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

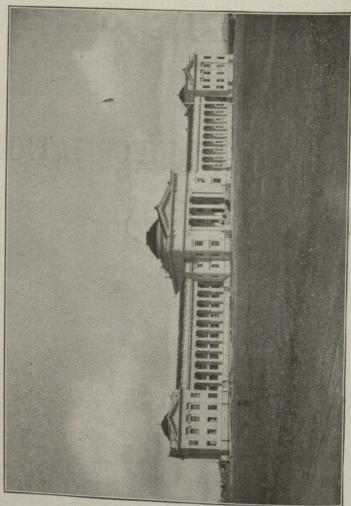
CATALOGUE FOR 1905-1906

SACRAMEN

W. W. SHANNON,

· · · SUPT. STATE PRINTING

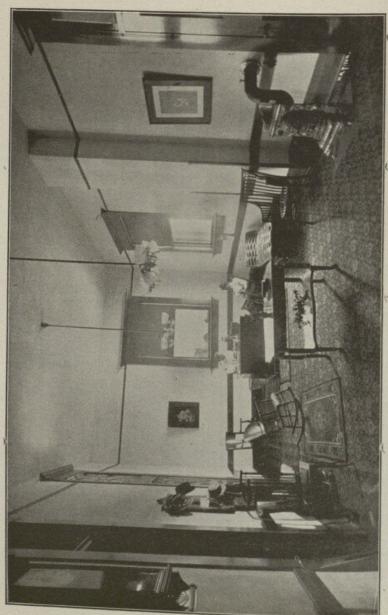
1906



STATE NORMAL SCHOOL, OF SAN DIEGO-MAIN BUILDING,

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RECEPTION ROOM.

Spring recess

Dedication day

Commencement

CALENDAR FOR 1906-1907.

FIRST TERM-1906.

Entrance examinations and	
Admission on credentials,	Tuesday, September 4
Training School opens,	
Registration	- Wednesday, September 5
Term opens	Thursday, September 6
Thanksgiving recess	- November 29—December 1
Holiday recess	December 21—January 7, 1907
Term closes	February I, 1907
SECOND TER	M—1907.
Entrance examinations and Admission on credentials,	Monday, February 4
Term opens	Tuesday, February 5

April 13-21

Wednesday, May i

Thursday, June 27

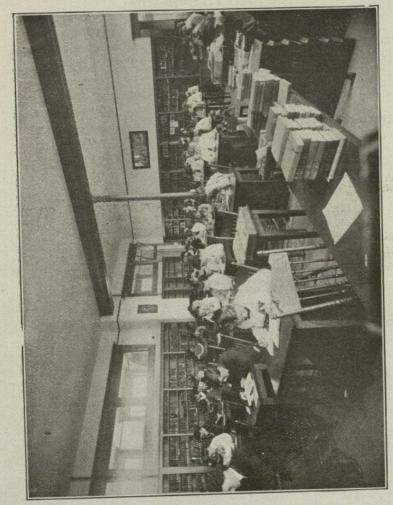
BOARD OF TRUSTEES.

HON. GEORGE C. PARDEE,	Ex Off					- Governor
HON. THOMAS J. KIRK, -		perin		ent o	f Pu	blic Instruction
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	BOA	RD.		
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.



SAMUEL T. BLACK, PRESIDENT,			School	Administration.
Pupil Teachers' Course	16	Delai-t-		

Teacher in rural schools of California, 1868-1870; Principal town and city reacher in rural schools of California, 1868-1870; Principal town and chy schools, 1870-1889; admitted an attorney and counsellor-at-law in the Supreme Court of California, 1879; Principal Ventura High School, 1889-189; County Superintendent Ventura County, 1891-1895; State Superintendent of Public Instruction, 1895-1898. (Appointed September, 1898.)

EMMA F. WAY, PRECEPTRESS, - - 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, 1880-1886; student Oberlin and University of California, 1886-1887; Principal Southwest Institute, San Diego, 1887-1899. (Appointed October, 1898.)

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, 1892-1897; Critic in English, Vassar College, 1897-1898. 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, 1871-1890; Principal of City Grammar School, San Diego, 1890-1899. (Appointed

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, 1900.)

J. F. WEST, - - - - - Mathematics. A.B., Stanford; Graduate Student, Harvard,

Teacher rural schools of Illinois, 1885–1888; Principal Compton schools, California, 1888–1893; Principal Paso Robles High School, 1893–1896. (Appointed

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

B.S., Mount Union; B.L., Univ. Cal. Teacher and principal rural and village schools, Pennsylvania and Ohio, 1878–1884; Vice-Principal Beaver High School, Pennsylvania, 1886-1889; Superinten-1892-1898; Vice-Principal and Instructor in History, High School, Santa Barbara, Cal, 1899-1900. (Appointed Santamber, 1992) bara, Cal, 1899-1900. (Appointed September, 1900.)

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

State Normal School, Los Augeles, 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.)

*F. E. THOMPSON, 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, III.; Alton Conservatory of Music, III.; three years of private instruction.

Teacher in Kindergarten, San Diego, 1898-1900; private teaching in San Diego, 1900-1903. (Appointed October, 1903.)

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

B.L., Smith College; Ph.D., Yale University. Instructor, Smith Academy, Mass., 1881-1887; 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., 1898-1899; Instructor in English and German, High School, Long Beach, Cal., 1902-1903; 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 Plain, N. Y., 1897-1899; student, Syracuse University, 1899-1900; 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. Substitute in Drawing, State Normal School, Brockport, N V., 1894-1895; Departmental Drawing, State Normal School, Brockport, N. Y., 1894-1895; Departmental Drawing, grade schools, Newton, N. J., 1896-1897; Department of Drawing, Cumberland Valley State Normal School, Pa., 1897-1899; Supervisor of Drawing in grade schools and High School, Santa Barbara, Cal., 1900-1904, (Appointed July, 1905.)

W. C. CRANDALL, - - - - Biological Sciences. A. B., Stanford.

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

MRS. LYDIA M. HORTON. - - - - -FRED. W. PARRISH. - - Stenographer and Typewriter. JOHN D. JOHNSTON, F. G. MELLUS, - - - - Night Watchman. HENRY HAYLER,

^{*}Resigned at close of year.

REGULAR NORMAL SCHOOL COURSE.

J	UNI	IOR	YEAR.		
FIRST TERM.			SECOND TERM.		
Grammar and Reading	20	5	Physiology	20	
Education	20	5	Education	20	
*Zoölogy	20	5	Arithmetic	20	
*Geography	20	5	Drawing and Manual Training.	20	
Manual Training and De-	20	2	Music	20	
Physical Education	20	2	Physical Education	20	

SENIOR YEAR.

*Civics and Economics History of Literature Education	20	3 5 5	SECOND TERM. Education English in the Grades, with Teaching	20	5
Primary Language and Number, with Teaching			History and Civics, with Teaching	10	10
Music, Drawing, and Manual Training, with Teaching.	10	10	Grammar Grade Language and Arithmetic, with Teaching	10	10
*Not required is	10	10	Nature Study and Geography, with Teaching	10	10

ot required if satisfactorily finished in an accredited secondary school.

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.

REQUIREMENTS FOR ADMISSION TO THE REGU-LAR NORMAL SCHOOL COURSE.

- I. 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

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.

GROUP I.		133	GROUP II.		
Poetry and Myths	20	5	Drama and Novel	20	5
Algebra		5	Algebra	20	5
Botany	20	5	Chemistry	20	7
Drawing and Manual Training.	20	3	Drawing and Manual Training.	20	2
Music	20	2	Music	20	3
Physical Education	20	2	Physical Education	20	2
GROUP III.			GROUP IV.		1000
Exposition, etc.	20	5	Essay and Argumentation	20	5
Geometry	20	5	Geometry	20	5
Ancient History	20	5	English History	20	5
Physics	20	5	Physics	20	5
Physical Education	20	2	Physical Education	20	2
GROUP V.			GROUP VI.		
Grammar and Reading	20	5	Physiology	20	5
Education	20	5	American History	20	5
Zoölogy	20	5	Education	20	5
Geography	20	5	Arithmetic		5
Physical Education	20	2	Physical Education	20	2
GROUP VII.			GROUP VIII.		
Civies and Economics	20	3			
History of Literature	20	5	Education	20	5
Education	20	5	English in the Grades, with Teaching	10	10
Primary Language and Number, with Teaching		3	History and Civics, with Teaching	10	10
Music, Drawing, and Manual Training, with Teaching	10	10	Grammar Grade Language and Arithmetic, with Teaching.	10	10
			with reaching.	213	200

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 I, 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.

Fir	st Term—	
	Physiography-Botany English Ancient History Music Drawing and Manual Training Physical Education	20—5 20—5 20—2 20—3
Sec	cond Term—	
	Physiography-Botany English Ancient History Music Drawing and Manual Training Physical Education	20—5 20—5 20—5 20—3 20—2 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 applicants. Each honorable dismissal certificate should state the educational record of the applicant.

* * *

EXPENSES.

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

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 of the school, where she may be found one week before the opening

RULES GOVERNING LEAVE OF ABSENCE AND WITHDRAWALS.

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

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

- 3. When any student shall withdraw from the school without giving proper notice to the President, or, in his absence, to the Preceptress, or shall have been continuously absent for two consecutive weeks without satisfactory explanation, the name of such student will be dropped from the roll, and no record of honorable dismissal will be made.
- 4. Students whose names have been dropped from the roll shall be reinstated only by a vote of a committee of the Faculty, consisting of the President, the Preceptress, and the Registrar.

* * *

CONDITIONS AND FAILURES.

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

* * *

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.

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 a diploma of graduation to those pupils who worthily complete the full course of study and training prescribed.

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

Whenever any County or City and County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a 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 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.

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.

N N N

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 2—SD

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,

President, State Normal School,

San Diego, California.

SAN DIEGO, CAL, April 13, 1904.

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:

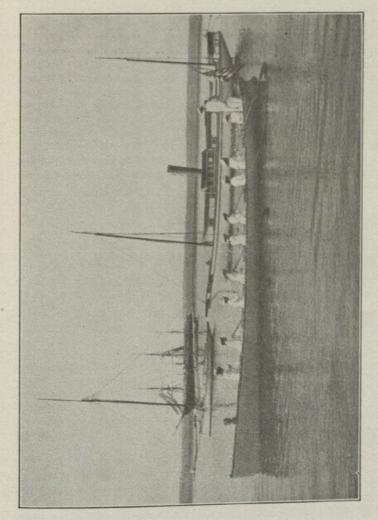
Maximum Temperatures in the

	- coopera	iures in the Yea	P 7000	
Day. July	. December		1903	•
1 68	660	Day.	July.	December.
2 67	00	19	60°	70°
3 70		20	60	68
4 73	63	21	. 09	
5 73	75	22	71	64
5 71	71	22	72	62
6	70	23	73	60
7 70		24	74	66
0 71	6	25	72	74
9 71		26	71	
77		27	70	73
11.	63	28	70	74
12 73	60	20	71	73
	64	29	70	71
14 78	62	30	68	71
14 71	67	31	67	63
15		CONTRACTOR OF THE PARTY OF THE		
77	-	Highest	78	
-1		Lowest max	64	75
18	-3	Average daily.	0/	60
09	62	ge daily.	71 -	67 -

Very respectfully,

(Signed:) FORD A. CARPENTER,

Observer, Weather Bureau.



NORMAL

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 tonet 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 toiletrooms. * * * *"

* * *

LOCATION.

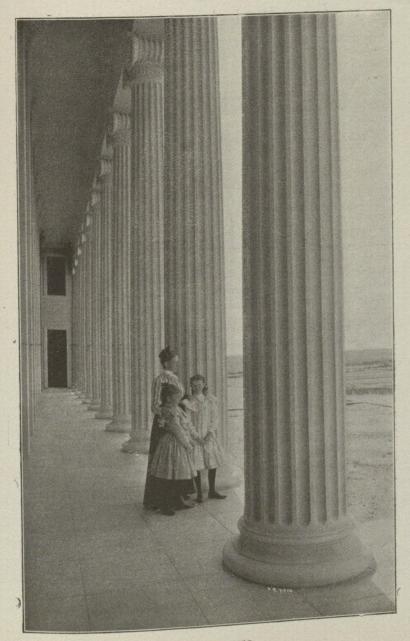
The school is located on University Heights, a mesa three hundred and fifty feet above the waters of the bay. The outlook is beautiful, commanding a view of the city, the matchless bay, Point Loma, the ocean, and the islands of the sea. To the north and east the horizon is broken by mountain chains and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

x x x

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 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.



SOUTH PORTICO,

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 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: heighth and weight; movements—instinctive, imitative, voluntary; the nervous system—its structure and functions; the conditions of nervous functioning—exercise and habit, play, fatigue, epochs of growth, etc.; the evolution of the primitive self. This preliminary course concludes with a discussion of the sense organs and the simpler states of consciousness. The aim throughout is to present the child as an organic being, predisposed to grow along lines dictated by physical heredity, but capable of modification by environment. The course leads naturally into the work of the next forty weeks, which treats of "The Growing Mind and the Body of Culture."

20 weeks; 5 hours per week.

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

The parallel line of thought presupposes academic work in the several branches of study and aims at an examination of these branches as nutrition for the growing mind. Assuming that education is the gradual adjustment of the educable child to the spiritual possessions of the race, it undertakes the study of these possessions, the body of culture, under the following heads: the scientific inheritance, the literary inheritance, the æsthetic 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 æsthetic. 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-

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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 subjectmatter, its distribution along the grades, and the methods of its presentation. Each subject is therefore examined with a view to determining its appropriate educational service in a well-balanced curriculum.

(b) School Administration. A brief survey of the general features of school administration in the United States, comparing it incidentally with that of the leading European countries; a study in detail of the California system of administration, including the 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 classed into six groups. The teaching in each group is supervised by one or more members of the Normal School faculty. This supervision consists of the directing of the daily teaching by means of lesson plans, model recitations, and individual suggestions, and of instruction in a class composed of all the studentteachers of the group. This class meets daily for the discussion of the practical problems connected with the daily recitation, the material to

be presented, the mental processes involved in thinking and acquiring the subjects, the educational service of the subjects, and the most effective methods of presentation. The several groups are as follows: (1) Primary Reading, Language, and Number; (2) Grammar Grade, Reading, Language, and Arithmetic; (3) Nature Study, Geography, and Composition; (4) History, Civics, and Composition; (5) Literature, Interpretative Reading, and Composition; (6) Music, Drawing, Manual and Physical Training. Teaching assignments are so made that each student teaches in primary, intermediate, and upper grades. Credit in "Teaching" is given when the requirements for each group have been fully complied with, and when the student is deemed by the supervisors of the several groups a fit and responsible person to be entrusted with the care of a public school.

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

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

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ENGLISH.

(b) Poetry and Poetics. An Introduction to the study of English poetry, with especial reference to Milton and the greater lyrists. Interpretative themes. Oral reports on outside readings.

20 weeks; 5 hours per week.

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

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 20 weeks; 5 hours per week. on assigned outside reading.

TEXTS.—Shakspere: Julius Cæsar; 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.

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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.)
Other texts will be added as needed.

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

10 weeks; 5 hours per week.

TEXTS—Buck: Argumentative writing. (Holt.)
Burke: Conciliation 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.

Io weeks; 5 hours per week.

Texts from which selections will be made: Macaulay: Essay on Milton.

Carlyle: Essay on Burns.

De Quincy: Selections in Little Masterpieces.

Lamb: Essays of Elia, first series.

Bacon: Select Essays. Curtis: Prue and I

Emerson: Essays, first series.

English I-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. 20 weeks; 5 hours per week.

Clark: How to teach reading.

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

TEXTS.—Halleck: History of English Literature. (Am. Book Co.)

George: Chaucer to Arnold. (Macmillan.)

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

20 weeks; 5 hours per week.

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HISTORY AND ECONOMICS.*

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

20 weeks; 5 hours per week.

IV. English History. A comprehensive survey of the development of the English nation from the earliest time to the present, principal stress being laid upon the evolution of English political institutions. Events to the time of Egbert are passed over rapidly, but emphasis is given to Anglo-Saxon customs and institutions. Since this course, or its equivalent, is prerequisite to the study of American history, special attention is given to the origin and application of the principles of civil rights and representation which have become fundamental to the government of the United States. In connection with this course such special topics are considered as will exhibit the relation of English history to important European movements, e. g. development of the Christian Church, the Crusades, Feudalism and Chivalry, the Renaissance, the Reformation, the French Revolution and Napoleonic Period, etc. Throughout, consideration is given chiefly to the social and political development, rather than to wars and personal history of kings and 20 weeks; 5 hours per week. dynasties.

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: I. Geographical knowledge before 1492. 2. Conditions

^{*}The courses in history and economics will be gradually superseded by the history courses in the academic-preparatory course.

that led to the discovery of America. 3. Explorations in the New World. 4. Settlements. 5. Strife between French and English. 6. England's Colonial Policy. 7. The Struggle for Independence. 8. The "Critical Period." 9. Federal Supremacy-The Founding of Nationalism. 10. Republican Supremacy-Sovereignty of the People. 11. "Era of Good Feeling"-Rise of New Issues. 12. National Democracy-Tariff, Internal Improvements, Industrial Revolution. 13. The Jacksonian Epoch - States' Rights, National Finances, Territorial Expansion. 14. Slavery and the Civil War. 15. Reconstruction. 16. Industrial Development-Immigration, Currency, Tariff, Trusts, and Trades-Unions. 17. Reunion and Expansion.

SAN DIEGO STATE NORMAL SCHOOL.

20 weeks; 5 hours per week.

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

VII. Civics and Economics. I. 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 discusssion of the social and economic theories and practices that have been exemplified and interpreted by American institutions.

20 weeks; 3 hours per week.

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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.

40 weeks; 5 hours per week.

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

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

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

To accomplish the above results with the least expenditure of time and energy, the student is expected, before reading the solution or proof given in the text-book, to try to find one for himself, making use of the author's diagram if necessary, and if he succeed his solution is made the basis of class discussion, in which the superior methods of attack are critically compared. Besides the regular daily class work, many oral and written reviews are held, thereby strengthening the previous work. 40 weeks; 5 hours per week.

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

VI. Arithmetic. This course is designed to include preparation from the method side as well as a careful review of the more difficult parts, with the aim of bringing out the simplicity and unity of the subject. Following as it does the courses in Algebra and Geometry, it is aimed to give a more comprehensive view of the subject than would be possible

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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.

20 weeks; 5 hours per week.

TEXT.-New State Arithmetic.

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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.

20 weeks; 5 hours per week.

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. Nichols, Smith and Turton: Manual of Experimental 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:
- (I) 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

(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.-Dryer: Lessons in Physical Geography.

BIOLOGICAL SCIENCES.

SAN DIEGO STATE NORMAL SCHOOL.

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 zoölogy.

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. I. 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. I. 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.
 - 2. Methods.

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 50 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.

I. Mass drawing at blackboard. Form study from type solids and common objects in pencil outline, applying principles of perspective.

Clay modeling of type solids, common objects, fruits, etc. Color—using prisms, colored paper, and water colors. Study of plant growth (outline) in connection with nature study. Pose drawings (outline). Paper cutting from foldings. Free cutting for illustration.

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 water-color.

20 weeks; 2 hours per week.

VII. Conference periods are divided between Drawing and Manual Training. The student-teacher has 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.

VII. All students are required to take Drawing VII. The educational value of the subject, and its relation to other subjects, are discussed. Daily work in the Training School affords ample opportunity for the working out of other problems by the student-teachers.

10 weeks; 2 hours per week.

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 cardboard sloyd—cover work. Raffia and reed work—wrapping and weaving. Tilo mat work.

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, wood sloyd 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: (I) To improve the general health of the student body; (2) To furnish working knowledge for use in the training classes and the schools of the State. The drill consists of formal exercises in which the corrective, educational, and hygienic elements are combined. To this are added gymnastic games and fancy steps. The games afford relaxation, while at the same time they develop skill and the spirit of coöperation. 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. Especial 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.

TEXTS.-Lewis: First Manual in Writing English.

First semester:

Bullfinch: Mythology, revised by Scott.

Palmer: Translation of the Odyssey of Homer.

Second semester:

Scott: Ivanhoe.

A selection from the narrative poems that follow:

Arnold: Sohrab and Rustum.

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 Mediæval, 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.

Illustrative materials in abundance are available, and frequent references are made to secondary authors and original sources; but not much in the way of so-called "research" work is attempted.

This course is to be followed by a year of intensive study in English and Modern European history, forming practically a two years' course in Ancient, Mediæval and Modern history, of which the history of England finally becomes the main center of interest; the whole leading up to a year's course in the political and economic history of the United States.

40 weeks; 5 hours per week.

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.

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.

The second of th	
Adams, Alice A	Encinitas
Adams, Claudia Eleanor .	San Diego
*Ball, Alice Mabelle	Long Beach
*Butler, Charles Ernest	San Diego
Chetham, Helen Florence	San Diego
Cooley, Mary Louise	San Diego
Culbertson, Mary Althea.	Santee
Derby, Frances Loraine.	San Diego
Field, Alice May	San Diego
Foster, Mae Ethel	.Emma, Colo
Foulke, Mary E.	
Frost, Helen May	San Diego
Galliher, Leitha Leora	
Grandstaff, Veta	
Griswold, Nellie	
*Hall, Mattie S	
Hammack, Edith Chastair	
Harman, Daisy	
Journeay, Alberta	
Kenney, Elsie May	
Knight, Olive Dee	
Landis, Christie Floyd	

*Loop, Marian Levora	San Diego
*Mabee, Virginia Alice.	San Diego
*Miller, Pearl Anna	San Diego
*Overing, Sadie V	San Diego
*Powell, Etta	San Diego
Pruyn, Lula May	Coronado
Reeves, Maud E	San Bernardino
Ricker, Erma W	San Diego
Rockoff, Clara J	San Bernardino
Rodgers, Helena B	La Mesa
*Schultz, Hulda	Alpine
Shaul, Adalind	
Somers, Olive Corinne	San Diego
*Spears, Emma	San Diego
Stephens, Gussie Luell	aExeter
Stork, Lydia B	San Diego
Tracy, Cora M	Fallbrook
Watkins, Eugenia E.	San Diego
Wilkes, Josephine E	
*Woods, Clara Mae	San Diego
*Yates, Nell	

JUNIOR CLASSES.

Adams, Helen	Encinitas
Allen, Rhoda May	San Diego
Anthony, Edith A	San Diego
Ault, Olive	San Diego
Austin, Marie I	Escondido
Bailey, Elizabeth	Nellie
Bailey, Grace	San Diego
Barber, Flora	San Diego
Barker, Lynn W	San Diego
Beidleman, Edgar	Lemon Grove
Bell, Emma Mae	San Diego
Bell, Norma L	San Diego
Beller, Florence M	Carlsbad
Berry, Faye C	San Diego
Berwick, Alice L	Pismo
Beusch, Lyllian M	Nestor

Bigham, Walter L	Woodville
Black, Pauline T	
Blosser, Edna C	San Diego
Boal, Alma	La Jolla
Boggeln, Isabel	San Diego
Borden, Olive	El Cajon
Brooks, Vsabel	San Diego
Brown, Lavinia L	San Diego
Bryan, Nita D	Lemon Grove
Buck, Lillian	Rapid City, S. D.
Burden, Fred D	San Diego
Butler, Belle	I,a Mesa
Butler, Mary Y	Coronado
Butterfield, Janet	San Diego
Butterfield, Ruth	San Diego
Butts, Catherine I	San Diego

JUNIOR CLASSES—Continued.

Butts, Julia L	San Diego
Byron, Adele M	Sacramento
Campbell, Amy	San Diego
Campbell, Lena	
Campbell, Lloyd C	San Diego
Casner, Grace	
Casner, Lillie F	
Chalmers, Ula M	
Chalmers, Zoe M	
Charles, Paura P	
Clark, Elam	
Clark, Josephine E	
Cleary, Sarah W	
Cock, Edith A	
Coffin, Mary	
Cosgrove, Bernice	
Cowart, Ira	
Crawford, Seth	San Diego
Crawford, May!	San Diego
Creekmur, Edda	
Crosby, Ethel L	
Cummins, Zora G	
Curtis, Judith A Carb	ondale, Colo.
Dana, Helen E	San Diego
Dana, Mrs. Mary A	San Diego
De Burn, Raynor	San Diego
Devine, Mary	San Diego
Dooley, Irene N	
Downs, N. Alvah	Otay
Duffy, Charles C	
Dunbar, Leone E	San Diego
Einer, Emma C	
Eugene, Rose A	
Evans, Edna E	
Farr, Hattie	
Field, Emma D	
Field, Estella	
Filkin, Nina E	
Forster, Senta	
Frary, Gladys M	
Frazee, Sarah E	
French, Harriette G	
Gabrielson, Hazel M	San Diego
Galliher, Elsa I	Dohoso
Gaskell, Ellen	Dohoca
Gaskell, Florence K	
Gates, Vesta C	Rediands
George, Emma L	San Diego
George, Vera I	San Diego
Gephart, Frances	San Diego
Geradehand, Clara H	San Diego
Grandstaff, May	San Diego

Graves, Eleanor M	Ramona
Gregg, Laura	San Diego
Greer, Florence	San Diego
Grigsby, Hazel M	San Diego
Gripper, J. Louise	San Diego
Gulack, Pearl G	San Diego
Gurwell, Charles E	San Diego
Haines, Carrie E	Chula Vista
Harritt, Lottie M	San Diego
Harritt, Wallace	San Diego
Heilbron, Irma	San Diego
Himebaugh, Nellie M	San Diego
Hinckley, Verna L	San Diego
Hinman, Shirley F	San Diego
Hoffner, Jennie M	San Diego
Holden, Effie M	San Diego
Horton, Irma M	Honout
Hutchison, Marie	San Diego
Irey, Gertrude M	San Diego
Ives, Ameila	Pasadana
Johnson, Any R	San Diego
Johnston, Eleanor N	Pacific Beach
Jones, Armenia	San Diago
Kaidel, Louise A	San Diego
Kellogg, Genevieve M W	7 Pichfield O
Kendall, Nellie B	Chula Viete
Killey, Lillian	
Kilty, Agnes M	San Diego
Kilty, Margaret A	Can Diego
Kinkead, Katherine M	san Diego
Kramar, Etta E.	Tunosia1
La Fortune, Mabel	Con Diama
Lawrence, Lena	Toe Appelo
Layne, Newton M	
Leonard, Mary	San Diego
Leppert, Johanna H	Coronada
Lesher, Bertha	Abilene Tree
Livingston, Nellie W	Com Diagram
Loomis, Florence E	
Lowe, Adalene E.	
Lowe, Grace E	San Diego
Lusk, Harry W.	
Lydick, C. Ethel Mack, Hazel C	
Mack, Hazel C	Bloomington
Mahler, Alice C.	San Diego
Mahler, Elisebeth	San Diego
Marks, Lela E	
Maxwell, Dorothy M	San Diego
Maxwell, Katherine P	San Diego
Maydole, Arley B	San Diego
McCullough, Margaret	San Diego
McGovney, Ida C.	San Diego

^{*}Graduated before close of year.

JUNIOR CLASSES—Continued.

McKee, Mrs. Helen M	San Diego
Melville, Flow M	Chula Vista
Merchant, Nellie	San Diego
Messer, Marie C	San Diego
Mills, Henry E , Jr	San Diego
Morris, Mary V	San Diego
Morris, Maude A	San Diego
Morse, Anna W	San Diego
Neely, Hattie G	San Diego
Nelson, Alice C	San Diego
Nickell, Mabel	Santa Ana
Niven, Margaret O	Point Loma
Noonan, Ida M	San Diego
O'Connell, M. Grace	San Diego
Paine, Olive P.	San Diego
Parrish, Ella M	San Diego
Peirce, Norma V	San Diego
Permin, Laura C	San Diego
Pierce, Imogene	San Diego
Pierce, Natalie I.	San Diego
Pitman, Ruth E.	. National City
Pitman, Sadie E	National City
Plumer, Lillie	San Diego
Price, Ellen	
Raymond, Florence	San Diego
Rea, Ella P.	Anaheim
Reed, Vida B	San Diego
Richards, Mabel H	
Richey, Florence I.	San Marcos
Riedy, Mabel M	San Diego
Roberts, Eulia	San Diego
Schulenbuerg, Hazel	San Diego
Schussler, Freda	Nestor
Scott, Helen H.	National City
Sharbrough, Annie G.	San Diego
Sharbrough, Clara R	
Sharp, Walter M	
Shaw, Constance M	
Shaw, Stella	
Sinks, Helen	
Sinks, neien	San Diego

Smith, Chester C	Effingham, Ill.
Smith, Florence J	San Diego
Smith, Orrin E	Nevada City
Slade, Sherman	Winona, Minn.
Spencer, Virginia C	Nestor
Stancer, Lew E	Los Angeles
Stephens, Alma	Exeter
Stephens, Mabel C	Exeter
Stoker, Marie L	San Diego
Stone, Imogene T	Mesa Grande
Sullivan, Grace F	San Diego
Tarwater, Urban	San Diego
Thode, Myrtle	Phœnix, Ariz.
Thompson, Mrs. Clar	a G San Diego
Turner, Iva M	San Diego
Van Arman, Mary	Silsbee
Wadsworth, Luna O.	San Diego
Wallace, Marcella	Armona
Warriner, Harry W	San Diego
Watkins, Roy S	Nestor
Waugh, Effie D	San Diego
Weatherford, Zoe	San Diego
Webster, Alice E	Julian
Weseloh, Grace	Sunnyside
West, Lula A.	Santa Ana
West, Louie C.	San Diego
Wetmore, Clella B	Otay
Whitney, Lois	San Diego
Wight, Clayton J	San Diego
Wilder, Ella M	San Diego
Williams, Martha B.	Mechanicsburg, O.
Winter, Leda C	San Diego
Woods, Alice V	San Diego
Wormser, Helena F.	San Diego
Wormser, Mary	San Diego
Wright, Kate M	
Yager, Ursula A	San Diego
Young, Jean O	
Zschoegner, Rebekah	M San Diego

ENROLLMENT.

Seniors.	43	
Junior Classes	215	
	- 1	258
Training School	3	223
Total enrollment	-	.8.

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 Casandr	a. National City

Ladd, Ida Margaret	Westminster
Maxfield, Clara Emele	Jamul
Neely Robert H.	Monrovia
Philips, Edith Carr	San Diego
Show Sophie E.	Long Beach
Skinner, Edna May	San Diego
Stanton, Eleanor Louise.	San Diego
Ctorens Royana Hunting	rton
Stevens, Roman -	National City
Warren William M.	Glendare
Webster, Mary Helen	National City
Williams, Hallie M	San Diego
Willis, Minnie Todd	San Diego
Total	26

1900-1901.

	Con Diego
Bisbee, Henrietta Lyman	San Diego
Curtis, Florence Risley	San Diego
Griffith, Ethel L	El Cajon
Hatch, Elfreda N	Escondido
Head, Flora Sinclair	Santa Ana
Horrall, Annie	Julian
Johnson, Myrtle E	.National City
Judson, Ethel B	Bostonia
Justice, Viola	Richland
Laughlin, Stewart	Inglewood
Lindsey, Lawrence	Los Angeles
Lynn, Frank J	.Los Angeles
Meredith, Ethel A	San Diego

Milliron, Thyra Lucile	San Diege
Oden Helen R	San Dieg.
De Jeigle Doisy	San Die
Danter Blanche Adele	Dan Die
Cimone A Restrice	Los Angele
distance Withel Mary	San Dies
Tran Titest Norg	Cacondia
Works Ten W	Sauce
with Evelyn	San Dies
Trianheth A	San Dies
Wood Mond E	Lasauch
Wood, Orville V	Compto
Total	25
Total	

1901-1902.

Balch, Emma Louise	Coronado
Banks, Belle	.Los Angeles
Bigham, Leonard O	Woodville
Butler, Elizabeth Olive	San Diego
Dutlor Tessie	Downey
Campbell, Myrtle	Riverside
Christian Lena Helen	Norwaik
Cleave, Ada Belle	Escondido
Cochran, Mantie	Escondido
Coop, Marion I	San Diego
Coop, Marion 1	

Elder, Olive	San Diego
Evans, Adelaide	San Diego
- william Emer	5011
	- lolanthe, Mil
- to Tours E	Coronna
- 13 Panna Dougherty	San Dieg
- A .: -to Donite	Dan Die
Tourien Emily .	Dan Dies
George, Florence E	Nestor
Grav. Ellen	San Diego
Grav. Ellell	

1901-1902-Continued.

Harrison, Anna Laura	San Diego
Hildreth, Bird	San Diego
Jennings, Jane Orrell	San Diego
Johnston, Lucy Katherine	Pacific Beach
Kerns, Edith Page	-Los Angeles
Lesem, Lily	San Diego
Merritt, Daisy Margaret	. Santa Maria
Merritt, Ida Dorothy	.Santa Maria
Mulvey, Frances Kathryn	San Diego
Murray, Lois	National City
Paden, Agnes M	San Diego
Paine, Ethel	
Patterson, Ruth	San Diego
Price, Gertrude R	Santa Ana
Robert, Charles Roy	San Diego

Rowlee, FannieButton Willow
Skinner, Asa L San Diego
Smith, Margaret E Santa Ana
Taylor, Frances Sybilla. Arroyo Grande
Toy, Zelia Anna Santa Maria
Van Arman, Maud San Diego
Wackermann, Josephine. San Luis Rey
Wallian, Mary Helen. New York, N. Y.
Warren, Margaret I.
Pembroke, Ont., Canada

*********	. Pembroke, Ont., (anada
Waters, Flora	L	a Jolla
Watkins, Ena	MarieSan	Diego
Wisler, Emma	Comstock San	Diego
Wright, Willia	am ShermanSan	Diego
Total		477

1902-1903.

Beckler, Mary Celia	Escondido
Beer, Virginia Esther	San Diego.
Bostwick, Edith	San Diego
Brown, Alice Henrietta	Santa Ana
Brown, Ida Alice	National City
Burch, Hattie Maria	San Diego
Butler, Julia	Downie
Carson, Verna B.	Lakeside
Casner, Effie	
Chase, Mrs. Della Hill	
Christensen, Nellie	
Cogswell, Mary Goddard.	
Davidson, Elsie A.	
Dill, Alice Louise	
Drewisch, Josephine	
Ellis, Anna Christine	
Evans, Cora Mae	
Faddis, Prudence P	
Fraser, Ella Harriet	
Gillis, Bertha Amelia	
Gillmore, Jessie	
Gillmore, Mary	
Goss, Helen	
Harritt, Luella Frances	
Holmes, Olive Mary	Dood!
Hornbuckle, Seykora	Reediey
Hudson, Kathryn B.	Santa A
Jennings, Belle	San Diego
Johnson, Jessie Mabel Johnson, Marjorie May	San Diego
Veens Abbie 31	National City
Keene, Abbie M.	Fallbrook
Light, Ada A	

Lockyer, Annie Edith	San Diego
Mack, Flora Adele	San Diego
Martin, Belle	Oceanside
Mayes, Maude Elliott	San Diego
McAlmond, Alice T	Potrero
McConville, Genevieve Ka	therine

McAlmond, Alice T	Potrero
McConville, Genevieve	Katherine
McFadden, Flora	San Diego
McGuire, Dorethea	San Diego
McRae, Gertrude	Nestor
Merritt, Pauline	Santa Maria
Mott, Iva Maude	San Diego
O'Bannon, Mary Bowie	San Diego
Pitman, Dorothy	National City
Rawicz, Jeanette	San Bernardino
Rawson, James P	Hemet
Read, Harriet Cordelia.	San Diego
Rowlee, Dollie	Button Willow
Scott, Martha Marie	National City
Sykes, Elsie	Bernardo
Somers, Susie Myrtle	Escondido
Stockton, Ora	San Diego
Stork, Bertha	San Diego
Stover, Roy B	San Diego
Sturgis, Vera La Rue	San Diego
Tollan, Inez	San Diego
Wackermann, Theodora	
Wallian, Carlotta J	San Diego
Wescott, Laura	San Diego
Winneck, Ruth V	San Diego
Woods, Margaret Louise	San Diego
You, Jennie G	San Diego
60	

1903 - 1904.

Anderson, Ethel V	San Diego
Anderson, Janet Webste	r. National City
Austin, Evangeline C	San Diego
Bigham, Charles E	Woodville
Carpenter, Margaret E	Oroville
Cathcart, Lillian Agnes.	Pasadena
Clendenon, Myrtle	San Diego
Dodge, M. Ethyl	San Diego
Drew, Gladys	Nestor
Evans, Martha Belle	San Diego
Fardelius, Mabel J	San Diego
Flyte, Ethna Elizabeth	Jerry City, Ore.
Gaskill, Erma	Campo
Graham, Mabel	San Diego
Hack, Helen V Mich	ioan City Ind
Harlin, Madge	Riverside
Johnson, Ethel G	San Diego
Journeay, Gertrude	San Diego
Kerr, Mabel Virginia	San Diego
Laughlin, Grace	Inglewood
Lee, Nettie H.	Santee
Libby, Cora R	San Luie Dev
Lindsey, Nora V	Los Angeles
	too Allgeles

Martin, Emily Amelia	. Fallbrook
Maxfield, George H	
Merritt, Laura	Santa Maria
Munger, Bessie Aurelia	San Diego
Naylor, Blanche	Holton, Kas.
Nugent, Effie Danforth	Oceanside
Odale, Alice L	Lemoore
Paden, William Guy	Berkeley
Pease, Willda Bell	San Diego
Reinhard, Charles J	Los Angeles
Richardson, Ida Mae	San Diego
Rolfe, InaSan	Bernardino
Rood, Vernon Van Voorhees	
Sharp, Robert G	Otay
Teggart, Sarah Marion	San Diego
Tollan, Myra C	San Diego
Waite, Elizabeth Grace	Moreno
Ward, Lola	San Diego
Washburn, Helen Gertrude	Hanford
Weight, Ethel Isabel	San Diego
Wilcox, Josie Cornelia	
Winters, Maude Mabel	Santa Maria
Total	15

1904 - 1905.

Asher, Josephine MarionSan Diego
Barker, Iva LoisSan Diego
Bates, AnnabelSan Diego
Bevington, Emily Nayne Escondido
Black, Lois MEdwards, Ind.
Borden, Ella CulverLong Beach
de Borra, Mary Alma San Diego
Browne, Carol Louise San Diego
Cartwright, Royden M San Diego
Escher, Wiley Emert San Diego
Frew, Grace
Fulton, LuluSunnyside
Galliher, Emma O'Dessa San Diego
Graves, Rose Anne Sutherland
Green, Hazel Adele San Diego
Grosvenor, Frances E Troy, Ohio
Harris, Kathran E
Harris, Kathryn ESan Diego
Hawley, Olive L
Hayes, HarriettSan Diego
Hayward, LottaEscondido
Henshilward
Henshilwood, JessieSan Diego

Jaeger, Helen Louise San Diego Jerman, OliveRamona Johnson, Harry Vincent San Diego Johnson, LenaSan Diego Killey, May Adelaide San Diego Lickert, Lena.....Plivenhain Loveland, Ethel V. Bonsall Marshall, Alice......Escondido Niven, Janet Ogilvie......Point Loma Northrup, Genevieve.....San Diego Paine, AimeeSan Diego Peterson, M. Ernest......San Diego Rannells, Emma Kate.....Pacific Beach Storme, Frank Achilles San Diego Tompkins, Violet M....San Bernardino Toy, Susan Maude.....Santa Maria Wadsworth, Flora Viola..... San Diego Walker, Antoinette..... Santa Rosa Wood, Catharine M..... Escondido Woods, Hallie 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
Chetham, Helen Florence	San Diego
Cooley, Mary Louise	San Diego
Culbertson, Mary Althea	Santee
Derby, Frances Loraine	
Field, Alice May	
Foulke, Mary E	Rialto
Frost, Helen May	
Galliher, Leitha Leora	
Grandstaff, Veta	
Hall, Mattie S	San Diego
Hammack, Edith Chastain	
Harman, Daisy	San Diego
Journeay, Alberta	San Diego
Kenney, Elsie May	Watsonville
Knight, Olive Dee	

Landis, Christie Floyd	San Diego
Loop, Marian Levora .	San Diego
Mabee, Virginia Alice.	San Diego
Miller, Pearl Anna	San Diego
Overing, Sadie V	San Diego
Powell, Etta	San Diego
Pruyn, Lula May	Coronado
Reeves, Maud E	San Bernardino
Rockoff, Clara J	
Schultz, Hulda	Alpine
Shaul, Adalind	Oceanside
Spears, Emma	San Diego
Stephens, Gussie Luella	
Stork, Lydia B	San Diego
Tracy, Cora M	Fallbrook
Wilkes, Josephine E	Santa Ana
Woods, Clara Mae	San Diego
Yates, Nell	
Total	37

