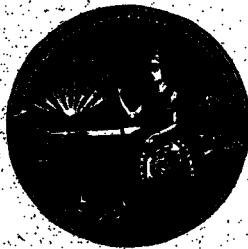


LOS ANGELES
STATE NORMAL SCHOOL BULLETIN

ANNOUNCEMENTS FOR 1912-13

THIRTIETH YEAR



SACRAMENTO
FREUND W. RICHARDSON - **SUPERINTENDENT OF STATE PRINTING**
1912

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1912

AND

BULLETIN OF INFORMATION

FOR 1912-13

SACRAMENTO

FRIEND WM. RICHARDSON

SUPERINTENDENT OF STATE PRINTING

1912

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CALENDAR FOR 1912-1913

FIRST TERM

- General Faculty meeting - - 9 A. M., Friday, September 6, 1912
- Student-teachers report for arrangement of programs,
1 P. M., Friday, September 6, 1912
- Training School conferences - - 1 P. M., Saturday, September 7, 1912
- Registration,
Monday, Tuesday and Wednesday, September 9, 10 and 11, 1912
- Enrollment in classes - - 9 A. M., Thursday, September 12, 1912
- Thanksgiving recess begins - 3 P. M., Wednesday, November 27, 1912
- School reopens - - - - 9 A. M., Monday, December 2, 1912
- Term closes - - - - 3 P. M., Friday, December 13, 1912
-

SECOND TERM

- Registration - - Thursday and Friday, January 2 and 3, 1913
- Enrollment in classes - - - 9 A. M., Monday, January 6, 1913
- Spring recess begins - - - - 3 P. M., Friday, March 14, 1913
- School reopens - - - - 9 A. M., Monday March 24, 1913
- Term closes - - - - - Friday, April 4, 1913
-

THIRD TERM

- Registration - - - - - Monday, April 7, 1913
- Enrollment in classes - - - 9 A. M., Tuesday, April 8, 1913
- Commencement - - - - 10 A. M., Thursday, June 26, 1913

1911

FACULTY

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

✓ HARRIET E. DUNN

Secretary of Faculty

✓ JOSEPH E. SEAMAN

English

✓ JAMES F. CHAMBERLAIN, Ed.B., B.S.

Geography and Physiography

✓ EVERETT SHEPARDSON, A.M.

Supervisor of Practice Teaching

✓ SARAH J. JACOBS

Physical Education

✓ JENNIE HAGAN GOODWIN

Music

✓ FRED ALLISON HOWE, LL.B., PH.D.

English and School Law

✓ LOYE HOLMES MILLER, PH.D.

Biology and Nature Study

✓ CHARLES W. KENT, B.S.

Manual Arts

✓ ISABEL FRENCH¹

Kindergarten Training

✓ NELLIE HUNTINGTON GERE²

Art.

✓ ALICE O. HUNNEWELL

Reading

✓ ADA J. MILLER, PH.B., A.M.

English

✓ RACHEL T. RICHARDSON, B.S.

Manual Arts

¹ Resigned January 1, 1912.

² Absent on leave after February, 1912.

FACULTY—Continued

✓MYRTLE BLEWETT

Music

✓ARTHUR AMSDEN MACURDA, A.M.

History of Education, Pedagogy and School Economy

✓MADGE STEPHENS

Music

✓CHARLES W. WADDLE, Ph.D.

Child Study and Pedagogy

✓GRACE M. FERNALD, Ph.D.

Psychology

✓KATHERINE GOETZINGER, A.B.

French and German

✓RALPH BENTON, B.S., B.L.

Agricultural Nature Study

✓A. A. HUMMEL, M.S.

Physiology and Nature Study

✓ELIZABETH E. KEPPIE

Reading and Physical Education

✓MICHAL GRACE SNYDER, A.M.

¹ History

✓OLA L. ROWELL, A.B.¹

Geography and Nature Study

✓KATHLEEN S. BECK

Geography

✓BELLE H. WHITICE

Manual Arts

✓HELEN E. MATTHEWSON

Assistant Supervisor of Practice Teaching

✓BESSIE E. HAZEN, A.B.

Art

¹ Resigned November 1, 1911.

FACULTY—Continued

✓MYRTLE COLLIER, B.S.
Arithmetic

✓RUBY BAUGHMAN, A.M.
English and Pedagogy

✓ANNA PAMELA BROOKS, AB., B.S.
Art

✓ESTHER MABEL CRAWFORD
Art

✓CLARA PALMER, B.S.
Home Economics

✓ELIZABETH FRANCES MASCORD, A.M.
Kindergarten Training

✓BERTHA C. VAUGHN
Voice Culture

✓EMILY C. HOLLISTER, A.M.¹
Physiology and Psychology

✓BARBARA GREENWOOD¹
Kindergarten Training

✓ADA ELIZABETH MILAM, B.S.¹
Geography and English

✓ELIZABETH WILTON YOUNG²
Physical Training

✓HELEN E. COAN³
Art

¹After January 1, 1912.

²From January 1 to April 1, 1912.

³After March 1, 1912.

TRAINING SCHOOL TEACHERS

✓ KATE F. OSGOOD

Supervisory City Principal and Assistant Supervisor of Practice Teaching

✓ CLARA M. PRESTON, *Fourth Grade*

✓ HELEN C. MACKENZIE, *Third Grade*

✓ SARAH E. WOODBURY, *Eighth Grade*

✓ ELSIE SECKLER, *First and Second Grades*

✓ MARGARET MEADER, *First Grade*¹

✓ EDNA T. COOK, B.S., *Seventh and Eighth Grades*

✓ HELEN GOSS, *Fifth Grade*

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

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

✓ M. MADILENE VEVERKA, Pd.M., *First Grade*²

✓ ANGELA C. SHIPMAN, *Kindergarten*

✓ EVELYN C. PLUSS, *in charge of Observation, Grand Avenue Kindergarten*

✓ ELIZABETH H. FARGO, *Librarian*

✓ MARJORIE H. VAN DEUSEN, A.B., *Assistant Librarian*

✓ MARY BURNEY PORTER, *Appointment Secretary*

✓ IVA E. MAIER, *Secretary*

EDWIN P. CARR, *Engineer*

W. E. FAULKNER, *Assistant Engineer*

JAMES C. MAJOR, *Head Janitor*

ALEXANDER MCGILVRAY, *Gardener*

¹ Resigned April 1, 1912.

² After April 1, 1912.

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 or to complete one of the courses required for graduation.

To those who by nature and education are fitted for it, 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 not to undertake the vocation of teaching.

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 this 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, keeping themselves informed as to the work of each and holding each responsible for 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 should first consult their group teacher, who will give 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 Arts and Home Economics, 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 special courses for departmental teachers of these subjects, students are charged a fee of \$3 per term for materials, use of machinery, equipment, etc.

In the special courses for departmental teachers in Art, the materials and instruments used are furnished by students. In the special courses 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.

In private families, board, including room with light and heat, in which two persons share, costs for each person from \$20.00 to \$30.00 per month. Students may reduce living expenses by renting rooms and boarding themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Apartments fitted for housekeeping may be secured at a somewhat higher rate. 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, receiving 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 each school 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 until graduation, 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 maintained in the school the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, and the like, 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 and women of note, 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 25,000 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. Students also have free use of the Los Angeles Public Library, which is located only a short distance away.

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 above 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, graduates of the Normal School are granted by the State Board of Education 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. After completing the normal course, either immediately or following 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 arrangements 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 the State University, Stanford 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."

The Academic-Professional course is designed to meet the purpose above indicated.

It will be noted that a fully recommended student, by shaping his course in accordance with this plan, 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 Part of the Normal School 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, provided the graduate studies are pursued in a university whose first semester closes in December (as in the University of California or in Stanford University); in case the first semester closes at a later date (as in the University of Southern California), schedules should be made in both University and Normal School at the time of enrollment in the University, so as to obviate conflicts in programs in the two institutions for the overlapping period at the beginning of the calendar year.

GENERAL REQUIREMENTS FOR ADMISSION

Applications

Applicants for admission must be sixteen years of age, of good personality, and of sound moral character.

Applications for admission, accompanied by the proper credentials, should be in the hands of the Secretary of the Faculty at least one week before the first date fixed for registration at the opening of each school term. Applicants should indicate the course desired and, if the General Professional Course is chosen, which of the optional courses scheduled in the outline for the first term is to be included. (Note that the course in Manual Training includes Handwork I and either Handwork II or Wood Shop I.)

To insure wise choice of courses and subjects, where freedom of selection is afforded, and to obviate the necessity for changes at a later time, careful examination of all the courses of study offered and of the accompanying explanation is recommended.

Application blanks for the use of high school graduates will be sent by the President upon request, to high school principals or individual applicants.

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 is subject to 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.

Declaraton of Purpose

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 of the state or territory wherein I reside.

Scholastic Requirements

For admission to

Courses I and II, see page 28.

Course III, see page 47.

Course IV, see page 50.

Course V, see page 52.

Course VI, see page 55.

Course VII, see page 56.

I. 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 the stated requirements.

II. 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.

III. 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.

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

V. 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. In pursuance of this plan, one year's credit on the General Professional Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.

VI. 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.

VII. 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 individual 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.

VIII. In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until other-

wise 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.

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

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

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

5. To insure freedom from entrance conditions, students who expect to enter the General Professional Course 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 should, in addition, take in the high school four years of foreign language or languages, ancient or modern.

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. Except in the special courses for departmental teachers, advanced standing is not given upon credits received in four-year high school courses, but subject to the regulations concerning substitutions, 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 for registration on Monday or Tuesday of the opening week. *Former students not assigned to the Training School need not report till Wednesday.* 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 at the required time, 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.

GRADUATION.

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 he meets the requirements of the course he is pursuing as to units of credit and standards of proficiency.

(A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

COURSES OF STUDY

Penmanship, spelling and additional English will be required if work shows deficiency, see page 34.

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR	SECOND YEAR
<i>First Term</i>	<i>First Term</i>
English I: Literature and Composition ----- 3	Child Study ----- 5
Physiology ----- 5	History I: Industrial History of the United States ----- 5
Geography I: Physical ----- 4	Physical Training IV ----- 2
Handwork I ----- 2	Music III ----- 2
and Handwork II ----- 3	Observation II ----- 1
or Wood Shop I ----- 3	Teaching I ----- 5
or Sewing or Cookery ----- 5	
Music I ----- 2	
Physical Training I ----- 1	
<i>Second Term</i>	<i>Second Term</i>
English II: Literature and Composition ----- 2	Pedagogy and School Economy 5
Psychology I: General ----- 5	Arithmetic I ----- 5
Nature Study: Agricultural ----- 4	English IV: Literature ----- 4
Geography II: General ----- 3	Physical Training V ----- 2
Art I ----- 3	Observation III ----- 1
Music II ----- 2	Teaching II ----- 5
Physical Training II ----- 2	
<i>Third Term</i>	<i>Third Term</i>
English III: Grammar ----- 5	History of Education ----- 5
Nature Study II: Biological ----- 4	Music IV ----- 1
Observation I ----- 1	Physical Training V ----- 2
Reading I ----- 5	School Law ----- 1
Art II ----- 3	Problems in Teaching ----- 1
Physical Training III ----- 2	Teaching III ----- 10
Social Ethics ----- 1	

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR	SECOND YEAR
<i>First Term</i>	<i>First Term</i>
English I ----- 3	Teaching I ----- 5
Physiology ----- 5	Reading III: Method ----- 2
Geography I ----- 4	Arithmetic II: Method ----- 2
Art I ----- 3	Child Study ----- 5
French I or German I ----- 3	French IV or German IV ----- 3
Music I ----- 2	Physical Training IV ----- 2
Physical Training I ----- 1	Observation II ----- 1
	Social Ethics ----- 1
<i>Second Term</i>	<i>Second Term</i>
English II ----- 2	Teaching II ----- 5
Psychology ----- 5	English IV ----- 4
Nature Study I ----- 4	French V or German V ----- 3
Geography II: General ----- 3	Pedagogy and School Economy ----- 5
French II or German II ----- 3	Physical Training V ----- 2
Music II ----- 2	Observation III ----- 1
Physical Training II ----- 2	
<i>Third Term</i>	<i>Third Term</i>
English VI: Language Method ----- 2	Teaching III ----- 10
History I ----- 5	History of Education ----- 5
Nature Study II ----- 4	French VI or German VI ----- 3
French III or German III ----- 3	School Law ----- 1
Art II ----- 3	Problems in Teaching ----- 1
Observation I ----- 1	Music IV ----- 1
Physical Training III ----- 2	
Music III ----- 2	

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First Term

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

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

Third Term

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

SECOND YEAR

First Term

Teaching I <i>k</i>	10*
Story Work II	2*
Pedagogy	3
Theory IV	2*
Games and Hygiene IV	2*
Seminar I <i>k</i>	1*

Second Term

Teaching II <i>k</i>	10*
Story Work III	2*
History of Education	5
Theory V	2*
Seminar II <i>k</i>	1*

Third Term

Teaching III <i>k</i>	10*
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*

IV. SPECIAL COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology I	5	Pedagogy and School Economy	5
Art I	3	Teaching and Obs. I M. A.	2
Handwork I	2	Handwork IV	4
Wood Shop I	3	½ Wood Shop III	5
Mechanical Drawing I	4	Clay I	4
Elective	7	Leather I	4
		Elective	2
		<i>Second Term</i>	
Art II	3	Teaching II M. A.	4
Handwork II	3	½ Wood Shop III	5
½ Wood Shop II	5	Clay II	4
Mechanical Drawing II	6	Leather II	4
Social Ethics	1	Metal Shop I	4
Elective	6	Elective	5
		<i>Third Term</i>	
Child Study	5	Teaching III M. A.	4
Art III	4	Wood Shop IV	10
Handwork III	4	Metal Shop II	4
½ Wood Shop II	5	Theory and Organization	2
Sketching and Lettering	2	Industrial Materials	2
Elective	4	Music IV	1
		Elective	3

2

ONE-YEAR COURSE For Normal School Graduates

<i>First Term</i>		<i>Second Term</i>	
Handwork III	4	Teaching I M. A.	2
Wood Shop II	10	Handwork IV	4
Clay I	4	Wood Shop III	10
Leather I	4	Clay II	4
Metal Shop I	4	Mechanical Drawing II	6
		<i>Third Term</i>	
Teaching III M. A.	4	Metal Shop II	4
Wood Shop IV	10	Theory and Organization	2
Leather II	4	Geography IV	2

V. SPECIAL COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology -----	5	Method I -----	1
Art I -----	3	Drawing and Painting IV -----	4
Perspective -----	2	Composition and Design I -----	5
Drawing and Painting I -----	6	Art Appreciation and History I	1
Mechanical Drawing I -----	4	Outdoor Sketching I -----	5
Elective -----	6	Elective -----	8
 <i>Second Term</i>		 <i>Second Term</i>	
Child Study -----	5	Method II -----	2
Art II -----	3	Teaching I A -----	5
Drawing and Painting II -----	4	Drawing and Painting V -----	4
Mechanical Drawing II -----	6	Composition and Design II -----	6
Art Crafts I -----	4	Art Appreciation and History II	1
Elective -----	4	Outdoor Sketching II -----	5
 <i>Third Term</i>		 <i>Third Term</i>	
Pedagogy and School Economy	5	Method III -----	2
Observation I -----	1	Teaching II A -----	4
Teaching I -----	5	Drawing and Painting VI -----	4
Art III -----	4	Art Appreciation and Hist. III	1
Drawing and Painting III -----	5	Illustration -----	5
Elective -----	5	Interior Decoration -----	6
		Art Crafts III -----	2
		Music IV -----	1

2

ONE-YEAR COURSE

For Normal School Graduates

<i>First Term</i>		<i>Second Term</i>	
Method I -----	1	Method II -----	2
Drawing and Painting IV -----	4	Drawing and Painting V -----	4
Composition and Design I -----	5	Composition and Design II -----	6
Art Appreciation and History I	1	Art Appreciation and History II	1
Outdoor Sketching I -----	5	Outdoor Sketching II -----	5
Perspective -----	2	Mechanical Drawing II -----	6
Mechanical Drawing I -----	4	Art Crafts II -----	2
Clay -----	4		
 <i>Third Term</i>		 <i>Third Term</i>	
Method III -----	2	Interior Decoration -----	6
Drawing and Painting VI -----	4	Teaching II A -----	4
Art Appreciation and Hist. III	1	Art Crafts III -----	2
Illustration -----	5	Music IV -----	1

25-

VI. SPECIAL COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology -----	5	Teaching I M. -----	5
Voice Culture I. -----	2	Voice Culture IV. -----	2
Ear Training I. -----	5	Songs I. -----	2
Melody Writing -----	2	Chorus Conducting I. -----	2
Harmony I -----	5	Conference I -----	1
Music History I. -----	2	Method I -----	3
Elective -----	5	Elective -----	5
<i>Second Term</i>		<i>Second Term</i>	
Child Study -----	5	Teaching II M. -----	5
Voice Culture II. -----	2	Voice Culture V. -----	2
Ear Training II. -----	2	Songs II. -----	3
Music Appreciation I. -----	3	Chorus Conducting II. -----	2
Harmony II -----	5	Conference II -----	1
Music History II. -----	2	Method II -----	3
Elective -----	5	Elective -----	5
<i>Third Term</i>		<i>Third Term</i>	
Pedagogy and School Economy -----	5	Teaching III M. or Obs. M. -----	10
Voice Culture III. -----	2	Voice Culture VI. -----	2
Music Appreciation II. -----	5	Songs III -----	3
Harmony III } -----	5	Chorus Conducting III. -----	2
or } -----		Conference III -----	1
Teaching I M. } -----		Method III -----	2
Music History III -----	2	Music IV -----	1
Social Ethics -----	1	Special Music Teaching -----	5
Method } -----			
or } -----	3		
Elective } -----			

2

ONE-YEAR COURSE For Normal School Graduates

FIRST TERM		SECOND TERM	
Teaching I M. -----	5	Teaching II M. -----	5
Voice Culture IV. -----	2	Voice Culture V. -----	2
Ear Training I. -----	4	Ear Training II. -----	1
Melody Writing -----	2	Harmony II -----	5
Harmony I -----	5	Music History II. -----	2
Music History I. -----	2	Songs II -----	2
Songs I -----	2	Chorus Conducting II. -----	2
Chorus Conducting I. -----	2	Music Appreciation I. -----	4
Method I -----	3	Method II -----	3
<i>Third Term</i>			
Teaching III M. or Obs. M. -----	5	Chorus Conducting III. -----	2
Voice Culture VI. -----	2	Music Appreciation II. -----	4
Harmony III -----	5	Music IV -----	1
Music History III. -----	2	Conference III -----	1
Songs III -----	2		

VII. SPECIAL COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS.

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology -----	5	Teaching I H. E. and Observa-	
Cookery I -----	5	tion H. E.-----	5
Sewing I -----	5	Cookery IV -----	6
Art I -----	3	Chemistry of Foods -----	4
Textiles -----	4	Marketing and Accounts-----	2
Elective -----	3	Millinery -----	4
		Methods in Home Economics--	2
		Elective -----	2
		<i>Second Term</i>	
<i>Second Term</i>		Teaching II H. E.-----	5
Child Study -----	5	Cookery V -----	4
Cookery II -----	5	Dressmaking -----	6
Sewing II -----	5	House Plans -----	4
Art II -----	3	Elective -----	6
Handwork II -----	3	<i>Third Term</i>	
Social Ethics -----	1	Teaching III H. E.-----	4
Elective -----	3	Dietetics -----	4
		House Furnishing and Decora-	
		tion -----	4
<i>Third Term</i>		Household Management -----	2
Pedagogy and School Economy	5	History of Home Economics--	2
Cookery III -----	5	Food Production and Manufac-	
Sewing III -----	5	ture -----	2
Art III -----	4	Music IV -----	1
Handwork IV -----	3	Elective -----	6
Elective -----	3		

2

ONE-YEAR COURSE

For Normal School Graduates

(This course may not be given before September, 1913.)

ADDITIONAL COURSES FOR THE TRAINING OF DEPARTMENTAL TEACHERS

In further response to the increasing demand for departmental teachers in the grades, and especially in the newly-organized intermediate schools, the Normal School offers opportunity for specialization in branches other than those characteristic of the special courses out-

lined above, as in English, Nature Study, History, Arithmetic, and Geography. This opportunity is at present particularly available for college and university students and graduates. These courses will be arranged and outlined to suit the requirements of individuals upon application.

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.

Electives should be chosen under the direction of the group teachers and 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, including method courses required in cases indicated under regulations concerning substitutions.

1. General Science: Five periods a week every term.
2. Geography IIIa, Physiography: Five periods a week, winter term.
3. Geography IIIb, Economic Geography: Five periods a week every term.
4. Reading II: Advanced work in expression. Three periods a week fall and spring terms.
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, winter and spring terms.
8. English V: Methods in literature. Two periods a week every term.
9. English VI: Methods in language. Two periods a week, spring term.
10. English VII: Shakespeare. Two periods a week, spring term.
11. English VIII: Oral Expression. Three periods a week, spring term.
12. Arithmetic II: Method. Two periods a week every term.
13. Psychology II: Advanced. Four periods a week, spring term.
14. Primary Education: Four periods a week every term.
15. School Hygiene: Two periods a week, spring term.
16. Teaching IV: Individual assignment. Any term of senior year.
17. Art III: Advanced. Three periods a week, fall and spring terms.
18. Physical Training VI: Playground work. Two periods a week, spring term.
19. Library Methods. Three or more periods a week.
20. Any subject of a course other 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.

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. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or trade a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.
14. Any student who is pursuing the General Professional Course and who desires later to enter one of the special courses is advised to choose his electives with that end in view.

EXPLANATION OF COURSES OF STUDY

1. GENERAL PROFESSIONAL

Requirements for Admission

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 36 units 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.

Each of the subjects of this course is offered every term, but for various reasons it sometimes becomes necessary for one or more groups of subjects to follow an order different from that given in the outlines.

II. ACADEMIC PROFESSIONAL

Requirements for Admission

Credentials requisite for admission to any one of the colleges of the State University.

Students intending to pursue this course should enter in the fall term unless they can secure advance credits in French or German, as the courses in these subjects are given but once a year, in the order indicated in the outline.

OUTLINE OF THE 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

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.

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

Five hours per week for one term.

Psychology II: Advanced Psychology

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, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

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

Three or four hours a 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.

Prerequisite: Psychology I.

Five hours per week for one term.

Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on text-books. The work presupposes a knowledge of, and is for the most part based upon, the established facts of educational psychology and child study, attention being directed primarily to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts and interests of children; the media of education; and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office. Some analysis is made of the social and ethical phases of the teacher's work and of his relation to school officials, parents, and to the public generally.

More specifically, the course treats of the ordinary details of school management, including such topics as discipline, assignment of lessons, technique of study, the recitation, types of lessons, lesson plans, tests and examinations, programs, classification, gradation, promotions, and the more external matters of proper care and use of the ordinary materials, equipment and facilities of the schoolroom and building.

Prerequisites: Psychology I and Child Study.

Five 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.

Prerequisites: Psychology I and Child Study.

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 per week for one term.

School Law

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 Observation 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 discussed, 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 to 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: Oral Expression

This is an elective course, designed particularly for students of the special courses, but open to election by others.

Three hours per week, spring 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.

MODERN LANGUAGES

Students registered in the Academic-Professional Course are required to take work in French or 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.

To be admitted to this course, students must have had four years of previous work in foreign languages.

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.

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. For those who have had three years of History in the high school (including one year of United States History and Civics), a History Methods Course is offered. In this course a study is made of methods and materials for the teaching of history in the grades.

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 is 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, and to give a knowledge of local events, past and current.

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 Shakspearean 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 take 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.

Industrial Materials

This course deals with the geographical distribution and production of the materials that enter into the work of the teacher of Manual Arts. While the course is intended for those who are specializing in Manual Arts, it will be found helpful to others, and may be taken as an elective. For a further description of the work see the Manual Arts Course.

Two hours per week for one term.

GENERAL SCIENCE

This 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 needs 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 coördinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom 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.

LIBRARY METHODS

This course is intended as an elementary introduction to the use of books and the library, also to the organization and management of school libraries.

Part I. Use of the Library: the book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

Part II. Library Management: book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Three periods or more a week for a term of twelve weeks is assigned each pupil. One period each week is given to lecture work and the other periods are devoted to practice-work in the library under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to select, accession, classify, shelf-list and catalog a small collection of books before the term closes. An extensive bibliography is also required. This is, in a measure, review work covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed.

MANUAL ARTS

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.

Handwork I

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

Two periods per week for one term.

Handwork II

Constructive work with raffia, reeds, pith, paper, yarn, and cord.

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

Wood 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.

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 fall term only.

Three periods per week for one term.

Art I^k

Illustrated talks on Art Appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Color scales and schemes. Landscape composition, animals, birds, flowers and figures applied to stories and carried out in cut paper—crayola and water color.

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 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.

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.

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 classroom 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.

HOME ECONOMICS

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 are 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 coöperation 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. 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, 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 so to 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.

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.

The requirements for admission to the Kindergarten Training Course are the same as those for the General Professional; 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.

Students desiring admission to the course should enter in the fall term, unless they have advanced credits in the kindergarten subjects, as these are offered but once a year in the order indicated in the outline, where these subjects are designated by the star.

OUTLINE OF THE COURSE

Kindergarten Theory

Lectures, discussions, papers—a study of Froebel's Philosophy and educational principles as embodied in the Mother Play and the Education of Man, and the relation of these to modern theory and practice.

Theory I, II, III, and IV

The Mother Play—the development of fundamental instincts; the training of the senses; the development of the hand, finger plays and manual training; the development of the social and moral standards.

One hour a week, first, second, third terms. Two hours a week, fourth term.

Theory V

Education of Man—a study of the fundamental principles of Froebel's Philosophy.

Two hours a week, fifth term.

Theory VI

An attempt to relate Froebel to his times and show his especial contribution to education and the phase of the kindergarten in the school.

One hour a 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, discussions, and class exercises. This course is designed to equip the student with a practical knowledge of those racial toys and materials, as well as those denied by Froebel, which serve as a means of self-expression for the child; and with the principles of method which underlie their use.

Handwork I_k, II_k, III_k

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

Occupations; a technical training in the various forms of kindergarten handwork, including (1) bead stringing; (2) paper folding; (3) cardboard and coarse sewing, doll making; (4) weaving paper and cloth, simple basketry; (5) paper cutting and pasting; (6) drawing; (7) color work or painting; (8) construction with cardboard, nature material, etc.; (9) clay modeling; (10) use of sand table.

Three hours a week, first three terms.

Handwork IV_k

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

One hour a week, sixth term.

Story Work

Reading, lectures, and practice in story-telling. This course aims to acquaint the student with the sources of good literature for children; to give standards of selection and adaptation; and to afford practice in story-telling.

Once a week, third term. Twice a week, fourth and fifth terms.

Nature Study I_k, 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.

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 COURSE

This course is planned especially for the students of this department, and selects from Art I and II those features which are directly applicable to the work of the Kindergarten.

IV. SPECIAL COURSES IN MANUAL ARTS FOR THE TRAINING 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, Special Manual Arts Courses.

Requirements for Admission:

The Two-Year Course—Graduation from a high school giving four years of work above the eighth grade.

The One-Year Course—Graduation from a normal school or college. Prerequisites to the one-year course are Art I, II, and III, Handwork I and II, Wood Shop I, and Mechanical Drawing I (see descriptions of these courses), or their equivalents. For those not able to offer these credits an additional term of residence may be necessary. Upon the satisfactory completion of either of the above courses a diploma in elementary Manual Arts will be granted. Holders of this diploma will be recommended to the County Board for the Special Elementary Certificate in Manual Arts.

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 Arts, and will be recommended to the County Board for the Special High School Certificate.

OUTLINE OF THE COURSES

Handwork III

Weaving and textiles.

Four periods per week for one term.

Handwork IV

Book-binding, including the making of portfolios, blotter pads, and laced and sewed books.

Four periods per week for one term.

Wood Shop II

Joinery and wood turning, including 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

Continuation of Wood Shop III, and including a short course in Wood Carving.

Ten 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.

Sketching and Lettering

Shop problems and original designs.

Two 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.

Clay I

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.

Clay II

Continuation of Clay I, including glazing and firing.

Four periods per week for one term.

Leather I

The principal operations in tooling, coloring, and making up.

Four periods per week for one term.

Leather II

Continuation of Leather I.

Four periods per week for one term.

Industrial Materials

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.

Theory and Organization of Manual Arts

Lectures, written reports, library work, and discussions.

Two periods per week for one term.

Teaching I M. A.

Assisting and observation.

Two periods per week for one term.

Teaching II M. A.

Four periods per week for one term.

Teaching III M. A.

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.

For description of other courses in Manual Arts see explanation under General Professional Course.

V. SPECIAL COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

These courses are 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.

Requirements for Admission:

These courses will be open to graduates of accredited Normal Schools and to those who have had equivalent training, provided they have done satisfactory work in Art I, II, and III, of the General Professional Course, or their equivalents. 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.

These courses are 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, entitling them to a recommendation for the Special Elementary Certificate in Art.

A diplomas 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.

As the various subjects in these courses are given but once each year, in the order shown in the outline on page 23, students can be admitted only at the beginning of the year, unless they have advance credits for the work up to the time of admission.

The department expects that, after September, 1913, there may be opportunity for those finishing either of the above courses to qualify for departmental teaching of art in high school by taking such additional work as may be outlined by the Committee on Special Courses.

OUTLINE OF THE COURSES

Drawing and Painting I

Blackboard, brush and ink, and charcoal work, with special attention paid to rapid and accurate expression of form.

Drawing and Painting II

Water color, still life, figure, and landscape, with reference to such work in the grades.

Drawing and Painting III

Illustration, using materials and methods used in Training School.

Composition and Design I, II

Application of principles of design to special problems, such as tiles, book-covers, designs for stained glass, hangings, carpets, etc. Study of Munsell color system and working out problems in full colors.

Five periods per week, first term. Six periods per week, second term.

Art Appreciation and History of Art I, II, III

An appreciative study of painting, sculpture, architecture, and design; with discussion of their historical development. The course is illustrated by photographs and lantern slides. Readings in text-books will be assigned and tested by frequent written and oral exercises.

One period per week for three terms.

Illustration

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Five periods per week for one term.

Outdoor Sketching I, II

Study of landscape composition in reproductions of masterpieces. Drawing from nature. Choice of subject. Study of values and massing of dark and light. Mediums used—charcoal and water-color.

Six periods per week for two terms.

Art Crafts

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving or embroidery. Fitness of the design to the qualities and limitations of the material in each case a problem for special study.

Two periods per week for one term.

Handwork III, Handwork IV, or Clay Modeling may be substituted for Art Crafts, if advisable.

Interior Decoration

Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration:

Original design with special problems in architectural detail, furniture, house decoration, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Six periods per week for one term.

Method

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with methods and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study.

One period per week for one term and two periods per week for two terms.

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in work in studio and in outdoor sketching. Mechanical Drawing is required of all Art students. See Manual Arts Department.

Description of Art I, II, and III will be found in the explanation of the General Professional Course.

VI. SPECIAL COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

Students can be admitted only at the beginning of the school year, unless they present credits covering the work of that portion of the course preceding the time of entrance.

Required for Admission:

To the Two-Year Course, graduation from a high school offering four years' work above the eighth grade.

Prerequisites:

1. A thorough knowledge of the elements of music; the ability to sing at sight music of moderate difficulty; and to write, in good form, simple music dictation.

2. Sufficient ability in pianoforte playing to insure the satisfactory accompanying of high school music after two years of study.

To the One-Year Course, graduation from a normal school or college, provided such persons have had the same prerequisites as those entering the Two-Year Course and, in addition, all the music work of the first year of the Two-Year Course not provided for in the One-Year Course.

Graduation from either of the courses will entitle the student to a diploma carrying with it a recommendation for the Special Certificate in Music.

OUTLINE OF THE COURSES

Voice Culture: Two lessons a week.

Ear Training: Sight-singing, music dictation, choral practice.

Melody Writing.

Harmony: Formation of scales, intervals and triads; study of natural tendencies of tones; harmonizing melodies; simple chord combinations will be played, recognized and written; study of the chord of the diminished seventh and the dominant ninth; modulations; passing tones, suspensions, altered chords, etc.

Music History: Music of ancient nations; development of music notation, instruments and music form; general development of music through the classical, romantic, and modern periods; and the relation of music to other arts and to human life.

Music Appreciation: Including explanatory recitals tending to stimulate the listening faculty and to encourage correlation of music with general history and literature.

Chorus Conducting: Use of the baton; selection and placing of voices for glee clubs, etc.

Songs and Song Material.

Music Methods.

Teaching and Observation.

Courses in Psychology: Child study, Pedagogy, and Social Ethics.

Suggested electives are:

History of Education, English VIII, Reading, French or German, Folk-Dancing.

VII. SPECIAL COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

These courses lead to a diploma entitling the holder to recommendation for the Special Elementary Certificate in Home Economics.

Except by special arrangement, students will be admitted to these courses only at the beginning of the academic year.

Credit will be given for work done in other schools when equivalent to work in these courses. Substitutes will be allowed for work of the same character and amount done in high school, but only in exceptional cases for Cookery I or Sewing I.

Requirements for Admission:

To the Two-Year Course, graduation from four-year high schools.

Fees

A fee of three dollars per term will be charged for the courses in Cookery, except Cookery I.

Personal Equipment

Students taking Cookery will provide themselves with the following articles before the first class meeting:

1. Two plain white bib aprons, with shoulder straps. These should be sufficiently large to cover the skirt.
2. Two, or more, red and white check, linen tea towels, three fourths of a yard long.
3. Two dish cloths (proper size and material, finished edges).
4. One holder (5 or 6 inches square), with two adjustable, washable covers.

Every article should be marked plainly and indelibly with the owner's full name.

Students will wear plain high or round neck, long or three-quarter sleeved cotton waists for cookery.

OUTLINE OF THE COURSES

Courses in Sewing and Cookery should be taken in the order as numbered.

Sewing I. Stitches, seams; models, doll clothes. Fundamental work for grade teaching.

Sewing II. Paper patterns, sewing machines, garment making.

Sewing III. Drafting, cutting, and making plain garments.

Cookery I. Study of the fundamental food principles; care of foods, kitchen and equipment.

Five hours per week for five terms.

Prerequisites: One-year high school course in Physiology and high school course in Chemistry or General Science. (Students who cannot offer these prerequisites will be given an opportunity to make them up during the fall term.)

Cookery II. Food combinations; baking, etc; laboratory readings and lecture.

Five hours per week for five terms.

Cookery III. Continuation of Cookery II.

Five hours per week for five terms.

Cookery IV. Serving meals.

Five hours per week for five terms.

Cookery V. Diet for invalids and children.

Cookery VI. Dietetics.

See description of courses in Cookery and Sewing in explanation of General Professional Course.

The one-year course may not be offered before September, 1913.

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. Articulation drills. Dramatization of suitable stories read. *Phonics:* Daily systematic work correlated with reading and spelling. *Spelling:* Oral and written. Emphasis on visualization. *Writing:* Chiefly on blackboard. Pencil introduced. *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. Doll's hammock, doll's sweater, and book-bag weaving on loom. Other constructive work related to industries and occupations. Much of the work illustrative of other subjects. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Scale and chords developed through songs; (b) Rhythmic exercises developing time. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Phonics:* see second grade. *Writing:* Mainly with pencil. Ink introduced. Muscular move-

ment and natural slant throughout the grades. *Spelling*: Oral and written. 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, alteration. 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, winding, and weaving of raffia. Other constructive work related to industries and occupations. Simple pottery begun. 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. Expression emphasized. *Phonics*: See preceding grades. *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. Synonyms, homonyms, and use of dictionary. *Arithmetic*: Multiplication and division. *Nature Study*: I. 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 studied—products and by-products of economic plants. 2. Agricultural—(a) Coöperative work with economic plants for B4's. (b) Flower studies and seed distribution for spring A4's. (c) 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. Dyeing of textiles and more specific study of textiles than in preceding grades. 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, phonic and dictionary 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. Flower studies and seed distribution for fall A5's. *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*: For boys—Emphasis on constructive work with clay and cement; book-binding; class projects. For girls—Work with boys, first half; sewing, second half. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room or yard, 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: See preceding grades. *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. *Nature Study*: In the fall, plant propagation in lathhouse. In the spring, apiary work and insect studies; nature study clubs (emphasis on

biological phases). *Geography*: Asia, South America. 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. Dramatization. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color scheme. 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. *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. Outdoors when possible.

Seventh Grade.—*Reading and Literature*: See preceding grades. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical construction 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*: In the fall, agricultural clubs (field trips). In the spring, coöperative experimental plots (field crops). *Geography*: Africa and Australia. Review of continents. *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 arrangements. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *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*: Swedish Day's Order. Games of higher organization, such as Captain Ball and Playground Ball. Folk dances. Outdoors, when possible.

Eighth Grade. *Literature and Reading*: As in preceding grades, 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*: Last half year. *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. The United States and California in the light of this study. *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. Stencil 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. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Outdoors, when possible.

THE LIBRARY

The library contains about 25,000 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 2,000 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 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 1,000 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 analytical references to books, the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF PREVIOUS CATALOG

OMITTED FROM EARLIER LISTS

M. Genevieve Kidd, General Professional Course.....	March, 1910
Howard D. Allen, Manual Training Course.....	March, 1911
Graduate General Professional Course, June, 1910	

WINTER CLASS, DECEMBER, 1911

General Professional Course

Mrs. Grace R. Alford	Essie Geiger	Pearl Blanche McEndree
M. Etha Andrews	Lottie Halverson	Annie Mary Moore
Martha Mace Armstrong	Bessie Edna Hamilton	Irma Gertrude Parks
Ida Davis Beal, A.B.	Lelia Pearl Hamilton	Catherine R. Rogers
Susan Harriet Beam	Margaret Beechner Harding	Mrs. Margaret Hulff Romer
Mildred Baer	Ada E. Hershberger	Lucy Sanders
Charlotte Bradley	Florence Thornton Hill	Mamie A. Sawyer
Mary Grace Brown	Mrs. Inez R. Honnold	Ruth Watt Stailey
Anna Ardean Buffon	Sina Huff	Edith May Steinberger
Hazel Bartlett Burns	Lena Stimpson Hunt	Mary Story
Mary Frances Buswell	Mayme Agnes Keller	Lottie May Sylvester
Ruth Ethlyn Chandler	Estelle Knowlton	Helen Josephine Ward
Mary Elizabeth Cist	Nannie E. Laughead	Helen Amelia White
Leah Berenice Combs	Emma Le Sage	Hazel Wiggs
Beulah Cowan	Dimple Anna Maberry	Anna M. Williams
John Paul Dyck	Ethel Luella McClintock	Jessie Marv Willits
Sarah T. French	Ella N. McDonald	Annie D. Young

Kindergarten Training Course

Marion Attridge	Gladys Virginia Bucklen	Ethel E. Hattie
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SPRING CLASS, MARCH 29, 1912

General Professional Course

Marjorie A. Adams	Frances Hall	Natalie Metcalfe
Farla Frances Bemus	Marie Harding	Nella Moody
Annie Mary Boyd	Clarice Hawkins, A.B.	Mina Morrison
Aimee Bourdieu	Minda Heldman	Cecile I. Norton, A.B.
Jessie Lucile Campbell	L. Marian Hines	Anna B. Powers
Dorothy Conger	Ruth Alma Horton	Lelia M. Rathwell
Blanche Lunn Davenport, A.B.	*Mrs. Katherine Landt Howze	Rachel Leah Rosenblatt
Jean Elizabeth Davis	Margaret E. Hunt	Emily Seymour, A.B.
Grace Minerva Davis	Lela Jackson	Albra L. Sparey, A.B.
Inez Dorothy Dunham	Etaïne Jackson	Hazel C. Thayer
Miriam Eby	Louise M. Johnson	Edith Van Alstyne
Laura G. Ferguson	Julia M. Kelly	Eva R. Van Loan
Ira Mae Ferguson	Marguerite Mabel Leavitt	Ruth C. Van Vleet
Vera W. Florcken	Hazel M. Lindsey	Laura Thomas Vogt
Emma Winnifred Fullerton	S. Blanche Lytle	F. Elinor Wallace
Edna May Goodwin	Grace McCoy, A.B.	Lulu Narcissa Washburn, B.S.
Louise Grouard	Margaret McGarraugh	

Kindergarten Training Course

Adelaide Smith

*Graduate Kindergarten Training Course, June, 1905.

SUMMER CLASS, JUNE 23, 1911

General Professional Course

Edward Teets Abbott	Alberta Decourt	Ruth A. Heil
Esther Andrews	Susan Margaret de Garmo	Jessie M. Helton
Willa Andrews	Mabel Albertina De Mars	Helen Hermann
Eloise Archer	Bessie T. Dickie	Hazel Irene Hillea
Daisy Dean Auld	L. Ellen Dolton	Eleanor Brooke Hitté
John Emil Bailey	Laura Lillian Donnell	Mary Caroline Hoban
Mrs. Cora Stoner Baker	Glendora Doty	Clarence Hodges
Mabel Ione Baker	Alice M. Douglass	Avis E. Holcomb
Edith Ball	Laura Lee Douglass	Charlotte Marie Holway
Gracé Agnes Ball	Mary Belle Douglass	Madora O. Hood
Helen Alice Barr	Helen Lois Drake	Bertha A. Hopkins
Mildred Annette Barry	Gladys Margaret Dresser	Genevieve McNerney Hewey
Mrs. Elsie Chandler Bartlett	Katherine Fern Duignan	*Gertrude A. Hulette
Lottie Behrens	Zelma B. Dunn	Lucy J. Hummel
Ethel Frieda Benson	Edwin Edmiston	Leila Frances Hund
Helen Dorothy Benson	Margaret Miami Edmunds	Gertrude M. Hunt
Clara J. Bentien	Welty Celeste Elder	Fmma A. Hunter
Julia May Berfey	Ruth Francis Eldridge	Gladys M. Huston
Frankye Blackman	Wynifred H. Erwin	Ida Iverson
Lois Marion Blake	Ada E. Espe	Freeda Jeffers
Helen Blind	Lillian L. Estes	Mary Rae Jellison
Mildred Blum	Anna M. Eveleth	Mary Jensen
Tillie Borden	Margaret Fairholm	Gail DuBois Jepson, A.B.
Emma Francis Boyd	Ruth Fellows	Esther M. Jones
Millie Bradley	Mrs. Mary E. Felton	Elizabeth M. Johnson
Gertrude Gardner Brain- erd, A.B.	Ruth Ferrell	Vernice Ellice Johnson
Mary Marguerite Brannen	Leanna Field	Ruth Virginia Kennedy
May Bratt	Muriel D. Fisher, A.B.	Nellie H. Killion
Margaret Jane Browne	Ruth Foote, A.B.	Miriam King
Jessie Elwyn Bryant	Florence Forsberg	Elsie V. Kirchner
Nellie May Bryant	Margaret Alban Forsyth	Edna Lucie Kirk
Elizabeth Ruth Burke	Hardinia Franklin	Nettie E. Knall
Myra Elizabeth Burpee	Almette Faye Franks	Eunice Marguerite Knupp
Bessie Beck Bruington	Margaret McKay Fraser	Ione Kuhl
Iva Delight Cameron	Hazel Adeline Frost	Gladys Fullerton Larimer
Orlena Rose Carnes	Edith Garver	Eva Rose Lee
Mattie Chancellor	Catherine Ida Giacomazzi	Ida L. Lewis
Ethel E. Chase	Alma E. Gilbert	Ethel Luella Lockard
Agnes May Christensen	Ruth Leila Gilhousen	Alice Marie Lockwood
Hetty Leigh Clanton	Ethel Susan Gilman	Olive Elizabeth Long
Ida Myric Clark	Marion G. Given	Stella Marguerite Loveland
Nell Travis Coad	Hazel M. Gleason	Jennie C. Lovell
Bess Aileen Cochran	Irene Edith Gleiss	Mrs. Hassie Owen-Lucy, A.B.
Rae Lenore Collins	Mary Catherine Godfrey	Ruth E. Ludwig
Mabel Lucile Cox, A.B.	Bernice Rowena Green	Linda Galloway McClean
Fanny Myrtilia Crawford	Lucy B. Griffen	Helen Ruth McCully
Sara A. Crookshanks	Mollie M. Griffing	Iillie Ann McIntyre
Kathryn Dell Curry	Benjamin W. Griffith	Bessie Edith McKee
Augustine Dalland	Florence May Guyton	Violet McManus
Marfreda Danks	Genevieve C. Harris	Louisa Milford McPeak
Myrtle Davis	Ellen Emily Hart	Josephine Rachel Martin
	Helen Margaret Hawley	Ruth Dorothea Matson

*Graduate Kindergarten Training Course, March, 1910.

Hildreth Mayes	Lucy Henrietta Pohnert	Calla May Thomas
Evarena Mayne	Helen Porter	Aileen Sinclair Thompson
Ruth L. Merriam	Cora Ethel Powell	Bethel Thornton
Margaret Colburn Middaugh	Mabel B. Powell	Jessie Frances Tilley
Ethel Grace Miller	Elizabeth M. Pursell	Jessie Helen Tilley
Florence Lewis Miller, A.B.	Laura Grace Rice, A.B.	Nett Tolle
Adaline Mintener	Marguerite Richards	Vivian Irene Tyler
Lena S. Moore	Lena Riley	Emily Tyrrell
Elizabeth Morten	Clara M. Rippetto	Luella Udall
Eleanor P. Nahlinger	Gladys Ann Rodda	Pearl Walk
Mrs. Myrtle Russell Nash	Elizabeth J. Ross	Margaret B. Walker
Ray G. Nason	Essie Matella Roy	Gertrude Elizabeth Wallace
Ethel Christine Neer	Minnie E. Sadicoff	Sarah Julia Wallace
Mrs. Florence Zuber Neighbors	Bessie Edmona Samuels	Fred D. Ward
Olive M. Newcomer	Edith E. Sanborn, A.B.	Mary Anne Wasem
Laura Marguerite Newman	Grace Charlotte Schindler	Dolores Marie Watson
Gertrude Elizabeth Nicholas	Mary Eda Schoenleber	Adah Waye
Vera Anna Nimmer	Lillie Marie Schroeder	Blanche Marion Webb
Mildred Norton	Elizabeth Scruggs	Hilda Catherine Weldon
Evylena Nunn, A.B.	Bessie May Sheldon	Myrta Harriet Whalian
Ellen S. O'Brien	Anita Arline Shepardson, A.B.	Mary F. White
Maud Parkhurst	Eva Fietta Shollenberger	Myrtle Amelia White
Helen Holly Parkins	Neil May Shupe	Margaret Widener
Susan Minier Parkins	May Pearlitta Simpson	Emma Mary Wilhelm
Ethel M. Parrish	Mrs. Josephine Gertrude Skeehan	Zilda Williams
Caroline V. Payne	Ellen May Smith	Lora Arline Wilson
Ethel Letitia Peck	Leta Smith	Norris Remington Wilson, A.B.
Mabel Millard Peck	Margaret Laverna Smith	Perry A. Winder
Ethel Mary Perkins, A.B.	Lillian Sokoloff	Emma Louise Wonders
Genevieve Hazel Perkins, A.B.	Florence A. Spencer	Helen R. Wyckoff
Clara Minnie Perrin	Bernice Spofford	Vivian Belle Yett
Sue H. Ferry	Mary Adaline Stanley	A. Louise Youngman, A.B.
Vina Dorothy Petersen	Xenia Steinberg	Harriet Newell Yount
Matilda L. Pfaffmann	Alta Dorthula Stone, A.B.	Clara Zager
Katherine Philleo	Mabel Alexia Sutton	Lillie M. Zeus
Lina Brooks Pierce	Mamie H. Swanson	Mrs. Fredonia Zimmerman
Mary W. Pirie	Alice Blanche Taylor	

Kindergarten Training Course

Marguerite Leslie Atlee	Blanch Cottingham	Ruth Winchell McAfee
Hazel Margaret Banks	Doris Davidson	Cora M. Miller
Carlotta Bohri	Beatrice Gretta Davis	Helen L. Miller
Florence Boorey	Leah Louise Deane	Ada Belle Parsons
Henrietta Case Castelmann	Mary Dickinson	May H. Richards
Edith Leslie Charlesworth	Angela Vyvyenne Faulder	Geneva Saunders
Flossie Marguerite Cole	Celia E. Glover	

Special Manual Training Course

*Elsie E. Behrens †Margaret Helen Cole Edith Marian Culter

*Graduate General Professional Course, June, 1910.

†Graduate General Professional Course, February, 1904.

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
18. 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. Year ending June 30, 1911.....	398
29. Classes of December, 1911, and March, 1912.....	105
Total.....	3,251
Graduated from two courses, counted twice.....	29
Total, excluding those counted twice.....	3,222

SUMMARY OF STUDENTS ENROLLED, 1911-1912

NORMAL SCHOOL

General Professional Department	
Graduates of December, 1911, and March, 1912.....	100
Candidates for graduation, June, 1912.....	270
Candidates for graduation, December, 1912, and March, 1913.....	124
Candidates for graduation, June, 1913, or after.....	428
Visiting teachers	12
Total General Professional Department.....	934
Kindergarten Training Department	
Graduates of December, 1911, and March, 1912.....	5
Candidates for graduation, June, 1912.....	30
Candidates for graduation, December, 1912, and March, 1913.....	4
Candidates for graduation, June, 1913, or after.....	40
Total in Kindergarten Training Department.....	79
Manual Arts Department	
Candidates for graduation, June, 1912.....	5
Candidates for graduation, December, 1912, and March, 1913.....	5
Candidates for graduation, June, 1913, or after.....	7
Total in Manual Arts Department.....	17
Art Department	
Candidates for graduation, June, 1912.....	9
Candidates for graduation, December, 1912, and March, 1913.....	2
Candidates for graduation, June, 1913, or after.....	12
Visiting teachers	2
Total in Art Department.....	25
Music Department	
Candidates for graduation, June, 1912.....	6
Candidates for graduation, December, 1912, and March, 1913.....	2
Candidates for graduation, June, 1913, or after.....	33
Total in Music Department.....	41
Total in Normal School, including 27 post-graduates.....	1,096
Pursuing two courses, counted twice.....	8
Total, excluding names counted twice.....	1,088
Training School	
Eighth Grade	70
Seventh Grade	102
Sixth Grade	90
Fifth Grade	81
Fourth Grade	91
Third Grade	98
Second Grade	85
First Grade	107
Kindergarten	95
Total in Training School.....	819
Total enrollment for the year, all departments.....	1,907