Mary ......San Diego  
Goss, Helen ......San Diego  
Harries, Laura Frances ......San Diego  
Hadden, Kathryn M. San Diego  
Jennings, Belle ......San Diego  
Johnson, Jessie Mabel ...San Diego  
Johnson, Harriette May ......National City  
Kennedy, Ada A. ......Nellie  
Rowlee, Fannie .........Baton Rouge, La  
Rowlee, Alice L. ......San Diego  
Smith, Margaret E. ...San Rafael  
Taylor, Frances Sybilla Arroyo Grande  
Toynbee, Zella Anna Santa Maria  
Van Arman, Maude ......San Diego  
Wackermann, Josephine San Luis Rey  
Wallace, Mary Helen New York, N. Y.  
Warren, Margaret J. Pembroke, Ont., Canada  
Waters, Flora ......San Diego  
Waters, Emma ......San Diego  
Wester, Emma Comstock ......San Diego  
Wright, Winifred San Diego  
Total ......47

1903-1904.

Anderson, Ethel V. San Diego  
Anderson, Janet Webster National City  
Anderson, Evangelina Dean ......San Diego  
Bigham, Charles E. ......San Diego  
Carpenter, Margaret H. Oroville  
Cathcart, Lillian Agnes Paso Robles  
Cleland, Myrtle ......San Diego  
Dodge, M. Ethyl San Diego  
Drew, Gladys......San Diego  
Evans, Martha Belle ......San Diego  
Ferdinandes, Mabel J. ......San Diego  
Flyte, Ethel Elizabeth San Jose, Cal.  
Gaskill, Emma ......San Diego  
Graham, Mabel ......San Diego  
Hacket, Helen V. Michigan City, Ind.  
Harrison, Madge Riverside  
Johnston, Ethel G.......San Diego  
Journeay, Gertrude ......San Diego  
Kier, Mabel Virginia ......San Diego  
Laughlin, Grace Inglewood  
Lee, Nettie H. San Diego  
Libby, Cora R. San Luis Rey  
Lindsey, Nora V. Los Angeles  
Martin, Emily Amelia Fallbrook  
Maxfield, George H. Jamul  
Merritt, Laura Santa Maria  
Munger, Bessie Aurelia Ocean view  
Naylor, Blanche Holton, Kas.  
Nugent, Effie Danforth Oceanside  
Oliffe, Alice L. Lemoore  
Padden, William Guy Berkeley  
Penn, Wilda Belle Columbia City  
Reichard, Charles J. Los Angeles  
Richardson, Ada Mae ......San Diego  
Rood, Vernon Van Voorhis ......San Diego  
Sharp, Robert C. Otay  
Tegart, Sarah Marion ......San Diego  
Tollan, Myra C. ......San Diego  
Waite, Elizabeth Grace Moreno  
Ward, Lois ......San Diego  
Washburn, Helen Gertrude Sanford  
Wedigh, Ethel Isabel ......San Diego  
Wilcox, Josie Cornelia Banner  
Winter, Maudie Mabel Santa Barbara  
Total ......45

1904-1905.

Asher, Josephine Marion ......San Diego  
Barker, Iva L. ......San Diego  
Bates, Angelina ......San Diego  
Bevington, Emily Naye Escalada  
Black, Louis M. ......Edwards, Ind.  
Borden, Ella Culver Long Beach  
Bordwell, Mary Alma de Bora, Mary Anna  
Brown, Ethel Eleanor Chicago, Ill.  
Brown, Carol Louise ......San Diego  
Carter, Righton M. ..........San Diego  
Cochrane, Mary Scott Chicago, Ill.  
Crawford, Grace Point Loma  
Curtis, Eliza San Diego  
Davis, Anna Louise ...San Diego  
DeVoe, Roy A. ......San Diego  
Dewey, Grace ......San Diego  
Dudley, Frank Santa Maria  
Dundee, Frank Chicago, Ill.  
Dunphy, Marcella ......San Diego  
Eckert, Mary San Diego  
Fowler, Frances S. ......San Diego  
Fusco, Frank San Diego  
Garbell, Emma O'Hara ......San Diego  
Graves, Rose Anne Sutherland  
Green, Hazel A. ......San Diego  
Greenough, Frances E. Troy, Ohio  
Harriss, Maria E. ......San Diego  
Haurey, Olive L. Coronado  
Hayes, Harriet......San Diego  
Hill, Ethel Louise San Diego  
Holliday, Lois ......San Diego  
Hornsby, Jesse ......San Diego  
Hass, Hazliluc ......San Diego  
Henshaw, Jessie ......San Diego  
Jaeger, Helen Louise ......San Diego  
Jerman, Olive ........San Diego  
Johnson, Harry Vincent ......San Diego  
Johnson, Lena ......San Diego  
Kilby, May Adelaide ......San Diego  
King, Ethel Jane San Diego  
Knight, Ernest Santa Barbara  
Koch, Ruth R. Chula Vista  
Lickert, Lena ........Placentia  
Loveland, Ethel V. Boswell  
Marshall, Alice ......San Diego  
Niven, Janet Oglieve ......Point Loma  
Northrup, Genevieve San Diego  
Paine, Almer San Diego  
Petersen, M. Ernest ......San Diego  
Rannells, Emma Kate Pacific Beach  
Storment, Frank Achilles ......San Diego  
Tomkins, Violet M. ......San Bernardino  
Troy, Samuel M. Santa Maria  
Wadsworth, Flora Viola San Diego  
Walker, Antoinette San Diego  
Wallach, Catharine M. ......San Diego  
Woods, Hallice Adelaide ......San Diego  
Total ......44
GRADUATES 1905 - 1906.

Adams, Alice A. .......... Encinitas
Adams, Claudia Eleanor .. San Diego
Ball, Alice Mabelle ........ Long Beach
Butler, Charles Ernest ..... San Diego
Chetum, Helen Florence ... San Diego
Cooke, Mary Louise ...... San Diego
Culbertson, Mary Alheth ... San Diego
Daret, Frances Lorraine ... San Diego
Feldt, Alice May .......... San Diego
Founke, Mary E. .......... Rialto
Frost, Helen May .......... San Diego
Galhifer, Leila Leona .... Los Angeles
Grandstaff, Veta .......... San Diego
Hall, Mattie S. .......... San Diego
Hammack, Edith Chastain ... San Diego
Harman, Duley ............ San Diego
Journey, Alberta .......... San Diego
Kennedy, Elsie May ....... Watsonville
Knight, Olive Dee .......... Alhambra
Landa, Chrstie Floyd ...... San Diego
Loop, Marian Leora ....... San Diego
Mahee, Virginia Alice ... San Diego
Miller, Pearl Anna ....... San Diego
Overing, Sadie V. ....... San Diego
Parchell, Elta ............ San Diego
Praym, Lula May .......... Coronado
Reeves, Maud E. .......... San Bernardino
Rockoff, Clara J. .......... San Bernardino
Schultz, Hulda ............ Alpine
Shaul, Adalind ........... Oceanside
Spears, Emma ............ San Diego
Stephens, Gussie Lucila ... Elcer
Stork, Lydia B. .......... San Diego
Tracy, Cora M. .......... Fallbrook
Wilkes, Josephine E. ...... Santa Ana
Wood, Clara Mae .......... San Diego
Yates, Nell ............... San Diego

Total .................... 37