

Myron S. Jones  
June 21, 1901



ANNUAL REPORT

OF THE

MONROVIA SCHOOLS

FOR THE

YEAR ENDING JUNE 30, 1900.



## Board of Trustees.

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1899-1900.

MRS. E. A. WHEELER	. . . . .	PRESIDENT
W. F. MARSHALL	. . . . .	CLERK
G. A. LAWRENCE	. . . . .	

1900-1901.

MRS. E. A. WHEELER	. . . . .	PRESIDENT
W. F. MARSHALL	. . . . .	CLERK
G. A. LAWRENCE	. . . . .	

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## CALENDAR FOR THE YEAR 1900-1901.

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School opens Monday, September 17.

Thanksgiving in November.

Christmas holidays and institute, December 17 to January 2.

First semester closes February 1.

Second semester begins February 4.

Washington's Birthday, Thursday, February 22.

Spring vacation, March 25 to April 1.

Decoration Day, May 30.

School closes Friday, June 21.

Commencement Exercises, Tuesday, June 25.

Annual Alumni Meeting, Thursday, June 27.

## Instructors.

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### HIGH SCHOOL.

T. H. KIRK, PRINCIPAL,  
*English and History.*

HENRY KERR,  
*Physical and Biological Sciences.*

HELEN G. FRENCH,  
*Latin and Greek, Assistant in English.*

ESTELLE J. BARDEN,  
*Mathematics and Music, Assistant in Science.*

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### GRAMMAR SCHOOL.

T. H. KIRK, PRINCIPAL.

INEZ TARR,  
*Seventh and Eighth Grades.*

A. KATE COLLINS,  
*Fifth and Sixth Grades..*

YETTA F. DEXTER,  
*Third and Fourth Grades.*

M. EDNA WALKER,  
*Second Grade.*

LAURA C. BARNES,  
*First Grade.*

## Report of Trustees.

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Comparing the Monrovia schools with those of other cities of the same class, the Board of Trustees think they can make a very satisfactory report of the work that has been done the past year.

Under the able management of Prof. Kirk, assisted by an efficient corps of teachers, the schools have been highly commended by both County and University Boards of Examiners. The addition of another teacher has greatly increased the value of our schools.

Encouraged by teachers and friends, there seems to be a growing desire among our pupils for a higher education. The Universities at Berkeley and Stanford have this year eleven pupils from Monrovia schools; other colleges and the Normal School have several more. Had our schools been inferior, the number must have been much smaller. A good education is one of the best gifts we can bestow upon our children, and a good school at



home is the most satisfactory for giving this education as much as can be given outside the universities.

The repairs which were made on the school building a year ago were so thoroughly done there has been almost no repairing to do this season.

The removal of the first primary grade to a room in the Spence block has not only given us another room for the High School, but has afforded a more suitable place for the little ones to commence their school life. If we could keep the children by themselves for another year or two they would be benefitted still more.

The resignations of Miss Babbit and Miss Rooksby, at the end of the year, necessitated the selection of two new teachers to take their places. Realizing that we cannot have good schools without good teachers we have been especially careful in choosing. If the excellent recommendations from superintendents and principals and highest praise from patrons of their former schools can be relied upon, we shall find Miss French in the high school and Miss Tarr in the grammar school among the best teachers in our schools.

While our schools compare very favorably with other schools of the same class, we are not fully satisfied: there is yet room for improvement. When we can introduce manual training as a part of our school curriculum we shall be able to greatly increase the efficiency of our schools, and give our boys and girls a more thorough preparation for their life work. Many of the patrons of the school are already anxious to see this work introduced. We hope the day is not far distant when a few hundred dollars will not stand in the way of so great a benefit to our children.

Respectfully submitted,

MRS. E. A. WHEELER, Prés.

WM. F. MARSHALL, Clerk.

G. A. LAWRENCE.



## Principal's Report

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*To the Honorable Board of Trustees:*

It is with pleasure that I look back over the work of the school year ending June 30, 1900; for while the conditions surrounding that work have not been the most perfect, reasonable progress has been made in both the stability and perfection of the system. This has been characterized by greater thoroughness in all the subjects taught and in the general moral of the school.

Much attention has been paid to securing parental co-operation. In no particular perhaps has it been more needed than in respect to punctuality and regularity of attendance. The time lost by certain pupils in tardiness and absence has been great in the aggregate and should be a source of alarm to the parents permitting it. Irregularity and a lack of punctuality prevent the pupil from acquiring a sound education and are bad business habits that cling to him through life.

There is one grave fault that must be charged to some of the parents in our district, and that is the view they hold respecting promotions. It is a matter of such great importance that I feel compelled to mention it here. They seem to be satisfied if the pupils appear well whether the latter have done the required work



or not; or they are anxious to have them rushed through school to begin work for themselves. When the parents hold such views, the pupils also soon become satisfied with appearing well and grow superficial, or fondly believe that after all they know as much as others. This means defeat to such pupils wherever they go in business or professional life. Some pupils, equally shortsighted, but more conscientious, if permitted to go into a higher grade where the work is harder, grow unhappy, or breaking down altogether, drop out of school. To insist on promotions when the pupil is unfit to go on is at once an injustice to him, to his school-mates, and to his teachers whose time and attention he takes beyond his due. It is perhaps no wonder that parents who so insist go a step farther and angrily accuse the teachers of being partial in marking. What is needed is greater fairness and wisdom on the part of both parents and pupils respecting promotions. Promotions should be determined by sound judgment, not by weak feeling. These last statements apply equally well to matters of discipline; for in this respect too there is much need for a clearer parental view. The pupil who does his duty will have little to complain of the injustice or severity of punishments.

The County Board of Education has provided a revised manual covering the work of the grades below the high school. Its most distinctive feature is the introduction of card sloyd in the four lower grades. This is a welcome beginning in manual training, and I trust will lead to a complete system.

The repairs made upon the building last year, and the laboratory and other facilities provided at the same time, have been of the greatest value. The wisdom of removing the first grade to Spence block has been clearly demonstrated. The transfer of the school library from the public library to the school building has proved to be a wise measure. Its use for reference and general reading has been multiplied since it was re-catalogued and placed in its new cases by the efficient librarian, Miss Laura C. Barnes.



Turning to the High School, I have to say first of all that the addition of a new teacher to the corps has greatly strengthened it.

Out of a possible twenty-two and a half credits from the State University, the school received eighteen and a half, making a gain of five credits for the year. Two of these were for newly adopted courses in science and three for new courses in history. The four remaining credits will doubtless be granted another year when the scope of the work will admit of it, its quality now being satisfactory. The courses of study have been modified and strengthened as follows: Through the wisdom of the County Board of Education, physiology has been transferred from the ninth to the eighth year, botany or Latin is accepted for word analysis and physical geography, algebra for Latin, and mechanical drawing gives place to free-hand. Ancient history now appears in the tenth year of all courses as a necessary foundation for the subsequent work in history. On recommendation of the University visitors, English (14) is dropped from the course in letters, and in all courses physics in the eleventh year and chemistry in the twelfth exchange places.

In conclusion, I wish to commend the alumni for their loyalty to the High School and for the influences they have brought to bear upon recent graduates to lead them to the universities.

Respectfully submitted,

T. H. KIRK, Principal.



# COURSES OF STUDY

## FOR NINTH YEAR AND HIGH SCHOOL MONROVIA CITY DISTRICT.

FOR THE COLLEGE  
OF LETTERS

FOR COLLEGES OF SOCIAL SCIENCE,  
NATURAL SCIENCE AND  
COMMERCE.

FOR THE COLLEGE OF  
APPLIED SCIENCE.

	NINTH YEAR	FOR THE COLLEGE OF LETTERS			FOR COLLEGES OF SOCIAL SCIENCE, NATURAL SCIENCE AND COMMERCE.			FOR THE COLLEGE OF APPLIED SCIENCE.		
		1st Semester	2d Semester	1st Semester	2d Semester	1st Semester	2d Semester	1st Semester	2d Semester	1st Semester
TENTH YEAR	1st Semester	English	English	English (1 and Rhetoric)	English (1)	English (1 and 14)	English (1 and 14)	English	English	English
		Latin	Latin	Latin (6)	Latin (6)	Latin (7)	Latin (7)	Algebra	Algebra	Algebra
	2d Semester	Algebra	Algebra	Ancient History (10)	Ancient History (10)	Greek (8)	Greek (8)	Drawing, Tues. Thurs.	Drawing, Tues. Thurs.	Drawing, Tues. Thurs.
		Drawing, Tues. Thurs.	Drawing, Tues. Thurs.	Algebra (3)	Algebra (3)	Med. and Mod. Hist. (13)	Med. and Mod. Hist. (13)	Botany (12 <sup>c</sup> )	Botany (12 <sup>c</sup> )	Botany (12 <sup>c</sup> )
ELEVENTH YEAR	1st Semester	English (1 and Rhetoric)	English (1 and Rhetoric)	English (1 and Rhetoric)	English (1 and 14)	English (1 and 14)	English (1 and 14)	English	English	English
		Latin (6)	Latin (6)	Latin (6)	Latin (7)	Latin (7)	Latin (7)	Algebra	Algebra	Algebra
	2d Semester	Ancient History (10)	Ancient History (10)	Ancient History (10)	Greek (8)	Greek (8)	Greek (8)	Drawing, Tues. Thurs.	Drawing, Tues. Thurs.	Drawing, Tues. Thurs.
		Algebra (3)	Algebra (3)	Algebra (3)	Med. and Mod. Hist. (13)	Med. and Mod. Hist. (13)	Med. and Mod. Hist. (13)	Botany (12 <sup>c</sup> )	Botany (12 <sup>c</sup> )	Botany (12 <sup>c</sup> )
TWELFTH YEAR	1st Semester	English (1 and Rhetoric)	English (1 and Rhetoric)	English (1 and Rhetoric)	English (1 and 14)	English (1 and 14)	English (1 and 14)	English	English	English
		Latin (6)	Latin (6)	Latin (6)	Latin (7)	Latin (7)	Latin (7)	Algebra	Algebra	Algebra
	2d Semester	Ancient History (10)	Ancient History (10)	Ancient History (10)	Greek (8)	Greek (8)	Greek (8)	Drawing, Tues. Thurs.	Drawing, Tues. Thurs.	Drawing, Tues. Thurs.
		Algebra (3)	Algebra (3)	Algebra (3)	Med. and Mod. Hist. (13)	Med. and Mod. Hist. (13)	Med. and Mod. Hist. (13)	Botany (12 <sup>c</sup> )	Botany (12 <sup>c</sup> )	Botany (12 <sup>c</sup> )

N. B.—University requirement "A", "Oral and Written Expression," will be observed throughout all courses.

Vocal music and declamations will be required throughout all courses.

Figures and letters in parentheses refer to University of California requirements as given in the Register for 1899-1900.



The following is the scope of work by subjects allowed and required by the County Board of Education in the ninth year, and in all years of the High School by the University of California in preparation for entrance to the several colleges of the University. In cases where five full subjects are given in one semester, the courses may appear heavy. This however is more apparent than real; because the free-hand drawing and the laboratory work, being manual and concrete in character, will act as a relief from the closer application to text-books. Moreover, through a careful conference of the high school teachers each week, the aggregate amount of work required in all subjects will be kept within reasonable bounds:—

## ENGLISH.

## NINTH YEAR.

Alhambra, and Lay of the Last Minstrel. Welsh's English Composition, and composition writing throughout the year.

## TENTH YEAR.

Sir Roger de Coverley; Classic Myths; The Merchant of Venice; Horatius; The Deserted Village; The Cotter's Saturday Night; selections from Childe Harold; Winter; Winter Morning Walk; Snow-Bound; Tam O'Shanter; and The Ancient Mariner. Rhetoric.

## ELEVENTH YEAR.

Warren Hastings; Burke's Speech at Bristol; Macaulay's First Speech on the Reform Bill; Julius Cæsar; Gray's Elegy; The Bard; Eve of St. Agnes; The Nightingale; The Cloud; The Skylark; Tinturn Abbey; Laodamia; Ode on Intimations of Immortality; and Ode to Duty.

## TWELFTH YEAR.

Webster's Reply to Hayne; Henry Esmond: Vision of Sir Launfal; Transcript from Euripides (Balaustion's Adventure); The Passing of Arthur; Milton's Sonnets—II, XVI, XIX, XXII; I, Allegro; II Penseroso; Lycidas; Paradise Lost, Book 1 or 2 or



5 or 6; Essay on Man; Alexander's Feast; and the Prologue to the Canterbury Tales.

### LATIN.

In the Ninth Year, Collar and Daniell's First Latin Book complete; selections from Lives of Nepos; theme exercises, oral and written; special studies to consist of grammar references in the notes; the latest edition of Allen and Greenough's Grammar to be placed in the hands of the pupils.

In the Tenth Year, Cæsar's Gallic War, Books I—IV, and elementary Latin Grammar.

In the Eleventh and Twelfth Years, Cicero, the four orations against Catiline and the orations *Pro Archia Poeta* and *De Imperio Cn. Pompei*; Virgil, *Æneid*, Books I—VI. Sight reading in other parts of the same works, implied grammar, archaeology, prosody, and subject matter.

### GREEK.

During the second semester of the Tenth Year, the work will be Greek grammar, including accents, the ordinary inflectional forms, the simpler rules of syntax, and the translation of easy English sentences into Attic Greek. White's First Greek Book represents the amount of preparation required.

During the Eleventh Year, Xenophon's *Anabasis*, Books I—IV, with questions on the syntax and subject matter. Translation at sight of ordinary passages from Xenophon.

During the Twelfth Year, translation into Greek of easy passages of connected English prose based on Xenophon. Homer's *Iliad*, Books I—III, with questions on Homeric forms and prosody.

### HISTORY.

During the Tenth Year, the work will be in ancient history, including a brief sketch of Oriental history, Greek history to the death of Alexander, and Roman history to A. D. 410, with the connected geography in each.

During the Eleventh Year, the work will be in Mediaeval and Modern history, and during the Twelfth Year a thorough, ad-



vanced, topical course will be given in United States history with parallel work in Civics.

### SCIENCE.

The work in science will include one year each of Botany, Zoology, Chemistry and Physics, beginning in the Ninth Year and taken in the order named. The most approved laboratory methods will be strictly followed, with only such use of text-books as will truly supplement and complete the work.

### MATHEMATICS.

Algebra will be required of all pupils in the Ninth and Tenth Years; Plane Geometry will be carried through the Eleventh Year of courses requiring it; and Solid and Spherical Geometry will be carried through the first semester and Plane Trigonometry the second semester of the Twelfth Year in the course requiring them.

The work in elementary Algebra will be rigidly carried through quadratic equations as a minimum requirement; in Plane Geometry will include the general properties of regular polygons, their construction, perimeters and areas, and the different methods of determining the ratio of the circumference to the diameter; the fundamental propositions of Solid and Spherical Geometry will be given, accompanied by a suitable amount of exercise in problems; and in Plane Trigonometry the work will cover the development of the general formulae with applications to the solutions of plane triangles and the measurement of heights and distances.

### DRAWING.

Free-hand drawing, including studies in light, shade, and perspective, will be required throughout the Ninth Year, and the Tenth and Eleventh Years of the course requiring it.



## **General Information.**

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### **HIGH SCHOOL LAW WITH REFERENCE TO COURSE OF STUDY.**

"The course of study for the respective high schools shall be prepared by the High School Board, and, except in cities and incorporated towns, shall be subject to the approval of the County Board of Education. Said course of study shall embrace a period of not less than three years; and it shall be such as will prepare graduates therein for admission into the State University."

### **ENTRANCE REQUIREMENTS.**

In order to enter the high school, a pupil must have graduated from the course of study prescribed by the Los Angeles County Board of Education, or must give satisfactory evidence of being sufficiently strong in the work of said course to take up, successfully, the work of the High School.

### **PROMOTION AND GRADUATION.**

Promotion and graduation are not dependent alone upon special, or final, examinations, but upon a satisfactory average of daily recitations and reviews of work passed over, together with the teacher's judgment as to the pupil's attainments in the several subjects pursued.

In order to graduate a student must have completed one of the regular courses of study adopted by the high school Board of Trustees, with an average standing of not less than II, or 80 per cent. in all the subjects.

On the written request of parent, or guardian, a pupil may,

for good cause, be excused from any subject of the course, but he is not entitled to graduation until the work omitted is satisfactorily made up.

Students may also enter the school for the purpose of taking up one or more special subjects. Such special students are entitled to certificates of proficiency in these studies when satisfactorily completed.

### DISCIPLINE.

It is assumed that every young man or young woman that enters the High School does so with a clearly defined purpose; hence there are, at the beginning of the term, no rules to govern conduct. Each student is encouraged to feel that he is a part of the school, entitled to his mede of praise or deserving his share of blame just in proportion as he assists in or retards the progress of the school. The aim of the school is to cultivate, on the part of the young people, self-control, a due appreciation of the rights of others, and a desire to become useful and worthy members of the community.

### TUITION.

No tuition is charged pupils below the tenth year. Beginning with the tenth year, \$3.00 per month is charged those who come daily from outside districts; but in case an outside pupil remains in Monrovia while attending the High School, no tuition is charged. When two or more pupils from the same family attend the tuition is \$2.50 each per month.

### LITERARY SOCIETIES.

For years there have been organized, in various departments of the schools, societies in which pupils are allowed to choose their own officers, make their own programs and conduct their own exercises, subject, of course to the approval of the teachers in charge. The exercises include music, reading, recitation, essay writing, debating, parliamentary usages and extemporaneous speaking.

### TEACHERS' MEETINGS.

The high school teachers and the grammar school teachers will meet separately once a week. The high school teachers will



meet on Thursday and the grammar school teachers on Friday. Occasionally, as the needs demand it, a meeting of all the teachers will be called.

### TRUSTEES' MEETING.

The Trustees will meet on the fourth Thursday of each school month until the close of the term.

### TO GRAMMAR SCHOOL TEACHERS.

*Note.* The County Course of Study is to be followed as required by law. Each teacher is expected to study the work in each subject throughout the course as a unit within which the specific work of his own grade stands as a smaller unit. Without this correlation to what precedes and what follows, great results will not be attainable.

*Program.* The program of work in each grade should be very definite and provide both for periods of study and recitation. Heed should be given also to the order in which recitations should follow one another, and to the time which should be devoted to the recitation of each. Provision should be made for brief opening exercises in the morning. The program should be written in the Register without fail and upon the blackboard.

*Semester.* It will be seen that the semester is taken as the unit of time in the division of work. Many economic reasons point to this as the wisest plan.

*Examinations.* Only two final examinations will be required. One at the close of each semester. But each teacher for his own guidance, and a test of the pupil's readiness and accuracy, is required to give monthly, within the recitation period of each subject, an examination, sometimes oral, sometimes written, and not previously announced. The results of these examinations will displace all daily markings formerly required.

*Promotions.* The regular grade promotions will come at the close of the school year, and will be based upon the two semester examinations, the test examinations, and the teacher's final judgment of the pupil's scholarship. This does not prevent, however,

the promotion of individual pupils at any time within the year when it is quite evident that they are able through rapid advancement to successfully carry on the work of a higher class or grade.

*Reports to Parents.* Each grade teacher will report at the close of each month the deportment and scholarship of each pupil. This report will be based upon the teacher's own judgment growing out of the test examinations mentioned above and his impressions of the pupil's deportment and intellectual progress. The teacher will also make a report of each semester examination. Blank forms will be provided for these two reports.

*Grade Record.* The teacher is required to keep an accurate record of each pupil's grade, and his final standing in each subject, in the place provided in the Register. The teacher should rule the pages to serve this purpose.

*Special Teachers.* Grade teachers are required to carry out the directions of the special teachers; but should difficulties arise in doing this, they should be referred to the principal.

*Hygienic Conditions.* To carry out the mental work successfully, and to prevent lasting mental and physical injury, the hygienic conditions of the school room should receive great attention. Care daily and hourly for the conditions of heat, light, air, and cleanliness.

*Conclusion.* In conclusion, the teachers are requested to observe closely the large place given to the consideration of purposes, dominant faculties and co-ordinations in successfully carrying out any course of study. Without this, our methods must fail, and education become an undirected art.



## Commencement Record.

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The motto of the class of 1900 is *Non Nobis Solum*; its colors are green and white.

At the commencement exercises, held at the Opera House, June 26th, the invocation was pronounced by Rev. J. C. Healy.

Nina Snoddy delivered the salutatory oration.

Edward Arthur Hayes prepared experiments in Color Tests and Sound, but was excused from presenting his part on account of an accident.

Pardon Sebastian Woolley delivered an oration entitled, "Orators."

Walter Francis Dunn, Jay Lester Burr, and Nina Snoddy took parts in a dialogue entitled, "A Literary Man."

Mary Amber Prindle presented the theme, "Folk-Music," which she illustrated by vocal selections.

Walter Gordon Burr read an essay entitled, "Our Angle of Vision," and delivered the valedictory oration.

Mrs. E. A. Wheeler, President of the Board of Trustees, awarded the diplomas and addressed the class.

The annual alumni meeting was held at Odd Fellows' Hall, June 28th.

## High School Pupils

AT CLOSE OF YEAR.

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### NINTH YEAR.

Church, Viola  
Healy, Fred. W.  
Krafft, Grace  
Neely, Gertrude

Price, Glenn  
Smith, Charles A.  
Smith, Mary  
Walker, Andrew

### TENTH YEAR.

Adams, Frances  
Bacon, William  
Burt, Susan

Burt, Watson  
Guthrie, Blanche

### ELEVENTH YEAR.

Burr, Myron  
Crane, Clarence A.  
Killian, Edwin J.  
Knowlton, Lulu  
McManaman, Wilson

Reed, Lawrence E.  
Schmierer, Amelia  
Schmierer, Mary  
Scott, Alice

### TWELFTH YEAR.\*

Burr, Jay L.  
Burr, Walter G.  
Dunn, Walter F.  
Hayes, Edward A.

Prindle, Mary A  
Snoddy, Nina  
Woolley, Pardon S

### SPECIAL.

Ross, Fred A.

\*New Alumni.