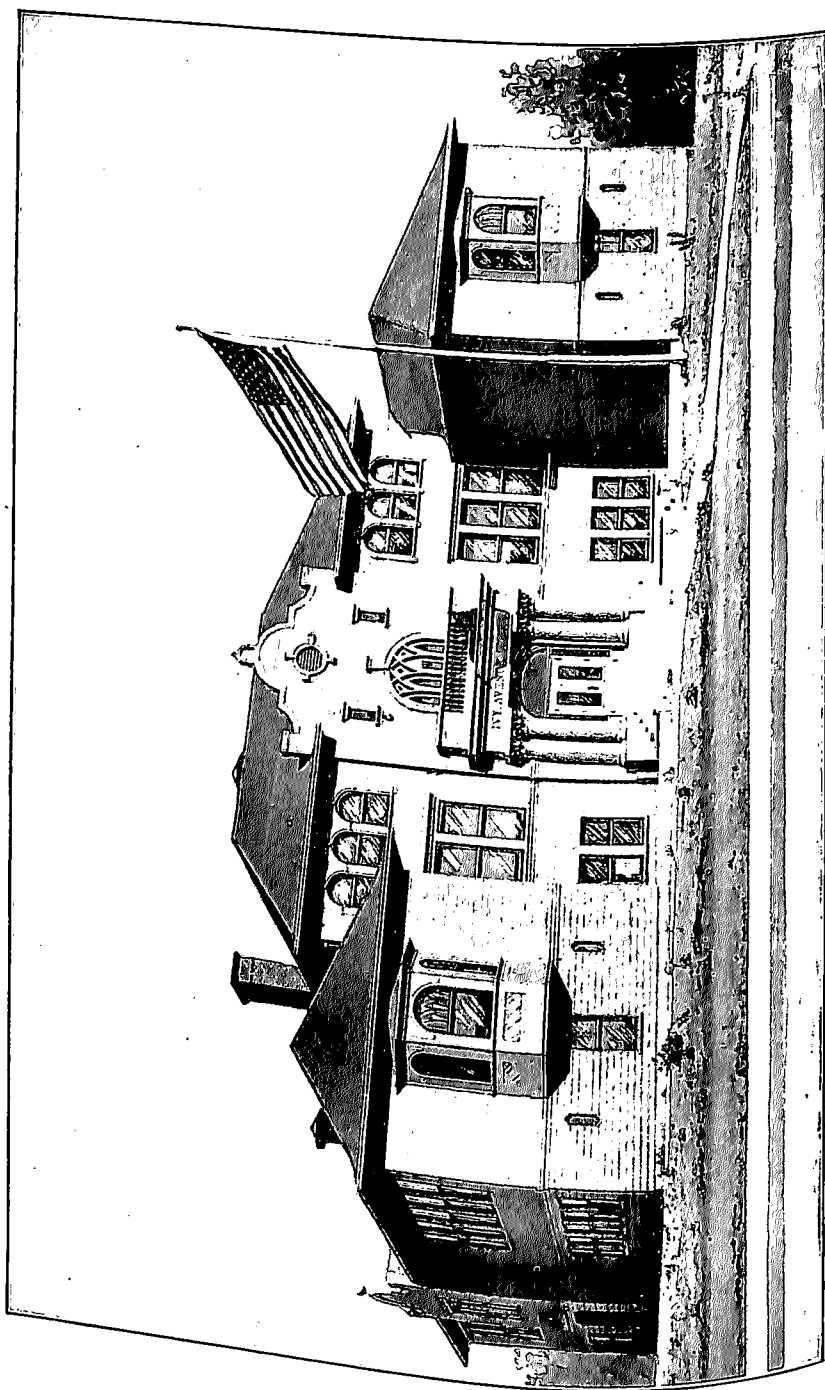




Pierce Photo

IVY AVENUE SCHOOL

ANNUAL

SCHOOL REPORT

FOR 1905-6

AND

MANUAL

FOR 1906-7

MONROVIA CITY

CALIFORNIA

BOARD OF TRUSTEES

1905-1906

MRS. W. F. MARSHALL	-	-	-	-	PRESIDENT
M. R. WILLIAMS	-	-	-	-	CLERK
G. A. LAWRENCE	-	-	-	-	

1906-1907

MRS. W. F. MARSHALL	-	-	-	-	PRESIDENT
F. S. WHITCOMB	-	-	-	-	CLERK
M. R. WILLIAMS	-	-	-	-	

CALENDAR FOR THE YEAR 1906-1907

School opens Monday, September 10.
 Thanksgiving recess, November 22 to 26.
 Christmas holidays, December 21 to January 7.
 First semester closes February 1.
 Second semester begins February 4.
 Spring vacation, March 30 to April 8.
 Memorial Day, May 30.
 School closes Friday, June 14.
 Commencement exercises, Friday, June 14.
 Annual Alumni meeting, Saturday, June 15.

STATE BOARD OF EDUCATION

George C. Pardee, Governor	-	-	-	-	Sacramento
President of the Board.					
Thomas J. Kirk, Supt. of Public Instruction,					Sacramento
Secretary of the Board.					
Morris Elmer Dailey	-	-	-	-	San Jose
President State Normal School.					
J. F. Millspaugh	-	-	-	-	Los Angeles
President State Normal School.					
C. C. VanLew	-	-	-	-	Chico
President State Normal School.					
Samuel T. Black	-	-	-	-	San Diego
President State Normal School.					
Frederic Burk	-	-	-	-	San Francisco
President State Normal School.					
Benjamin Ide Wheeler	-	-	-	-	Berkeley
President of State University.					
Elmer E. Brown	-	-	-	-	Berkeley
Head of Department of Education, State University.					

COUNTY BOARD OF EDUCATION OF LOS ANGELES COUNTY

B. W. REED, President,	824 E. 28th St., Los Angeles
FRANK A. BOUELLE,	- 210 Merchants Trust Building,
Los Angeles	
GEORGE E. LARKEY,	- 210 Merchants Trust Building,
Los Angeles	
A. C. WHEAT,	- - - - - Alhambra, Cal.
MARK KEPPEL, Sec'y,	- 207 S. Broadway, Los Angeles

TEACHERS

1905-6

NATHAN F. SMITH - - - - - Supervising Principal
HELEN S. WATSON - - - - - Vice-Principal High School
A. KATE COLLINS - - - - - Principal Orange Avenue School

High School

	With this School Since
Nathan F. Smith, U. S. History	Sept. 1901
Helen S. Watson, Mathematics	Sept. 1903
Bertha Green, Latin and Greek	Sept. 1903
Minna H. Nelson, History and German	Sept. 1904
Jessie Maude Wybro, English and Spanish	Sept. 1905
Blanche A. Graham, Physical Geography, Drawing and Shorthand	Sept. 1905
Edna E. Rowell, Physics, Chemistry, Botany and Zoology	Sept. 1904

Elementary Schools

Wirt C. Williams, Eighth Grade	Sept. 1905
Mary M. Ryker, Seventh Grade	Sept. 1905
A. Kate Collins, Sixth Grade	Sept. 1896
Mary Bruce Mitchell, Fifth Grade	Sept. 1903
Elizabeth Merritt, Fifth Grade	Sept. 1904
Mabel A. Gilbert, Fourth Grade	Sept. 1904
Anna Griffith, Third Grade	Sept. 1905
M. Edna Walker, Second Grade	Sept. 1896
Laura C. Barnes, First Grade	Sept. 1893

1906-7

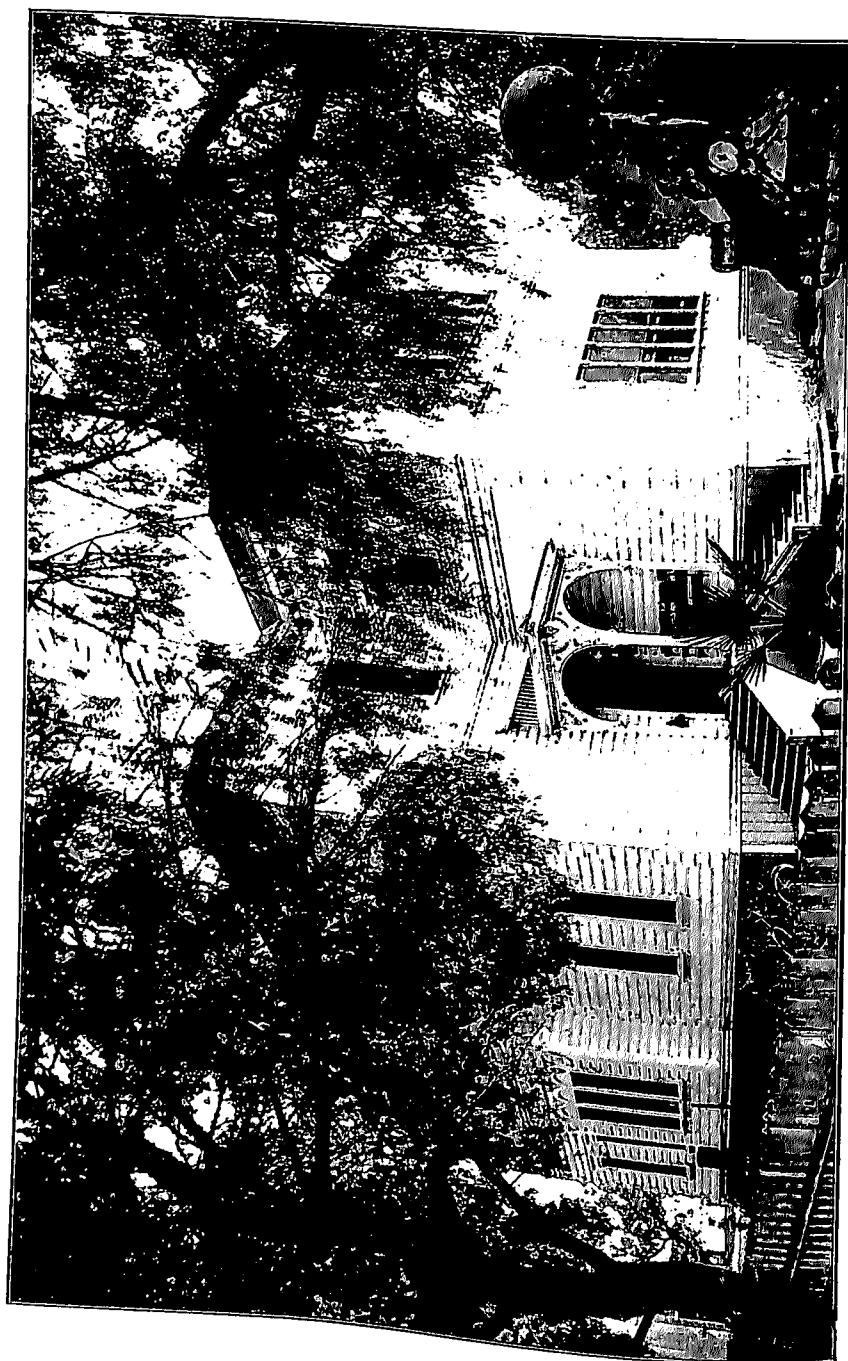
E. E. TAYLOR - - - - - Supervising Principal
A. KATE COLLINS - - - - - Principal Orange Avenue School
- - - - - Principal Charlotte Avenue School

High School

E. E. Taylor	American History and Government
Blanche A. Graham	English, Drawing, Physical Geography
Minna H. Nelson	History and German
Edward E. Knepper	Greek and Latin
Mrs. Alice P. Schreiber	English, Spanish, French, Music
Robert G. Estep	Mathematics
E. A. Farrington	Science

Elementary Schools

Marrietta Bacon	Eighth Year
Bertha L. Davenport	Seventh Year
A. Kate Collins	Sixth Year
Mary M. Ryker	Fifth and Sixth Years
Gertrude D. Graham	Fifth Year
Margaret Owens	Fourth Year
Mrs. R. E. Collins	Third and Fourth Years
Anna L. Griffith	Third Year
M. Edna Walker	Second Year
Florence Ockerson	First and Second Years
Laura C. Barnes	First Year



ORANGE AVENUE SCHOOL

Course by Years

FIRST YEAR

Reading.	First half year—The Children's Primer, State Series, New Education Reader, Book I. Other supplementary Readers and Primers.
Language.	Oral composition leading up to the written. Story-telling, copying, and memory work. Drill on use of simple words.
Arithmetic.	Neat figures. Numbers taught objectively and incidentally.
Spelling.	Words from lessons.
Writing.	Writing on large scale on the board, and writing on paper from copies given by the teacher. Position, movement.
Geography.	Short stories and conversational lessons. Develop ideas of distance, direction. Simple forms of animal and plant life. See County Manual.
History.	Life of Franklin. Story of Columbus, taking more details. Memorial Day. Supplementary Reading—"Great Americans for Little Americans," by Eggleston.
Drawing.	Action drawings, drawings from memory and imagination, two-handed exercises, and color work. Use Practice Table No. 2.
Music.	Rote songs. Fundamental elements—simple intervals, rhythmic. Teacher's Edition Elementary for grades. See remarks preceding Music in County Manual.
Physiology and Hygiene.	Proper carriage of body, value of breathing properly, fresh air, exercise, and rest effects of alcohol and narcotics.
Nature Study.	Germination and growth of seeds. Usefulness of animals. Duty of kindness to domestic animals and birds not predatory in their habits.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.

SECOND YEAR

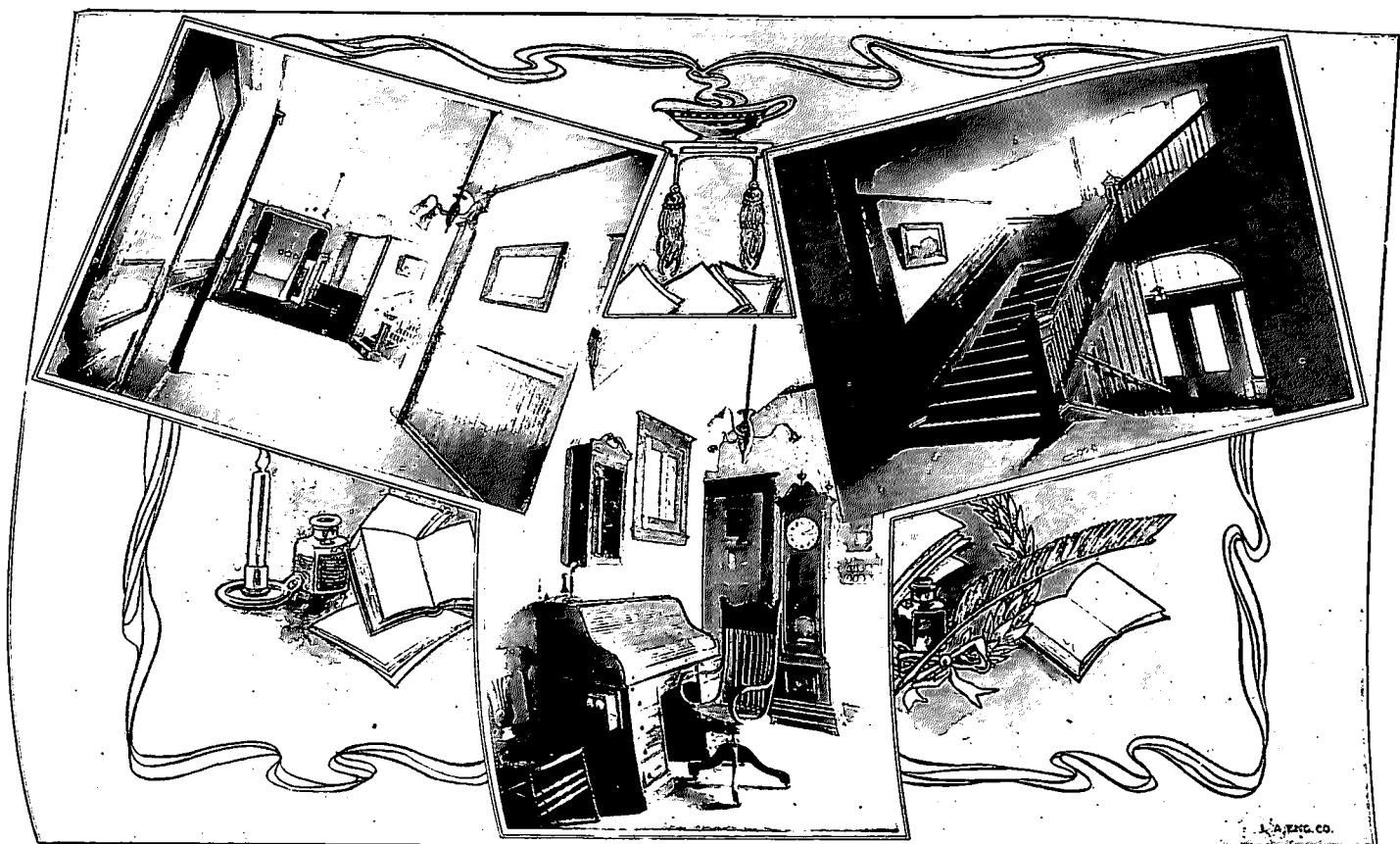
Reading.	First half year—The Children's First Reader, State Series, and new Education Reader, Book II. Second half year—Supplementary readers.
Language.	Expansion of work of preceding year. See County Manual.
Arithmetic.	Neat figures. Numbers taught objectively and incidentally.
Spelling.	Continue work as in First Year.
Writing.	Haaren's new Writing Books, No. 1.
Geography.	Continue the work of previous year. Experiments with heat, moisture, and light on plant life. Forms of moisture. Stories of children of other lands. See County Manual.
History.	Review First Year work. Talks on government in home and school. Admission Day. Columbus.
Drawing.	Continue work of First Year. Take object drawing, studies of trees, etc., water colors, brush and ink work. Use Practice Tablet No. 2.
Music.	See County Manual. Teacher's Edition for Elementary grades.
Physiology and Hygiene.	Proper carriage of body, value of breathing properly, fresh air, exercise, and rest, effects of alcohol and narcotics.
Nature Study.	Parts of seeds, roots, buds at different seasons. Study polliwogs and ants.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.

THIRD YEAR

Reading.	First half year—State Series The Children's Second Reader; follow with supplementary third readers. Second half year—supplementary third readers.
Language.	Oral and written composition. Construction of Sentences. Punctuation. Paragraphing. Memory work.
Arithmetic.	Numbers to 10,000. Tables to 10's. Units of measure. Thought problems. Simple analysis. The "45 combinations." Multiplication and short divisions. Roman numbers to 100.
Spelling.	Work from daily lesson. Spelling blanks used. State Speller to page 44.
Writing.	Haaren's new Writing Books No. 1.
Geography.	Continue the work of the second year, taking simple land and water forms, with map work. Study local industries and production, means of transportation, etc. See County Manual.
History.	Life of Franklin. Story of Columbus, taking more details. Memorial Day. Supplementary Reading—"Great Americans for Little Americans," by Eggleston.
Drawing.	Continue previous work. Study proportion and unity. Teach some mechanical drawing in connection with manual training. Use Practice Tablet No. 3.
Music.	Work toward independent sight-reading. Songs and rounds in two parts. New First Reader.
Physiology and Hygiene.	Care of nails, eyes, nose, ears, and skin. Talks upon wholesome foods. Teach skeleton. Effects of alcohol and narcotics.
Nature Study.	Adaptation of parts to work, distribution of seeds. Study bees and birds of California. The coverings of animals.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.

FOURTH YEAR

Reading.	First half year—State Series The Children's Third Reader, and supplementary readers. Second half year—supplementary readers.
Language.	Oral and written reproductions. Construction of sentences. Punctuation. Paragraphing. Memory work. English Lessons, Book I, to page 52 first term; to page 84 second term.
Arithmetic.	Tables to 12's inclusive. Multiplication and division. Daily oral and written work in combinations. Notation and numeration. Divisibility of numbers by 2, 3, 5, 10. Factoring.
Spelling.	Similar work as in Third Year. State Speller pages 44 to 90. Spelling blanks.
Writing.	Haaren's new Writing Books, No. 2.
Geography.	First half year—New Introductory Geography to page 71. Study motions of the earth and their effects. Study County more minutely, and draw a map showing physical features. Second half year—New Introductory Geography, State Series, pages 71 to 131. Maps of Los Angeles County, showing mountains, rivers, etc., and industries and products. See County Manual.
History.	Simple talks on county and city Government. Supplementary reading: "Stories of American Life and Adventure," by Eggleston, or "Discoverers and Explorers," by Shaw.
Drawing.	Review previous work. Take principle of perspective. Box as a type form. Object drawing. Use Practice Tablet No. 4.
Music.	New First Reader. See County Manual.
Physiology and Hygiene.	Teach digestive system. Effects of alcohol and narcotics.
Nature Study.	Arrangement of leaves on stem and in bud: use of parts, fertilization. Study life history of butterfly and of silk worm.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.



IVY AVENUE SCHOOL—GLIMPSES OF INTERIOR
Main Hallway Office Main Stairs

Pierce Photo

FIFTH YEAR

Reading.	First half year—The Childrens Fourth Reader, State Series, completed, and supplementary readers. Second half year—At least one historical and one geographical reader.
Language.	Reproduction. Dictation. Verb forms. Paragraphing. Punctuation. Capitalization. Memory work. English Lessons, Book I, to page 126 first term; to page 158 second term
Arithmetic.	Decimals, metric system, per cent. Prime and composite numbers. Multiples and divisors. Powers and roots. Addition and subtraction of fractions.
Spelling.	State Series Speller pages 90 to 110. Spelling blanks.
Writing.	Haaren's new Writing Books, No. 3.
Geography.	First half year—New Introductory Geography, State Series, page 131 to page 207. Read pages 28 to 42 of "A Teacher's Manual of Geography," by McMurry. Mathematical and Physical Geography. Relief map of North America, with general study of the products, industries, sea-ports, etc. Second half year—Pages 208 to 284. Draw outline map of the State. Maps in color, showing products, etc. See County Manual.
History.	Simple talks on state government. See supplementary work in reading.
Drawing.	Review as before. Begin light and shade. Take oblique and exact drawing, cylinder as a type form. Use Fracture tablet No. 5.
Music.	See Introductory to County Manual, New Second Reader.
Physiology and Hygiene.	Teach respiratory system. Effect of alcohol and narcotics on lungs. Emphasize pure air, outdoor exercise, and wholesome food.
Nature Study.	Make collections of seeds, study leaves. Observe habits and structure of flies and spiders. Perform some simple experiments in Chemistry and Physics. See County Manual.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.

SIXTH YEAR

Reading.	Read Introductory History. State Series and Supplementary Readers. See County Manual, English Lessons, Book I, to page 200 first term; to page 241 second term. Memory work.
Language.	Oral and written composition.
Arithmetic.	Multiplication and division of fractions. Denominate numbers, aliquot parts.
Spelling.	State Series Speller pages 116 to 140. Spelling blanks used.
Writing.	Haaren's new Writing Books. No. 4.
Geography.	First half year—New Grammar School Geography, State Series, pages 5 to 48. Take simple work in longitude and time. Various physical phenomena. Enlarge upon the map work of the fifth year. See County Manual. Second half year—North America, pages 48 to 101, physical features, vegetable and animal life, early history. See County Manual.
History and Civics.	Exploration. Settlements. Life in the colonies. Washington. The Revolution. Inventors and inventions. Lincoln and Douglas. The Civil War. The United States since 1865.
Drawing.	Review previous work. Take triangular prism as type form, brush drawing, designing with manual training. Use Practice Tablet No. 6.
Music.	See County Manual. New Second Reader.
Physiology and Hygiene.	Circulatory system, with effects of alcohol and narcotics upon it.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.

SEVENTH YEAR

Reading.	Evangeline. Supplementary work in Hart's Source Readers and geographical readers. See County Manual.
Language.	Composition work, English Lessons, Book II, Grammar to page 49 first term; composition from pages 223 to 253. Second term, Grammar, pages 49 to 94; composition, pages 253 to 284. Memorize selections from Evangeline, and other selections.
Arithmetic.	Percentage, merchandising. Interest, commission. Notes and partial payments. Insurance, taxes.
Spelling.	State Series Speller. Spelling blanks used.
Writing.	Haaren's new Writing Books. No. 5.
Geography.	First half year—New Grammar School Geography, State Series, pages 102 to 135. Second half year—Finish the book from page 135, and review. See County Manual.
History and Civics.	Period of Discovery. Explorations and settlements. Disposition of Territory in the New World. Decline of Spanish Power. The Thirteen Colonies. Institutional life in the colonies. The American Revolution.
Drawing.	Review. Use water colors and ink. Emphasize cylinder and object drawing. Use Practice Tablet No. 7.
Music.	See County Manual. New Third Reader.
Physiology and Hygiene.	Simple treatment of nervous system, with injurious effects of alcohol and tobacco. Care of sick, etc.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.

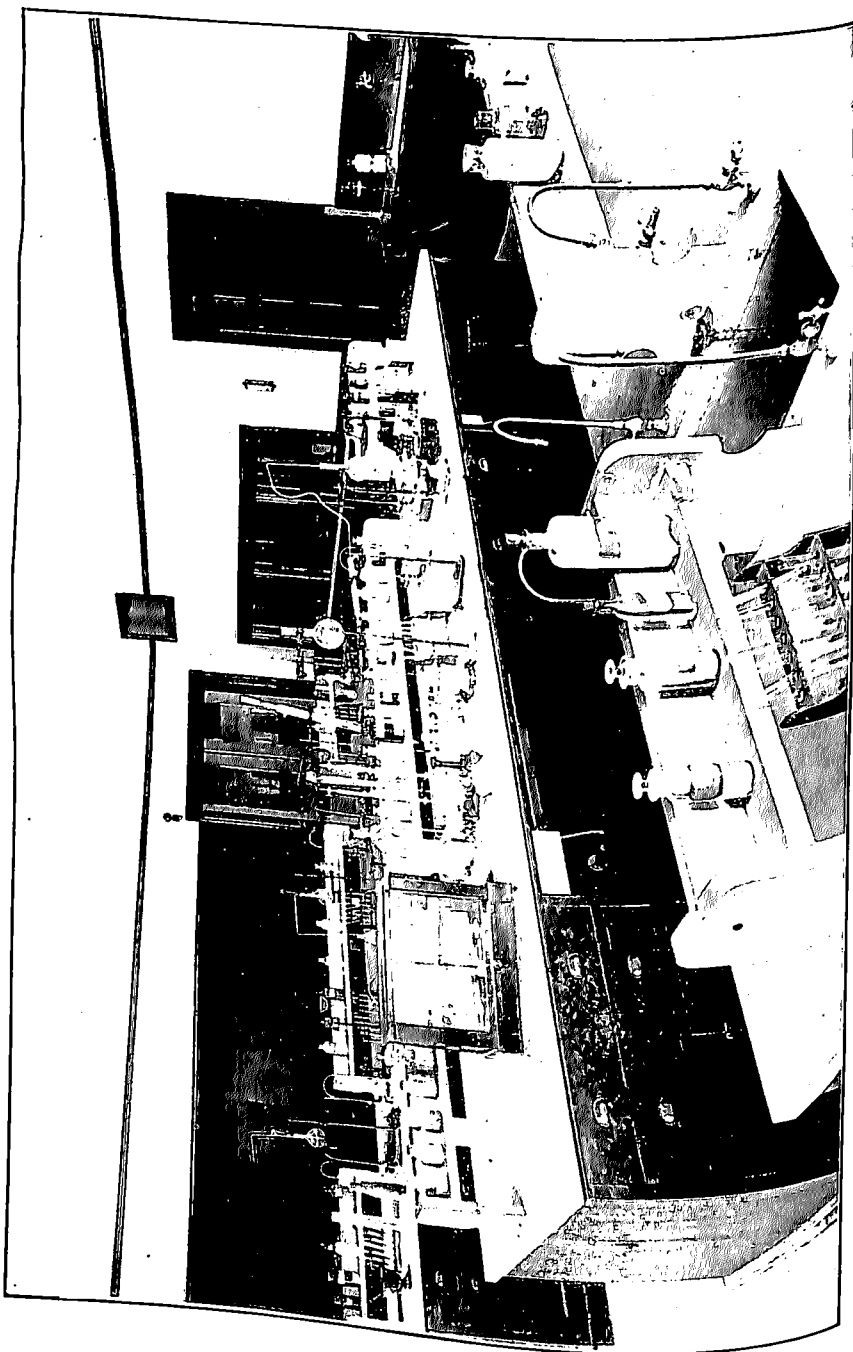


MONROVIA'S DEBATING TROPHIES

MONROVIA MESSENGER PRINT

EIGHTH YEAR

Reading.	Agriculture for Beginners to Christmas vacation. Follow with Heath's Sixth Reader. See County Manual.
Language.	Grammar—First term, pages 94 to 154; second term, pages 154 to 222. Paragraphing. Composition—Reproductions. English Lessons, State Series Book II, pages 234 to 309 first term; completed second term.
Arithmetic.	Literal quantities. Involution and evolution. Proportion. Measurements and constructions of lines, surfaces and solids.
Spelling.	State Speller pages 158 to 168 and review.
Writing.	Haaren's new Writing Books, No. 6.
History and Civics.	Nature of the National Government. The Constitution. National growth and European interference. Financial legislation. Political parties. Slavery. Institutional life. Civil War. Reconstruction. Expansion.
Drawing.	Review preceding work. Continue object drawing, water colors, pen drawings. Use Practice Tablet No. 8.
Music.	See County Manual. New Third Reader.
Physiology and Hygiene.	Special senses and organs. Effects of alcohol and narcotics.
Manual Training.	See County Manual.
Manners and Morals.	See County Manual.
Humane Education.	See County Manual.
Physical Culture.	See County Manual.



Course of Study for the High School

(Extracts From the State University Register, 1905)

A. ORAL AND WRITTEN EXPRESSION. Training in this subject enters into the proper treatment of all topics of study taken up in the school course, and extends to speaking and oral reading as well as to writing. Its aim is to secure to the student the ability to use his mother tongue correctly, clearly and pertinently on all lines upon which his thought is exercised.

1 ENGLISH—Pupils in this subject will be given a thorough acquaintance with the following works, together with the practical knowledge of grammar and the fundamental principles of rhetoric implied in such acquaintance:

- (1) Scott's *The Lady of the Lake*.
- (2) Irving's *The Alhambra*.
- (3) The best ballads and poems of heroism, such as *Otterburn*, *Chevy Chase*, and selections from *Robin Hood*—in all about 1,000 lines.
- (4) *Classic Myths* ($\frac{2}{3}$) and the classics in English translations ($\frac{1}{3}$).
Iphigenia.
Antigone.
- (5) *Goldsmith's Deserted Village*.
Burns' The Cotter's Saturday Night.
Tam O'Shanter.
Coleridge's The Ancient Mariner.

Byron's *The Prisoner of Chillon*.

Macaulay's *Horatius*.

Whittier's *Snow-Bound*.

(6) Shakespeare's *The Merchant of Venice*.

(7) Shakespeare's *Julius Cæsar*.

(8) Emerson's *The American Scholar*.

Emerson's *The Fortune of the Republic*.

Lowell's *Democracy*.

Lowell's *Lincoln*. (Two for study, one for reading).

2 PLANE GEOMETRY—Including 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.

3 ELEMENTARY ALGEBRA. (1 unit). Algebraic practice through simple quadratic equations; namely, the fundamental laws of algebra (including the laws of exponents for positive and negative integers), the various methods of factoring with applications to highest common factor, to lowest common multiple, to the reduction of fractions, and to the solution of equations; practice in the use of the remainder and the factor theorems, simultaneous equations of the first degree with problems involving their solution, simple quadratic equations, ratio and proportion.

4 INTERMEDIATE MATHEMATICS. (1 unit). (a) *Algebraic theory*: namely, mathematical induction, the remainder and the factor theorems, proved, the binomial theorem for a positive integral exponent, square roots of polynomials, fractional and negative indices, theory of quadratic equations, examples in simultaneous quadratic equations, the progressions and other simple series. The ability to demonstrate principles is an important part of this requirement. (b) *Geometry*: Supplementary studies in plane geometry and the fundamental propositions of solid and spherical geometry, with problems in demon-

stration and in the mensuration of surfaces and solids. The ability to apply geometry to practical problems is important in this requirement.

5 HISTORY AND GOVERNMENT OF THE UNITED STATES—A knowledge of the outline of American history, and the nature of the Federal, State and local government.

6 ELEMENTARY LATIN—(a) Translation of easy prose into English. Translation, subject matter and grammar of Cæsar's *Gallic War*, Books I—IV.

(b) Translation of simple English into Latin prose. This requirement presupposes familiarity with the usual forms and ordinary constructions of the language. Continued training in translating detached sentences, illustrative constructions, and of sentences based on Cæsar, together with a thorough grammatical drill on the work read.

7 ADVANCED LATIN—(a) Translation of Latin of average difficulty. Translation into idiomatic English of Cicero's orations against Cataline, for Archias and for Pompey's Military Command. Virgil's *Æneid*, Books I—VI. Attention given to the usual forms and ordinary constructions of the language, and to prosody.

(b) Translation of English narrative into Latin prose. Systematic training in Latin prose composition, based on prose authors, during the last two years of the High School course.

8 GREEK—(a) Greek Grammar, including accents, the ordinary inflectional forms, the simpler rules of syntax, and the translation of easy English sentences into Attic Greek.

(b) Xenophon's *Anabasis*, Books I—IV, with questions on the syntax and subject matter. The translation into Attic Greek of simple passages of connected narrative based on the *Anabasis*.

9 GREEK—(a) Advanced Greek composition. Sight

translation. Fifty pages from the last three books of the Anabasis.

(b) Homer's Iliad, Books I—III, with questions on Homeric forms and prosody. Students should be trained not only to write a correct metrical scheme, but also to read Homeric hexameters at sight, with fluency and expression.

10 ANCIENT HISTORY AND GEOGRAPHY—(a) Greek history to the Roman conquest, with connected geography.

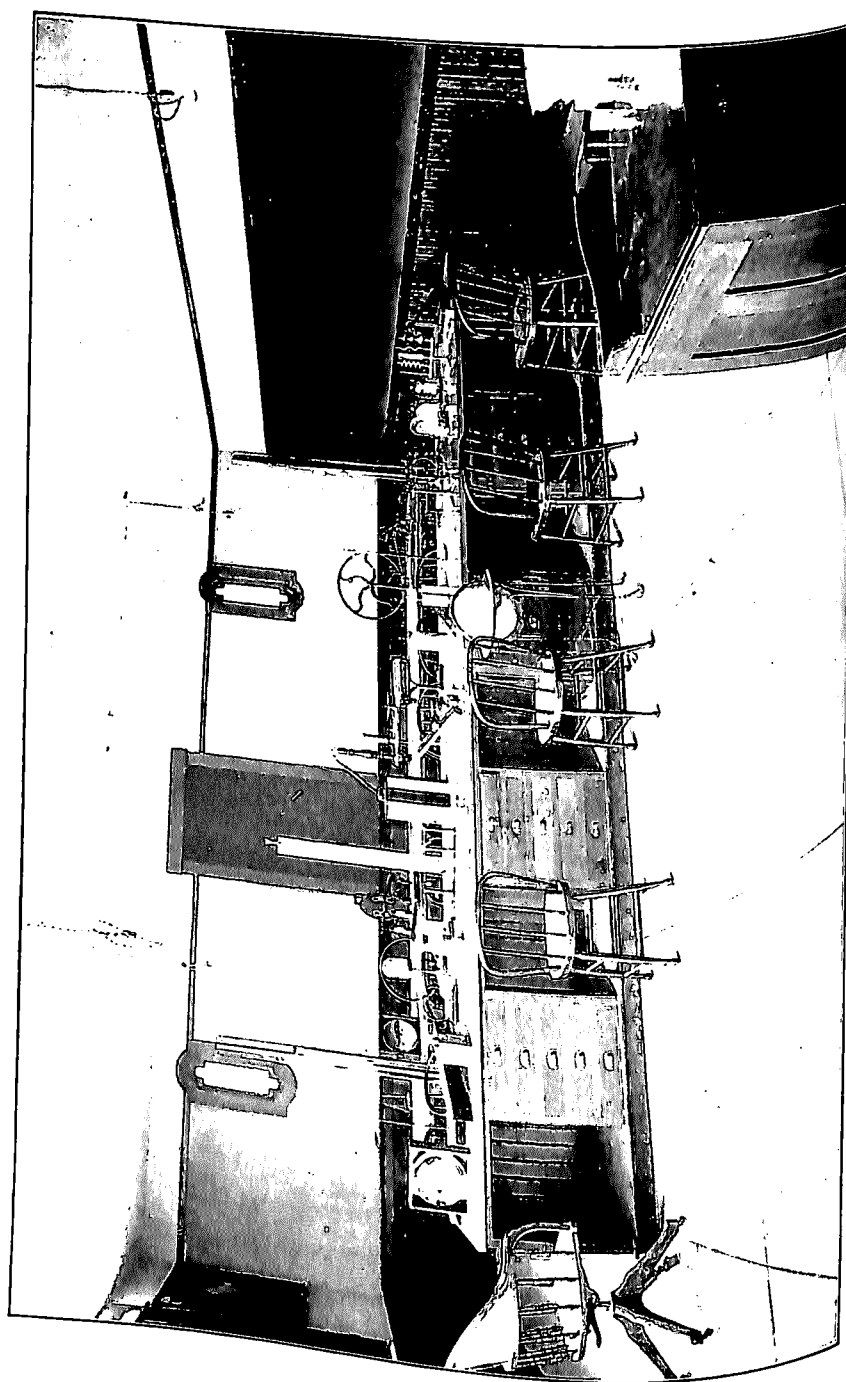
(b) Roman History to A. D. 800, with connected geography.

11 PHYSICS—At least a daily exercise during one school year, which falls within the last two years of preparation for college. The ground covered will include fair representation of primary empirical laws from each of the main subdivisions of Physics. The results called for demand vigorous and thorough instruction in the classroom, based upon laboratory exercises by the pupils. It will be required that each pupil submit a laboratory notebook, signed by the teacher, as evidence that the main principles of the subject as treated have been presented experimentally.

12a—1 SOLID GEOMETRY—The fundamental proposition of solid and spherical geometry, accompanied by a suitable amount of exercise in problems, the whole to represent the work of one half year.

12a—2 PLANE TRIGONOMETRY—The development of the general formulæ of plane trigonometry, with applications to the solution of plane triangles and the measurement of heights and distances.

12a—3 ADVANCED ALGEBRA—Part I. Surds and complex quantities, ratio, proportion and variation, arithmetical, geometrical, and harmonic progressions, examples of other simple series, determinants and ele-



ments of the theory of equations, including the solution of numerical equations by Horner's Method.

12a—4 ADVANCED ALGEBRA—Part II. Inequalities, limits and indeterminate forms, exponentials, and logarithms, natural logarithms, convergency and divergency of series, indeterminate coefficients, with applications to integral functions, partial fractions, expansion of functions and summation of series, permutations and combinations, and binomial theorem from any index, exponential and logarithmic series, logarithmic computation.

12b CHEMISTRY—A thorough acquaintance with the elementary principles of the science, with laboratory practice.

12c BOTANY—A knowledge of the morphology and simpler physiology of the higher plants is required. This should be based upon a full year of practical work in the laboratory, and to some extent, also, in the field. Careful attention to the recording of observations, by notes and drawings, together with the drawing of correct inferences from the observations. It is desirable that the pupils become familiar with the easier orders of flowering plants represented in the local flora.

12e PHYSICAL GEOGRAPHY—A course designed to cultivate habits of observation, comparison, and reflection; requiring a practical acquaintance with common natural phenomena and the processes which underlie them. It should embrace experimental and field investigation of as many of the topics in the following list as may be practicable.

(1) The adjacent country. The general surface features of the country accessible to the pupils; hills, plains, valleys, streams, lakes, marshes, bays, verdure.

(2) Soils. Their variable character, composition, derivation.

(3) Commonly occurring minerals. Their distinguishing characteristics.

(4) Rocks. Their character as aggregations of minerals and their broad distinction into aqueous and igneous.

(5) Plants. Their subdivisions into broad types. Their relations to soil, water and atmosphere.

(6) Animals. The distinguishing characters of the different classes, their habits, elements of comparative anatomy.

(7) The atmosphere. Its weight, composition, movements, temperature, and humidity; the formation of clouds and rain, and the development of storms. Precipitation of moisture. The reaction of the atmosphere upon our animal and plant life, and its control of man's environment, its relation to forestry and irrigation.

(8) Streams. Their sources, character and quantity of water; the lands through which they flow; their grades and corrosive action; their transportation and deposition of the waste of the land; their relation to lakes; underground waters. Glaciers.

(9) The earth. Its size, weight, and relation of land and water areas; its relief; its seasons; the distribution of heat and humidity over the earth's surface and its evolution; the relation of relief and climate to the distribution of plants and animals. Man's adaption to his environments.

(10) The ocean. The salinity and temperature of its waters, and the variation of these; its currents, tides, and waves; shore topography; relation of ocean currents to temperature and humidity of atmosphere.

(11) The cosmos. The real and apparent movements of the heavenly bodies.

So far as practicable the pupils should work without a text.

13a MEDIAEVAL AND MODERN HISTORY.

13b ENGLISH HISTORY.

14a ENGLISH—(1) Tennyson's Idylls of the King.
The Passing of Arthur—for careful study.

The Holy Grail } For reading with occasional
Elaine } reports in class.
Guinevere }

(2) Lowell's:

The Vision of Sir Launfal.

The Commemoration Ode.

(3) Macaulay's Warren Hastings—for reading.

(4) George Eliot's Silas Marner.

Goldsmith's The Vicar of Wakefield.

(5) Milton's:

L'Allegro.

Il Penseroso.

Comus.

(6) Sir Roger de Coverley.

14b ENGLISH—[1] Burke's Speech before the
Electors at Bristol.

Macaulay's First Speech on the Reform Bill.

Webster's Reply to Hayne.

(2) Carlyle's Essay on Burns—for reading with
occasional reports in class.

(3) A general outline of English Literature, illustrated by the study, in chronological order, of

Chaucer's Prologue to the Canterbury Tales.

Shakespeare's Macbeth—reading and reports.

Milton's Lycidas and sonnets II, XVI, XIX, XXII.

Gray's Elegy.

Wordsworth's:

Tintern Abbey.

Ode on the Intimations of Immortality.

Ode to Duty.

Keats' :

Eve of St. Agnes.

The Nightingale.

Shelley's :

The Cloud.

The Skylark.

Browning's A Transcript from Euripides.

Arnolds Scholar-Gypsy.

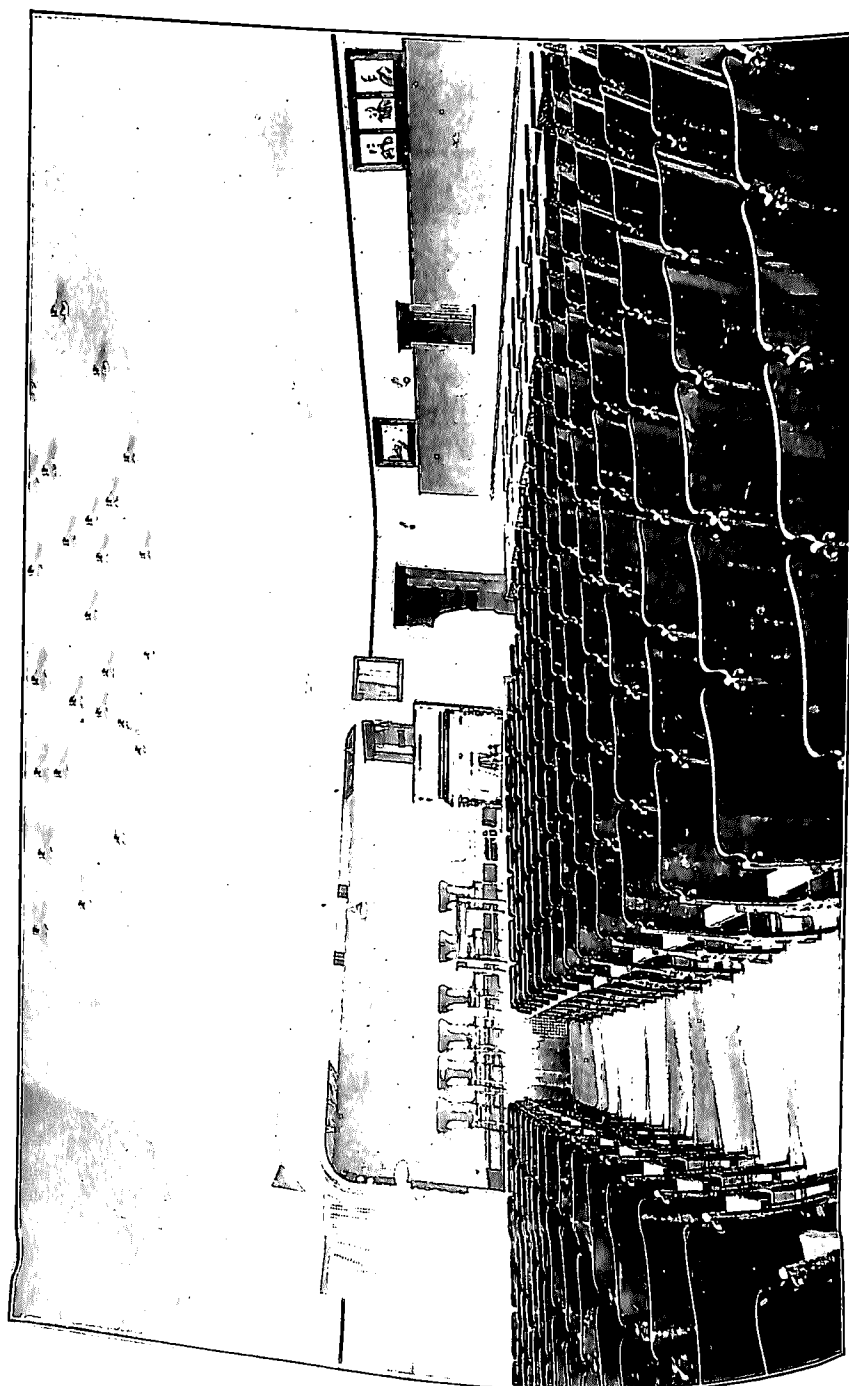
Tennyson's Oenone.

Items marked "for reading" are not for class recitation, but for perusal outside of school, with reports or discussions in class once a week or fortnight. The examination on such items will not presuppose acquaintance with them in the details. Whatever credit the pupil may acquire by his answers will be applied to offset deficiencies in other respects, or still further to improve his standing.

15a—2 ELEMENTARY FRENCH. (2 units.) French is a living language, and the objects of the instruction should be to teach the student to read, write and speak it as such. Therefore, as much French as possible should be used in class from the beginning. Translation into English should be sparingly used. It is preferable to get at a student's understanding of a passage by simple questions in French based on the passage. The answers of the student should be always in French.

At the end of the elementary course the student should be able to pronounce French accurately; to read ordinary French prose; to understand, write, and speak French in simple sentences based on some text or on the ordinary affairs of life.

The work should comprise: (1) Careful attention to pronunciation. (2) The essentials of the grammar, especially the regular and most important irregular verbs, the forms and positions of pronouns, and uses of



the prepositions and conjunctions. (3) The reading of some 300 duo decimo pages of modern prose. (4) Writing based on the text read. Dictation is a useful exercise. The class work should be as far as possible in French.

15b—1 ELEMENTARY GERMAN. Candidates who matriculate with both Latin and Greek, and who have studied German during the last year of their high school course, in a special class, may be credited for work with one unit. It is expected that a year's work, under these circumstances, will be approximately equivalent to the regular two years' course in elementary German as defined below [15b—2] and will enable the student to continue the study of German in the same college course as those who were credited with 15b—2.

15b—2 ELEMENTARY GERMAN. The ability to read at sight easy German prose, to translate correctly simple English sentences into German and to understand and answer in German simple questions on passages in the reading; a knowledge of the elements of German grammar.

The reading in Elementary German should amount to at least 150 pages of graded modern prose.

The requirement in grammar includes: The regular inflection of nouns, adjectives, articles, pronouns and weak verbs; the inflection of the more usual strong verbs; the more common prepositions; the ordinary use of the model auxiliaries; the elements of syntax, especially the rules concerning word-order, and the use of the subjunctive.

15b—3 INTERMEDIATE GERMAN. The ability to read at sight ordinary German prose or poetry, to translate correctly into German a passage of easy English, and to carry on a simple conversation in German; a knowledge of the essentials of German grammar.

The reading in intermediate German should amount, in addition to that done in the elementary course (15b-2), to at least 300 pages of recent and classic prose or poetry.

The requirement in grammar includes the inflection of the less usual strong verbs, the rules concerning the use of the articles, cases, auxiliaries of all kinds, tenses and moods, and the elements of word formation.

15b-4. **ADVANCED GERMAN.** The ability to read at sight any not exceptionally difficult piece of German prose or poetry from the literature of the last one hundred and fifty years, to translate into German a passage of ordinary English prose, to answer in German questions relating to the lives and works of the writers studied, and to write, in German, a short independent theme upon some assigned subject.

The reading in advanced German should amount to at least 500 pages of good modern (including eighteenth century) literature.

15c **SPANISH.** (2 units.) (1) An accurate knowledge of the essentials of the grammar, especially the verbs. (2) The ability to read ordinary Spanish prose, of which from 400 to 600 duodecimo pages should be read. (3) The ability to write ordinary Spanish. (4) The ability to carry on a simple conversation based on a text or on the ordinary affairs of life.

16 **FREE-HAND DRAWING**—Representing not less than two years' work of not less than four hours per week. The study of light and shade and perspective, by drawing and shading, with lead pencil, from geometric models and from simple objects related to these in form.

17 **GEOMETRICAL DRAWING**—This requirement represents one daily exercise during one school year, following the course in *Free-Hand Drawing*. The requirement

calls for continuous training in the use of drawing instruments in the solution, by graphic methods, of such geometrical problems as shall emphasize the necessity of accuracy and neatness. The course should be a general one, affording preparation for technical drawing as taught in the colleges of engineering, as well as for the purposes of business life.



General Information

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

Under section nine of "An act creating a fund for the benefit and support of High Schools and providing for its distribution," the control of admission to the High Schools is placed in the County Board of Education.

For the purpose of enforcing the provisions of that law the Los Angeles County Board of Education has prescribed the following rules for admission to the High Schools. These rules apply to *all* High Schools situated in Los Angeles county.

Rule I. Pupils who have completed the work of the Primary and Grammar Schools of the State of California, and who furnish satisfactory evidence of graduation from the eighth or ninth years of the common school course of any county, city, or city and county of Califor-



MONROVIA HIGH SCHOOL DEBATING TEAMS, 1902-03
 MAY ALICE DUNN GERTRUDE NEELY
 CLAUDE CHESSE
 CARRIE THOMAS GRACE KRAFFT

nia, shall be admitted to any High School in Los Angeles county without examination.

Rule II. Pupils who cannot comply with the provisions of Rule I may be admitted to any High School in Los Angeles county, only upon an examination given under the direction of the Principal of the High School. In said examination the pupil shall be required to make an average grade of at least 75 per cent. in the following subjects: Spelling, Geography, U. S. History, Grammar and Composition, and Arithmetic.

The examination papers of all pupils who make an average of 70 per cent. or over must be forwarded to the County Board of Education within one week after the examination has been written.

Rule III. For purposes of examination the tests shall be based upon the following texts: The State Series Speller, Advanced Geography, Grammar School History, Advanced Arithmetic, and Complete Grammar.

Promotion and Graduation

Promotion and graduation are not entirely dependent 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 75 per cent. in all the subjects, but pupils will not be recommended for entrance to a University on a standing lower than 80 per cent.

On the written request of parent, or guardian, a pupil may, for good cause, be excused from any subject of a 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 and parcel of the school, entitled to his meed 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

The tuition of non-resident pupils in the Monrovia City High School is \$5 per month or \$45 per year, payable as follows: \$15 at the opening of school in September, \$15 at the close of the third school month, and \$15 at the close of the sixth month.

Teachers' Meetings

The High School teachers and the Grammar School teachers will meet on Thursday of each week, at which time each teacher will submit, in duplicate, an outline of the work to be covered the following week.

Trustees' Meeting

The trustees will meet at 7:30 p. m. on the fourth Thursday of each school month.

University Credits for the Year Ending June 30, 1906:

Of the twenty-one secondary schools in Los Angeles county, Monrovia stands third in number of credits, Pasadena and Los Angeles taking the lead.

Monrovia High School has credits as follows:

A	Oral and Written Expression	2
1	English	1
2	Plane Geometry	1
3	Algebra	1
4	Intermediate Mathematics	1
5	History and Government of the United States	1
6	Latin	2
7	Latin	2
8	Greek	1
9	Greek	1
10	Ancient History	1
12a-2	Plane Trigonometry	$\frac{1}{2}$
11	Physics	1
12b	Chemistry	1
12c	Botany	1
12d	Zoology	1
12e	Physical Geography	1
13a	Mediaeval and Modern History	1
13b	English History	2
14	English	2
14a ²	French	2
15b ²	Elementary German	2
15c	Spanish	1
16	Free-Hand Drawing	1
17	Mechanical Drawing	1
Total		31½

University Credits Since 1897

1897-8	11½	1902-3	22
1898-9	13½	1903-4	23½
1899-0	18½	1904-5	28½
1900-1	22	1905-6	31½
1901-2	22		

COURSE OF STUDY

HIGH SCHOOL, 1906-7

		I FOR THE COLLEGE OF LETTERS	II FOR COLLEGES OF SOCIAL SCIENCE, NAT- URAL SCIENCE AND COMMERCE	III FOR THE COLLEGES OF APPLIED SCIENCE
NINTH YEAR	1st Semester	English (1) Latin (6) Algebra (3) Greek History (10a)	English (1) Latin (6) Algebra (3) Greek History (10a)	English (1) Botany (12c) Algebra (3) Greek Hist. (10a) or Spanish (15c)
	2d Semester	English (1) Latin (6) Algebra (3) Roman History (10b) Drawing (16)	English (1) Latin (6) Algebra (3) Roman History (10b) Drawing (16)	English (1) Botany (12c) Algebra (3) Rom. Hist. (10b) or Spanish (15c) Drawing (16)
TENTH YEAR	1st Semester	English (1) Latin (6) Pl. Geometry (2) Greek (8) Drawing (16)	English (1) Latin (6) Pl. Geometry (2) M.&M. Hist. (13a) or Phy. Geo. (12e) Drawing (16)	English (1) Mediaeval His. (13a) or Span. (15c) Pl. Geometry (2) M.&M. Hist. (13a) or Ph. Geog. (12e) Drawing (16)
	2d Semester	English (1) Latin (7) Pl. Geometry (2) Greek (8)	English (1) Latin (7) Pl. Geometry (2) M.&M. Hist. (13a) or Phy. Geo. (12e)	English (1) Mod. Hist. (13a) or Spanish (15c) Pl. Geometry (2) M.&M. Hist. (13a) or Ph. Geog. (12e)

ELEVENTH YEAR	1st Semester	English (14a) Latin (7) English History (13b) Greek (8)	English (14a) Latin (7) Chemistry (12b) Algebra (4a)	English (14a) English History or Drawing (17) Chemistry (12b) or German (15b ²) Algebra (4a)
	2d Semester	English (14a) Latin (7) English History (13b) Greek (8)	English (14a) Latin (7) Chemistry (12b) Solid Geometry (4b)	English (14a) Eng. Hist. (13b) or Drawing (17) Chemistry (12b) or German (15b ²) Solid Geometry (4b)
TWELFTH YEAR	1st Semester	Greek (9) Latin (7) Hist. and Gov. of U. S. (5) Physics (11)	English (14b) Latin (7) History and Gov. of U. S. (5) Physics (11)	English (14b) Pl. Trig. (12a ²) or German (15b) History and Gov. of U. S. (5) Physics (11)
	2d Semester	Greek (9) Latin (7) Hist. and Gov. of U. S. (5) Physics (11)	English (14b) Latin (7) History and Gov. of U. S. (5) Physics (11)	English (14b) Algebra (12a ³) or German (15b ²) History and Gov. of U. S. (5) Physics (11)

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 parenthesis refer to University of California entrance requirements as given in the Register for 1906.

Debating League of Southern California

RECORD FOR FOUR YEARS

Monrovia High School has been paired for fifteen debates. Santa Monica withdrew from the league before the date set for the first series, 1905-6, hence our default score of 85 points. Of the fourteen actual contests, Monrovia won thirteen. In the second series, 1904-5, San Fernando won the debate, but Monrovia's debaters were awarded first and second honors, a condition unique in the history of the league.

SCHOOLS MET

1. Covina, at Covina, Jan. 17, 1903. Claude Chess, Gertrude Neely, Carrie Thomas.
2. Pomona, at Pomona, Feb. 28, 1903. May Dunn and Grace Krafft.
3. Long Beach, at Long Beach, May 1, 1903. Gertrude Neely and Grace Krafft.
4. Compton, at Monrovia, Nov. 20, 1903. Florence Jackson and Beulah Dingman—90 to 10.
5. Riverside, at Riverside, Jan. 15, 1904. Clyde Burr and Beulah Dingman—100 to 0.
6. Pasadena, at Monrovia, March 11, 1904. Clyde Burr and Beulah Dingman—90 to 10.
7. Covina, at Monrovia, April 29, 1904. Homer E. Barka and Love Seymoure—75 to 25.

8. Pasadena, at Monrovia, June 10, 1904. Florence Jackson and Homer E. Barka—75 to 25.

9. Los Angeles, at Los Angeles, Nov. 19, 1904. Muriel Fisher and Doris A. Daniels—100 to 0.

10. San Fernando, at Fernando, Jan. 10, 1905. Dorris A. Daniels and Harry Evans—35 to 65.

11. Anaheim, at Monrovia, March 17, 1905. Beulah Dingman, Homer E. Barka—90 to 10.

12. Santa Monica. Default—score 85.

13. Downey, at Monrovia, Jan. 12, 1906. Charles Jernegan and Gladys Burr—100 to 0.

14. Los Angeles, at Monrovia, March 9, 1906. Charles Jernegan and Gladys Burr—90 to 10.

15. Santa Ana, at Los Angeles, May 18, 1906. Charles Jernegan and Marjorie Maynard—75 to 25.

QUESTIONS DEBATED

Resolved:

1. That labor unions are beneficial to the working man.
2. That right of suffrage should not be restricted on account of sex.
3. That labor unions are not a benefit to the country.
4. That the Nicaragua route is preferable to the Panama route for our inter-oceanic canal.
5. That the Southern States were justifiable in disfranchising the negro.
6. That the ship subsidy bill should become a law.
7. That the government should own and control the railroads.
8. That Russia is justifiable in her course in the Far East.
9. That it would not be to the interests of the people of Arizona to come into the Union combined with New Mexico as a single state.
10. That the English government represents the wishes of its people as truly as the government of the United States does.
11. That a nation advanced in civilization is justified in the interest of humanity in forcing its authority upon an inferior race.
12. No contest.
13. That the United States should build and maintain a great navy.

14. That the election of U. S. Senators by a direct vote of the people would not be to the interests of this nation.

15. That the Interstate Commission should have no power to fix rates.

Monrovia had the affirmative of all questions except 5, 11 and 13.

RECORD OF SCHOOLS

The record of the High School Debating League of Southern California for the four years ending June, 1906, is as follows:

	Debates	Won	Lost	Per Ct.
Anaheim	6	3	3	50
Covina.....	6	3	3	46
Downey.....	13	6	7	45
Hollywood.....	11	5	6	60
Long Beach.....	5	3	2	54
L. A. High.....	13	7	6	40
L. A. Polytechnic.....	10	4	6	30
Monrovia.....	10	3	7	93
Pasadena.....	15	14	1	42
Pomona.....	12	5	7	25
Santa Ana.....	12	3	9	67
Throop.....	6	4	2	33
	6	2	4	

Score at the Close of the Season, 1905-1906

	Points	Per Ct.
Anaheim	190	63
Downey	160	53
Long Beach.....	115	24
L. A. Polytechnic.....	200	67
Pasadena.....	30	10
Throop.....	110	37
Covina	105	35
Hollywood.....	190	63
L. A. High.....	200	66
Monrovia.....	350	88
Pomona	110	37
Santa Ana.....	250	63

High School Text Books

ENGLISH

Irving's Alhambra, Macmillan's Pocket Classics.
 Poetry of the People, Gayley and Flaherty.
 Classic Myths, Gayley.
 Shakespeare's The Merchant of Venice, Macmillan.
 Shakespeare's Julius Caesar, Macmillan.
 Shakespeare's Macbeth, Macmillan.
 Emerson's The American Scholar, Electic English Classics
 Emerson's The Fortune of the Republic, Riverside Edition.
 Emerson's The Vision of Sir Launfal, Riverside Edition.
 Lowell's Democracy, Riverside Edition.
 Tennyson's Idylls of the King, Macmillan.
 Macaulay's Warren Hastings, Macmillan.
 George Eliot's Silas Marner, Macmillan.
 Goldsmith's The Vicar of Wakefield, Macmillan.
 Sir Roger de Coverly Papers (Hudson) D. C. Heath.
 Arguments and Orations, Bradley.
 Carlyle's Essay on Burns, Bradley.
 Composition and Rhetoric, Lockwood and Emerson.
 Principles and Progress of English Poetry, Gayley and Young.
 Introduction to English Literature, Pancoast.

MATHEMATICS

Algebra for Secondary Schools, Wells.
 Plane and Solid Geometry, Wells.
 Coleman's High School Physics.
 Plane Trigonometry, Wells.

SCIENCE

Physics : Coleman's Laboratory Manual.
 Chemistry : Newell's Descriptive, Part I and Part II.
 Physical Geography : Darling Laboratory Manual.
 Tarr's New Physical Geography.
 Botany : Setchell's Laboratory Practice.
 Bergen's Elements of Botany. Latest Pacific Coast Edition.

HISTORY

West's Ancient World.
 History of Western Europe, Robinson.
 History of England, Cheyney.
 Student's History of the United States, Hart.
 The American Government, Hinsdale.

LATIN

First Latin Book, Collar and Daniell.
 New Caesar Complete, Allen and Greenough.
 New Latin Grammar, Allen and Greenough.
 Latin Composition, Moulton and Collar.
 Virgil's Æneid, Greenough and Kittredge.
 Select Orations and Letters of Cicero, Allen and Greenough.

GREEK

First Greek Book, White.
 Xenophon's Anabasis, Goodwin and White.
 Greek Grammar, Goodwin.
 Greek Composition, Pearson.
 Homer's Iliad, Seymour.

FRENCH

French Grammar, Fraser and Squair.
 Introductory French Prose Composition, Francois.
 LaTache Du Petit Pierre, Mairret.
 L'Abbe Constantin, Halevy.

GERMAN

Lehrbuch der Deutschen Sprache, Spanhoofd.
Glueck Auf, Mueller and Wenckebach.
Stories for second year reading and composition to be determined.

SPANISH

First Year: Introduccion a la lengua Castellana, Marion y des Garrennes. D. C. Heath & Co.
El Pajaro Verde (with English exercises), Juan Valera. Ginn & Co., or
Flores de Espana, Fontaine. American Book Co., or
2nd Spanish Reader, Loiseaux.

Second Year: A First Spanish Book and Reader, Giese. Appleton Co.
Zaragueta, Carrion and Aza.
Marianela, Galdos. D. C. Heath & Co.
El Capitan Veneno, Alarcon. D. C. Heath & Co.

STENOGRAPHY

Standard Phonography, Graham.
Universal Dictation Course, Graham.
Seventy Lessons in Spelling, William and Rogers Series.





MONROVIA HIGH SCHOOL DEBATING TEAMS, 1904-05
 HARRY EVANS HOMER BARKA
 DORIS A. DANIELS MURIEL FISHER BEULAH DINGMAN

Enrollments in the High School

1905-1906

NINTH YEAR

Julia Bear	Clyde McKinley
Theda Bergman	Nettie Miller
Ralph Black	Daisy Monroe
Flossie Blain	Charles Nichols
Comer Brown	Esther Nielsen
Isis Carter	Spencer Nottingham
Frank Chase	Nina Rafferty
Douglas Coughran	Ruth Roy
Charles Crandall	Harold Salisbury
Anna Crews	Robert Scarborough
Margaret Cross	Beulah Seem
Teresa Dunn	Loreta Shobe
Jayne Fisher	Ellen Shrode
Carroll Glenney	Olin Stark
Ethel Hall	Clarence Stevens
Violet Harris	Fred Tripp
Kenneth Harvey	Percy Whitaker
Grace Helsley	Vera Whitcomb
Roscoe Kennedy	James White
Estelle Knowlton	Ada Willits
Alexander Lawson	Alice Wilson
Ellison Leake	Carey Wilson
Gordon Maddock	Mary Woodrow
Amy McDonald	Gerald Young

TENTH YEAR

Beulah Allison
Charles Beecher
Sherman Black
Seymour Blain
Carlos Carter
Edna Chess
Easton Conable
Bessie Embree
Robert Esberger
John Flynn
Ben Freese
Mabel Guthrie
Harold Hazen
Mary Jellison
Chas. Jernegan
Leonard Kennedy
Morgan Lee

Ruth Marshall
Marjorie Maynard
Mary Maynard
Ella Miller
Ethel Monroe
Merle Mosher
Ethel Munger
Lenore Nottingham
Floyd Nichols
Mary Pottol
Ina Renner
Wauneta Rives
Irene Roy
Margaret Strayer
Estella Wilson
Margaret Wiswall
Augusta Wood

ELEVENTH YEAR

Elsie Adams
Raymond Adams
George Anderson
Leola Arenschield
Mary Atwood
Jenet Baker
Kathleen Bartle
Dora Blain
Elizabeth Bovee
Gladys Burr
Edna Chamberlin
Edna Ferguson
Jesse Wilson

Norman Freese
Theressa Harwood
Hilda Jellison
Helen Maddock
Edward Maughlin
S. P. Putnam
Ida Shrode
Leona Smith
Harry Stark
Ida Tripp
Mabel Tungate
Glenn Walker
Mildred Wardall

TWELFTH YEAR

Homer Barka
Florence Blain
Roger Brown
Eula Crane
Hugh Cross
George Embree

Lucien Hazen
Aubrey McCraw
Jean Mac Dougal
Katheryn McManaman
Martha Schmierer
Bertha Shrode

GRADUATE STUDENTS

Clyde Burr
Beulah Dingman
Carrie Thomas

Blanche Knowlton
Opal Rives



Teachers Since Organization of the School

Mrs. J. T. Tuttle
Vesta A. Olmstead
A. E. Buckley, 1887-88
Jennie Pomerene, 1887-88
Frances M. Crawford, 1887--December, 1888
James A. Foshay, 1888-93
Emily A. Rice, 1888-89
Jean McCulloch (Mrs. W. T. Dunwell), 1888-90
F. E. Perham, December, 1888-90
Mary I. Hutchinson, 1888-90
Lottie G. Green (Mrs. L. G. Littlefield), 1889--Dec., 1890
Emily B. Parke, 1890-91
M. Louise Hutchinson, 1890--October, 1892
W. R. McCulloch, February, 1891 to February, 1894
Mrs. Alice L. Gregory, 1891-93
Minnie M. Perley, October, 1892 to June, 1893
J. H. Strine, September, 1893 to January, 1899
Laura C. Barnes, September, 1893
Daisy Fox, September, 1893 to June, 1894
Mary I. Hutchinson, September, 1893 to February, 1895
Clara A. Rooksby, September, 1894 to June, 1900
M. Josie McKellar, September, 1894 to June, 1895
Chrissie J. Matthewson (Mrs. J. H. Shults), January, 1895
to June, 1896
O. F. Barth, September, 1895-96
Etta V. Neibel, September, 1895 to June, 1896
Mary L. White, February, 1896 to June, 1896
G. Walter Monroe, September, 1896 to June 1899
Edith M. Claves, September, 1896 to June, 1897
A. Kate Collins, September, 1896

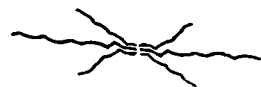


MONROVIA HIGH SCHOOL DEBATING TEAMS, 1905-06
 CHARLES JERNEGAN, JR. MARJORIE MAYNARD
 GLADYS BURR

M. Edna Walker, September, 1896.
 Mrs. Carrie L. Ledford, September, 1896 to March, 1897
 Clara J. Haas, March, 1897 to June, 1897
 Adelaide Babbit (Mrs. F. M. Pottenger), September, 1897 to
 June, 1900
 T. H. Kirk, January, 1899 to June, 1901
 Henry Kerr, September, 1899 to June, 1904
 Estelle J. Barden (Mrs. Floyd R. Watson), September, 1899
 to June, 1902
 Yetta F. Dexter (Mrs. C. H. Anson), September, 1899 to
 June, 1905
 Helen G. French (Mrs. L. N. Wheeler), September, 1900 to
 June, 1903
 Inez Tarr (Mrs. H. S. Sheldon), September, 1900 to June, 1901
 Nathan F. Smith, September, 1901 to June, 1906
 Emma Widney (Mrs. Paul Pauly), September, 1901 to Jan-
 uary, 1903
 Mary E. Rice, 1902-03
 Blanche Bostwick, February, 1903 to March, 1903
 Clarence Dickison, March, 1903 to June, 1903
 Leona Browning, September, 1903 to June, 1904
 Bertha Green, September, 1903 to June, 1906
 Helen S. Watson, September, 1903 to June, 1904
 Edna C. Monroe, September, 1903 to June, 1906
 Mary Bruce Mitchell, September, 1903 to June, 1905
 Theresa Van Domselaar, September, 1904 to June, 1906
 Mary A. Gilbert, September, 1904 to June, 1906
 Elizabeth Merritt, September, 1904 to December, 1905
 Enriquita Dougherty, September, 1904
 Minna H. Nelson, September, 1904
 Edna E. Rowell, September, 1904-06
 Mrs. Blanche Foster, May, 1905 to June, 1905
 Blanche A. Graham, September, 1905
 Anna Griffith, September, 1905
 Wirt C. Williams, September, 1905-06
 Mary M. Ryker, September, 1905
 Jessie Maude Wybro, September, 1905-06
 Mrs. Alice P. Schreiber, January, 1906

Trustees Since Organization of the School

W. N. Monroe, 1887-88	J. J. Renaker, 1895-99
E. W. Little, 1887-88	Mrs. E. A. Wheeler, 1897-1903
J. T. Tuttle, 1887-88	L. U. McClure, 1898-1900
U. Zimmerman, 1888-89	G. A. Lawrence, 1900-01
E. P. Large, 1888-90	U. Zimmerman, 1901-04
W. C. Badeau, 1888-91	M. R. Williams, 1902
Dr. O. A. Wheeler, 1889-95	G. A. Lawrence, 1903-06
G. A. Lawrence, 1890-96	Mrs. W. F. Marshall, 1904
U. S. G. Todd, 1891-94	F. S. Whitcomb, 1806
Dr. R. D. Adams, 1894-97	



High School Alumni

1895

Carroll Fowler, graduate University of California, 1899; rancher, Stanislaus Co., California.
Ida Whittington, graduate State Normal, Los Angeles, 1897; married A. E. Douglass, Flagstaff, Arizona.

1896

Julia L. Barnes, married David Unruh, Stockton.
Leila E. Bent, married G. Walter Monroe, Whittier.
Mabel Griffith, graduate State Normal, 1899; Los Angeles, teacher, Long Beach.
Helen E. Hutchins, in County Recorder's office, Los Angeles.
Lillie C. Monroe, attended Pomona College; married Joseph Fowler, Duarte.
Anna B. Seymoure, graduate State Normal, Los Angeles, 1898; married Charles Bradshaw, San Bernardino.
Winnie A. Valentine, married Ernest A. Bovee, Monrovia.

1897

F. Claude Beardslee, mining.
George H. Hutchins, Jr., with Morrill Orchard Co., Morrill, Tex.
George R. Lawrence, attended Stanford University; mining.
Minna H. Nelson, graduate University of California 1901; teacher Monrovia High School.
Herbert Seymoure, mining.
Clarence M. Wardall, Oakland.
Eva M. Wheeler, graduate Stanford University, 1902; married E. D. Lyman, Los Angeles.

1898

Edna Baker, married C. H. Price, Los Angeles.
Myrtle A. Davis, graduate Cumnock School of Oratory ; teacher
of expression, Los Angeles.
Hardiman Fowler, graduate University of California, 1902 ; with
Pacific Electric Co., Los Angeles.
Anna L. Griffith, graduate State Normal, Los Angeles, 1901 ;
teacher Monrovia city schools.
Frank Hayes, rancher, El Monte.
Alberta Johnson, deceased.
George W. Spence, Manager Toluca Fruit Co., Los Angeles.

1899

Alice W. Adams, deceased.
Augusta B. Cartter, graduate State Normal, Los Angeles, 1903 ;
married Francis R. Lerrigo, Los Angeles.
Helen E. Matthewson, graduate State Normal, Los Angeles,
1901 ; teacher, Los Angeles.
Margaret Scott, at home, Duarte.
Anna Spence, stenographer, Toluca Fruit Co., Los Angeles.
Lester Walker, graduate Stanford University, 1903 ; with U. S.
Geological Survey, Idaho.

1900

Walter G. Burr, attended Stanford University.
Jay Lester Burr, Western Union operator, Monrovia.
Edward Hayes, attended Stanford and California Universities ;
rancher, El Monte.
Walter F. Dunn, graduate Stanford University, 1904 ; bookkeeper
Duarte-Monrovia Fruit Exchange.
M. Amber Prindle, married Wm. McQuillen, Pasadena.
Nina Snoddy, married O. D. Ashton, El Monte.
Pardon S. Woolley, merchant, Monrovia.

1901

Myron C. Burr, entered Stanford University, 1903.
Wilson McManaman, graduate University of Nevada, 1906.
Lawrence Reed, entered University of California, 1903.



CHAMPIONSHIP CUP

Presented to The Southern California Debating League
by Associated Students of Leland Stanford Jr. University.
Won by Long Beach, 1905.
Won by Monrovia, 1906.

Mary C. Schmierer, graduate University of California, 1905;
teacher, Simmlar, California.
Amelia A. Schmierer, graduate University of California, 1905;
teacher, Laytonville, California.
Alice M. Scott, at home, Duarte.

1902

Frances E. Adams, Pomona College, 1902-4; graduate University of California, 1906; teacher, Onyx, California.
J. Edwin Killian, entered University of California, 1903.
Lulu Knowlton, graduate State Normal, Los Angeles, 1905; teacher, El Monte.
Fred A. Ross, conductor, electric car, Los Angeles.

1903

May Alice Dunn, entered Stanford University, 1904.
Grace F. Krafft, entered University of California, 1903.
Gertrude Estelle Neely, entered University of California, 1903.
Glenn Amelia Price, married Andrew H. Walker, 1903; died 1904.
Charles Austin Smith, at home, Monrovia.
Mary Elizabeth Smith, stenographer, Jevne's, Los Angeles.

1904

Susan H. Boden, at home, Duarte.
Julia Goddard, at home, Monrovia.
Ada Hargrave, married W. B. March, Monrovia.
Lorena C. Harris, at home, Duarte.
Florence C. Jackson, entered University of California, 1905.
Love Seymoure, entered Pomona College, 1905.
Carrie E. Thomas, entered University of California, 1906; Monrovia.

1905

Clyde R. Burr, at home, Monrovia.
Beulah Dingman, entered Occidental College, 1906.
Harry Evans, entered University of California, 1905.
Waldo Killian, entered University of California, 1905.
Blanche Knowlton, entered State Normal, Los Angeles, 1906.
Ida Morton, entered Occidental College, 1905

1906

Homer E. Barka, at home, Monrovia.
 Roger H. Brown, entered Stanford University, 1906.
 Hugh F. Cross, at home, Monrovia.
 Lucien S. Hazen, at home, Monrovia.
 Aubrey W. McCraw, at home, Monrovia.
 Florence E. Blaine, at home, Duarte.
 Eula M. Crane, entered State Normal, 1906, Los Angeles.
 Jean MacDougal, entered Occidental College, 1906.
 Kathryn H. McManaman, at home, Monrovia.
 Martha Schmierer, at home, Monrovia.
 Bertha Shrode, entered Pomona College, 1906.



Twelfth Annual Commencement

—OF THE—

MONROVIA HIGH SCHOOL

Friday Evening, June 15th, at Eight O'clock

Monrovia Opera House

PROGRAM

Overture.....Orchestra
 InvocationRev. R. B. Coons
 High School Chorus: "Hark! Apollo Strikes the Lyre,"
 Arr. by O. B. Brown (Sir H. R. Bishop)
 Salutatory.....Jean MacDougal
 Presentation of Debating Pins.....Supt. J. P. Greeley
 Vocal Solo: "Silver Lining".....Charley Willeby
 Ethel Hall
 ValedictoryRoger H. Brown
 Quartette: "The Three Fishers".....James H. Rogers
 Misses Ethel Hall, Ethel Monroe, Eula Crane
 and Beulah Dingman
 Address to the Class.....James A. Foshay
 Selection.....Orchestra
 Awarding Diplomas.....Principal Nathan F. Smith
 High School Chorus: "Home, Sweet Home".....F. K. Root

