

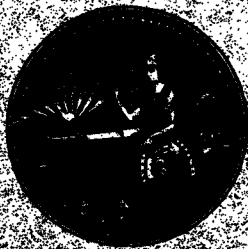
Los Angeles

State Normal School Bulletin

1912-13

Announcements for 1913-1914

THIRTY-FIRST YEAR



FRIEDRICH W. RICHARDSON, SUPERINTENDENT OF STATE PRINTING
SACRAMENTO, CALIFORNIA
1913

STATE NORMAL SCHOOL
LOS ANGELES, CALIFORNIA

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1913

AND

BULLETIN OF INFORMATION

FOR 1913-1914

SACRAMENTO

FRIEND WM. RICHARDSON

SUPERINTENDENT OF STATE PRINTING

1913

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CALENDAR FOR 1913-1914

FIRST TERM

- General Faculty meeting - - - 9 A. M., Friday, September 5, 1913
Student-teachers report for arrangement of programs,
1 P. M., Friday, September 5, 1913
Training School conferences - 2.30 P. M., Saturday, September 6, 1913
Registration,
Monday and Tuesday, September 8 and 9, 1913
General Assembly, followed by recitations,
9 A. M., Wednesday, September 11, 1913
Thanksgiving recess begins - 3 P. M., Wednesday, November 26, 1913
School reopens - - - - 9 A. M., Monday, December 1, 1913
Term closes - - - - 3 P. M., Friday, December 12, 1913
-

SECOND TERM

- Registration - - - - - Monday, December 29, 1913
General Assembly, followed by recitations,
9 A. M., Tuesday, December 30, 1913
Term closes - - - - - Friday, March 27, 1914
-

THIRD TERM

- Registration - - - - - Monday, March 30, 1914
General Assembly, followed by recitations,
9 A. M., Tuesday, March 31, 1914
Spring recess begins - - - - 3 P. M., Friday, April 3, 1914
School reopens - - - - 8.05 A. M., Monday, April 13, 1914
Commencement - - - - 10 A. M., Thursday, June 25, 1914

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

✓ NELLIE HUNTINGTON GERE
Art

✓ ALICE O. HUNNEWELL
Reading

✓ ADA J. MILLER, Ph.B., A.M.
English

✓ RACHEL T. RICHARDSON, B.S.
Manual Arts

✓ MYRTLE BLEWETT
Music

FACULTY—Continued.

✓ARTHUR AMSDEN MACURDA, A.M.
History of Education, Pedagogy and School Economy

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

✓GRACE M. FERNALD, Ph.D.
Psychology

✓KATHERINE GOETZINGER, A.B.
French and German

✓A. A. HUMMEL, M.S.
Physiology and Nature Study

✓MICHAL GRACE SNYDER, A.M.
History

✓KATHLEEN S. BECK*
Geography

✓BELLE H. WHITICE
Manual Arts

✓HELEN E. MATTHEWSON
Assistant Supervisor of Practice Teaching

✓BESSIE E. HAZEN, A.B.
Art

✓SARAH E. WOODBURY*
Assistant Supervisor of Practice Teaching

✓MYRTLE COLLIER, B.S.
Arithmetic

✓RUBY BAUGHMAN, A.M.
English and Pedagogy

✓ANNA PAMELA BROOKS, A.B., B.S.
Art

✓ESTHER MABEL CRAWFORD
Art

*Absent on leave.

FACULTY—Continued.

✓ CLARA PALMER, B.S.
Home Economics

✓ ELIZABETH FRANCES MASCORD, A.M.
Kindergarten Training

✓ BERTHA C. VAUGHN
Voice Culture

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

✓ BARBARA GREENWOOD
Kindergarten Training

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

✓ ALMA PATTERSON, A.M.
Child Study and Pedagogy

✓ HANS W. HOCHBAUM, B.S.A.
Agricultural Nature Study and Rural Education

✓ LUCILE R. GRUNEWALD
Physical Education

✓ SUSAN M. LOONEY, A.B.
Reading

✓ RUTH E. BAUGH
Geography

✓ ADA BLANCHARD
Manual Arts

✓ LAURA G. SMITH, B.S.
Domestic Art

✓ SUSANNE GOUGH
Music

✓ LOUISE PINKNEY
Art

✓ BERTHA E. WELLS
Assistant Supervisor of Practice Teaching

FACULTY—Continued.

✓ NELLIE SULLIVAN
Assistant in Psychology

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*

✓ ELSIE SECKLER, *Second Grade*

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

✓ HELEN GOSS,† *Fifth Grade*

✓ EMMA J. ROBINSON, *Sixth Grade*

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

✓ EVA L. HAMILTON, *Eighth Grade*

✓ OLIVE LOUISE DAVIS, B.Pd., *Fifth Grade*

✓ HELEN CROW, A.B.,* *Sixth Grade*

✓ KATHERINE COMSTOCK, *Seventh Grade*

✓ C. W. ANGIER, *Manual Arts*

✓ MARY DOUGLASS, *Kindergarten*

✓ ELIZABETH H. FARGO
Librarian

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

✓ MARY BURNEY PORTER
Appointment Secretary

✓ IVA E. MAIER
Secretary

W. E. FAULKNER
Engineer

*Part of year.

†Absent on leave.

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 in the hands of the students themselves; though much of the detail work of management is carried forward by means of the group-teacher system. The students are divided into groups, numbering in each from thirty to forty. 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 \$3.00 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 are unable without financial assistance to continue their work until graduation, a students' loan fund, amounting to a few hundred dollars, has been established 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.

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Applications

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

In order to insure admission, applications, 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.

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 an instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of 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 26.

Course III, see page 44.

Course IV, see page 46.

Course V, see page 48.

Course VI, see page 51.

Course VII, see page 52.

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.

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

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.

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.

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.

In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the state high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

General Information Relative to Admission and Classification

1. Former students not assigned to the Training School should report on Tuesday. A payment of \$2.00 will be required of any student who fails to register at the beginning of any term on the days designated in the calendar. 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.

2. 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.

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

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

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

6. 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.

7. 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.

8. 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.

9. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any 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 and other special courses are open to new students, offering no advanced credits, at the opening of the first term only.

10. 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.

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 III 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 32.

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First Term

English I: Literature and Composition	3
Physiology	5
Geography I: Physical.....	4
Handwork I or Wood Shop I	5
Music I	2
Physical Training I.....	1

Second Term

English II: Literature and Composition	2
Psychology I: General.....	5
Nature Study: Agricultural.....	4
Geography II: General.....	3
Art I	3
Music II	2
Physical Training II.....	2

Third Term

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

SECOND YEAR

First Term

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

Second Term

Pedagogy and School Economy	5
Arithmetic I	5
English IV	4
Observation III	1
Teaching II	5

Third Term

History of Education.....	5
Music IV	1
Physical Training V.....	2
School Law	1
Problems in Teaching.....	1
*Teaching III	5
*Elective	5

*For students graduating after December, 1913, in place of Teaching III, 10 hours, as formerly.

NOTE.—The faculty reserves the right to modify the various courses of study in any manner which does not increase the number of units required for graduation, either in subject matter or in sequence, as the interests of the school may require.

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	Social Ethics	1
		Observation II	1
		Teaching I	5
		<i>Second Term</i>	
English II	2	English IV	4
Psychology	5	French V or German V	3
Nature Study I	4	Pedagogy and School Economy	5
Geography II: General	3	Physical Training V	2
French II or German II	3	Observation III	1
Music II	2	Teaching II	5
Physical Training II	2		
		<i>Third Term</i>	
		English VI: Language Method	2
		History I	5
		Nature Study II	4
		French VI or German VI	3
		School Law	1
		Music IV	1
		Problems in Teaching	1
		Physical Training III	2
		*Teaching III	5
		Music III	2
		*Elective	5

*See note on page 17.

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 I <i>k</i>	2
Theory II	1
Games and Hygiene II	2
Handwork I <i>k</i>	3
Observation I <i>k</i>	3
Social Ethics	1

Third Term

Story Work I	1
Child Study	5
Nature Study II: Biological	4
Art I <i>k</i>	3
Music I <i>k</i>	2
Music: Piano	1
Theory III	1
Games and Hygiene III	1
Handwork I <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 I <i>k</i>	10
Story Work III	2
History of Education	5
Theory V	2
Seminar I <i>k</i>	1

Third Term

Primary Education	4
School Law	1
Music IV	1
Theory VI	3
Games and Hygiene V	2
Seminar I <i>k</i>	3
Electives	6

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

2

ONE-YEAR COURSE

For Normal School Graduates

Prerequisites to the one-year course are Art I, II, and III, Handwork I, Wood Shop I, Mechanical Drawing I, and Industrial Materials (see descriptions of these courses), or their equivalents.

The course consists of such work as may be outlined by the Committee on Special Courses to meet the needs of the individual.

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

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR

First Term

Drawing and Painting I.....	5
Art Appreciation and History I	1
Criticism I	1
Composition and Design I.....	6
Outdoor Sketching I.....	2
Mechanical Drawing I.....	4
Perspective	2
Elective	5

Second Term

Drawing and Painting II.....	3
Art Appreciation and History II	1
Criticism II	1
Composition and Design II.....	4
Mechanical Drawing II.....	4
Art Crafts I.....	4
Psychology	5
Elective	4

Third Term

Drawing and Painting III.....	4
Art Appreciation and History III	1
Criticism III	1
Composition and Design III.....	5
Art Crafts II.....	4
Observation	1
Social Ethics	1
Elective	8

SECOND YEAR

First Term

Drawing and Painting IV.....	3
Art Appreciation and History IV	1
Criticism IV	1
Composition and Design IV.....	3
Outdoor Sketching II.....	2
Methods I	1
Teaching Ia	5
Child Study	1
Elective	4

Second Term

Drawing and Painting V.....	3
Art Appreciation and History V	1
Criticism V	1
Composition and Design V.....	3
Method II	2
Teaching IIa	5
Pedagogy and School Economy	5
Interior Decoration I.....	3
Elective	2

Third Term

Drawing and Painting VI.....	3
Art Appreciation and History VI	1
Criticism VI	1
Outdoor Sketching III.....	4
Method III	2
Teaching IIIa	4
Music IV	1
Interior Decoration II.....	3
Illustration	4

ONE-YEAR COURSE

For Normal School Graduates

This course will be arranged by the Committee on Special Courses to meet the needs of individuals, the subjects to be chosen from the above two-year course.

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>	
Voice Culture I.....	2	Child Study	5
Ear Training I.....	2	Teaching I M.....	5
Melody Writing I.....	1	Voice Culture IV.....	2
Harmony I	5	Method I	3
Music History I.....	2	Chorus Conducting I.....	2
Elective	10	Study of Songs I.....	2
 <i>Second Term</i>		 <i>Second Term</i>	
Psychology I	5	Pedagogy and School Economy	5
Voice Culture II.....	2	Teaching II M.....	5
Ear Training II.....	2	Voice Culture V.....	2
Melody Writing II.....	1	Method II	3
Harmony II	5	Chorus Conducting II.....	2
Music History II.....	2	Study of Songs II.....	2
Music Appreciation I.....	4	Elective	5
 <i>Third Term</i>		 <i>Third Term</i>	
Voice Culture III.....	2	Teaching III M. or Obs. M.....	10
Ear Training III.....	3	Voice Culture VI.....	2
Melody Writing III.....	1	Method III	3
Harmony III	5	Chorus Conducting III.....	2
Music History III.....	2	Study of Songs III.....	2
Music Appreciation II.....	4	Music IV	1
Social Ethics	1	Special Music Teaching or	
Elective	2	Elective	3

2

ONE-YEAR COURSE

For Normal School Graduates

This course will be arranged by the Committee on Special Courses to meet the needs of individuals, the subjects to be chosen from the above two-year course.

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

TWO-YEAR COURSE

For High School Graduates

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

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 outlined 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 every term.
6. Reading IV: Personal development. Five periods a week fall term.
7. History II: Method. Two periods a week every term.
8. History III: California. Three periods a week winter and spring terms.
9. English V: Methods in literature. Two periods a week every term.
10. English VI: Methods in language. Two periods a week spring term.
11. English VII: Shakespeare. Three periods a week spring term.
12. English VIII: Oral Expression. Three periods a week spring term.
13. Arithmetic II: Method. Two periods a week every term.
14. Psychology II: Advanced. Four periods a week spring term.
15. Primary Education: Four periods a week winter and spring terms.
16. Rural Education: Four periods a week winter and spring terms.
17. Bionomics: Biology for teachers. Four periods a week spring term.
18. School Hygiene: Two periods a week spring term.
19. Teaching IV: Extra teaching; arranged for by conference. Any term of senior year.
20. Art III: Advanced. Four periods a week fall and spring terms.
21. Physical Training VI: Playground work. Two periods a week spring term.

22. Physical Training VII: Folk dancing. Two periods a week winter and spring terms.
23. Library Methods: Three or more periods a week.
24. Penmanship: Two periods a week every term.
25. Handwork II: Five periods a week winter term.
26. Any subject of a course other than the one a student is pursuing, provided he has the prerequisites for the desired subject.

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 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 United States 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 the director 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 the head of the Department of Music, for all music except III and IV.
11. Students accredited in one year of high school Wood Shop may substitute freely for Wood Shop I.
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 take a subject in advance of his group, provided he has the prerequisites for 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

I. GENERAL PROFESSIONAL

Requirements for Admission

The scholastic requirements for admission may be met in any one of several ways: 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. See page 14.

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. See page 14.

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 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, each of the last four terms.

Teaching I, II, and III: Five periods, each term of Senior year. These must be accompanied by Observation II, Observation III, and Problems of the Novitiate in Teaching, respectively.

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, winter and spring terms.

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 in the use of language. 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 literary selections chosen with direct reference to their value in elementary school work. 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 I: General Course

The aim of this course is to help the student to an appreciation of good literature and the beauty of the English language; to improve the quality of the voice; to establish a natural ease of manner and to cultivate voice projection in speaking and reading; to apply the principles of directness, clearness, and force in conducting class work; to give the student a specific idea of the method employed in the teaching of the subject in the grades. Work in personal development precedes that 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 no attention is given to method. It includes practice in extemporaneous speaking, debate, current events, and the dramatic reading of one Shakespearean 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.

Reading IV: Personal Development

This course is provided for students of the special departments. The aim of the work is chiefly personal development, including platform department, bodily expression, voice culture, extemporaneous speaking, presentation of current topics, debate, and oral interpretation.

Five 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 a 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 who hold entrance recommendations in the subject. 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.

NATURAL SCIENCES

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.

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 and demonstrations. Open to all students.

Five hours per week for one term.

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 coordinate 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 a 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.

Bionomics

An elective course open to students of Junior A standing. Lectures, reading, and discussions dealing with the fundamental laws governing living organisms. Designed particularly for teachers and dealing with some biological aspects of education.

Four 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 classroom 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 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. The course deals with two phases of the subject:

(a) 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.

(b) 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

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

Five periods per week for one term.

Handwork II

Advanced course in Primary Handwork.

Five periods 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.

Five periods per week for one term.

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

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, followed 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^b

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 illustrative of stories are 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. A course in design, with emphasis on the adaptation of design to material; as designs for clay, metal, and weaving.

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 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., lao 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

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 I

Prerequisite: High School course in chemistry and in physiology, or general science and physiology.

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

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: Comparative value; gelatine dishes; inexpensive cuts; left-overs.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing I

Prerequisite or parallel: Art I.

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.

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.

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 cooperation 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 involved amounts to 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

Theory of physical training. Methods of teaching children, and the analysis of positions common during school life. Drill in leading squads, and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Classified games and folk dances for the schoolroom and schoolyard.

Two hours per week for one term.

Course V

Exercises with hand apparatus. Folk and æsthetic dances.

Two hours per week for one term.

Course VI

Elective course dealing especially with playground work.

Two hours per week for the spring term.

While no special provision is made for training students to serve as 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.

Course VII

An elective course in folk dancing and æsthetic dancing.

Two hours per week for one term.

Course VIII

An elective course in outdoor games, such as tennis, long ball, baseball, captain ball, and basketball. No class will be formed for fewer than sixteen applicants.

Two hours per week for one term.

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.

Requirements for Admission: 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 former 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.

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 per week, first, second, third terms. Two hours per week, fourth term.

Theory V

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

Two hours per week, fifth term.

Theory VI

A study of Froebel's relation to his times, of his especial contribution to education, and of the place of the kindergarten in the school.

Three hours per week, sixth term.

GAMES AND HYGIENE

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

Games and Hygiene I, II, and 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 and sixth terms.

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 devised 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 per week, first three terms.

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.

One hour a week, third term. Two hours per 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.

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.

ART

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—The requirements for admission to this course are the same as those for admission to the General Professional Course, as indicated on page 26, with the exception of those set forth in paragraphs *a* and *b*.

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, Wood Shop I, Mechanical Drawing I, and Industrial Materials 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 County Boards for a Special Elementary Certificate in Manual Arts or Arts and Crafts and Design.

SPECIAL SECONDARY CERTIFICATE

Such students as show the proper qualifications and do the necessary amount of advanced work (including teaching in the Normal classes) will be given a *special* diploma in Manual Arts, and will be recommended to County Boards for a 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 bench tools and machinery.

Ten periods per week for one term.

Wood Shop IV

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

Ten periods per week for one term.

Mechanical Drawing I

Geometrical problems, conic sections, and lettering.

Four periods per week for one term.

Mechanical Drawing II

Orthographic projection, 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.

Four periods per week for one term.

Mechanical Drawing III

Continuation of Course II.

Four 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 is 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; 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.

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 manual arts in the High School.

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:

The Two-Year Course—The requirements for admission to this course are the same as those for admission to the General Professional Course, as indicated on page 26, with the exception of those set forth in paragraphs *a* and *b*.

The One-Year Course—This course is open to normal school or college graduates whose course has included the professional subjects scheduled in the Two-Year Art Course and an equivalent for Art I, II, and III.

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 diploma for supervisory, high school, and normal school 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 advanced 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.

Five hours per week for one term.

Drawing and Painting II

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

Three hours per week for one term.

Drawing and Painting III

Illustration, using materials and methods used in Training School.

Four hours per week for one term.

Drawing and Painting IV

Study of color harmony from Japanese prints, using oil paints as a medium. Still life and flowers in oil.

Three hours per week for one term.

Drawing and Painting V

Studies from life and casts in charcoal and wash.

Three hours per week for one term.

Drawing and Painting VI

Figure compositions in charcoal, watercolor, pastel, and other mediums. Studio and outdoor work.

Three hours per week for one term.

Composition and Design I, II, III, IV, V

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, IV, V, VI

First Year—An appreciative study of architecture, sculpture, painting, and design and their historical development.

Second Year—Landscape composition, technique, and history of development of landscape painting. Picture study in connection with the grades and other subjects in connection with Senior course.

One period per week for two years.

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.

Four periods per week for one term.

Outdoor Sketching I, II, III

Study of landscape composition and technique in reproductions of masterpieces. Choice of subject. Drawing and painting from nature. Study of values, massing of dark and light, light and shadow, and color. Mediums: Charcoal, crayola, watercolor, and oil.

Two hours per week for two terms.

Four hours per week for one term.

Art Crafts I, II

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.

Four hours per week for two terms.

Interior Decoration I, II

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, house decoration, furniture, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Three periods per week for two terms.

Method I, II, III

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 method 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.

Courses I and II are required of all art students. (See Manual Arts Course.)

Composition and Design I, II, III, IV, V.

Theory of art structure. Principles of proportion, subordination, rhythm, etc., and elements of line, notan and color. Studied first through simple exercises, application of knowledge gained to special problems, such as tiles, stained glass, lettering, textiles, etc. Color theory, scales, and schemes.

Art Appreciation

Six hours for one term. Five hours for one term. Four hours for one term. Three hours for two terms.

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.

Requirements for Admission:

The Two-Year Course—The requirements for admission to this course are the same as those for admission to the General Professional Course, as indicated on page 30, with the exception of those set forth in paragraphs *a* and *b*; and in addition, a thorough knowledge of the elements of music, the ability to sing at sight music of moderate difficulty, to write in good form simple music dictation, together with sufficient ability in pianoforte playing to insure the satisfactory accompanying of High School music after two years of study.

The One-Year Course—Graduation from a normal school or college, in addition to the requirements for admission to the Two-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 dimini-

ished 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; 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.

Suggested electives are: History of Education, English VIII, Reading IV, 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:

The same as those for admission to the General Professional Course, as indicated on page 26, with the exception of those set forth in paragraphs *a* and *b*, and, in addition, high school physiology and chemistry.

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.

Prerequisite: Art I.

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

Sewing III. Cutting and making simple dresses.

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

Five hours per week for five terms.

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

Five hours per week for one term.

Cookery III. Continuation of Cookery II.

Five hours per week for one term.

Cookery IV. Serving meals.

Five hours per week for one term.

Cookery V. Diet for invalids and children.

Cookery VI. Dietetics.

Dressmaking. Drafting, modeling and making wool dresses and tailored waists.

Millinery. Making simple hats, trimming, etc.

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.*

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

*Besides the Normal Training School, portions of four other city schools, (Alpine St., Cambria St., Fremont Ave., and Grand Ave.), are utilized as Supplemental Training Schools. In addition, a number of students are given opportunity to do Cadet Teaching in the Los Angeles city schools.

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. 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*: 1. Biological (a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studied—products and by-products of economic plants. 2. Agricultural—(a) Coöperative work with economic plants. (b) Flower studies and seed distribution. *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

*Muscular movement introduced and carried throughout the grades.

and seed distribution. *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. 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; bookbinding; 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. 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. 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 most boys; printing, for some. 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. Simple apparatus work. 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, measurements, and constructions. *Nature Study*: Elements of physical and chemical science. *Geography*: Africa and Australia. Review of continents. *History*: United States History through War of 1812. *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"; or "The Odyssey"; "The Lady of the Lake"; "Julius Caesar"; "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 facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling. Arithmetic*: General. Review for B 8's. *Algebra for A 8's. Physiology. 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.

*Review for B 8's. *Algebra for A 8's.*

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.

SUMMER CLASS, JUNE 27, 1912.

GENERAL PROFESSIONAL COURSE

Ruth Elizabeth Alexander	Mae Ferson	Isola L. Johnson
Olda Pearl Albretsen	Geneva Eckart Flagg	Mary Geddes Johnston
Milred A. Allen	Grace A. Flanagan	Essie Love Jones
Edith B. Andrews	Robert F. Fowier	Amelia Kellenberger
Mary C. Arbuckle	Alice Bidwell Fox	Helen Cressy Kelso
Ruth Ardis	Mrs. Belle H. Fox	Jess Pauline Kendrick
Edna M. Arnett	Agatha Fredricks	Ella Kinard
Beryl Arthur	Gertrude Friend	Zeta Jeanette Kindig
Gladys Ashton	Ida Mitchell Fullerton	Eva King
Alta A. Bailey	Agnes R. Ganahl	Irene H. Kirkbride
Maud Baird	Vera Emile Gates, A.B.	Anne Winifred Knapp
James A. Baker	E. Beth Glezen	Pansy Marie Knoll
Josephine C. Baker	Abbie Bassett Godfrey	Louise C. Kohlmeier
Myra Elizabeth Banta	Ruth Madeline Green	Ethel Burdette Land
Alice Naomi Barnhouse	Thekla M. Grieve	Olive R. Laufeld
Susannah Grace Barris	Fannie Sarah Gwillam	Fay Lang
Bertha Josephine Barron	Louise O. Hall	Thora Lares
Marie Bittleston	Merle E. Hamilton	Helen B. Lewis
Genevieve Vander Bogart	Freda A. Hand	Zoe Limbocker
Augusta E. Bont	Zay Harding	Olive Linkletter
Nanon Georgine Borge	Lavinia Hardy	Hattie Winifred Locknane
Lucy F. Bowker	Grace Hart	Gertrude Holt Lofthouse
Frances Bracewell	Anita E. Haskell	Alta J. Lowell
Helen M. Brubaker	Emma Hasty	Irene Mary McCarthy
Lula C. Brunswicker	Hylanda Malvina Hayes,	Mary Olive McCord
Ruth Mary Bushnell	A.B.	Adelia McDearmon
Viola S. Byers	Mabel J. Hennessy	Nina A. McEwen
Mary M. Caldwell	Cecelia Henry	Willia Josephine McKee,
Jessie Hazelglenn Calkins	Bertha Anne Hersey	A.B.
Bessie E. Calvert	Bertha Bresee Hill	Anita Jean McLachlan,
Mary Calderwood Cameron	Matilda Hill	A. B.
Hazel May Carr	Mary Elizabeth Himes	Kathryn Nellie McLaughlin
Gladys L. Case	Florence Permelia Hitch-	Nina E. McMillen
Rhea Cashman	cock	Arvilla Maddy
Caroline Chan	Mabel Jane Hodson	Marie Mannoccir
Anna C. Clark	Marie J. Hoffner	Corinne Marcellus
Anna Rockwell Clark	Belle Hogue	Anna G. Matthews
Ethel Mary Coad	Minnie Mabel Holcomb	Senola Dorothy Maxwell
Delphia Comstock, A.B.	Alice Ethel Holland	Nellie T. May
Edith A. Coombs	Edith Maria Holmes	Clara M. Maynard
Corle C. Crane	Edna Viola Hoogner	Mildred L. Mead
Florence B. Crosier	Mary Catherine Horrigan	Rena Eldora Mead
Leora E. Davelaar	Monima Jane Hotzell	Mattie Corinne Meritt
Ennice Irene Davis	Edna Marie House	Margaret Metcalf
Iimah Armina Dodds	Mabel L. Houser	Emma S. Meyer
Genevieve M. Doyle	Mildred Eleanor Hughley	Josephine Midgarden
Matt Ryan Draper, A.B.	Lulu Mary Hunter	Ella Adelaide Millen
Lillian Eleanor Eaton	Louva L. Hurah	Maud Miller
Carrie Elder	Bertha M. Hurtt	Gertrude Millsap
Elsie B. Ensign, B.S.	Carolyn M. Ives	Lucille Millsap
Helen Floyd Estill	Frances Eugenia Jackson	Dorothy Mockbee
Bess Frances Farmer	Josephine Jarvis	Josephine Mogueau
Julia A. Farrell	Cecil F. Jennings	Edith L. Moore
Ruby C. Feazell	Ebba L. Johnson	Carrie Mooser

GENERAL PROFESSIONAL COURSE—Continued.

Winifred M. Neeley	Jo Rosenthal	Frances Katherine Taylor
Laura Hazell Newell	Ethel Olive Rouse	Lorraine Collins Taylor
Flora V. Newman	Mary Grace Rowell	Marjorie Claire Taylor
Estelle L. Nuffer	Lulu K. Ryon	Elizabeth Remay Thompson
Agnes O'Connor	Beryl Sams	Flora Madeline Thompson
Avis Olmstead	Gwendolyn Sargent	Florence L. Thompson
Charles Herbert Oneal	Anna Christine Schindler	Matilda Wilhelmina Thomp-
Matilda M. Osterhaus	Ida Louise Schmidt	son
Lucinda Lee Padrick	Ora Glee Schreiner	Alice Haines Thornton
Emma M. Palm	Martha Schoenleber	Kathleen Cliffe Tottenham
Emilia Romana Palomares	Grace Athol Seymour	Grace I. Tucker
Louise Parkins	Mary Breading Shirley	Frances E. Tubbs
Katherine Parrish	Elsie Slater	Ralph E. Urey
C. Litti Paulding	Theresa C. Sletten	Alta Van Velzer
Floy H. Pemberton	Edgar Stuart Smith	Fannie G. Vaughn
Marguerite Pendexter	Mary Elizabeth Smith	S. Paul Ward, Cer. E.
Rena Polkinghorn	Rachel D. Smith	Verda Mary Warner, A.B.
R. E. Thomas Pollich	Ruth Smith	Leila E. Waugh
Mary Pearl Pottol	Ruth Genevieve Snell	Alice Palmer Way
Margaretha A. M. Reuter	Elsie Adelaide Snyder	Grace E. Weaver
Marcella L. Richards	Flavia Sodergren	Minnie Webb
Mabelle Lenore Richey	Charlotte Sollinger	Della J. Wells
Gladys Almada Riley	Flossie Jean South	Maude Welton
Hazel Rix	Ruby Lucile Sproul	Olive B. Whalian
Edrena George Robb, A.B.	Lela May Standlee	Georgina M. White
Frances Marion Roberts	Celia May Stickney	Ruth Emelie Wilke
Clara Lorraine Robinson	Bernice Lee Stowitts	Jane Ann Williams
Mary T. Robinson	Genevieve Rose Sullivan	Lucile J. Williamson
Reine Rogers	Nellie Blythe Sullivan	Anna L. Willis
Miriam Jean Rollins	Laura Lucile Summers	Hazel Bess Worley
Lillian E. Rood	Norma Sweeney	Mabel G. Wright
Frances F. Root	Laura K. Swigart	Jeanette Young

ACADEMIC-PROFESSIONAL COURSE.

Maude Duke Andrus	Irmagail Eaton	Blanche E. Nichols
Helen R. Baldwin	Elva Ruth Garfield	Katherine Elizabeth Sale
Pearl Anna Baxter	Ruth May Locke	Gladys Seat
Frances Lucile Brooks	Nell Long	Gertrude Grace Snow
Lois E. Caskey	Ione Lowman	Dorothy Rose Willard
Gladys Leona Clark	Lida Claire McCoid	
Edna May Dorsey	Helen Millsaugh	

KINDERGARTEN TRAINING COURSE.

Genevieve Alice Bell	Ida Mae Hammond	Sara Phillips
Julia Hofman Brown	Cora Harrison	Adele Powell
Shirley Devereaux Burns	Adeline Williams Hill	Meryl A. Putnam
Elizabeth Banning Cobbs	Ruth Alice Holmes	Helen Lacey Reed
Jessie Cumming	Mary Jane Howard	Velma Myrl Russell
Clarissa Catherine Dolan	Loie Edith Hunt	Edythe Christine Shaffer
Marie Dolan	Lora Bell Knecht	Fannie McCroskey Smart
Menore East	Bernice McBride	Effie Brown Stephenson
Gertrude de Graffenried	Claire Hart Niles	Helen Walker
Shirley Goodman	Anna Overland	Genevieve Wallace Wilcox

MANUAL ARTS COURSE.Elinor Dore Dougherty*
Hardinia Franklin*Pearl Higgins*
Warren Briggs Ingersoll

Charles Herbert Oneal*

ART COURSE.Bessie E. Hazen
Anna E. Hong
Winifred HustonKathryn Lawrie Johnson
Ida Lillian Lewis*
M. Blanche McCormack*†Josephine Seaman Roberts*
Eleanor Van Orden White***MUSIC COURSE.**Myrtle Blewett
Susanne Gough*Isabel McReynolds Gray,
B.L.Marjorie Maughlin
A. Evelyn Stone
Emma S. A. Williams

*Graduate Elementary Art Course.

*Graduate of General Professional Course.

†Graduate of Kindergarten Training Course.

WINTER CLASS, DECEMBER 13, 1912.**GENERAL PROFESSIONAL COURSE.**Dorothy K. Austin
Isabelle Baker
Annie Grace Barwise
Florence Arminda Beckett
Ida Bind
Anna K. Brunton
Isabel Lagoria Burke
Laura B. Caldwell
Franciska Chandler
Phebe A. Colvert
Elizabeth Connors
Olive Blanche Cupp
Harriett Douglas
Margaret O. Eddleman
Violet Celestia EmerickGladys Genevieve Grout
Hazel Isabelle Hamilton
Genevieve Rogers Herren
Annie Laurie Hudson
Maud Kingsbury
Hazel F. Kirk
Minnie O. Kopplin
Gladys Evelyn Landregan
Archina C. Lawson
Cora Naomi Lilley
Stella Louise McKinney
Margaret Marie McVicar
Clara Maltman
Matilda Emma Matti
Margaret Heard MillerMargaret Myers
Nell Genevieve O'Brien
Elizabeth Louise Rice
Lenta E. Rohrbaugh
Amelia V. Rouchleau
Grace V. Russell
Margaret Shelt
Mildred J. Sprague
Mabel Stark
Maud Stiffer
Margaret Helen Sullivan
Muriel Henrietta Trost
Olive Watson**KINDERGARTEN TRAINING COURSE.**

Esther Richardson

SPECIAL MUSIC COURSE.

Irene Harnly

Martha Schreyer

SPRING CLASS, APRIL 4, 1913.

GENERAL PROFESSIONAL COURSE.

Anna Helen Alford, A.B.	Mildred Force Lerchen	Lillian Reid
Anna C. Bakken	Iola McElrea	Elinor Richards
Anna C. Borgwardt	Isabella MacIntyre	Alice Rockwood
Lillian Boyd, Ph.B.	Maude A. McDonald	Grace Du Comb Sanderson,
Rebekah Elsie Bristow	Isabella McKay	A. B.
Julia H. Brown	Julia A. E. Martens	Cassie Belle Scott
Ruth Butler	Clara Midcalf	Melinda M. Seay
Flora Campbell, B.S.	May Evangeline Miller	Belle Smith
Lulu B. Case	Mabel Minthorn	Fleta Smith
Edna May Cole	Flossie Cunningham Mon-	Chalmer H. Shaver
Rena Conklin	crieff, A.B.	Ruth Rosetta Summerhays
Edith Gertrude Cooper	Marion Tytherleigh Moses	Blanche Sydnor
Jessie May Cross	Mabel Evelyn Mulcahy	Ada M. Tarr
Mollie R. Durnford	Franc Palmer	Alice Tarr
Amelia Eymard	Elizabeth Florence Parks,	Margarette Ann Thompson
Helen F. Fifield, B.S.	A. B.	Gertrude Frances Wallen-
Ruth Fisher	Rose Ruth Pawley	stein
Clara Foglesong, A.M.	Bessie G. Phillips	Lulu Alice Whitacre
Nellie Brown Garvey	Millicent Phillips	Genevieve Claire Wilson
Lydia May Grewey	Gertrude Pinkiert	Kathleen Whelan
Ruth Hensler	Ester Annette Post, A.B.	Ella Wood
Elizabeth Hidden, Ph.B.	Lucy Powell	
Ruth Keller	Marion A. Rannow	

ACADEMIC-PROFESSIONAL COURSE.

Kathleen Cogswell Myrtle Clair Webster.

ART COURSE, SECONDARY.

Winifred Huston*

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. Year ending June 30, 1912	426
30. Classes of December, 1912, and April, 1913	112
Total	3,684
Graduated from two courses, counted twice	39
Total, excluding those counted twice	3,645

SUMMARY OF STUDENTS ENROLLED, 1912-1913

NORMAL SCHOOL.

General Professional Department

Graduates of December, 1912, and April, 1913.....	108
Candidates for graduation, June, 1913.....	346
Candidates for graduation, December, 1913, and March, 1914.....	126
Candidates for graduation, June, 1914, or after.....	360
Visiting Teachers.....	34

Total General Professional Department..... 974

Kindergarten Training Department

Graduates of December, 1912.....	1
Candidates for graduation, June, 1913.....	32
Candidates for graduation, December, 1913, and March, 1914.....	12*
Candidates for graduation, June, 1914, or after.....	39

Total in Kindergarten Training Department..... 84

Manual Arts Department

Candidates for graduation, June, 1913.....	3
Candidates for graduation, December, 1913, and March, 1914.....	4
Candidates for graduation, June, 1914, or after.....	16

Total in Manual Arts Department..... 23

Art Department

Graduates of April, 1913.....	1
Candidates for graduation, June, 1913.....	10
Candidates for graduation, December, 1913, and March, 1914.....	3
Candidates for graduation, June, 1914, or after.....	21

Total in Art Department..... 34

Music Department

Graduates of December, 1913.....	2
Candidates for graduation, June, 1913.....	8
Candidates for graduation, December, 1913, and March, 1914.....	11
Candidates for graduation, June, 1914, or after.....	22

Total in Music Department..... 43

Home Economic Department

Candidates for graduation, June, 1913.....	1
Candidates for graduation, December, 1913, and March, 1914.....	10
Candidates for graduation, June, 1914, or after.....	56

Total in Home Economics Department..... 67

Total in Normal School, including 16 post-graduates..... 1,225

Pursuing two courses, counted twice..... 5

Total excluding names counted twice..... 1,220

Training School

Eighth Grade.....	89
Seventh Grade.....	105
Sixth Grade.....	95
Fifth Grade.....	76
Fourth Grade.....	94
Third Grade.....	92
Second Grade.....	91
First Grade.....	134
Kindergarten.....	74

Total in Training School..... 850

Total enrollment for the year, all departments..... 2,070

Los Angeles State Normal School

A Brief Outline of the New General Professional Course

In effect - 1913-14;
Explanations and Suggestions

The new General Professional Course here outlined is a flexible one, designed to meet the varying needs of individual students. A course offering, as this one does, a liberal amount of election makes intelligent, discriminating choice absolutely essential if the student is to go from the school properly equipped for his work. Before choosing courses in groups II and III each student is urged to consider with the greatest care his own individual needs, having in mind the work he has or has not done in high school, and the work he hopes or expects to do after graduation. Those who use the liberties allowed by the course most wisely can go from the school much better equipped for special lines of work than has been possible heretofore, and such graduates may expect to receive the recommendation of the school (a matter of rapidly increasing importance) for the line of work for which they have thoroughly prepared while in school. Graduates will not be recommended by the school for lines of work for which their training in the school has not adequately prepared them.

The average Normal School graduate should be prepared in the broadest possible way for work in any one of the elementary grades. Many inexperienced graduates must first teach in rural schools, where ability to teach all the elementary branches of study is necessary to success. In city and village schools the teacher must usually teach all branches in one or two and occasionally in three or four grades. There is, however, an increasing demand for teachers with special proficiency in some one or two of the school subjects to do departmental teaching of such subjects in a series of grades. There are also special qualities and there is a special training needed now by primary teachers on the one hand and by grammar grade teachers on the other, and an increasing demand for teachers having these special qualifications.

After careful consideration each student should choose, as early in his course as he can choose wisely, some one definite purpose. Those who in the beginning are uncertain of any definite interest or special capacity will wisely begin their work by taking courses from group II, which have general value and defer the choice of major and minor electives till the second or third term of the course. If, as they pursue their work, special interests or capacities become manifest to either the student or his teachers, the latter part of the course can then be chosen to meet special ends.

Some Specific Suggestions

1. Consider most carefully *your own need* before making elections.
2. Make your course such as to correct the deficiencies of your previous training.
3. Remember that accurate, fluent, and graceful expression, both written and oral, is indispensable for every teacher. If you are aware of short-comings in this direction, choose courses to meet your need, and improve every other opportunity the school life affords to make good your deficiency.
4. Try to discover what kind of work you should do upon graduation and bend every energy to prepare for it in the best possible way.
5. You may prepare, under the new plan here outlined, for:
 - (a) Rural work.
 - (b) Primary work.
 - (c) Grammar grade work.
 - (d) Departmental teaching of any one or two subjects.
6. Rural and village school teachers may wisely elect additional courses in group II.
7. Primary teachers should elect in each department offering such work courses bearing especially upon primary materials and methods.
8. Grammar grade teachers should give especial attention to and should elect additional courses in grammar grade subjects and those especially designed for them.
9. College graduates and teachers of experience will often find intensive work along some line preparatory to departmental teaching possible and profitable.

GENERAL PROFESSIONAL COURSE

I. REQUIRED PROFESSIONAL WORK		40 hours
Psychology I—Educational Psychology	5	Education; or Other professional elective 5
Psychology II—Child Psychology	5	Education IV—Observation I, II, III and Problems of the Novitiate in Teaching 4
Education I—Pedagogy and School Economy	5	Education V—Practice Teaching I, II, III, 15
Education II—History of Education; or		Education IX—School Law 1
Education III—Primary		
II. TEACHERS' COURSES		40 hours

Each student must choose eight courses from the following list. Additional courses from this list may be elected as provided in group II. Each course is one of five hours.

Art
 English Grammar and Composition
 English Literature
 Geography, Physical
 History of United States
 Manual Arts or Home Economics

Mathematics
 Music
 Nature Study
 Physical Education
 Physiology
 Reading

III. ELECTIVES 40 hours

Each student must elect at least 40 hours of work according to the following plan:

(a) His *major* work must consist of 20 hours, chosen from one department or from closely related departments.

(b) His *minor* work must consist of 20 hours, chosen from departments other than those in which he majors. Not more than 10 minor hours are to be chosen from any one department nor more than 15 hours from closely related departments.

LIST OF COURSES OFFERED BY THE VARIOUS DEPARTMENTS

Psychology

- Psychology I—Educational Psychology (Required) 5 hours
 Prerequisite: Physiology.
- Psychology II—Child Psychology (Required) 5 hours
 Prerequisite: Psychology I and Senior Standing.
- Psychology III—Advanced Educational Psychology
 (Elective) 8 or 4 hours
 Prerequisite: Psychology I or equivalent.
- Psychology IV—Clinical Psychology (Elective) 3 hours
 Prerequisite: Psychology I and II.

Education

- Education I—Pedagogy and School Economy (Required) 5 hours
 Prerequisite: Psychology I and II.
- Education II—History of Education (Required or Alternative or Elective) 5 hours
 Prerequisite: Senior Standing.
- Education III—Primary Education (Elective or Alternative) 5 hours
 Prerequisite: Senior Standing.
- Education IV—Observation I, II, III and Problems of the Novitiate in Teaching (Required) 4 hours
- Education V—Practice Teaching I, II, III (Required) 15 hours
 During Senior Year.
- Education VI—Practice Teaching IV (Elective) 1 to 5 hours
- Education VII—School Hygiene (Elective) 3 hours
 Prerequisite: Psychology I, II, and Education I.

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Education VIII—Rural Education (Elective)	5 hours
Prerequisite: Senior Standing.	
Education IX—School Law (Required)	1 hour
Education X—Experimental Pedagogy (Elective)	1 to 3 hours
Prerequisite: Education I.	

Art

Art I—Teachers' Course. Simple exercises in line, notan, and color. Drawing and painting from nature and still life	5 hours
Art II—Art Appreciation, Composition and Design	5 hours
Prerequisite: Art I or its equivalent.	

English

English I—Teachers' Course: Grammar and Composition	5 hours
English II—Teachers' Course: English Literature	5 hours
English III—Oral Composition and Literature	5 hours
English IV—Advanced English Grammar	5 hours
Prerequisite: English I or equivalent.	
English V—Advanced Composition	5 hours
Prerequisite: English I or equivalent.	
English VI—History of English Literature	5 hours
English VII—Shakespeare	5 hours
English VIII—English Poetry	5 hours
English IX—Modern English Prose	5 hours

Geography

Geography I—Teachers' Course: Elementary Physiography	5 hours
Geography II—General Geography	5 hours
Prerequisite: High School Physical Geography, Geography I, or equivalent.	
Geography III-a—Advanced Physiography	5 hours
Prerequisite: Same as for Geography II.	
Geography III-b—Economic Geography	5 hours
Prerequisite: Same as for Geography II.	
Geography IV—Geography of California	2 hours
Prerequisite: Same as for Geography II.	
Geography V—Special Method in Geography	2 hours
prerequisite: Geography I and II.	

History

History I—Teachers' Course: General and Industrial History of the United States	5 hours
History II—Primary History Stories: Material and Method	5 hours
History III—Studies in Civics and Current Problems	5 hours
History IV—Economic and Industrial History of United States	5 hours

History V—Pacific Coast History	5 hours
Prerequisite: Course I, II, or III.	
History VI—English History	5 hours
Prerequisite: Course I or II.	

Home Economics

Home Economics I—Teachers' Course: Sewing	5 hours
Home Economics II—Cookery	5 hours
Prerequisite: Physiology and Chemistry or General Science.	

Manual Arts

Manual Arts I—Teachers' Course	5 hours
Manual Arts II	5 hours
Manual Arts III	

Mathematics

Mathematics I—Teachers' Course: Arithmetic	5 hours
Mathematics II—Arithmetic for Primary Grades	5 hours
Mathematics III—Business Arithmetic	5 hours
Mathematics IV—Trigonometry	5 hours
Mathematics V—Analytics	5 hours

Modern Languages

French I, II, III, IV, V, VI—Two years' work	20 hours
German I, II, III, IV, V, VI—Two years' work	20 hours
For outlines and prerequisites see bulletin for 1913-14, under Academic-Professional Course.	

Music

Music I—Teachers' Course: Sight Reading and Methods	5 hours
Music II—Material and Method	5 hours
Prerequisite: Music I or its equivalent.	
Music III—Elements of Musical Theory	5 hours
Prerequisite: Music I or its equivalent.	

Physical Education

Physical Education I—Teachers' Course	5 hours
Physical Education II—Swedish Exercises, Apparatus, and Games	5 hours
Physical Education III—Plays and Games	3 hours
Physical Education IV—Athletics and Field Sports for the Playground	2 hours
Physical Education V— Exercises with Light Apparatus	2 hours
Physical Education VI—Theory and Practice of Play- ground Activities	5 hours
Physical Education VII—Rhythm and Physical Expression	2 hours

Reading

Reading I—Teachers' Course: Method and Expression	5 hours
Reading II—Continuation of I	5 hours
Prerequisite: Reading I or its equivalent.	
Reading III—Personal Development; Bodily Expression; Voice Culture; Oral Interpretation	5 hours
Reading IV—Extemporaneous Speaking; Debate; Dramatic Interpretation; Oral Expression	5 hours
Prerequisite: Reading II and III or their equivalent.	

Science

Science I—Teachers' Course: Physiology I	5 hours
Science II—Teachers' Course: Nature Study	5 hours
Science III—Physiology II	5 hours
Prerequisite, Physiology I or II.	
Science IV—Agriculture I: Nature Study in its Horticultural Aspects	5 hours
Science V—Agriculture II: Continuation of Agriculture I	5 hours
Prerequisite Agriculture I or its equivalent.	
Science VI—Domestic Chemistry	5 hours
Science VII—Bionomics	5 hours

Manual Arts

Hand Work I—Teachers' Course: Constructive Work with Paper, Cardboard, Raffia, Reeds, Yarn and Cord	5 hours
Hand Work II—Continuation of Hand Work I	5 hours
Hand Work III—Textiles	4 hours
Hand Work IV—Book Binding	4 hours
Shop Work I, II, III—Consecutive Courses in Wood Working, each	5 hours
Mechanical Drawing I, II, III—Consecutive Courses in Constructive Drawing, each	4 hours
Metal Work I, II—Consecutive Courses, each	4 hours
Leather Work I, II—Consecutive Courses, each	4 hours
Clay Work I, II—Consecutive Work, each	4 hours

Art I is a prerequisite for all Manual Arts courses, except Hand Work I, Wood Shop courses and Mechanical Drawing courses.

Each of the Manual Art courses implies laboratory work in addition to the time assignments indicated.