

**The Los Angeles
State Normal School Bulletin**

ANNOUNCEMENTS FOR 1911-12

TWENTY-NINTH YEAR

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1911

AND

BULLETIN OF INFORMATION

FOR 1911-12

SACRAMENTO

W. W. SHANNON

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1911

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CALENDAR FOR 1911-1912

FIRST TERM

- General Faculty meeting - - - 9 A. M., Friday, September 8, 1911
- Student teachers report for arrangement of programs,
10 A. M., Friday, September 8, 1911
- Training School conferences - 1 P. M., Saturday, September 9, 1911
- Registration - Monday and Tuesday, September 11 and 12, 1911
- Enrollment in classes - 9 A. M., Wednesday, September 13, 1911
- Thanksgiving recess begins - 12 M., Wednesday, November 29, 1911
- School reopens - - - - 9 A. M., Monday, December 4, 1911
- Term closes - - - - - Friday evening, December 15, 1911
-

SECOND TERM

- Registration - - - - - Tuesday, January 2, 1912
- Enrollment in classes - - - 9 A. M., Wednesday, January 3, 1912
- Term closes - - - - - Friday evening, March 29, 1912
-

THIRD TERM

- Registration - - - - - Monday, April 8, 1912
- Enrollment in classes - - - 9 A. M., Tuesday, April 9, 1912
- Commencement - - - - - 10 A. M., Thursday, June 27, 1912

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - - Governor of California
Ex officio -
EDWARD HYATT, - - - - - Superintendent Public Instruction
Ex officio
RICHARD MELROSE, Anaheim, - - - - - Term expires July 1, 1914
GEORGE I. COCHRAN, Los Angeles, - - - - - Term expires July 1, 1911
WILLIAM E. OLIVER, Los Angeles, - - - - - Term expires April 14, 1914
EDWIN T. EARL, Los Angeles, - - - - - Term expires July 1, 1913
ARTHUR LETTS, Los Angeles, - - - - - Term expires July 1, 1914

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President
J. F. MILLSPAUGH, - - - - - Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE GEORGE I. COCHRAN
EDWIN T. EARL

FACULTY

✓ JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT

✓ MAY A. ENGLISH,¹
Mathematics and Physiology

Humanities

✓ JOSEPHINE E. SEAMAN,
English

✓ JAMES F. CHAMBERLAIN, Ed.B., B.S.,
Geography and Physiography

✓ EVERETT SHEPARDSON, A.B., A.M.,
Supervisor of Training School

✓ SARAH J. JACOBS,
Director of Physical Education

✓ JESSICA C. HAZZARD,²
Domestic Science and Domestic Art

Home Economics

✓ FRED ALLISON HOWE, LL.B., Ph.D.,
English

✓ LOYE HOLMES MILLER, B.S., M.S.,
Biology and Nature Study

✓ CHARLES W. KENT, B.S.,
Manual Training

✓ NELLIE HUNTINGTON GERE,
Art

¹Resigned February, 1911.

²Resigned January, 1911.

FACULTY—Continued

✓ MYRTLE BLEWETT,
Assistant in Music

✓ ADA J. MILLER, Ph.B., A.M.,
English

✓ REGINA O'KANE,² *Hay*
Assistant in Art

✓ ARTHUR AMSDEN MACURDA, A.B., A.M.,
School Management, History, Arithmetic

✓ MADGE STEPHENS,
Music

✓ CHARLES W. WADDLE, A.B., Ph.D.,
Child Study and Pedagogy

✓ GRACE M. FERNALD, A.B., Ph.D.,
Psychology

✓ KATHERLINE GOETZINGER, A.B.,
Languages

✓ RALPH BENTON, B.S., B.L.,
Agricultural Nature Study

✓ A. A. HUMMEL, B.S., M.S.,
Biology, Arithmetic.

¹Absent on leave.

²Resigned March, 1911.

FACULTY—Continued

✓ ELIZABETH E. KEPPIE,
Reading and Physical Culture

✓ MICHAL G. SNYDER, A.B., A.M.,
History

✓ OLA L. ROWELL, A.B.,
Assistant in Geography and Nature Study

✓ KATHLEEN S. BECK,
Appointment Secretary and Assistant in Geography

✓ BELLE H. WHITICE,
Assistant in Manual Training

✓ HELEN E. MATTHEWSON,¹
Assistant Supervisor of Training School

✓ VERA HOLLOWAY, B.S.,²
Domestic Science and Domestic Art

✓ FLORENCE GILBERT, A.B.,³
Assistant in English

✓ BESSIE E. HAZEN, A.B.,³
Assistant in Art

KINDERGARTEN TRAINING DEPARTMENT

✓ ISABEL FRENCH, *Director*

✓ EVELYN PLUS, *Assistant*

✓ MAUD WHITLOCK, B.S.,⁴ *Kindergarten Music*

¹After December 1, 1910.

²After January 1, 1911.

³After March 7, 1911.

⁴After second term.

Handwritten notes on the right side of the page:

✓ M. Snyder
9 B
New-1911-12
Brewster
Crawford
Bardman
Collier
Mascord
Miner

TRAINING SCHOOL TEACHERS

✓ KATE F. OSGOOD,

*Supervisory City Principal and Assistant Supervisor of
Training School*

✓ CLARA M. PRESTON, *Third and Fourth Grades*

✓ HELEN C. MACKENZIE, *Second and Third Grades*

✓ SARAH E. WOODBURY, *Eighth Grade*

✓ ELSIE SECKLER, *First and Second Grades*

✓ MARGARET MEADER, *First Grade*

✓ EDNA T. COOK, B.S., *Seventh Grade*

✓ HELEN GOSS, *Fourth and Fifth Grades*

✓ EMMA J. ROBINSON, *Fifth and Sixth Grades*

✓ BERTHA E. WELLS,¹ *Sixth and Seventh Grades*

✓ ELIZABETH H. FARGO,

Librarian

✓ MARJORIE H. VAN DEUSEN, A.B.,

Assistant Librarian

✓ IVA E. MAIER,

Business Secretary

EDWIN P. CARR, *Engineer*

JAMES C. MAJOR, *Head Janitor*

ALEXANDER MCGILLIVRAY, *Gardener*

¹After January 1, 1911.

GENERAL INFORMATION

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports

of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind or in need of advice, students first consult their group teacher, who gives such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, especially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years.

The cost of working materials for ordinary class use in all departments, including library and lecture fees, is met by the payment of 50 cents at the opening of each term.

In the departments of Manual Training, Domestic Science, and Domestic Art, materials for ordinary use are furnished by the school; but when for special purposes materials in unusual amounts are required, students are asked to purchase them at cost, retaining the product as their own.

In the advanced course for departmental teachers in Art, the materials and instruments used are furnished by students. In the advanced course for departmental teachers in Music, lessons in voice culture are taken outside the school and paid for at prices agreed upon with instructors employed.

On graduation from any course a diploma fee of \$2.00 is charged.

Board, including room with light and heat, in which two persons share, in private families, costs for each person from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary

of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of school each term.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work and graduate, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, etc.—for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way, also, a few choice musical entertainments are provided.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the "Normal Outlook," a bi-weekly periodical, is managed and edited by representatives of the student body; and the "Exponent," the organ of the senior class, is published by the class which graduates in June of each year. In addition to these student enterprises, at various times during the school year literary and dramatic entertainments are given. The most important of these is a play presented under the direction of the Department of Reading by the summer graduating class.

The library contains some 19,000 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and

educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles Public Library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, the State Board of Education grants to graduates of the Normal School a normal document, which is in effect a permanent certificate to teach in the elementary schools of California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the institutions of higher education in California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at these institutions. This custom receives the approval and encouragement of colleges and universities as well as of the Normal School.

Under the same arrangements as heretofore existing, graduates of the State normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either Stanford University, the State University, or the University of Southern California with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the same institutions have recently been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

In furtherance of this arrangement, a new course to be known as the Academic-Professional Course will hereafter be open to students who come to us fully recommended from accredited high schools, and who elect this course on their admission to the normal school.

By shaping his course in accordance with this plan, it will be noted that a fully recommended student may obtain his diploma from the normal school, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

Though no agreements applicable to all cases have been reached regarding allowances of credit by the colleges of California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Normal School's Part in the Preparation of High School Teachers who Hold University Degrees

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school, of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half year of graduate study.

2. Evidence of graduation from a California State Normal School or from any other normal school officially recognized by the State Board of Education as of equivalent rank will be accepted in lieu of one half year of graduate study.

3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester.

GENERAL REQUIREMENTS FOR ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student will receive a health examination from the instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching; and that I intend to teach in the public schools of this State, or in the State or Territory where I reside.

Scholastic Requirements for Admission and Graduation

The scholastic requirements for admission may be met in several ways:

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted, provided that at least 30 units¹ of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, 6 units; Plane Geometry, 3 units; Algebra, through Quadratics, 3 units; History and Government of the United States, 3 units; Science, 3 units.²

¹After June, 1912, 36 such units of preparatory work will be required.

²After June, 1912, 6 units of science will be required; 3 of physical science (physics, chemistry, or physical geography), and 3 of biological science (botany, zoology, or physiology).

II. In general, the requirements for admission to the General Professional Course and to the Kindergarten Training Course are the same; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

The requirements for admission to the Academic-Professional Course are stated in I (a).

III. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those required by I.

IV. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiency in their preliminary training whose existence their work in this school may reveal.

V. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

VI. Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

VII. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study.

VIII. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

IX. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to special courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

X. In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the

practical teaching prescribed by the State Board of Education, as a prerequisite for the State high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX above) is entitled to a diploma when, according to the regulations of the school, he presents 121 units of credit, in either the General Professional or the Kindergarten Course, or 125 units in the Academic-Professional Course. (A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

1. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations required for admission to the State University, or by work done under circumstances approved by the President.

2. The standing of all students shall be probationary for the first term.

3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

4. To insure freedom from entrance conditions, students who expect to enter the normal school should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission.

Those who intend to pursue the Academic-Professional Course are further advised to take in the high school four years of foreign language or languages, ancient or modern.

5. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

6. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

7. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

8. Students are admitted to the General Professional Course, for either full or partial work, at the opening of the term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the*

first (fall) term if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

9. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

10. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report *on one of the two days assigned by the calendar for registration. Former students, assigned to the Training School, should report on the first day; others on the second. After the opening week* no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

12. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Geography I: Physical.....	4
Art I ¹	3
<i>and Cardboard</i>	2
<i>or</i>	
Sewing or Cookery ²	5
Music I	2
Physical Training I	1

Second term—Junior B

English II: Literature and Composition	2
Psychology I: General.....	5
Nature Study: Agricultural...	4
Geography II: General.....	3
Handwork I <i>or</i> Wood Shop	
I <i>or</i> Art I	3
Music II	2
Physical Training II.....	2

Third term—Junior A

English III: Grammar.....	5
Nature Study II: Biological..	4
Observation I	1
Reading I	5
Art II	3
Physical Training III.....	2

SECOND YEAR

Fourth term—Senior C

History I: Industrial History of the United States.....	5
Physical Training IV.....	2
Music III	2
Observation II	1
Child Study	5
Teaching I	5

Fifth term—Senior B

Arithmetic I	5
English IV: Literature.....	4
Physical Training V.....	2
Pedagogy	3
Observation III	1
Teaching II	5

Sixth term—Senior A

Music IV	1
History of Education.....	5
School Economy	2
School Law	1
Problems in Teaching.....	1
Teaching III	10

Penmanship, spelling, and additional English will be required if work shows deficiency. See page 33.

Each of the subjects named above, except sewing, is offered each term; but for various reasons it sometimes becomes necessary for one or more groups of students to follow an order different from that given.

¹Art I is postponed until the second term by students taking cookery or sewing the first term.

²Sewing is given in the fall and winter terms only. Exchanges in subjects are made to accommodate students entering in the spring who desire to take sewing.

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR

First term

English I	3
Physiology	5
Geography I	4
Art I	3
French I or German I.....	3
Music I	2
Physical Training I.....	1

Second Term

English II	2
Psychology	5
Nature Study I.....	4
Geography II: General.....	3
French II or German II.....	3
Music II	2
Physical Training II.....	2

Third Term

English VI: Language Method	2
History I	5
Nature Study II.....	4
French III or German III....	3
Art II	3
Observation I	1
Physical Training III.....	2

SECOND YEAR

First term

Reading III: Method	2
Arithmetic II: Method.....	2
Child Study	5
French IV or German IV.....	3
Music III (½).....	1
Physical Training IV.....	2
Observation II	1
Teaching I	5

Second term.

English IV	4
French V or German V.....	3
Pedagogy	3
School Economy	2
Physical Training V.....	2
Observation III	1
Teaching II	5
Music III (½).....	1

Third term

Historical Education ?.....	5
French VI or German VI.....	3
School Law	1
Problems in Teaching.....	1
Teaching III	10
Music IV	1

See notes under Course I.

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music I <i>k</i>	2*
Theory I	1*
Games and Hygiene I.....	1*
Handwork I <i>k</i>	3*

Second term—Junior B

English II: Literature and Composition	2
English II <i>k</i> : Literature for Children	1*
Psychology I: General.....	5
Nature Study I <i>k</i> : Agricultural	2*
Art I	3
Music II <i>k</i>	2*
Theory II	1*
Games and Hygiene II.....	1*
Observation I.....	4*

Third term—Junior A

Child Study	5
Nature Study II: Biological..	4
Art II <i>k</i>	3
Music III <i>k</i>	2*
Music: Piano	1*
Theory III	1*
Games and Hygiene III.....	1*
Handwork II <i>k</i>	3*

SECOND YEAR

Fourth term—Senior C

Pedagogy	3
Music V <i>k</i>	1*
Theory IV	2*
Games and Hygiene IV.....	2*
Handwork III <i>k</i>	1*
Seminar I <i>k</i>	1*
Teaching I <i>k</i>	10*

Fifth term—Senior B

History of Education.....	5
Theory V	2*
English IV <i>k</i>	2*
Seminar II <i>k</i>	1*
Teaching II <i>k</i>	10*

Sixth term—Senior A

Primary Education	4
School Law	1
Music IV	1
Theory VI	1*
Games and Hygiene V.....	1*
Handwork IV <i>k</i>	1*
Seminar III <i>k</i>	1*
Teaching III <i>k</i>	10*

*These subjects are offered in only one term each year, the course being arranged for the convenience of students entering in the fall.

Penmanship, spelling and additional English will be required if work shows deficiency. See page 33.

IV. ADVANCED COURSE IN MANUAL TRAINING FOR THE PREPARATION OF DEPARTMENTAL TEACHERS

FIRST TERM.

Wood Shop II.....	10
Mechanical Drawing I	4
Clay Modeling	4
Leather and Textiles.....	4
Applied Design X	2

SECOND TERM.

Wood Shop III.....	10
Mechanical Drawing II.....	6
Metal Shop I.....	4
Handwork II	3
Applied Design II.....	1

THIRD TERM

Wood Shop IV.....	6
Wood Carving	4
Metal Shop II.....	4
Industrial Geography	2
Teaching <i>Inst.</i>	4
Theory and Organization.....	3
Applied Design III.....	1

V. ADVANCED COURSE IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

FIRST TERM

Composition and Design I....	6
Drawing and Painting I.....	4
Perspective	2
Outdoor Sketching	3
Clay Modeling	4
Art Appreciation and History I	1
Mechanical Drawing I.....	4

SECOND TERM

Composition and Design II... ..	6
Drawing and Painting II.....	6
Outdoor Sketching II.....	3
Art Appreciation and History II	1
Theory and Practice of Art Teaching Ia	2
Mechanical Drawing II.....	6

THIRD TERM

Drawing and Painting III....	3
Illustration	6
Interior Decoration	3
Art Crafts	3
Art Appreciation and History III	1
Theory and Practice of Art Teaching IIa	8

VI. ADVANCED COURSE IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

FIRST YEAR	SECOND YEAR
<i>First term</i>	<i>Fourth term</i>
Music I 2	Ear Training I 2
Voice Culture 2	Sight Singing I..... 4
Music Practice 3	Harmony I 3
English I 3	Methods I 2
Physiology 5	Children's Songs I..... 3
Psychology 5	Musical Appreciation I..... 2
	Physical Expression I..... 2
	Chorus Conducting I..... 2
	Music History I or Teaching.. 2
	Teaching 2
<i>Second term</i>	<i>Fifth term</i>
Music II 2	Ear Training II..... 3
English II 2	Sight Singing II..... 4
English II ^k 1	Harmony II 3
Reading I 5	Methods II 2
Child Study 5	Children's Songs II..... 2
School Economy 2	Musical Appreciation II..... 2
Physical Training IV..... 2	Chorus Conducting II..... 2
	Music History II or Teaching. 3
	Teaching 2
<i>Third term</i>	<i>Sixth term</i>
Music III 2	Sight Singing III 3
Music History 4	Methods III 2
English IV 4	Children's Songs III..... 3
History Education 5	Musical Appreciation III..... 2
Pedagogy 3	Physical Expression II..... 2
School Hygiene 2	Chorus Conducting III..... 2
	Music History III or Teaching 4
	Teaching 5

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined. Substitutions should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are subject to the approval of the President.

List of Electives

1. General Science: Five periods a week every term.
2. Geography IIa, or IIIa, Physiography: Five periods a week, winter term.
3. Geography IIb, or IIIb, Economic Geography: Five periods a week every term.
4. Reading II: Advanced work in expression. Three periods a week, fall term.
5. Reading III: Method. Two periods a week, winter term.
6. History II: Method. Two periods a week every term.
7. History III: California. Three periods a week, fall term.
8. English V: Methods in literature. Two periods a week every term.
9. English VI: Methods in language. Two periods a week, winter term.
10. English VII: Shakespeare. Two periods a week, spring term.
11. Arithmetic II: Method. Two periods a week every term.
12. Psychology II: Advanced. Four periods a week, spring term.
13. Primary Education: Four periods a week every term.
14. School Hygiene: Two periods a week, spring term.
15. Teaching IV: Individual assignment. Any term of senior year.
16. Art III: Advanced. Three periods a week, fall and winter terms.
17. Physical Training VI: Playground work. Two periods a week, spring term.
18. Cardboard. Two periods a week every term.
19. Handwork I: Three periods a week every term.
20. Woodshop I: Three periods a week every term.
21. Cookery. Five periods a week every term.
22. Sewing: Five periods a week, fall and winter terms.
23. Students pursuing the Kindergarten Training Course may substitute Art II for IIk when in the opinion of the President such a change is for the best interest of the student concerned.
24. Any subject of another course than the one a student is pursuing, provided he has the prerequisites for the desired subject, and that it is not included in his required course.

NOTE.—Every student pursuing the General Professional Course is required to take Cardboard and Handwork I (or Woodshop I), or Cookery or Sewing.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute General Science.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, or Economic Geography.
4. Students accredited in Physical and Commercial Geography may substitute freely for Geography I.
5. Students accredited in nine units of high school English, including one and one half units of English Grammar, may substitute freely for English III, provided the substitution includes English VI; those accredited in twelve units of high school English may substitute for English IV, provided the substitution includes English V.
6. Students accredited in nine units of high school history, including three units of U. S. History and Government, may substitute for History I, provided the substitution includes History II.
7. Students accredited in nine units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.
8. Any student who is devoting two full years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.
9. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading III.
10. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. Which course will be required in any case shall be determined by three directors of the Art Department.
11. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of instructor in Music, for all music except III and IV.
12. Students who have taught two or more years may substitute School Hygiene for School Economy.
13. Students electing the Academic Professional Course, who, under the rules, are allowed substitutions, will be expected to take Reading I (in place of II) and Arithmetic I (in place of II) unless relieved as provided in 7 and 9.
14. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.
15. In order that a student may obtain an elective, to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I. GENERAL PROFESSIONAL COURSE AND COURSE II. ACADEMIC-PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

Prerequisite: The Normal School course in physiology, or its equivalent.

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic points of view.

Five hours per week for one term.

Psychology II: Advanced Psychology

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, particularly to those dealing with the special school subjects, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered.

Four hours per week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Five hours per week for one term.

Pedagogy

The course consists of lectures, assigned readings, and recitations based upon a text. The following are the chief topics considered: the aim of education, instincts, apperception, interest, attention, memory, association, habit, moral behavior, motor education, play, and formal discipline. The relative amount of emphasis on these subjects varies from term to term. The work is based for the most part on the established facts of Educational Psychology and Child Study, attention being directed primarily to their practical bearing upon the work of the teacher.

Three hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. Monroe's Brief Course in the History of Education is the principal text.

Five hours a week for one term.

School Economy and School Law

The course in school economy is a brief study of the administrative aspects of the teacher's work in the light of psychological, social, and ethical knowledge. It studies the school as the chief instrument by means of which public education is to be promoted. It endeavors to discover certain guiding principles in obedience to which the necessary mechanism of the school may yield its largest educational value. It points out and emphasizes the qualifications, professional and personal, necessary to insure the successful administration of his office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

More specifically, the course treats of the ordinary details of school management—government and discipline; study, the recitation, recesses and recreations; tests and examinations; programs, courses of study, classification, gradation, promotions, incentives and moral training. The bearing of all these matters upon health is pointed out as the course proceeds. In addition, by means of lectures and demonstrations, the course deals briefly with such topics as the school building, grounds, furniture, and apparatus; heating, lighting, and ventilation; hygiene of school life, occupations, and studies; diseases caused or aggravated by school conditions.

The study of these subjects involves recitations, conferences, reports on library readings, and lectures dealing with certain aspects of these questions not ordinarily treated in available books.

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

Observation, Teaching, Problems of the Novitiate in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich their experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity of careful plans for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. The course dealing with the problems of the novitiate in teaching is required of all students during the final term. This course consists of lectures and conferences upon miscellaneous topics especially selected for students about to graduate and to enter upon the work of teaching in the public schools.

Practice in teaching is usually afforded in a lower, a middle, and an upper grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Problems of the Novitiate in Teaching: One period; last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observations II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Problems of the Novitiate in Teaching.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program are dis-

cussed, and definite methods of teaching specific subjects formulated. An effort is made to follow the children in their periods of development through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week each term.

ENGLISH

English I and II: Composition

The purpose of this work is to help students acquire good habits of verbal expression. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition.

This work is required of all students except those who enter with advanced credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought. This method of approach not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to the study of selected literary masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English Literature

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Methods in English Language

This course comprehends an inquiry into the problems and principles of English language teaching in the elementary grades, with the purpose of determining the most practical and effective methods. The point of view is indicated in the description of the course, English III, above. Required of students not taking English III.

Two hours per week for one term.

English VII: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VIII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will be limited, precedence being given to those whose work in English I and II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

Spelling and Expression

Students found to be deficient in either or both of these subjects will be required to remove the deficiency by special work under the direction of the Department of English.

FOREIGN LANGUAGES

Students registered in the Academic-Professional Course are required to take work in one or more languages, Latin, French, German, for periods depending upon the amount of credit in foreign languages presented on admission, and upon the college of the university for which they are making preparation.

Latin IV, V, VI represents work in fourth year Latin, including Vergil and composition.

French I, II, III represents work in beginning or first year French, including grammar, reading, composition, and daily conversation.

French IV, V, VI represents work in second year French, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

German I, II, III represents work in beginning or first year German, including grammar, reading, writing, composition, learning German songs and poetry, and daily conversation.

German IV, V, VI represents work in second year German, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

HISTORY

History I: Industrial History of the United States

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades. The pedagogy of history and civics receives constant consideration with discussion of methods based upon observation and teaching in the Training School.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. A history method course is

therefore thought necessary for those who having had three years of history in the high school are privileged to substitute for History I.

In this course of study, material for use in the primary and intermediate grades is investigated and reviewed. Especial attention is paid to United States History and Government as they are taught in the grammar grades, with observation and discussion of the work as it is carried on in the Training School. An effort is made to enlarge the possibilities of the teacher in meeting the problems and practical needs of boys and girls in every-day life.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material will be used. The work in this course includes a survey of the native races and Spanish occupation of California; the American conquest; political organization and development of the State; industries and topics of current interest to the citizens of California. The aim of the course in large part is to afford the students an opportunity for original investigation, however limited the field. Incidentally, it is to be hoped, there will be some pleasure and not a little general information as by-products.

Three hours per week for one term.

READING

Reading I: General Course

The aim of the course is to help the student to an appreciation of good literature and the beauty of the English language; to improve the quality of voice; to establish a natural ease of manner in speaking and reading; to give the student a specific idea of the method employed in the teaching of the subject in the grades. The personal development precedes the work in method.

The work in method includes primary reading, the use and place of phonics, principles employed in the presentation of reading and literature in the intermediate and grammar grades, choice of material, story telling and dramatization. Observation lessons are given during the course by instructors in the department. Frequent conferences are held and criticisms given students in connection with the teaching of reading in the Training School.

Five hours per week for one term.

Reading II: Advanced

This course continues the work of Reading I, except that little attention is given to method. It includes practice in extemporaneous speaking and the dramatic reading of one Shakesperian play.

Three hours per week for one term.

Reading III: Method

This covers the method work of Course I, and is offered especially for students entering with advanced standing, who are not required to taking Reading I.

Two hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations

between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend the "factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Five hours per week for one term.

II (c) Industrial Geography

This course deals with the distribution and production of the materials that enter into the work of the teacher of Manual Training. For a more complete statement see the Manual Training Course.

Two hours per week for one term.

GENERAL SCIENCE

It is a purely elective course offered as preparation for the work in Domestic Science, Agriculture, Nature Study, and Physiology. An effort is made to present the broader principles of Chemistry and Physics as they affect the living cells and thus to lay the foundation for a clearer understanding of the life processes and the need of both animal and plant. The course should contribute also to a more correct interpretation of many of the processes involved in the study of Physical Geography.

Lectures, with demonstrations, five hours per week. Open to all students.

Nature Study I: Agricultural Aspect

The point of view of the course is that of agriculture as a human interest subject now firmly placed upon scientific principles, and, as such, co-ordinate with other science work in the schools. The scientific principles of agriculture are illustrated in the class room by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, potting and repotting plants, etc.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of

California agriculture, yet as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Four hours per week for one term.

Nature Study II: Biological Phase

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with, and in such way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim in order to develop an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Illustrative material is drawn from the student's immediate surroundings.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetical solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in Special Methods in Arithmetic is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or *art side*, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

1. The paramount aim in handling children's voices is to keep them alive with interest, and make them able to express the various moods suggested by the songs. The unconscious light tone, which naturally belongs to the child, must always be preserved. Care of the children's voices must result in care of the teacher's voice, the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade, but must be subordinate to the art side.

The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The class room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

(a) Value of the song—melodic, rhythmic, ethical.

(b) Teacher's conception of the song, and attitude toward the class.

(c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

(d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical forms. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours per week for one term.

Music II: Sight reading and song presentation

Two hours per week for one term.

Music III: Song presentation method

Two hours per week for one term.

Music IV: Study of composers, program work

One hour per week for one term.

ADVANCED COURSE IN MUSIC FOR DEPARTMENTAL TEACHERS

The advanced course in Music for the training of departmental teachers is an outgrowth of the demand for trained teachers of music for the public schools. The regular Normal School curriculum offers careful and thorough work in music as in its other branches; and because of the preparation in this department our students have frequently been called upon to supervise music work in several grades. Since, however, the regular course is not planned to equip special teachers or supervisors, and as the School deprecates the fact that its students who are called upon to devote themselves to music teaching have not had broader training in this special line, the faculty is glad to announce that with the opening of the fall term, 1911, there will be offered a special course for the training of music teachers for departmental work.

The course will be quite independent of the regular Normal School Course in Music. It will have its own studio and teachers, and, in

addition, will enjoy unusual opportunities for observation, teaching, choral, and glee work in the Normal School.

The course in music for departmental teachers will be open—

First, to graduates of this school, or those who have done equivalent work elsewhere, who will receive a special music diploma upon completing the work as outlined for the second year.

Second, to High School graduates, whose courses have included at least the full amount of two years of high school music, who will receive a special music diploma upon completing the work as outlined for the two years.

Third, to others whose preparation has consisted of an extensive musical training, who will take at least the two years as outlined in order to receive the music diploma.

Program Recitals: These will be given at frequent intervals to encourage expression, poise, and the study of cultural programs.

Public Recitals: Since our city is peculiarly rich in good music, it is expected that the students of this department will supplement the course in Music Appreciation by hearing such concerts and recitals as may be suggested and for which students' rates are usually obtained.

Piano: While it is a recognized limitation in a teacher of music to be unable to play the piano, this department can only recommend that outside piano work be done; offering, however, to those who are able to play, a comprehensive course in accompanying. No rudiments of piano work will be given.

ART

The purpose of the Art Department is: first, to train the appreciation of the students, and to lead them to express themselves in terms of art; and second, to prepare them to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, following this by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

The theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. The advanced work (Course V) includes the planning of equipment and study-courses. One term of teaching, under supervision, is also required.

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. *Leaf perspective*. Stenciling ~~in full term only~~.

Three periods per week for one term.

Art II

Art appreciation. Principles and elements of art. Landscape composition. Lettering. Color scales and schemes. Still-life. Methods of teaching art.

Three periods per week for one term.

Art II½

Art appreciation. Principles and elements of art. Landscape composition. Lettering. Color scales and schemes. Animals, birds, and figures. Illustration of stories, songs, occupations, and games. Adaptation of art principles to kindergarten work.

Three periods per week for one term.

Art III

Elective. Art appreciation. Principles and elements of art. Composition and design. Outdoor sketching. Figure sketching and composition.

Four periods per week for one term.

ADVANCED COURSE IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

This course of one year is offered on account of an increasing demand for advanced work and also because of many applications to the Normal School for departmental teachers of art. The course will be open to graduates of accredited Normal Schools and to those who have had equivalent training, provided that they have done satisfactory work in Art I, II, and III, or equivalent courses. The director of the Art Department will decide all questions as to advanced credits and equivalents in art. These may be determined through credentials, work submitted, or through examination. Any two or all three of these methods may be employed by the Art Department before a student's matriculation is complete.

The course is primarily planned to prepare teachers for departmental teaching of art in the grades, and a diploma for such work will be given to all students who satisfactorily complete the requirements.

A diploma for supervisory, high school, and normal teaching of art will be given in exceptional cases where a student is sufficiently advanced at entrance and shows unusual ability.

Students may enter Course V at the beginning of the fall term only. For brief outline of work see schedule under Courses of Study.

MANUAL TRAINING

The work in this department is planned with special reference to the needs of the teacher. The aim of the work is to give to students a thorough working knowledge of the tool exercises and materials commonly used in school courses; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in handwork.

Cardboard

Paper tearing, folding, and weaving; applied construction; drawing and lettering.

Two periods per week for one term.

Handwork I

Constructive work with raffia, reeds, pith, matting, yarn, and cord. Three periods, with two of practice, per week for one term.

Work Shop I

Bench work, including useful models in the construction of which the correct use and proper care of the common woodworking tools can be profitably taught; the reading of working drawings, blue prints, and sketches; and the use of stains and other finishes.

Three periods, with two of practice, per week for one term.

ADVANCED COURSE IN MANUAL TRAINING FOR THE PREPARATION OF DEPARTMENTAL TEACHERS

In recognition of the steady and growing demand for special teachers, the school offers, in addition to the manual training included in the General Professional Course, a Special Manual Training Course, requirements for admission to which are the following:

(a) Normal School or college diploma;

(b) College credits equal to two years' work and six months of successful teaching experience.

Those who, in addition to the above requirements, can offer three courses in Art, one in Cardboard, one in Handwork, and one in Wood Shop will be able to complete the Manual Training Course in one year. For others an extra term of residence may be necessary.

Upon the satisfactory completion of the Manual Training Course a diploma in elementary manual training will be issued. Holders of this diploma will be recommended to the County Board for the Special Elementary Certificate.

Such students as show the proper qualifications and do the necessary amount of advanced work (including teaching in the Normal classes) will be given a *special* diploma in Manual Training, and will be recommended to the County Board for the Special High School Certificate in Manual Training.

OUTLINE OF THE COURSE

Clay

Modeling and Pottery. Emphasis will be laid upon the study of form, design, decoration, and technique. Four periods, with two of practice per week, for one term.

Handwork II

Advanced work with the materials used in Cardboard, Clay, and Handwork I.

Three periods, with two of practice, per week for one term.

Wood Shop II

Joinery and wood turning, including sample work with woodworking machinery.

Ten periods per week for one term.

Wood Shop III

Cabinet and furniture design and construction. Advanced work with the bench tools and machinery.

Ten periods per week for one term.

Wood Shop IV

During this course students are expected to show by demonstrations before the class their ability to use tools and machinery accurately and rapidly and by written work and recitations to show that they are competent to teach the subject.

Six periods per week for one term.

Mechanical Drawing I

Geometrical problems, conic sections, orthographic projection, and lettering.

Four periods per week for one term.

Mechanical Drawing II

Objects oblique to planes, the development of surfaces, the intersection of surfaces, the use of auxiliary planes, and a brief treatment of isometric and cabinet projection.

Six periods per week for one term.

Metal Shop I

Work in copper and brass along art crafts lines.

Four periods per week for one term.

Metal Shop II

Advanced work in design and construction, covering some of the more difficult processes employed in the trades.

Four periods per week for one term.

Applied Design I

Prerequisites: Art I, II, and III.

Suggestions for the construction and criticism of designs that students intend to use in their work during the term.

Two periods per week for one term.

Applied Design II

Continuation of Design I.

One period per week for one term.

Applied Design III

Continuation of Design II.

One period per week for one term.

Leather and Textiles

Tooling, inlaying and coloring, stenciling and block painting.

Four periods per week for one term.

Wood Carving

For beginners. Simple designs carved upon models made by the students for that purpose.

Four periods per week for one term.

Industrial Geography

Lectures and library work. A study of the distribution of forest products, textile materials, minerals, etc.; their preparation for use; and transportation to manufacturing centers.

Two periods per week for one term.

Teaching

Two periods per week for one term in a lower grade, and two periods per week for one term in an upper grade.

Candidates for the Special High School Certificate, in addition to the above, must do enough practice teaching in Normal classes to satisfy the department that they are competent to teach the High School work.

Theory and Organization of Manual Training

Lectures, written reports, library work, and discussions.

Three periods per week for one term.

DOMESTIC SCIENCE AND DOMESTIC ART

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines is being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

Prerequisite: High School course in chemistry, or a course in General Science.

The kitchen, its arrangement and care; the selection, use, and care of utensils, stoves, ranges, fuels.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: Even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibers: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making; undergarments, shirt-waist, suits, aprons, etc.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those students who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

The young women are assigned to the gymnasium in regular study periods. The young men use the gymnasium after school.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, mat exercises, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as exercises upon stall bars, bom, ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. Methods of teaching children and the analysis of positions common during school life. Classified games and folk dances for the first five grades.

Two hours per week for one term.

Course V

This course consists of exercises with and without hand apparatus. Games for the upper grades. Folk and aesthetic dances.

Two hours per week for one term.

Course VI

This course, which is elective, deals especially with playground work, and is given twice a week during the spring term only.

Course in Play

While no special provision is made for training students for directors of playgrounds, it is possible for many students to so plan their work as to secure considerable preparation tending in that direction. The general course is rich in material and methods for such work. This is especially true of physical training IV and VI and the courses in kindergarten training, manual training, music, art, and child study. In the child study course there is opportunity, for those who desire, to make a special study of children's plays and the playground movement. Course VI in physical training is especially arranged to assist those who may desire summer work on the playgrounds.

COURSE III. KINDERGARTEN TRAINING COURSE

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

KINDERGARTEN THEORY

Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother Plays and its relation to modern educational principles.

Theory I

The individual child in typical phases of home environment and motor activity.

One hour per week, first term.

Theory II

The development of the hand, finger plays, and manual training.

One hour per week, second term.

Theory III

The child's social or neighborhood environment, with the materials and processes involved.

One hour per week, third term.

Theory IV

The educational value of animals and the effect of natural phenomena upon the child-mind.

Two hours per week, fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week, fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week, sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene, I, II, III

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week, first, second, and third terms.

Games and Hygiene, IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week, fourth term. One hour per week, sixth term.

HANDWORK

Lectures, class exercises, and discussion. This course is designed to equip the teacher with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child.

Handwork I^k

Occupations: a technical training in various forms of kindergarten handwork, including (1) paper folding; (2) cardboard and coarse sewing, doll making; (3) weaving paper and cloth, simple basketry; (4) paper cutting and pasting; (5) drawing; (6) color work, or painting; (7) construction with cardboard, nature materials, etc.; (8) clay modeling; (9) use of the sand table.

Three hours per week, first term.

Handwork II^k

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Three hours per week, third term.

Handwork III and IV

Experimental work in the adaptation of the gifts and occupations to the environment of the child in California.

One hour per week, fourth term. One hour per week, sixth term.

Nature Study I $\frac{1}{2}$, Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week, second term.

KINDERGARTEN MUSIC**Kindergarten I**

Breathing exercises; voice placing; sight reading; selection of kindergarten music.

Kindergarten II

The study of kindergarten songs, and method of teaching them. Work in phrasing and expression.

Kindergarten III

Advance program work; continuation of methods of teaching.

Kindergarten IV

Sketches from the history of music.

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

One hour per week, spring term.

KINDERGARTEN ART COURSES

Two courses are given. The first of these is the same as Art I of the General Professional Course. The second is the same as Art II of the General Professional Course with some modifications in the latter part of the course, in which special attention is given to adaptation of the work to the kindergarten.

THE TRAINING SCHOOL.

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will ensure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. A number of students are given opportunity to do Cadet teaching in the Los Angeles city schools.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore, the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. *Writing:* Chiefly on blackboard. Pencil introduced. *Spelling:* Oral and written. Emphasis on visualization. Material from other subjects. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories chiefly with reference to special holidays. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics. Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Raffia—braiding, weaving, winding. Applied art in designing rugs. Rug, hammock, and book-bag weaving on loom. Constructive work related to industries and occupations. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Mainly with pencil. Ink introduced. Natural slant throughout the grades. *Spelling:* Oral and written. Much dictation of nursery rhymes. *Literature:*

Mostly stories told to children. See second grade. *History*: See second grade. *Language*: Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alternation. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Knotting and winding of raffia. Constructive work related to industries and occupations. Class projects. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing*. *Spelling*. *Literature*: Stories told to and read by children. See second grade. *History*: Stories and supplementary reading in connection with holidays, continued throughout grades. Local city history and early California missions, last month. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Agricultural—individual garden plots for fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil.

Manual Training: Cardboard construction. Raffia, reed, and Tilo Matting. A little basketry and pottery. Class projects. *Music:* Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training:* In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature:* Emphasis on appreciation, expression, responsiveness. Memorization of poems. Dramatization. Articulation drills. *Spelling. Writing. History:* Current events. Practical civics. Stories of Greeks and Romans. *Language:* Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic:* Fractions and decimals. *Nature Study:* Garden work in individual plots. *Geography:* North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art:* Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art:* Continuation of fourth grade work, first half. During the second half, for boys, making drawings and beginning of bench work; for girls, sewing. Class projects. *Music:* Continue work of fourth grade. Formal two-part singing. *Physical Training:* In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race. Olympic games on playground.

Sixth Grade. *Reading and Literature:* Emphasis on appreciation, expression, responsiveness. Dramatization of poems and historical events. *Language:* Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic:* Fractions, subtraction of dates, aliquot parts, percentage. *Nature Study:* 1. Garden work in individual plots for B6's and for spring A6's. Nature study clubs (emphasis on biological phases) for fall A6's. *Geography:* Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History:* Current events. Practical civics. Municipal civics. Continental history, study recitation, first half; English history, study recitation, second half. *Art:* Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers.

Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Games of low organization, such as Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling*. *Writing*. *Arithmetic*: Percentage, literal quantities, involution; extracting square root, measurements, and constructions. *Nature Study*: Chiefly agricultural topics (development lessons). *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History*: United States History to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Ball. Folk dances. Boys—apparatus work additional.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal"; "The Lady of the Lake"; Julius Cæsar"; or "The Merchant of Venice"; shorter selections, including "The Man Without a Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned.

Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling. Geometry. Arithmetic:* General review. *Physiology. History:* United States History concluded, with especial consideration of the industrial development. California history. Civics. Current events. *Art:* Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Science:* Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music:* See seventh grade. *Physical Training:* Girls—Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Boys—apparatus work additional.

THE LIBRARY.

The library contains about 20,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: Psychology and education, science, travel, history, and literature. About 1,500 new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF PREVIOUS CATALOG.

SUMMER CLASS, JUNE 24, 1910

General Professional Course

Howard Droste Allen	Ida M. Daggett	Iva B. Jackson
Mattie Anderson	Nellie Pearl Dabney	Anna Elizabeth Johnson
E. Grace Andrews	Anna Margaret Danell	Marion Louise Johnson
Ethel Ardis	Mary Davaine	Ruby Christine Johnson
Edna Frances Augur	Helen Janet Dickey	Genevieve Judd
Mildred Katherine Baker	Anna M. Drew	Edith Mabelle Klein
Myrth Bartlett, A.B.	Sophia J. Durr	Kathryn Klein
Ethel Marie Bass	Edna Earle, A.B.	Blanche Knowlton
Ruth Emily Baugh	Vesta Kyle Eaton	Lillian Antonia Koehler
Myrtle W. Beal	Miriam Elmore	Alida May Kring
Alice Eva Beebe	Mrs. S. Belle Ellsworth	Helene Louise Kuhnle
Minnie Sophia Bell	Frank Fitch, A.B.	Helen Dell Lamson
Alice Irene Bird, B.L.	Barbara W. Fisher	Lillian Landreth, A.B.
Melissa Abigail Blair	Mary Ellen Fitzgerald	Viola Marie Larter
Helen Claire Bliss	Margaret Ford	Georgia Edna Laurence
Ruth Blodgett, A.B.	Louise Ernestine Foster	Annie S. Lawson, B.S.
Katherine Bolton	Sade Fox	Agnes May Lee
Adele Erica Boquist	Blanche Y. Freeman	Lorenzo J. Lehman, B.E.
Elinor Rachel Boquist	Willimae Fulton	Louise Paz LeMesnager
Lida Stanford Bracewell	Margaret C. Gallup	Alma Leonhardy
C. Augusta Brittan	May Geraldine Gaynor	Clara Lewis
Dorothy Grace Brokaw	Elsie M. Gilhousen	Sadie Marie Lincoln
Eleanor Henrietta Brown	Bess Marguerite Given	Florence A. Lindeman
Hattie N. Brown	Mary Edna Glasscock	Mrs. Della Scruggs Lindley
Marye Brunswicker	Mae A. Goetz	Hilda Read Llewelyn
Luna Grace Buck	Mary Elizabeth S. Good, A.B.	Grace Deane McAfee
Constance Irene Bulfinch	Leda May Granger	Maud McCarty
Jessie May Burnham	Pearl Jewell Grant	Pearl McCloskey
Sarah Ethel Canterbury	Mrs. Ella E. Gray	Emma Catherine McMeekin
Mabel Harriet Carpenter	Hallie Green	Mabel Ada McNeely
Gladys Caster	Mary Agnes Grim	E. Ella McOwan
Sallie Catland	Mary Alice Grimshaw	Malvina D. Malter
Mabel E. Chase	Olga Grizzle	Minnie Isabella Martin
Anna Electa Clark	Hattie Helen Grubb	Ruth Mathewson
Arthur H. Clayton	Mary Lillian Halfpenny, A.B.	Jessie Elizabeth Merrilees
Katheryn Wiggins Coley	Inga Halverson	Lena F. Middleton
Edith A. Connor	Christina Marie Hansen	Violet Millage
Agnes Catherine Cooney	Sallie Anne Hedgpeth	Bertie E. Miller
Mary L. Cox	Orra Leta Hendrick	Caroline Miller
Esther A. Crawford	Helen L. Herdeg	Annette Templeton Mitchell
Bertha Todd Crawford	Bessie M. Hollingsworth	Lorraine Mitchell
Samuel Orrin Cripe	Geneva Hossler	Emma Mae Moncrief
Irma Edith Crosby	Mary Davis Howell	Ruth Moritz
Mary Dean Crowell	Mazie Elizabeth Huff	Ella Mae Morton
Pearl C. Crutchfield	John R. Hurley	Louise B. Morton

General Professional Course—Continued.

Lillian K. Moss	Lutie R. Ruhland	Grace Mae Talcott
Victor Newlan	De Rose M. Rutherford	Mary Belle Thompson
Mabel Dorothy Noggle	Ellen M. Rutty	Maude Victoria Thompson
Elizabeth L. Officer, A.B.	Saada M. Sanford	Gladys Florence Towne
Gertrude O'Neal	Helen Blanche Saulque	Marjorie Mellette Updyke
Paula Louise Palm	Frankie Savory	Elva L. Uttley
Ella J. Patterson, A.B.	Cora D. Sawyer	Winifred B. Vessey
Mamie Ellen Paul	Rose Alene Schneider	Annie Belle Walk
Cecil Lorena Peabody	Agnes C. Scudder	Lella Cleaves Walker
Isabelle Clara Poole	Frances Bertha Shrode	Irene Louisa Ward
Gertrude Potter	Fronie Hunnewell Sheldon	Thea Marguerite Warner
Jessie Hazel Power	Margaret Mary Sinclair	¹ Gertrude Waterman
Mildred Wyman Pratt	Edna E. Skinner	Bessie Lee Wendling, A.B.
Iva Josephine Reeves	Grace Abigail Smith	Theresa Kelliher White
Inez Naomi Richards	Agnes C. Smith	Eleanor Van Orden White
Helen P. Richardson	Frances Smith	Edna Whitney
Eleanor Myrtle Riecker	Margaret Smith	Nellie E. Wicker
Georgia Gladys Riley	Ruth Pauline Smith	Ruth Carolyn Williams
Edna Belle Robbins	Grace Sprague	Ella Marguerite Winstanley
Edna Jean Robinson	Nellie Eva Stephens	Edna Lillian Wright
Elizabeth Robinson	Lucy Stein	Ethel Wright
Leah Katherine Robinson	Mary Lydia Stone, B.L.	Lenore Zinnamon
Doris P. Rosenthal	Elsie Valtina Stonehouse	
Alice Kent Rothermel	Margie Louise Symonds	

Kindergarten Training Course

Zeke Kinsworthy Brunson	Rothel Matilda Harcus	Helen Stewart
Marian Dalmazzo	Norma Hensler	Eleanor Valley
Mary E. Douglas, A.B.	Lita Murrieta	Eugenia West
Edith Hanly		

WINTER CLASS, DECEMBER 16, 1910**General Professional Course**

Maie Lenora Ahlstrom	Ruth Holcomb	Frances Mabel Palmer
Elsie Emily Behrens	Mabel Alice Houghton	Bertha Pulford
Mabel A. Bradley	Emma May Hull	Grace A. Reeve
Elsie Buehn	Anna Bee Johnson	Luella Wooley Rensberger
Stella M. Campling	Widde Gano Kendrick	Corinne Aldine Seeds
Hazel Levee Chandler	Vierling Kersey	Myrtle Hoff Sherman
Agnes Pierce De Wolf	Virginia Laura Klyce	Fay M. Silverthorn
Bessie Ethel Farrell	Emma Jane Lawhead	Florence Sunderland
Cora Belle Frederick	Evelyn E. McCoid	Catherine Fredarica Thiele
Elsie H. Halvorson	Myrtle McIntyre	Edith L. Wallop
Georgia Adele Haskell	Inez Elma Maas	Helen Sophia Wilcox
Fannie May Hasty	Elsie Irene Mahon	Mary Retta Wilcox
Leona Harris	Josephine M. Moran	Alma N. Willmert
Lena C. Herbold	Beryl C. Munhall	
Lillian Geraldine Hilliard	Nellie V. Neilson	

Kindergarten Training Course

Vesta M. Baker	Helen Hamilton	² Grace Deane McAfee
Sybil Hope Grant	Mary Ross Hewetson	Florence Marie McCully

¹Graduate of the Kindergarten Training Course, March, 1909.²Graduate of General Professional Course, June, 1910.

SPRING CLASS, MARCH 24, 1911**General Professional Course**

Nellie May Bailey, A.B.	Eunice E. Garratt	Georgia Lee Oyler
Ethel Best	Mary Alnetta Gray	Evangeline Pray
Eva Black	Loie M. Hall	Gretchen L. Pringle
Alice M. Blust	Grace E. Hamerton	Hallie May Proctor
Gladys L. Brandt	Laura Mary Harrington	Nellie A. Randall
Mary P. Brown	Ethel M. Harris	Marie Luella Rice, A.B.
*Mrs. Carrie Elizabeth Burke	Juliet Howard	Eleanor Richards
Jessie M. Calvert	Emily Bayard Johnson, A.B.	Ethel E. Richards
Herbert Campbell	Phoebe Joslin, A.B.	Lorita Baker Rouse
Bertha Cheek	Hannah Lawyer, B.S.	Florence Erna Schwartz
Phoebe R. Combs	Annie Leppard	June M. Schultz
Marguerite Cooper	Hana Lois MacKalip, A.B.	Helen Marion Smart, A.B.
Mary B. M. Cooper	Emeline Mears	Pearl Stewart
May Curry, A.B.	Clara B. McClure	Lottie Sweet, B.S.
Marion Emily Davison	Kate Motsinger	Marie Sweet
Lida M. Dolton	Lillie B. Mueller	Ethel L. Webb
Margherita Domenigoni	Florence J. Naismith, B.L.	Emma A. Wicker
Elinor Dore Dougherty	Lydia R. Newby, A.B.	Maud R. Williams
Carol Adelaide Duncan	Una Walcott Nobles	
M. Blanche Ford	A. Mabel O'Reilly	

Kindergarten Training Course

Gertrude Hulet 

Marie Mernin

*Graduate of Kindergarten Training Course, February, 1906.

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	53
8. Year ending June 30, 1891.....	75
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	88
11. Year ending June 30, 1894.....	77
12. Year ending June 30, 1895.....	81
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	56
15. Year ending June 30, 1898.....	89
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	127
19. Year ending June 30, 1901.....	130
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	109
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	155
24. Year ending June 30, 1907.....	138
25. Year ending June 30, 1908.....	210
26. Year ending June 30, 1909.....	243
27. Year ending June 30, 1910.....	304
28. Classes of December, 1910, and March, 1911.....	108
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Total	2,855
Graduated from two courses, counted twice.....	24
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Total, excluding those counted twice.....	2831

SUMMARY OF STUDENTS ENROLLED 1910-1911

General Professional Department	
Post graduates	19
<i>Senior classes</i>	
Graduates of December, 1910, and March, 1911.....	101
Candidates for graduation, June, 1911.....	267
Candidates for graduation, December, 1911, and March, 1912.....	126
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	494
<i>Junior classes</i>	
Candidates for graduation, June, 1912, or after.....	332
Special students and visiting teachers (other than post graduates).....	16
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Total in General Professional Department.....	861
Kindergarten Training Department	
<i>Senior classes</i>	
Graduates of December, 1910, and March, 1911.....	8
Candidates for graduation in June, 1911.....	20
Candidates for graduation in December, 1911, and March, 1912.....	11
	<hr/>
	39
<i>Junior classes</i>	
Candidates for graduation in June, 1912, or after.....	38
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Total in Kindergarten Training Department.....	77
Grand total enrollment in Normal School.....	938
Pursuing two courses and counted twice.....	17
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Excluding names counted twice.....	921
Pupils in Training School	
Number of pupils enrolled in Eighth Grade.....	54
Number of pupils enrolled in Seventh Grade.....	71
Number of pupils enrolled in Sixth Grade.....	89
Number of pupils enrolled in Fifth Grade.....	68
Number of pupils enrolled in Fourth Grade.....	94
Number of pupils enrolled in Third Grade.....	93
Number of pupils enrolled in Second Grade.....	99
Number of pupils enrolled in First Grade.....	92
Number of pupils enrolled in Kindergarten.....	78
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Total number enrolled in Training School.....	738
Total enrolled for the year, all departments.....	1659