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# State Normal School

San Diego, Cal.

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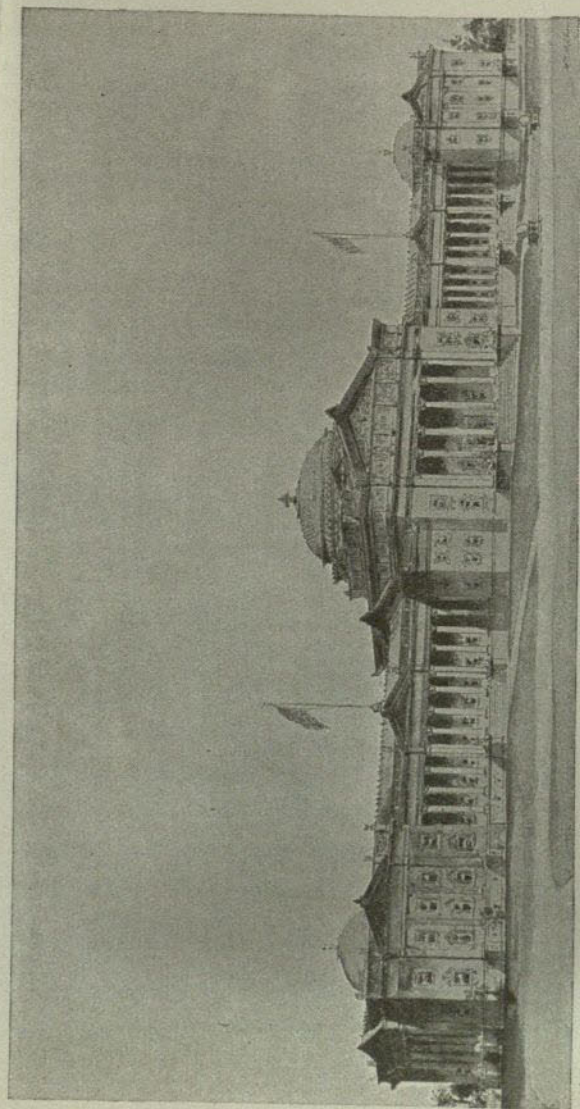
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SAN DIEGO, CALIFORNIA  
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Circular of Information

1900-1901



Established March 13, 1897 ]

STATE NORMAL SCHOOL, SAN DIEGO, CAL.

[Opened November 1, 1898.

STATE NORMAL SCHOOL  
OF  
SAN DIEGO, CALIFORNIA.

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Circular of Information

AND


ANNOUNCEMENTS

FOR

1900-1901.

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SACRAMENTO:  
A. J. JOHNSTON, - - - SUPERINTENDENT STATE PRINTING.  
1900.



## CALENDAR FOR 1900-1901.

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### First Term.

Entrance examinations and admission on credentials,  
Thursday, September 6, 1900.  
Examinations for advanced standing and for the removal  
of conditions, Friday, September 7, 1900.  
Registration Day, Monday, September 10, 1900.  
Term opens Tuesday, September 11, 1900.  
Holiday vacation begins Saturday, December 22, 1900,  
and ends Tuesday, January 1, 1901.  
Term closes Friday, February 1, 1901.

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### Second Term.

Entrance examinations and admission on credentials,  
Monday, February 4, 1901.  
Term opens Tuesday, February 5, 1901.  
Mid-term vacation begins Saturday, April 13, 1901, and  
closes Monday, April 22, 1901.  
Dedication Day, Wednesday, May 1, 1901.  
Term closes Friday, June 28, 1901.

## BOARD OF TRUSTEES.

HON. HENRY T. GAGE, Governor.  
(Ex-officio.)

HON. THOS. J. KIRK, Supt. of Public Instruction.  
(Ex-officio.)

W. R. GUY, Chairman . . . . . San Diego.

R. M. POWERS . . . . . San Diego.

GEORGE FULLER . . . . . San Diego.

Z. B. WEST . . . . . Santa Ana.

ISIDORE B. DOCKWEILER . . . . . Los Angeles.

\_\_\_\_\_, Secretary.

## FACULTY.

SAMUEL T. BLACK, PRESIDENT, . . . . . *Pedagogy.*

EMMA F. WAY, PRECEPTRESS. *Subject to assignment.*

JESSE D. BURKS, REGISTRAR, . . . . .  
*Psychology, and History and Philosophy of Education.*

DAVID P. BARROWS, . . . . . *History and Geography.*

ALICE EDWARDS PRATT, . . . . . *English.*

HELEN BALLARD, . . . . . *English.*

CHARLES T. MEREDITH, . . . . . *Mathematics.*

\_\_\_\_\_, . . . . . *Mathematics and Physics.*

ARTHUR W. GREELEY, . . . . . *Biology and Physiology.*

ALEXANDER E. GRAHAM, LIBRARIAN,  
*Chemistry and Physiology.*

FLORENCÉ DERBY, . . . . . *Music and Physical Culture.*

HARRIET MORTON, *Drawing and Clay-Modeling.*

## TRAINING SCHOOL.

EDITH MCLEOD, PRINCIPAL, . . . . .  
*Supervising Teacher, Grammar Grades.*

ELISABETH ROGERS, . . . . .  
*Supervising Teacher, Primary Grades.*

\_\_\_\_\_, . . . . . *Assistant Supervising Teacher.*

## EMPLOYÉS.

MRS. NORMA DUNLOP, . . . . . *Assistant Librarian.*

\_\_\_\_\_, . . . . . *Typewriter and Stenographer.*

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

## COURSE OF STUDY.

		FIRST TERM.		SECOND TERM.	
First Year.	GROUP I.			GROUP II.	
	English .....	*20	*5	English .....	20 5
	Algebra .....	20	5	Algebra .....	20 5
	Chemistry .....	20	7	Biology .....	20 10
	Music .....	20	2	Music .....	20 2
	Drawing .....	20	3	Drawing .....	20 3
Second Year.	GROUP III.			GROUP IV.	
	English .....	20	5	English .....	20 5
	Algebra .....	5	5	Plane Geometry .....	20 5
	Plane Geometry .....	15	5	Mediaeval History .....	20 5
	Ancient History .....	20	5	Music .....	20 2
	Physiology .....	20	7	Drawing .....	20 3
	Music .....	20	2		
	Drawing .....	20	3		
Third Year.	GROUP V.			GROUP VI.	
	English .....	20	5	English .....	20 5
	Solid Geometry .....	20	5	Psychology .....	20 5
	Physics .....	20	7	Physics .....	20 7
	Modern History .....	20	5	History, European .....	10 5
				History and Philosophy of Education .....	10 5
Senior Year.	GROUP VII.			GROUP VIII.	
	Geography .....	20	5	English in the Grades .....	10 5
	American History .....	20	5	Primary Arithmetic (Methods) .....	5 5
	History and Philosophy of Education .....	20	5	Theory of Teaching .....	10 5
	Arithmetic and Bookkeeping .....	20	5	School Law & Economy .....	10 5
	Observation Work Teaching .....			Nature Study .....	10 1
				Observation Work—Teaching .....	20 15

\* The number in the first column refers to the number of weeks in the second column to the number of recitations per week. Chorus work by the whole school daily throughout entire course. Physical Training continues throughout the course.

## REQUIREMENTS FOR ADMISSION.

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 a California High School;

(c) A diploma of graduation from the ninth year of the public schools of the State, if accompanied by a special recommendation of 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, Geography, History of the United States, 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 (c).

Graduates from secondary schools that have been accredited by the University of California will be given credit for the branches in which they are recommended by the principals of their schools; *provided*, the University has accredited such branches.

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

All applicants for admission must sign the following declaration:

"I hereby declare that my purpose in seeking admis-

sion 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 welcomed by the Faculty. They may enter any of the classes, either as observers or students, as they may prefer.

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

#### ADVICE TO THOSE WHO WISH TO ENTER THE SCHOOL.

1. Examine carefully the course of study, and decide how much of it you have thoroughly accomplished, recognizing, always, the difference between the knowledge required by a teacher and that by a person who is expecting to become merely a general scholar.

2. Do not be too anxious to enter advanced classes. There will be no time in any class, especially in the Senior class, to make up back studies. Many who are admitted to the advanced classes fail to do the work well from lack of elementary training.

3. Come expecting to work faithfully and honestly, to make study your first and only aim while here, prepared to make any sacrifice for your own good and the good of the school. If you cannot come in this spirit, or if you lack the determination to carry you through, you will make a mistake in entering the Normal School.

4. Bring with you one or two letters of recommendation signed by responsible persons.

5. Should you enter this school for the purpose of fitting yourself to pass the examination for a teacher's certificate, you are liable to be disappointed.

#### EXPENSES.

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

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 two weeks before the opening of the school.

#### EQUIPMENT.

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

#### DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. While a large percentage of those who obtain certificates upon examination remain unemployed, the graduates of the Normal Schools seldom fail to secure good positions and their work is coming to be recognized more and more as greatly superior to that of the untrained teachers with the same native ability.

#### 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 grade certificate from any City, City and County, or County Board of Education in the State.

Whenever any City, City and County, or 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.

Said diploma of graduation from any Normal School in this State, when accompanied by a certificate granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a high school certificate authorizing the holder to teach in any primary or grammar school, and in any high school in this State except those in which the holder would be required to teach languages other than the English.

#### 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 daily sessions begin promptly at 8:30 o'clock in the morning, at which hour the regular opening exercises are held in the general assembly hall. 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.

### TRAINING SCHOOL.

Provision has been made in the new wing (which will be ready for occupancy by September, 1900) for the accommodation of the model and training school.

This school will embrace the eight elementary grades, each of which will be represented by ten to fourteen pupils. Advanced grades will be added as soon as there is proper demand. A carefully selected and separate library will be provided for the use of the pupils, who will be encouraged to read only such books as will tend to cultivate in them a healthy literary taste. Frequent opportunities will be given the pupils to witness the working of some of nature's laws in the laboratories under the direction of Normal School instructors. The training school is not a school for experimentation pure and simple; more properly, it is a school for legitimate investigation. Herein lies the most critical and careful work of the Normal School; for, upon the skill and intelligence displayed in this investigation work, depends its success as a school for the preparation of teachers.

During the Senior year students will spend much of their time in this school, where they will observe, take notes, and report on lessons given by specially trained and experienced teachers. This observation work will be followed by actual practice in teaching under the immediate supervision of these expert teachers aided by instructors from the Normal School proper. Observation and practice work will be interspersed with regular and frequent discussions of the various problems that may arise in the training school, or are likely to arise in school work generally.

### LOCATION.

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

Street cars run regularly between the campus and all portions of the city. Normal School students travel over the entire street railway system at half rates.

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



## BRIEF DESCRIPTION OF THE COURSES.

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

### SCIENCE AND ART OF TEACHING.

VI. **Psychology.** The facts of mental life, their analysis and classification; elementary mental processes, their content, form, variation, and interdependence; general view of physiological processes accompanying mental processes. The educational significance of psychology is kept constantly in view; the purpose being to give a rational psychological basis for individual judgment on problems of child study and of general theory and practice.

*20 weeks; 5 hours per week.*

TEXTS.—Titchener: Primer of Psychology.  
Morgan: Psychology for Teachers.

VI and VII. **The History and Philosophy of Education.** A study of the more important civilizing forces of history, especially of those intellectual and moral ideals, individual and national, that have made themselves effective in organized systems of education. A critical study of a few educational masterpieces, not as final statements of pedagogical truth, but as steps in the historical development of educational thought. The function of education in individual and social life.

Course VI. in History is planned to form an historical introduction to this course, and must precede the history of modern education.

*30 weeks; 5 hours per week.*

VIII. **The Theory of Teaching.** The foundation principles upon which rational methods of teaching and of school supervision must be based; the distinction between education as elementary or fundamental and as secondary; the educational value of the subjects properly included in an elementary school course; the meaning and purpose of education as conceived by modern pedagogical thinkers.

This course is open to such students only as have taken the course in History and Philosophy of Education.

*10 weeks; 5 hours per week.*

### HISTORY AND POLITICAL SCIENCE.

III. **Ancient History.** The civilization of Ancient Egypt and of Mesopotamia; the Monarchies of Chaldea, Assyria, and Persia; the development of the Religion of Israel; the Greek peoples and the Greek culture; the history of Rome to the establishment of the Empire.

*20 weeks; 5 hours per week.*

TEXTS.—Anderson: The Story of Extinct Civilizations.  
Cox: The Greeks and the Persians.  
Koch: Roman History. Translated from the German.

These three books should cost about \$1.80; to these can well be added Adams's European History (\$1.40 net), which supplies a helpful outline for all the courses in European History.

IV. **Mediæval History.** From the Roman Empire in the Age of the Antonines to the end of the thirteenth century.

*20 weeks; 5 hours per week.*

TEXTS.—Adams: European History.  
Emerton: Introduction to the Middle Ages.  
Tout: The Empire and the Papacy.

V. **Modern History.** Europe from the beginning of the fourteenth century to the end of the nineteenth.

*10 weeks; 5 hours per week.*

TEXTS.—Seebohm: The Era of the Protestant Revolution.  
Morse Stephens: Revolutionary Europe.  
Grosvenor: Contemporary History.

VI. **The Intellectual Awakening of Europe.** A course, planned to form an historical introduction to the course in the History of Education. The course will embrace the historical aspects of Monastic culture, Mediaeval ideals, Scholasticism, the university in the Middle Ages, the revival of the Roman law, the Italian Renaissance, Humanism, German thought in the fifteenth and sixteenth centuries, etc.

This course consists largely of lectures and reports on assigned reading.

*10 weeks; 5 hours per week.*

VII. **American History.** America and Europe from the Discoveries of the fifteenth century to the Treaty of Paris, 1763; the English Colonies and the United States to the end of the nineteenth century.

*20 weeks; 5 hours per week.*

TEXTS.—Fiske: The Discovery of America.  
Thwaites: The Colonies.  
Channing: The United States, 1763-1865.  
Johnson: American Politics.

## ENGLISH.

I. **Poetry and Poetics.** An introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Weekly themes. Oral reports on outside readings.

*20 weeks; 5 hours per week.*

TEXTS.—Lewis: Introduction to the Study of Literature. (Macm.)

Sprague: Milton's Paradise Lost. Bks. I and II. (Ginn.)

Palgrave: Golden Treasury of Songs and Lyrics, first series. School edition. (Macm.)

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 outside readings.

*20 weeks; 5 hours per week.*

TEXTS.—Shakspeare: Julius Caesar, Macbeth, Midsummer Night's Dream. (Annotated editions not required.)

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.

*20 weeks; 5 hours per week.*

TEXTS.—Buck and Woodbridge: Expository Writing. (Holt.)

Carlyle: Heroes and Hero Worship. School edition. (Ginn.)

Macaulay and Carlyle on Johnson (1 vol.). (Holt.)

Morley: Essay on Macaulay; paper. (Macm.)

Baldwin: Specimens of Prose Description. (Holt.)

The last named will be used in IV. also.

Other texts will be added as needed.

IV. **The Essay and the Oration.** Examination of the argument and the historical basis of one or more orations. Reading of some eight or ten essays, literary, critical, and scientific. Written reports on outside reading.

*20 weeks; 5 hours per week.*

TEXTS.—Oration:

Bradley: Orations and Arguments. (Allyn & Bacon.)

Essay:

Macaulay: Essay on Milton. (Am. Book Co.)

Carlyle: Essay on Burns. (Ed. Pub. Co.)

TEXTS.—Essay—*Continued.*

De Quincey in Little Masterpieces. (Doubleday and McClure.)

Lamb: Essays of Elia, first series. (Hurst.)

Curtis: Prue and I. (Hurst.)

Bacon's Essays. (Ginn.)

Emerson, three essays, Eclectic Classics. (Am. Book Co)

Newman, Ruskin, Stevenson, as found in Baldwin's Prose Description. (See III.)

Huxley and Fiske, as found in Buck and Woodbridge. (See III.)

V. (a) **Grammar and Word Study.** A thorough review of English Grammar, with some attention to historical forms, and a study of the composition of English words.

*10 weeks or more; 5 hours per week.*

## TEXTS.—Revised Grammar, State Series.

Anderson: A Study of English Words. (Am. Book Co.)

(b) **Argumentation.** Class study of argumentative prose, with advanced composition along argumentative lines.

*10 weeks or less; 5 hours per week.*

TEXT.—Buck: Argumentative Writing. (Holt.)

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 the study of an historical text and the reading of typical literature of the various periods.

*20 weeks; 5 hours per week.*

TEXTS.—Pancoast: Introduction to English Literature. (Holt.)  
George: Chaucer to Arnold. (Macm.)

VII. **Methods in English in the Elementary School.** Discussion of literature suitable for the grades; consider-

ation of methods of presenting reading, language, composition, grammar, and literature in the elementary school. Written and oral reports on assigned reading.

*10 weeks; 5 hours per week.*

## MATHEMATICS.

I., II., and III. **Algebra.** This course will comprise all that is usually embraced within the limits of the High School Algebra, with the exception of Logarithms and the solution of higher equations.

The subject will be taught in its entirety; no specialization will be made other than that necessary to bring up to a general standard of proficiency students who may be backward in any part of the study.

*45 weeks; 5 hours per week.*

TEXT.—Milne: High School Algebra.

III. and IV. **Plane Geometry.** In this course the laboratory method will be followed—the text containing nearly eight hundred examples, propositions, and problems for the independent work of the student.

*20 weeks; 5 hours per week.*

TEXT.—Milne: Plane Geometry.

V. **Solid Geometry.** Same method of study as in the preceding sections.

*20 weeks; 5 hours per week.*

TEXT.—Milne: Solid Geometry.

VII. **Arithmetic.** The foregoing work in Mathematics will have prepared the student for an exhaustive analysis of the principles underlying the Science of Arithmetic. In this work attention will be given to Bookkeeping. No special text will be used in this branch.

*20 weeks; 5 hours per week.*

## NATURAL SCIENCES.

I. **Chemistry.** A course designed to give the student a general knowledge of the elements and of chemical action, preparatory to the work in Biology, Physiology, and Physics. Experiments are performed by the student under the supervision of the teacher, the laboratory experience being made the basis for lecture and text-book work. The course covers the work laid down in a standard high school text-book.

*20 weeks; 7 hours per week.*

TEXT.—Remsen: Briefer Course of Chemistry.

II. **Biology.** This course is based on the laboratory study of types of all the great groups of animals and plants. These types will be dissected to make clear the fundamental points of structure from the lowest forms to the highest, but a large share of the work will be devoted to a study of the habits and physiology of these animals and plants as a basis for the special course in Physiology which immediately follows this course.

*20 weeks; 10 hours per week.*

TEXT.—Parker: Elementary Biology.

III. **Physiology.** This course consists first of a study of the gross anatomy and histology of the human body, which precedes a series of experiments on the functions of the various organs of the body. These experiments are made exceedingly practical to serve as aids to the teaching of Physiology in the grades.

The laboratory is equipped with thirty excellent Bausch & Lomb compound microscopes, and all needful apparatus for experimental Physiology.

*20 weeks; 7 hours per week.*

TEXT.—Martin: Human Body (briefer course).

V. and VI. **Physics.** The elementary principles of Mechanics, Heat, Sound, Light, Magnetism, and Electricity studied through experiments performed in the laboratory by the students. These experiments are, for the most part, quantitative in character and of such a nature as to admit of accurate measurement by the student. The experiments precede and are made the basis of all class-room discussion, of lectures, and of text-book study. The schedule of school work is so arranged that each student gives two consecutive periods on each of two days a week to laboratory work. Meetings of the entire class for discussion and recitation are held three times a week.

*40 weeks; 7 hours per week.*

TEXTS.—Carhart and Chute: Elements of Physics.  
Alexander: Experimental Physics.

VII. **Geography.** The elements of the Sciences of Geography, Palæontology, Physiography, Meteorology, Anthropology, and Evolution and Geographical distribution of plants and animals.

*20 weeks; 5 hours per week.*

TEXTS.—Tarr or Davis: Physical Geography.  
Keane: Ethnology.  
Jacobs: Story of Geographical Discovery.

VII. or VIII. **Nature Study.** A special course in Nature Study is given to the Seniors as a preparation for such work in the grades. It consists of a series of simple experiments designed to illustrate some of the more common activities of animals and plants, with talks on their life histories and habits.

*10 weeks; 1 hour per week.*

## MUSIC.

- I. 1. Breathing and Voice Production.  
 2. Exercises in Rhythm.  
 3. Elementary Theory:  
     Major scales.  
     Intervals of major scale.  
 4. Sight Singing.  
     *20 weeks; 2 hours per week.*
- II. 1. Sight Singing, continued.  
 2. Elementary Theory:  
     Triads.  
     Minor scales.  
     Intervals of minor scale.  
     *20 weeks; 2 hours per week.*
- III. 1. Methods.  
     Children's Singing.  
     Voice training.  
     Cultivation of sense of rhythm.  
     Rote singing.  
     Sight singing.  
     Choice of songs.  
     Elements of Conducting.  
 2. Sight Reading and Song Singing continued  
     throughout the term.  
     *20 weeks; 2 hours per week.*
- IV. 1. General Review of previous work.  
 2. Elements of Harmony.  
     *20 weeks; 2 hours per week.*

TEXTS.—Abridged Academy Song Book.  
 Popular Method of Sight Singing. (Damrosch.)

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

## DRAWING.

- I. Form Study.  
 1. Clay modeling.  
 2. Outline drawing from type solids and  
     familiar objects based on type solids.  
 3. Scientific perspective.  
     *20 weeks; 3 hours per week.*
- II. Light and Shade.  
 Drawing from antique cast (charcoal) with  
 talks on the History of Art and Archi-  
 tecture.  
     *20 weeks; 3 hours per week.*
- III. Composition.  
 Practice with different media, i. e., pen and  
 ink, wash (brush work), lead pencil, etc.  
     *20 weeks; 3 hours per week.*
- IV. (a) Color Study. Water colors.  
 (b) Methods. Essentials of Prang's System of  
 Drawing for Public Schools, with practical  
 work in the training school.  
     *20 weeks; 3 hours per week.*

## ENROLLMENT.

	Men.	Women.	Total.
1899—September.....	14	171	185
October .....	11	167	178
November.....	11	162	173
December .....	11	157	168
1900—January .....	11	153	164
February.....	14	175	189
March .....	13	170	183
April .....	13	165	178
May .....	13	167	180
June .....	13	160	173
Totals for entire year..	17	201	218

## GRADUATES, 1899-1900.

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

Total, 26.

