

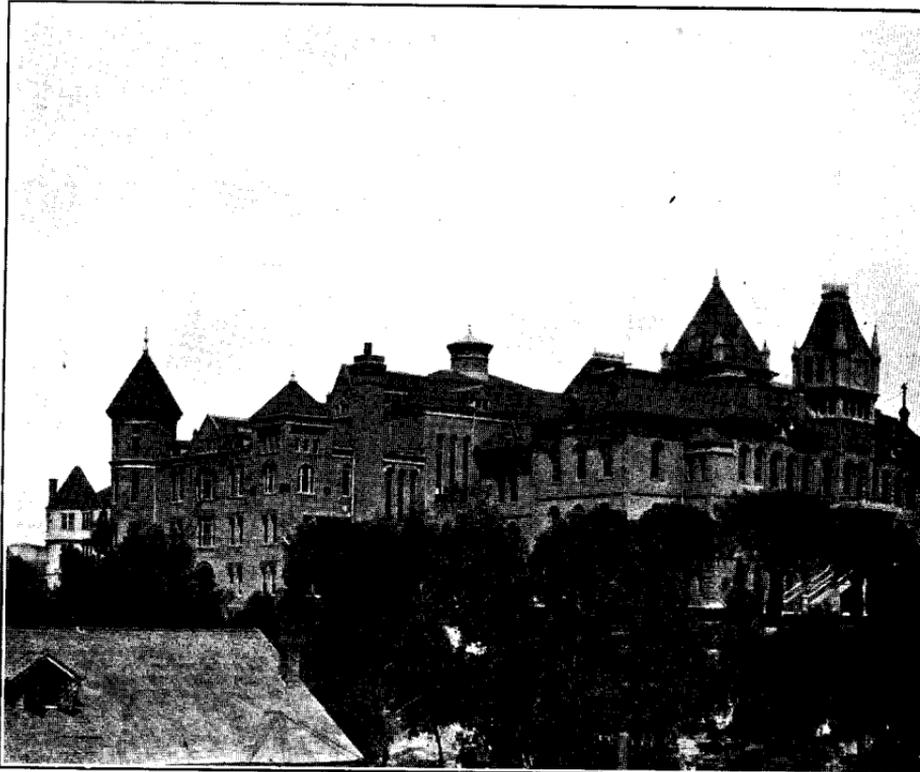
LOS ANGELES
NORMAL SCHOOL BULLETIN

ANNUAL CATALOG

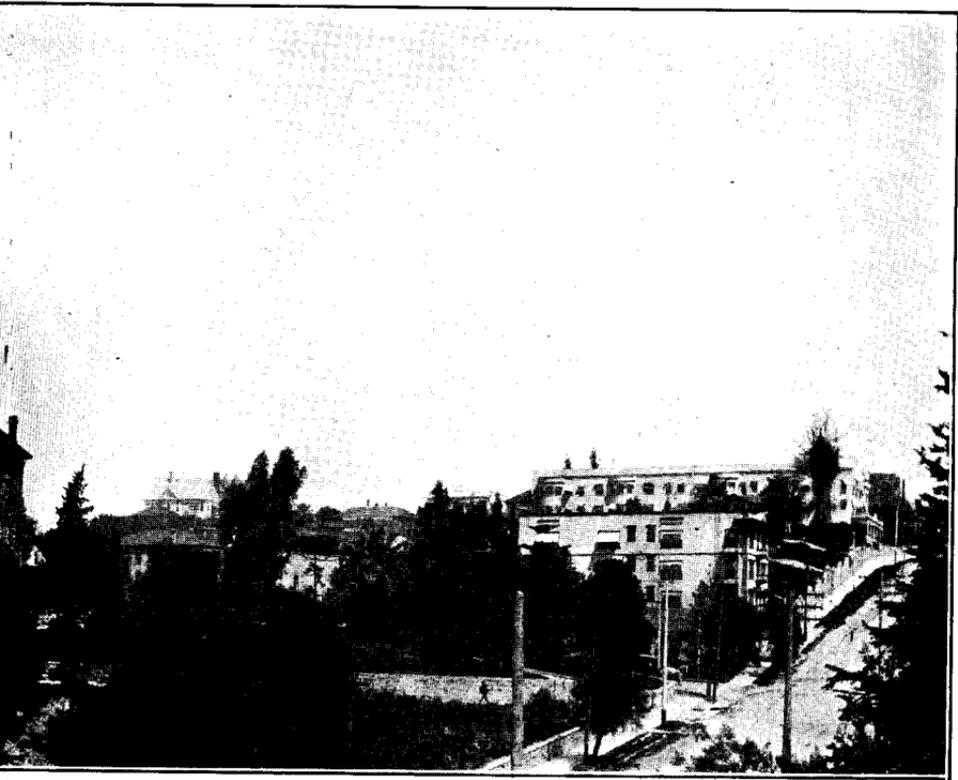
1906-1907

:: :: ANNOUNCEMENTS FOR 1907-1908 :: ::

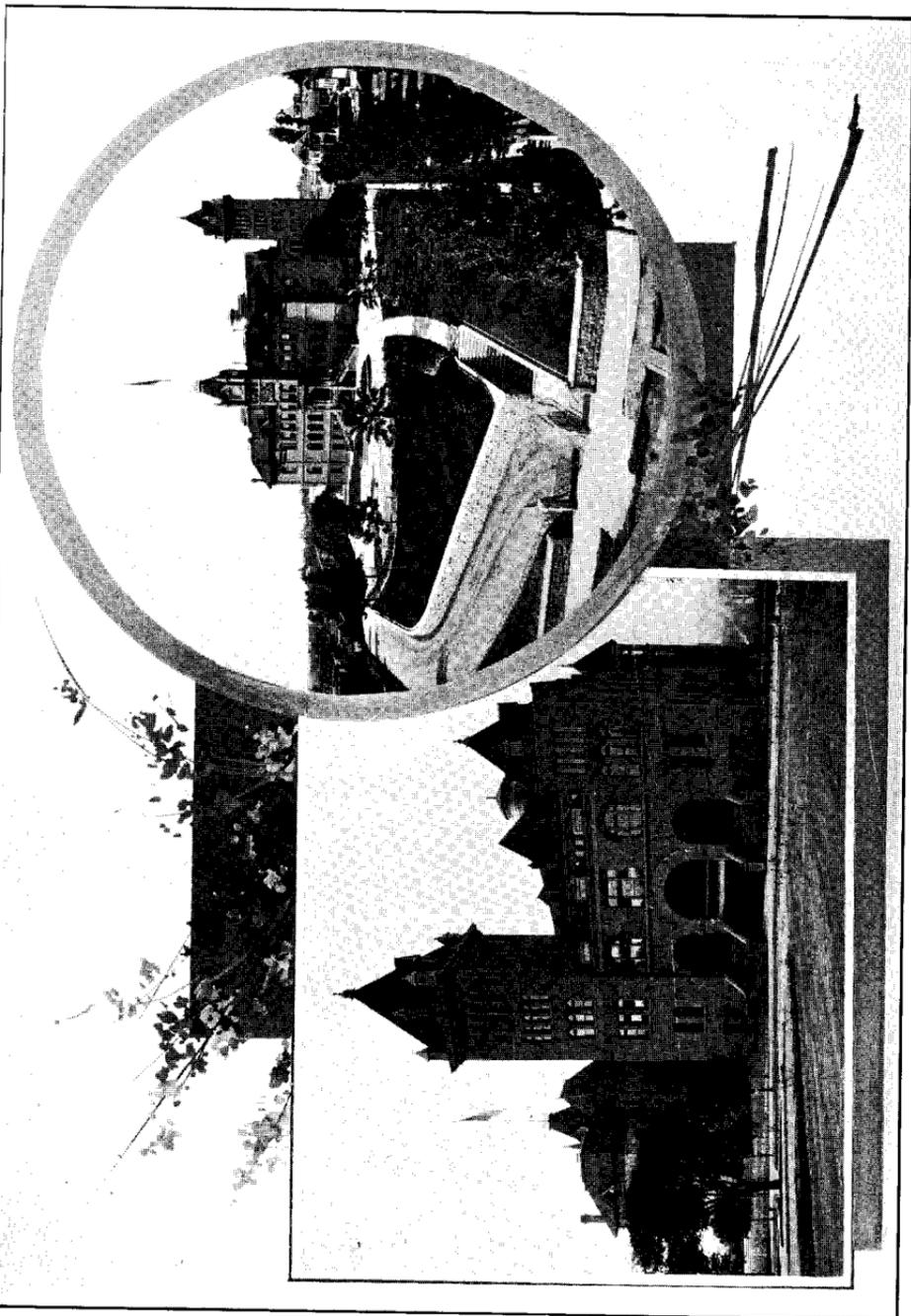




GENERAL VIEW OF LOS ANGELES



NORMAL SCHOOL BUILDINGS AND GROUNDS.



NORTH ENTRANCE

STATE NORMAL SCHOOL, LOS ANGELES, CAL.

EAST ENTRANCE

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

TWENTY-FOURTH

ANNUAL CATALOG

FOR THE SCHOOL YEAR ENDING JUNE 30, 1907

AND

CIRCULAR OF INFORMATION

FOR 1907-1908

SACRAMENTO

W. W. SHANNON

SUPERINTENDENT STATE PRINTING

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CALENDAR FOR 1907-1908

FIRST TERM

Examinations for admission, removal of conditions, etc.,	Friday, August 30, 1907
Registration and classification,	Monday and Tuesday, September 2 and 3, 1907
Class work begins - - -	Wednesday morning, September 4, 1907
Term closes - - - - -	Wednesday evening, November 27, 1907

SECOND TERM

Registration and classification - - -	Monday, December 2, 1907
Class work begins - - - -	Tuesday morning, December 3, 1907
Holiday vacation begins - - -	Friday evening, December 20, 1907
Class work resumed - - - - -	Monday morning, January 6, 1908
Term closes - - - - - - -	Friday evening, March 13, 1908

THIRD TERM

Registration and classification - - -	Monday, March 16, 1908
Class work begins - - - - -	Tuesday, March 17, 1908
Spring vacation begins - - - -	Friday evening, April 3, 1908
Class work resumed - - - - -	Monday morning, April 13, 1908
Class work closes - - - - -	Friday evening, June 19, 1908
Commencement - - - - - - -	Thursday, June 25, 1908

BOARD OF TRUSTEES

JAMES N. GILLETT,	- - - - -	Governor of California
	Ex Officio	
EDWARD HYATT,	- - - - -	Superintendent Public Instruction
	Ex Officio	
JOHN WASSON,	- - - - -	Pomona
LEWIS S. THORPE, M.D.,	- - - - -	Los Angeles
RICHARD MELROSE,	- - - - -	Anaheim
GEORGE I. COCHRAN,	- - - - -	Los Angeles
ALONZO B. CASS,	- - - - -	Los Angeles

OFFICERS OF THE BOARD

JOHN WASSON,	- - - - -	President
J. F. MILLSPAUGH,	- - - - -	Secretary

EXECUTIVE COMMITTEE

JOHN WASSON	RICHARD MELROSE
LEWIS S. THORPE	

FACULTY

(1906)

✓ JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law

✓ HARRIET E. DUNN, —
Secretary of Faculty

✓ *MAY A. ENGLISH, ✓
Chemistry and Mathematics

✓ JOSEPHINE E. SEAMEN;
English

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

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

✓ SARAH J. JACOBS,
Director of Physical Training

✓ JENNIE HAGAN,
Music

✓ AGNES ELLIOTT, A.B.,
History

✓ JESSICA C. HAZZARD,
Domestic Science and Domestic Art

✓ ELLA G. WOOD, A.B.,
English and French

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

✓ JESSIE B. ALLEN, PH.D.,
Psychology

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

✓ WAYNE P. SMITH, PH.D.,
History and German

* Absent on leave.

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

✓ ERNEST B. BABCOCK, B.S.,
Elementary Agriculture and Museum

✓ NELLIE H. GERE,
Art

✓ JOHN B. CLEVELAND, A.B.,
Mathematics

✓ ALICE M. OSDEN,
Reading

✓ LEWIS M. TERMAN, PH.D.,
Child Study and Pedagogy

KINDERGARTEN TRAINING DEPARTMENT

✓ ISABEL FRENCH, *Director*

✓ GAIL HARRISON, *Assistant*

TRAINING SCHOOL

Training Teachers

✓ KATE F. OSGOOD, *City Principal*

✓ CLARA M. PRESTON

✓ HELEN C. MACKENZIE

✓ ELIZABETH SULLIVAN, A.B.

✓ M. BELLE STEVER

✓ BEATRICE CHANDLER PATTON, Ed.B.

✓ MARGARET O'DONOUGHUE,
Office Secretary

✓ ELIZABETH H. FARGO,
Librarian

✓ JENNIE E. CONBOYE,
Assistant Librarian

EDWIN P. CARR, *Engineer*
J. C. MAJOR, *Head Janitor*
THOMAS FARNHAM, *Gardener*

HISTORICAL

In the winter of 1880-81, the Legislature of California appropriated fifty thousand dollars for the establishment of a State Normal School at Los Angeles. A commanding site, then thought rather too remote from the business district, but now almost in the heart of the city, was presented by the citizens.

With a faculty of three members and an enrollment of sixty-one students, the school opened under the supervision of C. J. Flatt as a branch of the State Normal School at San José, then the only normal school in California. At the close of the first term, the training school, established at the same time, numbered one hundred and twenty-six pupils in six grades, under the management of four teachers of the city school system.

At the beginning of the second year, Ira More, a man of wide experience in normal school work, was appointed Principal, and several new members were added to the faculty. Under his administration, the grounds, at first occupied by an orange and walnut orchard, were greatly improved, assuming much of their present beauty. During the first six or seven years of Principal More's service the school gradually but steadily increased in numbers and in facilities for effective work, its reputation as a training school for teachers becoming firmly established, largely through the professional success of its graduates.

The first class, consisting of twenty-two members, was graduated in June, 1884.

In 1887 the school became independent of the State Normal School at San José.

Until the year 1890, the only regular physical drill required of the students was a weekly exercise in calisthenics, intended rather as a preparation for teaching the subject than as a needed exercise. In that year what was probably the first normal school gymnasium in the United States was added to the equipment of the school, and a required course in physical training made a permanent feature of its work, materially increasing its effectiveness. Vocal music was introduced into the school at the beginning of its second year, and is now a required subject, of equal importance with any other in the course.

Principal More, having resigned his position in the summer of 1893, was succeeded by Edward T. Pierce, formerly President of the State Normal School at Chico. Among his first duties was the expenditure of a legislative appropriation of seventy-five thousand dollars for a much-

needed enlargement of the building. The improvements were completed in the course of a year, and involved not only a complete rearrangement of appointments, but also a widening of the scope, and a completer systemization of the work, of the institution. Laboratory methods were introduced wherever practicable; a chemical laboratory was built and equipped; and the manual training department, then a new feature of normal school work in the United States, was organized.

Among the changes brought about at this time were the uniting of the department of psychology and pedagogy with the superintendency of the Training School, and the lengthening of the course of study from three years to four years.

In 1896 the kindergarten department was established for the training of teachers desiring to specialize in kindergarten teaching. A two years' course was provided, admitting graduates of accredited high schools and those who had completed the first two years of the normal school course. Graduates of this department have been in demand from the beginning.

The department of domestic science, providing practical training in cooking and sewing, was organized in 1900. In the following year the gymnasium was moved to its present position, enlarged by the addition of a number of rooms, and connected with the second floor of the main building by an elevated hallway. These changes made it practicable for the domestic science department to undertake the management of a lunch room for the use of members of the school, an innovation which has proved not only a great convenience, but an undoubted means of conserving the health of both teachers and students, and one that has occasioned no expense to the State.

At the beginning of the school year 1904-05, a change that had been contemplated for several years was effected. Formerly, students who had completed the work of the ninth grade were admitted to the four years' course of the Normal School; since February, 1904, only graduates of high schools approved by the State University have been regularly admitted, the work of the two preparatory years of the four years' course being discontinued. The admission requirements, explained in detail elsewhere, are substantially those of the State University.

After a period of eleven years of faithful and energetic service, during which time the Normal School work was improved in many ways, President Pierce resigned his position, the resignation to take effect June 30, 1904. In that year Jesse F. Millspaugh was called to the presidency of the school from a similar position in the State Normal School at Winona, Minnesota.

During its history the school has graduated 1,912 students, nearly all of whom have entered active teaching, the average length of service being approximately eight years. The number of students who have received instruction in the school exceeds 4,000.

GENERAL INFORMATION

The Los Angeles Normal School is located in the metropolis of Southern California, a city widely known for mild and healthful climate, beauty of situation, splendid public improvements, civic enterprise, and educational advantages. The buildings of the school occupy an eminence that commands a fine view of the city and valley beyond, yet they are convenient of access from all directions. The grounds, which are a series of terraced slopes, covered with shrubbery and flowers, are a place of public attraction and interest. The main building has been so many times altered and enlarged that it bears slight resemblance to the original plan. Successive additions have increased its capacity fully fourfold and have provided ample room for all departments of the school's work. Recently extensive changes and improvements have been made. Of these the most important is the construction of a complete modern system of heating and ventilation. With a new brick boiler house placed at some distance from the other buildings, insuring safety and freedom from noise and dust, with the Johnson system of automatic heat regulation, having ample supply and exhaust fans for ventilation, and with hot and cold water where needed, the institution has all the advantages of a newly constructed building.

Aims

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

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

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to

maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

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

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

Students in trouble or in need of advice go first to their group teacher, who assists them when consistent with the regulations of the school. In this way the difficulties often attendant on the education of large bodies of students are mostly avoided, as each one receives attention from some special teacher as often as is needed, whether in case of discipline, sickness, or furtherance of school work.

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 use in all departments, including library and lecture fees, formerly charged, is met by payments of \$0.50 at the opening of each term, aggregating \$3.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss or injury of books, etc.

Board, including room, in which two persons share, light and heat, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet

part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course and thus avoid the danger of overwork.

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. To meet students for this purpose she will be in attendance at the building during the entire week preceding the opening of school each term.

Social Life and Miscellaneous Opportunities

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

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

In addition to the regularly prescribed work in the department of reading and expression, public rhetorical exercises are held at frequent intervals throughout the year. These exercises are of great variety and, aside from the instruction and entertainment which they furnish, afford valuable training in public speaking, declamation, recitation, dramatic expression, etc.

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

The library of the school contains some 14,000 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. In addition to this the large public library of the city is near at hand and open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

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

"(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any County, or City and County, Board of Education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State."

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

Graduates of any California state normal school, who are also holders of the bachelor's degree from a college requiring not less than eight years of high school and college training and who successfully complete one half year of graduate study in a university belonging to the Association of American Universities, are entitled to the State High School certificate.

The Relation of the State Normal School to the State University and to the Leland Stanford University

The Normal School stands in close relation to the two great universities of California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at the State University or at the Leland Stanford Junior University. This custom receives the approval and encouragement of both universities as well as of the Normal School. There are two plans by which normal graduates may enter the universities with advanced standing. Under either plan young men and women of ability are enabled to complete the normal and the university courses in five, instead of six years as formerly.

1. Under arrangements now 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 of the above universities with a credit of 30 units, and thus be enabled to complete their college course in three years.

2. While the general professional course of two years for high school graduates is continued, believing that many advantages will accrue to students of teaching from longer connection with the Normal School, the institution also offers an optional course of three years. Recommended graduates of the latter course will be given full junior standing at either the State University or the Leland Stanford University. This arrangement places the school abreast of the most advanced normal schools of the country.

Several important purposes will be subserved by this arrangement: First, it will furnish students who plan to teach in elementary schools opportunity to enlarge their acquaintance with subjects organically related to those which they will be called upon to teach, and thus directly strengthen their preparation; it will give the broader outlook so much needed by all the instructors of youth; it will more perfectly develop that scholarship and culture and breadth of interest which are

the true sources of every inspiring teacher's power. The increased efficiency thus developed will much more than compensate students for the additional time and expense required to complete the longer course.

Second, the extended course, begun at the Normal School and completed at the University, will serve especially to prepare teachers for high school positions and for principalships. The pursuit of academic and professional subjects side by side is believed to be distinctly advantageous to both. From the beginning the student becomes accustomed to study not merely how he is to master subjects, but how he is to lead others to master them. With the acquisition of scholarship and culture, interest in teaching and sympathy with learners are aroused and developed. The prospective high school teacher or principal will go from the Normal School to the University for the completion of his course with thorough scholastic preparation, with enthusiasm for his profession fully developed, with at least one year of valuable experience, and with aims clearly and intelligently defined. The two years of additional study necessary to obtain a degree will be devoted to such subjects as have special interest for the student in view of the work which, as teacher or supervisor, he proposes to undertake. Thus the Normal School and University courses, combined and unified, will be made to serve in the largest possible manner to equip the teacher or principal for professional efficiency.

Third, the advantages of this arrangement to residents of Southern California, especially, in point of convenience and economy will be apparent. It is expected that many ambitious students, unable to meet the expenses necessary for four years of university residence, will find it possible to realize their aims when two years of university work may be taken while residing at home or in the near vicinity. Careful estimates of expenses necessary for travel, boarding, laundry, etc., indicate that for students living at home, the outlay required for the completion of the two courses as proposed will be less than that of a university course alone, under the usual conditions heretofore existing.

GENERAL REQUIREMENTS FOR ADMISSION

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

Character

Before registration each applicant must present a certificate of good moral character, signed by the County or the City Superintendent of Schools, the Principal under whom the high school course was taken, or any other two reputable and permanent residents of the district from which the student comes.

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. On admission, therefore, each student will be required to present a physician's certificate showing good health and freedom from physical defect. This, if desired, may be made out by the family physician according to the form furnished by the school, and found in the appendix.

Declaration of Intention to Teach in California

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

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

Scholastic Requirements for Admission and Graduation

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

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted; *provided*, that at least ten 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, two units; Plane Geometry, one unit; Algebra, through Quadratics, one unit; History and Government of the United States, one unit; Science, one unit.

*A unit of preparatory work represents 5 hours of recitation a week of one year.

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

III. 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 deficiencies in their preliminary training whose existence their work in this school may reveal.

IV. 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.

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

VI. 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 corresponding to that of the regular course of study.

VII. 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.

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

IX. In general, the Training Department of the school furnishes opportunity for teaching to candidates for graduation only. Until July, 1908, 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 rules 1 and 2 in Bulletin No. 86 of the State Board of Education.

X. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in VIII above) is entitled to a diploma when, according to the regulations of the school, he presents 121 units of credit for a two-year course or 183 units of credit for the three-year course. (A unit of credit represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

1. Conditions in matriculation subjects may be removed by examination only after work done under instruction approved by the President.

2. The standing of all students shall be probationary for the first term.
3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.
4. To insure freedom from entrance conditions, students who expect to enter the Normal School should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission. They are advised, also, though not required, to include in their preparatory work two sciences, one physical (physics, chemistry, or physical geography), and one biological (botany, zoölogy, or physiology), and English history.
5. 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.
6. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal work and elect other subjects in its place.
7. 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 is open to new students, offering no advanced credits, at the opening of the first term, only.
8. 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.
9. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report *promptly on the first of the two days assigned by the calendar for registration; others on the second day*. After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.
10. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition.....	3
Physiology.....	5
Geography I: Physical.....	4
Art I..... 3 and either	} 5
Manual Training I..... 2 or	
Sewing I..... 2	
or	
Cookery.....	5
Music I.....	2
Physical Training.....	1

Second term—Junior B

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

Third term—Junior A

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

SECOND YEAR

Fourth term—Senior C

History I: Reviews.....	5
Physical Training IV.....	2
Music III.....	2
Observation II.....	1
Child Study.....	5
Teaching I.....	5

Fifth term—Senior B

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

Sixth term—Senior A

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

NOTE: Each of these subjects is offered each term.

II. ACADEMIC PROFESSIONAL COURSE

(The first year's work is the same as that of the first year in the General Professional Course.)

SECOND YEAR

Fourth term—Middle C

French I or German I	3*
History II: English	4*
Mathematics II: Plane and Spherical Trigonometry .	} 5*
or	
Mathematics IIa: Analysis	
Psychology II: History of....	5*
Physical Training IV.....	2
Physical Training IVa.....	1*

Fifth term—Middle B

French II or German II	3*
History III: English	5*
Mathematics III: Algebra or Mathematics IIIa: Analysis..	4*
English V: Composition.....	5*
Physical Training V.....	2
Physical Training Va.....	1*

Sixth term—Middle A

French III or German III....	3*
History I: Reviews.....	5
Geography III: Physiography	5*
English IV: Literature	4
Music III	2
Physical Training VI.....	2*

THIRD YEAR

Seventh term—Senior C

French IV or German IV....	3*
Mathematics I: Arithmetic...	5
Child Study.....	5
Observation II	1
Teaching I.....	5
Physical Training VII.....	1*

Eighth term—Senior B

French V or German V.....	3*
History of Education.....	5
School Economy	2
School Law	1
Pedagogy	3
Observation III	1
Teaching II	5

Ninth term—Senior A

French VI or German VI....	3*
English VI: History of Eng- lish Literature.....	} 5*
or	
Mathematics IV: Plane Ana- lytical Geometry	
or	
Ethics	
Music IV.....	1
Seminar in Teaching.....	1
Teaching	10

* These subjects are offered in only one term each year.

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music I	2*
Kindergarten Theory	5*

Second term—Junior B

English II: Composition	2
Psychology I: General	5
Nature Study I: Agricultural	4
Art I	3
Music II	2*
Observation I	2*
Kindergarten Theory II	3*

Third term—Junior A

English III: Grammar	5
Nature Study II: Biological ..	2*
Art II	3
Music III	3*
Observation II	2*
Kindergarten Theory	5*

SECOND YEAR

Fourth term—Senior C

Music V	1*
Child Study	5
Kindergarten Theory IV	4*
Teaching I	10*

Fifth term—Senior B

Pedagogy	3
Kindergarten Theory V	7*
Teaching	10*

Sixth term—Senior A

Music IV	1
History of Education	5
Kindergarten Theory VI	4*
Teaching III	10*

*These subjects are offered in only one term each year.

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:

1. Subjects of the Academic Professional Course that are not included in the General Professional Course. Each of these subjects is offered only once each year. For assignment to terms consult the schedule of courses of study.

2. Biology: one term, five recitations per week; offered every term.

3. Nature Study III: Advanced Agriculture; five recitations per week during spring term.

4. (a) Manual Training I and II, every term; (b) Manual Training III: Advanced, spring term; (c) Manual Training IV: Continuation of III,

fall term; (*d*) Sewing I and II, every term; (*e*) Cookery, every term. Each of these is the equivalent of one term's work, five recitations per week. See regulations concerning substitutions, and note that either (*a*), (*d*), or (*e*) is required in both the General Professional and Academic Professional courses.

5. Reading II: Advanced, three recitations per week; winter term.
6. Art III: Advanced, four recitations per week; winter term.
7. Music VI: Advanced, three recitations per week; winter term.
8. Psychology IIA: Advanced, four recitations per week; spring term.
9. School Hygiene: two recitations per week; spring term.
10. Method in Arithmetic: two recitations per week; spring term.
11. Primary Education: five recitations per week; spring term.
12. Teaching IV: the number of hours to be determined in individual cases; any term of Senior year.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and Botany may substitute Advanced Agriculture (Nature Study III) *or* Physiography; Nature Study III must be preceded by Nature Study I and Physiography by Physical Geography.
3. Students accredited in Physical Geography may substitute for Geography I, Advanced Agriculture (Nature Study III), Physiography *or* Biology.
4. Students accredited in three years of High School English, including one-half year of English Grammar, may substitute freely for English III; those accredited in four years of High School English may substitute freely for English IV, and if their course has included one-half year of English Grammar, for English III, also.
5. Students accredited in three years of High School History, including one year of U. S. History and Government, may substitute freely for History I.
6. Students accredited in three years of High School Mathematics may substitute for Arithmetic, provided the substitution includes Method in Arithmetic.
7. If a student who is devoting two years to the General Professional Course desires to take either three or four terms of Manual Training or to take both Sewing I and II and Cookery, but is not entitled to such substitution as would permit this, others will be arranged by the committee admitting him.
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 II.
9. Students accredited in Freehand Drawing may substitute freely for all Art except one term.

10. Students whose High School Course has included Music for a period equivalent to two years, two recitations per week, may substitute freely for all Music except one term.

11. Students who have taught for two or more years may substitute School Hygiene for School Economy.

12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours in the subjects for which substitutions are made, nor can an elective which has been substituted for one subject be substituted for another one.

13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or he may take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I—GENERAL PROFESSIONAL COURSE

AND

COURSE II—ACADEMIC PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. A course in the history of psychology is given in the fall term and there is an elective course in advanced psychology 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. Elective courses in ethics, method in arithmetic, and primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

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

Psychology I: Educational Psychology

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

The course aims to give a knowledge of fundamental facts of consciousness. The biological point of view is taken, the mind is studied as the center of adjustment of individual to environment. The relation of the teacher's mind to that of the child, and ways of making contact between mind and mind are constantly emphasized.

Five hours per week for one term.

Psychology II: History of Psychology

Prerequisite: Psychology I, or its equivalent. Required of all students in the Academic Professional Course.

An account of the development of the science of psychology from primitive times to the present is given. The principles underlying the evolution of the subject-matter, and its organization to meet modern needs, are made prominent.

Three hours per week for one term.

Psychology IIa: Advanced Psychology

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

The problems of modern psychology which are most important for educational theory are studied intensively. The purpose of the course is to give more thorough training in the scientific control of experience through knowledge of the laws of consciousness. For that reason, experimental methods are not emphasized as much as they usually are in advanced psychology.

Five hours per week for one term.

Pedagogy

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

Three hours per week for one term.

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 of the world-process, 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 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. The work will also aid in the organization of the students' experience and studies in the other courses of the school, will connect in a more vital and concrete fashion the practice of the Training School and the theory of the Normal department.

Five hours per week for one term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children. Such an arrangement of the courses gives opportunity also for more extensive observations of children's characteristics and therefore vitalizes both the practice teaching and the child study.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. Besides the general work of the course, each student is expected to make an intensive study of some special topic. 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 school-room work.

Five hours per week for one term.

School Hygiene

This is an elective course open to all students, subject to regulations concerning electives. Approximately half of the periods will be devoted to lectures, the aim of which will be to summarize the best of the numerous recent contributions to the subject, most of which studies are not at present accessible in English. The remainder of the time will be devoted to a text-book and to assigned readings. The following are some of the topics considered: eye and ear defects; developmental abnormalities; chronic diseases of children, such as adenoids, hypertrophied tonsils, spinal curvature, tuberculosis, nervousness, anemia, etc.; heating, lighting, ventilation, and seating; the care of the school building; and the necessity of health and medical inspection of school children.

The point of view determining the presentation of the work is that the physical welfare of the child should be the first consideration, and that the school may be made to play a vital part in the amelioration of the physical conditions of humanity, instead of being, as it now too often is, a menace to the healthy development of the young.

Two hours per week for one term.

School Economy and School Law

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

necessary to insure the successful administration of her office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

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

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

In the ten 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 maintenance of our common schools.

Ethics, Theoretical and Practical

Optional with German or French V, English VI, or Mathematics IV, in Academic Professional Course.

The controlling educational aim is ethical and social; it seeks the development of a certain quality of character, the capacity to form and to realize a rational moral ideal of life within the social world. In order intelligently to develop this capacity, the teacher requires a definite consciousness of the fundamental moral principles expressed in conduct and clear insight into the meaning and worth of the relations of men in action. It is the primary aim of the course to meet this requirement. The course will include a general introduction to ethical theory, a brief historical resumé of the leading theories of the moral ideals, and a study of the ethical institutions of society and the moral life of the individual. In the last part of the subject a careful consideration will be made of the development and nature of moral consciousness, or the formation of ideals of conduct, moral progress, or the realization of ideals, and the constituent virtues of good moral character. The courses in child study and psychology are prerequisites. Reading and discussion of some of the elementary works on ethics.

Five hours per week for one term.

Observation, Teaching, Seminar in Teaching, and Conferences

During the term preceding practice teaching, the school-room situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich experiences and become socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity to plan well 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. In the Senior A Seminar are discussed modern school-room problems.

Practice in teaching is usually afforded in a primary, an intermediate, and a grammar 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 entrusted with Training School classes in order to prepare them for teaching by practice in teaching in actual school-room conditions.

Observation and Seminar: One period, last four terms.

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

Teaching III: Ten periods, last term. It must be accompanied by Seminar.

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 will be discussed and definite methods of teaching specific subjects formulated. An effort will be 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.

Five hours per week for one term.

ENGLISH

English I and II: Composition

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

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition. It is found that such study gives impetus to the written work, and through the cultivation of right literary judgment is a helpful means to effective self-expression.

This work is required of all students except those who enter with advance 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. The students are led to observe the facts of language for themselves; to distinguish between the essential and non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. 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; and that the puzzling variety of word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and 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 student 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 two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude* or Tennyson's *Idylls of the King*. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Exposition

This course is offered but once each year. It is intended especially for students pursuing the Academic Professional Course, but may be elected by others under the conditions governing electives, explained elsewhere.

Five hours per week for one term.

English VI: History of English Literature

Optional with *Ethics and Mathematics*, for students of the Academic Professional Course. This course consists of a study of the development of English literature from the beginnings to the closing of the theaters in 1642. Selections illustrating the successive periods are studied, and their historical connection investigated. Each student is required to prepare at least two themes upon subjects assigned to him for individual research.

Three hours per week for one term.

History I: The United States

This is a review course in United States history, emphasizing especially the industrial development of the nation and the economic, political, and social questions of current interest. Attention is given also 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. The pedagogy of history and civics receives constant consideration, with discussion of method based on the observation and teaching of history in the Training School, and students become acquainted with the supplementary reading bearing upon the main periods of national development.

Five hours per week for one term.

History II and III: England

Limited to students of the Academic Professional Course.

The very great importance and universal interest in the origin and growth of the English and American constitutions, considered as parts of a single progressive development, will determine largely the character of the work of the course. The aim will be to give a general course in the constitutional and political history of England, and a very careful study of the development of the principles of self-government and of the representative system of government. The work will require a study of the "sources" as contained in Adams and Stephens's Select Documents in English Constitutional History, reading of Ransome's or Gardiner's History of England, and topics for individual investigation and report.

Two terms, four and five hours respectively.

READING

Reading I: General Course

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through correct use of the voice. Constant effort is made to develop a fair quality of voice and to establish a natural manner in speaking and reading. Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections made for study are such as can be adapted to all grades of public school work. Among the special topics considered are (a) the choice of material to be used in grade work, (b) the art of story-telling, (c) dramatization and responsive work in gesture, (d) conduct of classes, (e) the use and place of phonics. For the benefit of students engaged in their first term of practice teaching frequent conferences are held and criticisms given in connection with the teaching of reading.

Five hours per week for one term.

Reading II: Advanced

The course, which is elective, continues the work of the preceding course, but represents higher standards of preparation and attainment. It includes, also, practice in extemporaneous speaking and in the dramatization of Shakespearean scenes.

Three 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 of the land and its natural resources 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 for students holding entrance recommendations in physical geography. It consists of an intensive study of North America 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: Physiography

For students registered in the Academic Professional Course. The 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.

BIOLOGY

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific methods of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets of thirty-six, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoölogical, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life histories and adaptations are being prepared.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course are as follows:

- (a) Employment of scientific methods of observation and expression.
- (b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.
- (c) Practical foundation for intelligent direction of nature studies in the grades.

One term each of general biology and nature study is given.

General Biology

May be elected by students who have had elementary physiology and one year's work in either physics or chemistry. In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The growing demand for the presentation of Elementary Agriculture in the public schools has been recognized. One term of agricultural nature study is now required. A text of secondary rank is made the basis for class work. Experiments in physics of soils, nutrition and growth of plants, seed testing and plant propagation are performed. Occasional lectures by the instructor emphasize the application of principles to California conditions. Demonstrations, excursions, observation in school garden, practice in plant propagation, and reports on current literature all serve to make the work interesting and valuable preparation for successful teaching.

Four hours per week for one term.

Nature Study II: Biological Phase

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the school room 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 students perform for themselves the classical experiments which are the basis of the science; this experimental work occupies a prominent place in the course, is carefully recorded and is afterwards made the basis of conference and discussion. The laboratory work includes tests for mineral and organic impurities in water; study of the constituents of air; chemical tests for proteids, sugars, fats, and starches; study

of salivary, gastric, and pancreatic digestion; of osmosis; of nervous response; of muscular rhythm and activity; of fermentation and distillation, and of the propagation and destruction of bacteria. As a part of the study of food, each student plans several dietaries with especial reference to cost, as well as to food values.

The dissections and demonstrations exhibit gross and histologic structure of several tissues; blood clot, blood corpuscles, and blood current in capillaries; the anatomy of the heart, lungs, and trachea of a large mammal; the articulation of the bones; gross and histologic structure of bone; mechanical models of heart, lungs, ribs, and diaphragm; muscular reflexes; lenses illustrating physics of the eye. Members of the class have access to a laboratory of chemistry, a laboratory of physics, and a large number of Azoux models.

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

Five hours per week for one term.

MATHEMATICS

Mathematics I: Arithmetic

The Normal School aims to give sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and methods 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, separate, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. The constant endeavor is to broaden the student's view in regard to suitable material for grade work. Each new topic introduced is traced to its source; its relation to, and natural development from the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

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

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

Five hours, one term.

Mathematics II: Trigonometry

Prerequisite: Entrance credit in Elementary Algebra, Plane and Solid Geometry.

The derivation of the more important formulæ of trigonometry, with applications involving logarithmic calculation.

Five hours, fall term.

Mathematics IIa: Analysis

Prerequisite: Entrance credit in Elementary Algebra and Plane Geometry.

The elements of plane trigonometry; partial fractions; progressions; permutations; limits; series; analytic geometry of the conic sections; derivatives; simple methods of integration.

Five hours, fall term.

Mathematics III: Algebra

Prerequisite: Entrance credit in Elementary Algebra.

Fundamental laws; symmetry; progressions; permutations and combinations; binomial theorem; remainder theorems; complex numbers; introduction to the theory of equations.

Four hours, winter term.

Mathematics IIIa: Analysis

Continuation of Mathematics IIa, which is a prerequisite.

Four hours, winter term.

Mathematics IV: Analytic Geometry

Prerequisite: Mathematics II and III.

The straight line; conic sections; the general equation of the second degree; some problems of higher loci.

Five hours, spring term.

GERMAN LANGUAGE AND LITERATURE

German I, II, III

A thorough study of the fundamental principles of German grammar, the translation of prose and poetry (approximately of the amount and quality as in Hewett's or Thomas and Hervey's German Reader), the writing of graded exercises in German, constant practice in conversational German, and the memorizing of selected poems.

Three hours, for one year.

German IV, V, VI

Advanced grammar and composition (Harris's German Composition), systematic exercises in sight translation and conversation, and the careful study of several classics: some work of Storm, Freytag, Keller, or Grillparzer, and a work of Goethe, or Lessing, and Schiller's *Wilhelm Tell* or *Jungfrau von Orleans*.

Three hours per week for one year.

FRENCH LANGUAGE AND LITERATURE

The course in French aims to give the student an intimate acquaintance with French as a living language; to enable him to understand it when spoken, to speak and write it fluently, and to read modern French prose.

French I, II, III

Grammar. Oral and written exercises, with special attention to the idioms of the language and correct pronunciation. The reading of simple stories and plays.

Three hours per week for one year.

French IV, V, VI

Advanced grammar. A study of modern French authors: Daudet, Balzac, Hugo, Maupassant, and others. Written exercises will be continued and the course will be conducted as far as possible in the French language.

Three hours per week for one year.

MUSIC

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

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

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. 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. The grade

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

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

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

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

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

The class-room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.
2. Songs and sight reading exercises embodying quality of tone, rhythm, tone-relationship, phrasing and mood of song.
3. Presentation, by students, of rote songs for class criticism based upon:
 - (a) Value of the song—melodic, rhythmic, ethical.
 - (b) Teacher's conception of the song, and attitude toward the class.
 - (c) Interpretation—tone-quality, rhythm, enunciation, spirit of song.
 - (d) Results from class.
4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.
5. Criticism based upon observations in Training School.
6. Study of composers, musical form, and folk music for use in Training School.

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

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. 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, for one term.

Music II: Sight reading and song presentation

Two hours, for one term.

Music III: Song presentation method

Two hours, for one term.

Music IV: Study of composers, program work

One hour, for one term.

ART

The great purpose of art teaching is the training of appreciation. The method of study is to work from within out; to begin with creative work.

The course in the Normal School is based on the study of art principles—as proportion, rhythm, and subordination. The elements of art, line, dark-and-light, and color are studied separately at first and then in combination. The inspiration and stimulus of fine examples, studied for a definite purpose, strengthen the work of the student and awaken an appreciative interest in the history of art.

Drawing and painting from nature and objects is a necessary part of the course. The desire to express beauty of line, mass, and color in nature and objects, and the need of these forms to use as material for creative work furnish motives to the student to master the difficulties of object drawing.

Illustrative talks will be given at intervals throughout the course. The theory and practice of art teaching concern the student during the latter part of the course. Instruction on the preparation of lessons, methods of presentation, and criticism of results make direct connection with the work of the Training School.

Art I

Illustrated talks on art appreciation and history. Study of great art principles—proportion, rhythm, and subordination through simple exercises in line, dark-and-light, and color. Drawing and painting from nature and objects.

Three hours per week for one term.

Art II

Art appreciation and history. Principles and elements of art. Landscape composition; drawing and painting from nature and objects; methods of teaching art.

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

The work in manual training is planned with special reference to the needs of the grade teacher. The course in the Normal Department therefore parallels closely the outline of work used in the Training School.

The aim of the work of this department is to give to students an actual working knowledge of the tools, materials, and tool exercises commonly used in the grades; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in hand-work.

Demonstrations of tool exercises and talks to outline the work are given by the instructor. Class instruction is supplemented by individual instruction. Students may substitute models that are of special interest to them; provided, that such models embody the necessary tool exercises and can be completed in a reasonable length of time.

Course I

The ground covered in this course may be briefly outlined as follows: Freehand cutting, paper folding, and cardboard construction, the latter embracing drawing and lettering, cutting, scoring, folding, punching, tying or pasting, decorating, and the covering of useful models with leatherette.

Two hours per week for one term.

Course II

This course is a continuation of Course I and includes: work in raffia (wound over cardboard foundation, braided and sewed into small articles, woven on loom or over rattan or splint foundation, and basketry); and in weaving of paper, raffia, yarn, or cord (freehand and with loom).

Three hours per week for one term.

Course III

Course III is devoted to drawing and blue-printing (working drawings), knife work in thin wood, and bench work (interesting models in the construction of which the correct use and proper care of the common wood-working tools can be profitably taught).

Students must have completed Course III creditably before they can be assigned to teach bench work in the grades.

Five hours per week for one term.

Course IV

Special work in any of the following subjects: mechanical drawing (orthographic projection—objects oblique to planes, the development of surfaces, the intersection of surfaces, and the use of auxiliary planes); bench work (advanced); or bent iron and sheet metal work (picture-holder, pen rack, mats, etc., in bent iron; and tray, metal corners, hinges, bowl, sconce, etc., in sheet metal).

Five hours per week for one term.

Special Course

In addition to the regular courses offered by the department a small number of students will be received for special work intended to give preparation for teaching elementary manual training. The qualifications necessary for admission to this course are the same as those for admission to the regular courses of the school and, in addition, at least one year of Normal school work or its equivalent or a successful teaching experience and some acquired proficiency in the use of tools. The course will, at the outset, include three terms of work, on the satisfactory completion of which a recommendation to teach elementary manual training will be given.

DOMESTIC SCIENCE AND ART

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

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

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

Cookery

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

Methods of cooking: Boiling stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

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

Vegetables: Kinds, selection, food value, sauces.

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

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

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

Salads, sandwiches, school lunches.

Desserts.

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

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing Course 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.

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

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

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

Taste development.

Two hours per week for one term.

Sewing Course II

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

Three hours per week for one term.

PHYSICAL TRAINING

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

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

Course I

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

Once a week for one term.

Course II

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

Prescription work is assigned when necessary.

Twice a week for one term.

Course III

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

Twice a week for one term.

Course IV

Theory of physical training with practical applications. The theory includes talk on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

Twice a week for one term.

Course V

This course consists of exercises with and without hand apparatus. Fancy steps. Classified games for children in the school room and upon the playgrounds.

Twice a week for one term.

For students taking the Academic Professional Course, an additional year's work is given, which, in connection with that of the General Professional Course, is equivalent to the requirement of the freshman university year.

The young men use the gymnasium after the daily sessions.

COURSE III—KINDERGARTEN TRAINING COURSE

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

The department is well arranged to carry out this plan of making the kindergarten itself the center and basis of all work given. The three kindergarten rooms are large and sunny. Besides the usual kindergarten equipment, there is, indoors, a large aquarium well stocked with plant and animal life; out of doors, a gymnasium fitted with swings, ladders, balance swings, turning bars, ropes and poles for climbing; also sand piles, blackboards, building-blocks, and sufficient garden space for each child to have an individual garden.

KINDERGARTEN THEORY AND PRACTICE

FIRST YEAR

I. Theory

(a) *Kindergarten Principles*: Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother plays.

Two hours, first term; one hour, second term; one hour, third term.

(b) *Physical Training*: Activity plays and representative exercises developed into traditional and kindergarten games.

One hour each term.

(c) *Manual Training*:

1. Gifts: Lectures, essays, and exercises, a study of the principles illustrated in Froebel's series of educational toys, with their use.

Three hours, third term.

2. Occupations: Lectures, discussion, home work. A technical training in the various forms of kindergarten hand work.

Three hours, first term.

(d) *Stories*: Lectures and observation. A consideration of the possible sources of literature for young children, with a classification for purposes of reference. Practice in reciting nursery rhymes, fables, and dramatizing stories.

One hour, second term.

II. Kindergarten Observation

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use. Notebooks are kept and the observation work is supplemented by discussion in class.

Two hours, first term and second terms.

SECOND YEAR

I. Theory

(a) *Educational Principles*: Lectures, essays, and discussions—a further study of Froebel's philosophy in relation to modern theories.

One hour, three terms.

(b) *Physical Training*:

1. Games: Practice and method. One hour, three terms.

2. Lectures and papers: A study of the origin, development, and purposes of games; the physical development of the child through play; hygienic problems of kindergarten management. One hour, fifth term; one hour, sixth term.

(c) *Manual Training*:

1. Gifts and occupations: Experiments in the adaptation and use of the gifts and occupations in connection with the environment of the child in California.

2. Program: The development, through discussion, of a definite outline of work in the three kindergartens connected with the Normal School: (a) Training School Kindergarten, (b) Church of the Neighborhood Kindergarten, (c) South Pasadena Children's Aid Home Kindergarten.

One hour, fourth, fifth, and sixth terms.

(d) *Stories*: An analysis of the essentials of successful story-telling, with practice in telling myths, fairy tales, and stories of child life adapted to kindergarten uses.

Two hours, fifth term.

II. Practice Teaching

Practice work thirteen hours a week throughout the year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

KINDERGARTEN MUSIC

Vocal

Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selections of music for kindergarten uses; sketches from the history of music.

Instrumental

Actual instruction in piano-playing is not given in the course. Because of the demand for kindergartners who are also pianists, students are urged to enter equipped with the ability to play simple rhythms, games,

and song accompaniments. Suggestions for good interpretation of song-story and piano selections are given during the course, and no student will be granted the diploma who can not play satisfactorily at the time of graduation.

KINDERGARTEN ART COURSES

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

THE TRAINING SCHOOL

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

dren is carefully guarded. An effort is made to so unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves but are so frequently called into practical use that skill is acquired in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, and Handwork, each illustrating and emphasizing the other and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade, Reading: Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. Memorizing of literary gems. **Writing:** Pencil introduced. **Spelling:** Largely dictation of nursery rhymes. **Literature:** Stories and poems. **Language:** Informal conversations. Dramatization of stories. Games to teach good usage and courteous forms of speech. How to write statements and questions. Some uses of capital letters. **Number Work:** Last five weeks. **Nature Study:** 1. General—Acquaintanceship with local plants and animals. 2. Garden work phase—Small individual plots. Frequent plantings of quick-growing vegetables, supplying the home table. **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 weaving and folding. Geometric form lessons in clay. Braiding and sewing of raffia. Winding and knotting cord. Rug weaving in loom. Furnishing doll house. **Music:** Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises; simple exercises sung through from staff. **Physical Training:** Simple gymnastic movements involving one set of joints at a time. Ball and bean-bag practice in room. Ring games on playground.

Third Grade. Reading: See second grade. **Writing:** Pen and ink introduced. Natural slant throughout grades. **Spelling. Literature. Language:** Oral composition as in second grade. Written composition begun. Frequent oral exercises to correct the most common errors of speech. **Arithmetic. Nature Study:** See second grade. **Geography:** The main purpose is to develop elementary geographic ideas through a

study of the surface forms and the social institutions in the vicinity. *Art*: Rhythm, spacing, alternation. Designs using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Geometric form lessons in clay. Raffia and cord work. Furnishing doll house. Other class projects. *Music*: Review song work of 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 to emphasize attack and tempo. Dictation exercises (written) using simple forms of time and tune. *Physical Training*: In room, free standing exercises with emphasis on the hygienic side. In gymnasium, fancy steps, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing. Spelling. Literature. Language*. Oral composition in the form of conversation and class discussion, and of individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic. Nature Study*: 1. General—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Garden work phase—larger individual plots. Cultivation of the principal field crops of Southern California. Harvesting and marketing crops. *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. *History*: Local, in supplementary reading work. *Art*: Shape and proportion, rhythm, symmetry. Designs using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Raffia and reed work. Geometric form lessons in clay. Free-hand drawing involving perspective. Pottery. *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. Competitive games.

Fifth Grade. *Reading*: Emphasis on expression and responsiveness in reading. Dramatization. Articulation drills. *Spelling. Writing. Literature*, first and third quarters. *History*: Local municipal civics. Second and fourth quarters, period of discovery and early colonial period. *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. Nature Study*: 1. General—(a) Most interesting native plants—collect for garden, identify, study life histories. Segregate specially interesting groups like dry-weather plants, alkali-resistant plants, etc. Plant shrubs and trees on school grounds. (b) Birds and insects in relation to man. 2. Garden work phase—(a) Individual work in "botanic garden." Emphasize collecting in fall, studying and caring for plants in spring. (b) Community work in plant improvement plot No. 1. (c) Spare time to be spent in keeping all walks and paths in order; caring for ornamental plants; general responsibility for appearance of whole garden. No individual plots. *Geography*: North America and Europe. Much attention is given to cause and consequence, and to map drawing. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Advanced cardboard construction. Work with raffia and Tilo Matting. Basketry and pottery, for girls; making of working drawings and beginning of bench work, for boys. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room, gymnastic movements combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Relay race.

Sixth Grade. *Reading and Literature*: Emphasis on expression and responsiveness in reading. Dramatization of poems and historical events. *Language*: Oral composition continued, but increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing*, first half year. *Arithmetic. Nature Study*: 1. General—(a) Plants—indoor propagation work. Native trees reviewed. Elementary forestry. (b) Animals—naturalist and poultry clubs to hold meetings. 2. Garden work phase—Plant propagation. (a) Individual plots—rooting cuttings for home use or exchange, raising bulbs from seed, etc. (b) Community work in plant improvement plot No. 2. *Geography*: Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures

and other illustrative material. *History*: Stories of Greeks and Romans, first half. English history, study recitation, second half. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Working drawings, sketches of models, bench work, and knife work in thin wood, for boys. Sewing, for girls. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Olympic games on playground. Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling and Word Building. Arithmetic. Nature Study*: 1. General—Experimental laboratory work. (a) Elements of social physics. (b) Soils and plants. Study of American agricultural industries—historical aspects. 2. Garden work phase—Elementary agriculture. (a) Application of laboratory study in irrigation, crop rotation, green-manuring, etc., in communal plots. (b) Community work in plant improvement plot No. 3. (c) Spare time spent in community crop rotation, green-manure and inoculation plots. *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History* of United States to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Isometric drawing, sketching of models, bench work, and bent iron work, for boys. Sewing, for girls. *Music*: Work of previous grades made strong. Ear training to include through forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order; Captain Ball. Boys—Swedish Day's Order; Apparatus; Captain Ball.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of

the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal." Analysis and reading of "Silas Marner" and either "Julius Cæsar" or "The Merchant of Venice." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling and Word Building*. *Geometry*. *Physiology*: Laboratory and text-book study of human physiology. *History*: United States history, concluded, with especial consideration of the industrial development, of California history, and of civics. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Science*: Mechanical drawing, bench work, and furniture construction, for boys. Cookery, for girls. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order; Captain Ball; Basket Ball. Boys—Swedish Day's Order; Apparatus; Indoor baseball.

THE LIBRARY

The library contains about sixteen thousand 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 one thousand new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued, and has proved very helpful to students in many ways.

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

CATALOG OF STUDENTS, 1906-1907

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Aldridge, Rhoda V.	Lebanon, O.	Doan, Della	Los Angeles
Alger, Edna C.	Edgewood, Ia.	Dolan, Teresa ...	Los Angeles
Allin, Jessie G.	Pasadena	Donahue, Frances L.	Alhambra
Alsbach, Edith	Santa Ana	Dorfmeier, Irene	Los Angeles
Armstrong, Carrie	Arroyo Grande	Doyle, Ella	Glendale
Arthur, Edith M.	Fillmore	Duncan, Dorothy	Los Angeles
Babcock, Servia	San Diego	Eckleen, Edith	Pasadena
Banks, Elizabeth	Fullerton	Elder, Martha	Los Angeles
*Barbour, Marion	Hanford	Erickson, Hulda C.	Fresno
Bathey, Allie	Hollywood	Elliott, Edna Rea	Covina
Beck, Mrs. Kathleen Sue.	Los Angeles	Evans, Clara	El Monte
Bell, Alberta V.	Somis	Evans, L. Josephine	El Monte
Bemis, Cecil E.	Ontario	Fallis, Elizabeth	Los Angeles
Blackburn, Rowena	Los Angeles	Fickas, Lulu M.	Santa Ana
Blanchard, Ada E.	Covina	Flathers, Mae	Ontario
Bostwick, Florence	Los Angeles	Fowble, Bessie	Los Angeles
Bolton, May	Los Angeles	Fraser, Mary E.	Ventura
Brayton, Edna	Los Angeles	Fryer, Cullie	Spadra
Brendel, Carrie	Dubuque, Ia.	Fryer, Lottie	Spadra
Brendel, Ruth	Dubuque, Ia.	Garrison, Dora	Los Angeles
Brown, Trenna	Los Angeles	George, Edna	Hyde Park
Buchanan, Margaret	Los Angeles	Gettman, Sophie	Pomona
Buhn, Lena	Bakersfield	Gilbert, Florence	San Bernardino
Bullock, Nina	Rivera	Girvin, Ivy Josephine.	Honolulu, H. I.
Burr, Marjorie	St. Albans, Vt.	Grant, Bertha	Norwalk
Butts, Emma M.	Pasadena	Gray, Evangeline	Los Angeles
Cadwell, Floralyn	Carpinteria	Green, Irene	Los Angeles
Cartmill, Flora	Tulare	Groton, Cary	Rivera
Cartwright, Maud M.	East Pasadena	Haettel, Lois	Los Angeles
Cassels, Margaret	Toluca	Hall, Mary E. L.	Orange
Cawelti, Sadie	Somis	Halsey, Louise	Buena Park
Chapman, Anamay	Westminster	Halvorsen, Elsie	Rice Lake, Wis.
*Chase, Laura	Chino	Hansen, Lillie	Los Angeles
Christen, Elsa	Anaheim	Hansen, Mrs. Lulu	Rohnerville
Clay, Jennie	Los Angeles	Harris, Ella	San Bernardino
Cody, Cora Edith	Los Angeles	Harris, Elizabeth M.	Downey
Collins, Ethel	Weldon, Ia.	Harris, Nettie	Los Angeles
Conkle, Carrie	Santa Ana	Harter, Mary	South Pasadena
Cooper, Susan A.	Los Angeles	Hatch, Lois	Hollywood
Cornwell, May	Glendale	Hayes, Laura	Los Angeles
Crinklaw, Rena	Los Angeles	Haynes, Arline	Bairdstown
Curry, Ruby	Los Angeles	†Heil, Mildred	Santa Ana
Curtis, Marjorie	Long Beach	Helvic, Camilla	Long Beach
Cushing, Charles Henry.	Los Angeles	Henry, Elva	San Antonio
Delany, May	Los Angeles	Hickox, Fidelia	Ontario
Dennis, Ruth M.	Ventura	Hickox, Myrtle	Ontario

* Previously graduated from Kindergarten Training Course.

† Died November 10, 1906.

Senior Classes—Continued

Higgins, Pearl F.	Long Beach	Pratt, Anne Stokely.....	Los Angeles
Holmes, Alice Bertha	Riverside	Quinby, Lelia	Los Angeles
Hockett, Neena H.	Los Angeles	Quinn, Mabel	El Monte
Hudson, Mabel	Los Angeles	Quinn, Nita	El Monte
Hughes, Edna	Elizabeth Lake	Richardson, Rachel.....	Los Angeles
Huntoon, Annie N.	Los Angeles	Roberts, Faith.....	San Fernando
Johnson, Nicolina.....	Los Angeles	Roe, Marinita Bispham	Los Angeles
Jolliffe, Gladys	Ontario	Ronan, Katherine.....	Los Angeles
Jones, Elizabeth	Los Angeles	Ruhland, Muriel	Alhambra
Jones, Maud	Garden Grove	Russell, Hazel	Santa Maria
Jordan, Winifred	Redlands	St. John, Anna	Los Angeles
Kaal, Hanna	Los Angeles	Sackett, Emily.....	Hollywood
Kaiser, Elizabeth C.	Los Angeles	Sale, Hazel	Los Angeles
Kirkpatrick, Mrs. Mary ..	Carpenter, O.	Seay, Bessie	Downey
Lewis, Olivia	Downey	Sevier, Helen.....	Los Angeles
Leebrick, Bessie	Covina	Sloane, Ada	Los Angeles
Lindley, Rachel	Redondo	Smith, Clara May.....	Los Angeles
McAllister, Ruth	Los Angeles	Smith, Grace Etta.....	Pasadena
McCoid, Bessie	Whittier	Smith, Hilda	Los Angeles
McClintock, Mamie	Westminster	Smith, Margaret	Los Angeles
McCrossen, Margaret.....	Pasadena	Smith, Myrtle.....	Fullerton
McElrea, Lily B.	Los Angeles	Speer, Mae	Long Beach
McKay, Isabelle J.	Los Angeles	Stayton, Nellie J.	Los Angeles
McMurray, Vera	Los Angeles	Stearns, Evelyn	Los Angeles
Mahan, Jessie	Santa Paula	Strain, Lillie	Fullerton
Maloy, Percy	San Pedro	Stradley, Mary.....	Los Angeles
Martin, Ada	Los Angeles	Straub, Mary Lulu	Glenwood, Ia.
Mathews, Grace	Riverside	Sutton, Emily	Armona
Mayo, Almira Myrtle.....	Los Angeles	Swartwout, Alta.....	Los Angeles
Meagher, Charles	Los Angeles	Tatem, Muriel.....	Long Beach
Merrell, Clarice	Sierra Madre	Thompson, Frances.....	Hollywood
Metcalf, Marie Helen.....	Los Angeles	Thompson, Pearl A.	Norwalk
Metcalf, Mrs. Maud.....	Kansas City, Mo.	Thornton, Sue	Norwalk
Meyer, Freda	Los Angeles	Tolchard, Veda.....	Los Angeles
Milligan, Gertrude.....	Huntington Park	Vance, Blanche L.	Sheridan, Wy.
Moon, Maude V.	Long Beach	Venable, Lelia	Los Alamitos
Moores, Alice	Los Angeles	Voiles, Alberta S.	Los Angeles
Morgan, Lucy	San Bernardino	Ward, Anita	Los Angeles
Morrison, Daisy	Los Angeles	Waters, Crystal	Los Angeles
Morton, Mary	Vicksburg, Miss.	Watkins, Grace	Akron, O.
Munz, Mollie	Elizabeth Lake	Watson, Mary	Anaheim
Norris, Anna Maria.....	Los Angeles	Webb, Ethel M.	Los Angeles
Nourse, Elizabeth	Los Angeles	Webster, Frances Grace	Pasadena
Oakley, Elizabeth	Los Angeles	Wells, Eloise G.	Traverse City, Mich.
Orr, Adelaide	Ventura	Wenger, Susie E.	Los Angeles
Peck, Norma	Los Angeles	Westerfield, Agnes.....	Lankershim
Peters, Mertha	Santa Ana	Whitice, Belle H.	Los Angeles
Petterson, Emily	Los Angeles	Wiggs, Edith	Whittier
Phelps, Grace	Los Angeles	Wilson, Grace E.	Venice
Phoenix, Margaret E.	Arroyo Grande	Wood, Jessie B.	Los Angeles
Pierce, Mabel.....	Los Angeles	Wyman, Gertrude B.	Alhambra
Post, Etta	Los Angeles	Young, Florence.....	Los Angeles

Total, including class graduating January 31, 1907 196

Junior Classes

Adams, Alda A.....	Los Angeles	Goodwin, Florence.....	Fullerton
Ambrose, Gertrude.....	San Pedro	Granger, Maude Alice.....	Ventura
Anderson, Ethel.....	Santa Ana	Gray, Peryle.....	Los Angeles
Arnold, Edwina Mattie.....	Los Angeles	Gray, Sidney.....	Downey
Bailey, Gertrude.....	Los Angeles	Grevé, Annie Laura.....	Los Angeles
Bailey, Richard K.....	Los Angeles	Hall, Mary Ada.....	Lindsay
Ballou, Martha.....	Los Angeles	Hardesty, Alice Mary.....	Los Angeles
Baskett, Jettie.....	Los Angeles	Harris, Effie.....	Bradley
Beck, Alice K.....	Chino	Harris, Lorena C.....	Duarte
Bell, Nellie M.....	Goodland, Ind.	Hillman, Porter Elizabeth.....	Los Angeles
Bess, Fanny Ethelyn.....	Maricopa	Hoffman, Ethel G.....	Swink, Colo.
Bond, Dorothy B.....	Los Angeles	Holland, Eleanor.....	Los Angeles
Bradshaw, Alexandra C.....	Whittier	Hooker, Ora.....	Riverside
Brant, Arthur Dartnell.....	High Grove	Hovey, Marie Lila.....	Atwood, Nev.
Bretz, Leonie.....	Los Angeles	Hund, Leonore Lucille.....	Ventura
Bryson, John Alexander.....	Gardena	Ingelow, Lulu Mabel.....	Banning
Burke, Georgia Oriana.....	Rivera	Ingraham, Helen Gregg.....	Artesia
Case, Lulu Belle.....	Hemet	Johnson, Harriet.....	Los Angeles
Chancellor, Wilhemina.....	Los Angeles	Johnston, Kathleen.....	Ocean Park
Chandler, Carrie Ella.....	Orange	Jones, Elizabeth Anna.....	Long Beach
Chrisman, Maude Rosalie.....	Ventura	Jones, Harriet E.....	Pasadena
Clark, Alice Mabel.....	Pomona	Keir, Elizabeth.....	Los Angeles
Clippell, Bell M.....	Hollywood	Kibbie, Marjorie R.....	Pomona
Colvert, Catherine R.....	Los Angeles	King, Fannie.....	Los Angeles
Condon, Teresita.....	Minneapolis, Minn.	Kolb, Nettie Frances.....	Banning
Cooper, Margaret Louise.....	Los Olivos	Kressen, Walter.....	Orange
Crane, Lula Maude.....	Monrovia	Lacy, James Samuel.....	Los Angeles
Creager, Mabelle.....	Los Angeles	Lane, Josephine E.....	Downey
Crothers, Mae Bard.....	Ventura	Larkins, Addie Tipton.....	Visalia
Crowley, Elsie Elizabeth.....	Visalia	Lee, Grace Alda.....	Orange
Crump, La Veta.....	Los Angeles	Lee, Mrs. Valeria C.....	Colton
Crump, Mary.....	Los Angeles	Lee, Winona.....	Los Angeles
Daniels, Mrs. Cora.....	Los Angeles	Lindley, Reba Mabel.....	Los Angeles
Dauids, Ina Margaret.....	Los Angeles	Lutz, Ruth Edna.....	Los Angeles
des Granges, Helen.....	Seattle, Wash.	McDonald, Zena.....	Lompoc
Dinneen, Mary J.....	Los Angeles	McHugh, Louise.....	Santa Monica
Dodge, Lillian Jennie.....	Los Angeles	McManus, Violet.....	Los Angeles
Donley, Edna A.....	Los Angeles	Marble, Ethel.....	Los Angeles
Downing, Ethel T.....	Los Angeles	Marcks, Anna Henrietta.....	Salinas
Durkee, Mae Marlon.....	San Dimas	Marshall, Clara.....	Burbank
Dye, Lelia Emma.....	Van Wert, O.	Melvin, Harriet E.....	Saguache, Colo.
Eldred, Hazel Winona.....	Azusa	Miller, Grace Honorine.....	Los Angeles
English, Hattie J.....	Bakersfield	Miller, Katherine H.....	Whittier
Evans, Emily.....	Riverside	Miller, Virginia.....	Los Angeles
Exmoyer, Rosa E.....	Pottstown, Pa.	Miller, Vivian.....	Norwalk
Field, Leanna.....	Shenandoah, Ia.	Mitchell, Martha Jeanette.....	Los Angeles
Field, Susan E.....	Shenandoah, Ia.	Mitchell, Nora Leone.....	Ontario
Finney, Edna Maud.....	San Luis Obispo	Mogle, Mildred Ethel.....	Chino
Forrest, Dorothy.....	Los Angeles	Molique, Nellie D.....	San Gabriel
Freeman, Gladys.....	Santa Ana	Moore, Ethel Belle.....	Los Angeles
Freeman, Helen L.....	Pasadena	Morgan, Lenore.....	Sierra Madre
Fulgham, Josephine M.....	Hanford	Morris, Katie Sue.....	Los Angeles
Giffen, Camille M'Iss.....	Los Angeles	Morris, Thomas Kitts, Jr.....	Banning
Giffen, Cecelia May.....	Red Bluff	Morrison, Barbara H.....	Pasadena
Goedel, Frances Emma.....	Norwalk	Murphy, Imogene Marian.....	Pasadena
Goodrich, Fannie.....	Los Angeles	Murray, Mabel M.....	Porterville

Junior Class—Continued

O'Donnell, Alice M.....	Los Angeles	Smith, Rhuamah May.....	Morrisville, Vt.
Olerich, Florence.....	Los Angeles	Sollinger, Anna.....	Norwalk
Patterson, Lela.....	Humboldt, Neb.	Sollinger, Ethel.....	Norwalk
Paxton, Jessie Kirkland.....	Orange	Stanley, Lillie M.	Orange
Paxton, Margaret.....	Orange	Steves, Lina Isabel.....	Los Angeles
Pedroarena, Ysidora.....	Los Angeles	Stewart, Margaret.....	Los Angeles
Peirce, Bertha Florrice.....	Azusa	Stringfield, Elizabeth.....	Shandon
Penn, Mae.....	Neodosha, Kan.	Talbert, Wilford G.....	High Grove
Pittman, Lucile.....	Burbank	Taney, Mary Emily.....	Los Angeles
Pitts, Ruth Harding.....	Pasadena	Templeton, Jessie N.....	Los Angeles
Porter, Rose E.....	Fresno	Thayer, Violet M.....	Los Angeles
Pownall, Irene.....	Los Angeles	Thompson, Elizabeth M.....	Los Angeles
Preston, Janet Marie.....	Los Angeles	Todd, Margaret.....	Fresno
Rankin, Grace Louise.....	Los Angeles	Tupman, E. Elizabeth.....	Hynes
Reavis, Lorna.....	Los Angeles	Unger, Maud C.....	Keokuk, Ia.
Rice, Mrs. Evalyn Stokes.....	Pasadena	Venable, Laura E.....	Los Alamitos
Richards, Ethel F.....	Los Angeles	von Dornum, Elsa.....	Marble, Colo.
Richardson, Isabel W.....	Anaheim	Waters, Annie Elizabeth.....	Colton
Riggins, Edna Browne.....	Los Angeles	Watkins, S. Bessie.....	Long Beach
Ross, Orma Rosanna.....	Santa Ana	Weinstein, James.....	Los Angeles
Rouse, Marie Juliette.....	Los Angeles	Weisbard, Florence May.....	Los Angeles
Sanderson, Margaret.....	Whittier	Westland, Martha Zoe.....	Upland
Satterlee, M. Grace.....	Los Angeles	Whitlock, Georgia.....	Pueblo, Colo.
Schwarz, Florence Irma.....	Santa Barbara	Whittlesey, Lucy Esther.....	Altadena
Scott, Anna Nicholson.....	Los Angeles	Wilcox, Ethel M.....	Los Angeles
Scott, Bonnie.....	Los Angeles	Williams, Elva.....	Ontario
Seaman, Josephine A.....	Los Angeles	Williams, Mary V.....	Glendale
Seay, Marion.....	Los Angeles	Wilson, Margaret.....	Los Angeles
Shillington, Myrtle R.....	Oxnard	Wonders, Lottie Mae.....	Downey
Short, Lurline E.....	Hanford	Wooley, Edna L.....	Greenfield
Shulman, Bertha.....	Los Angeles	Wright, Nancy Redington.....	Los Angeles
Total.....			174

ACADEMIC PROFESSIONAL DEPARTMENT

Senior Class

Minthorn, Maud A.....	Los Angeles	Reed, Hazel.....	Santa Monica
Total.....			2

Middle Class

Blunck, Irma.....	Los Angeles	Koontz, Cora.....	Ocean Park
*Harkness, Catherine.....	Los Angeles		
Total.....			3

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Baker, Frances	Ballinger, Tex.	McKellar, Florence	Pasadena
Brobst, Hazel C.	Los Angeles	Mabon, Olive O.	Ontaria
Brugman, Emily S.	Pasadena	Metcalfe, Mary Elizabeth ..	Los Angeles
Burrett, Una	Los Angeles	Moore, Mary Caro	Pasadena
Cook, Mary M	Marshalltown, Ia.	Nagle, Norma K.	Denison, Tex.
Dickinson, Mary	Los Angeles	Parker, Phoebe L.	Los Angeles
Dunlap, Hazel	Pasadena	Phillips, Edith	Pasadena
Evers, Jennie K.	Berkeley	Pratt, Helen	Los Angeles
Hayward, Jessie	Los Angeles	Reynolds, Margaret	Pasadena
Johnson, Beulah	Los Angeles	Rogers, Belle	Tonia, Mich.
Jonas, Mrs. Nellie J.	Los Angeles	Van Deusen, Ethel	Los Angeles
McGuire, Doretha	Riverside		
Total		23	

Junior Class

Alexander, Adeline C.	Los Angeles	Lomax, Georgia	Los Angeles
Burnham, Jessie May	Riverside	MacKalip, Marguerite	Los Angeles
Clark, Hazel	Los Angeles	McMillan, Josephine	Verdugo
Dey Ermand, Vinnie	Pasadena	Nicholas, Alice Adelia	Pasadena
Dockstader, Cornelia	Superior, Wis.	Utley, Sarah	Los Angeles
Egbert, Marguerite	Hollywood	Waterman, Gertrude	Los Angeles
Fox, Albertine	Colton	Wilson, Jennie Ethel	Soldiers' Home
Le Sage, Evangeline	Los Angeles	Wood, Laura L.	Pasadena
Total		16	

SPECIAL STUDENTS AND VISITING TEACHERS

Arakawa, Tetsujiro	Los Angeles	O'Connor, Julia	Hollywood
Bartlett, Mrs. Emma	Los Angeles	Poyas, Annie C.	Los Angeles
Blewett, Myrtle	Los Angeles	Russell, Mary	Tipton, Ia.
Calder, Jessie	San José	Smith, Mrs. Alta D.	Tingley, Ia.
Dietrich, Florence	Pasadena	Smith, Mrs. Eldora	Los Angeles
*Etchemendy, Carrie	Los Angeles	Stevens, Marjorie P.	St. Paul, Minn.
Hilliker, Mrs. Lulu	Hollywood	*Walkem, Sadie J.	Los Angeles
Howell, Myrtle M.	Oakland	*Weber, Clara	Huntington Park
Miller, Edith Alden	Pomona	Wright, Josephine W.	Hollywood
Total		18	

Total number of students in General Professional Department	370
Total number of students in Academic Professional Department	5
Total number of students in Kindergarten Training Department	39
Special Students and Visiting Teachers	18
Total number enrolled in Normal School	432

*Post graduate.

PUPILS ENROLLED IN TRAINING SCHOOL

Number of pupils enrolled in Eighth Grade.....	81
Number of pupils enrolled in Seventh Grade.....	66
Number of pupils enrolled in Sixth Grade.....	56
Number of pupils enrolled in Fifth Grade.....	49
Number of pupils enrolled in Fourth Grade.....	47
Number of pupils enrolled in Third Grade.....	60
Number of pupils enrolled in Second Grade.....	46
Number of pupils enrolled in First Grade.....	92
Number of pupils enrolled in Kindergarten.....	55
Total number enrolled in Training School.....	552

SUMMARY

Total number students in Normal School.....	432
Total number pupils in Training School.....	552
Total number enrolled, all departments.....	984

GRADUATES

SUMMER CLASS, JUNE, 1906

General Professional Course

Edna E. Barnes	Bessie A. Halsey	Edna V. St. Merry
Grace Cowan Barton	Regina Ruth Hanson	Alice Scherrer
Helen C. Best	Elsie Hasson	Viola Seawell
Lucy Blair	Abra E. Hayes	Mary E. Selby
Minnie Blair	Anna Heller	Romaine Sessions
Mrs. Emma Alice Boner	Nellie Rophina Hewitt	Mrs. Blanch Scott Shea
Rose Boyer	Annie Howard	Emily Shepherd
Neil J. Brown	Rena Howe	Maud Shields
Daisy M. Burns	Bertha Evelyn James	May Shields
Edna May Carpenter	Florence Johnston	Lucile Schultz
Juanita Carrigan	Ethel A. Linge	Zelma De Tar Shutt
Julia Chamberlain	Minnie Lommen	Grace Winifred Smith
Mrs. Beatrice C. Chaney	Persy McCarthy	Luella M. Smith
Marilla S. Chapman	Annie Louise McIntyre	Fannie Soules
Laura P. Charles	Ethel L. Mee	Jessie M. Springer
Ida M. Cooper	Mrs. Rosetta W. Merrick	Sarah C. Stevenson
Minta Elma Cox	Mina Merrill	May Stone
Myrtle A. Coy	Pearl Milner	Grace Helen Todd
Vera Curl	Opal M. Moody	Gratia Trefethen
Clara May Dowd	Edgar Alton Norton	Lulu Tryon
John R. Doyle	Alice C. Paine	Helen Alberta Van Dam
Pearl Eason	Floss M. Pond	Edna Wade
*Adelayde Ellis	Susie Ponder	Blanche A. Walker
Edith Ervin	Ida M. Rankin	Sarah E. Warne
N. Grace Gill	Flora Cordelia Reed	Hazel G. Warren
Jean Agnes Graham	Lona A. Reed	†Harriet Belle Waterbury
Lena F. Grubb	Enid Reeve	Dora Waters
Alice M. Guthrie	Ada Richards	Clara L. Weber
Nellie Haddock	May Rose	Altha M. Winn

Kindergarten Training Course

Charlotte Bailey	Florence Chase	Elvira Clauson Norris
Marian B. Barbour	Ruth B. Colborn	Millie Theal
Myrtle Boyle	Bertha Knight	Mary Thompson
Belle Burns	Georgia Lois Knight	†Harriet Belle Waterbury

Total..... 99

*Had previously graduated from Kindergarten Training Course.

†Graduate from both courses.

MIDWINTER CLASS, JANUARY, 1907

General Professional Course

Edna C. Alger	Dora L. Garrison	Anna Stokely Pratt
Jessie G. Allin	Evangeline Gray	Mabel C. Quinn
Servia A. Babcock	A. Louise Halsey	Hazel Russell
Ada Blanchard	Katherine Harkness	Emily Sackett
Elizabeth Banks	Ella Harris	Clara M. Smith
Allie M. Bathey	Mary Harter	Z. Myrtle Smith
Nina C. Bullock	Pearl Higgins	Nellie J. Stayton
Anamay Chapman	Annie N. Huntoon	Evelyn M. Stearns
Mrs. May Keir Clark	Elizabeth Jones	Emma Sutton
Charles H. Cushing	Hanna Kaal	Mary Stradley
Della Doan	Ruth McAllister	Sue Thornton
Frankie Donahue	Bessie McCoid	Lelia B. Venable
Irene A. Dorfmeier	Percy Maloy	Alberta Voiles
Martha J. Elder	Lucy H. Morgan	Anita M. Ward
Huldah Erickson	Alice Moores	Crystal Waters
Elizabeth Fallis	Adelaide L. Orr	Belle H. Whittice
S. Mae Flathers	Mertha Peters	Grace C. Wilson
Bessie Fowble	Margaret Phoenix	Edith Wiggs
Lottie Fryer	Mabel A. Pierce	Florence E. Young

Kindergarten Training Course

Edna Ewing	Florence A. Maxfield
Total.....	59

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.....	83
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.....	136
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	119
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	155
23. Class of January, 1907.....	57
Total.....	1911
Number graduating from two courses; counted twice.....	16
Total, excluding names counted twice.....	1895

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Certificate of Good Character

This is to Certify that M.....
is, to the best of my knowledge and belief, a person of good moral
character.

....., 190...

Certificate of Good Health

This is to Certify that I am personally and professionally acquainted
with M....., and that, to the
best of my knowledge and belief, ..he is free from any disease or
infirmity that would unfit.....for the office of a teacher.

....., M. D.
....., 190...

Certificate of Vaccination

This is to Certify that M.....
was successfully vaccinated by me on....., 190...

....., M. D.
....., 190...