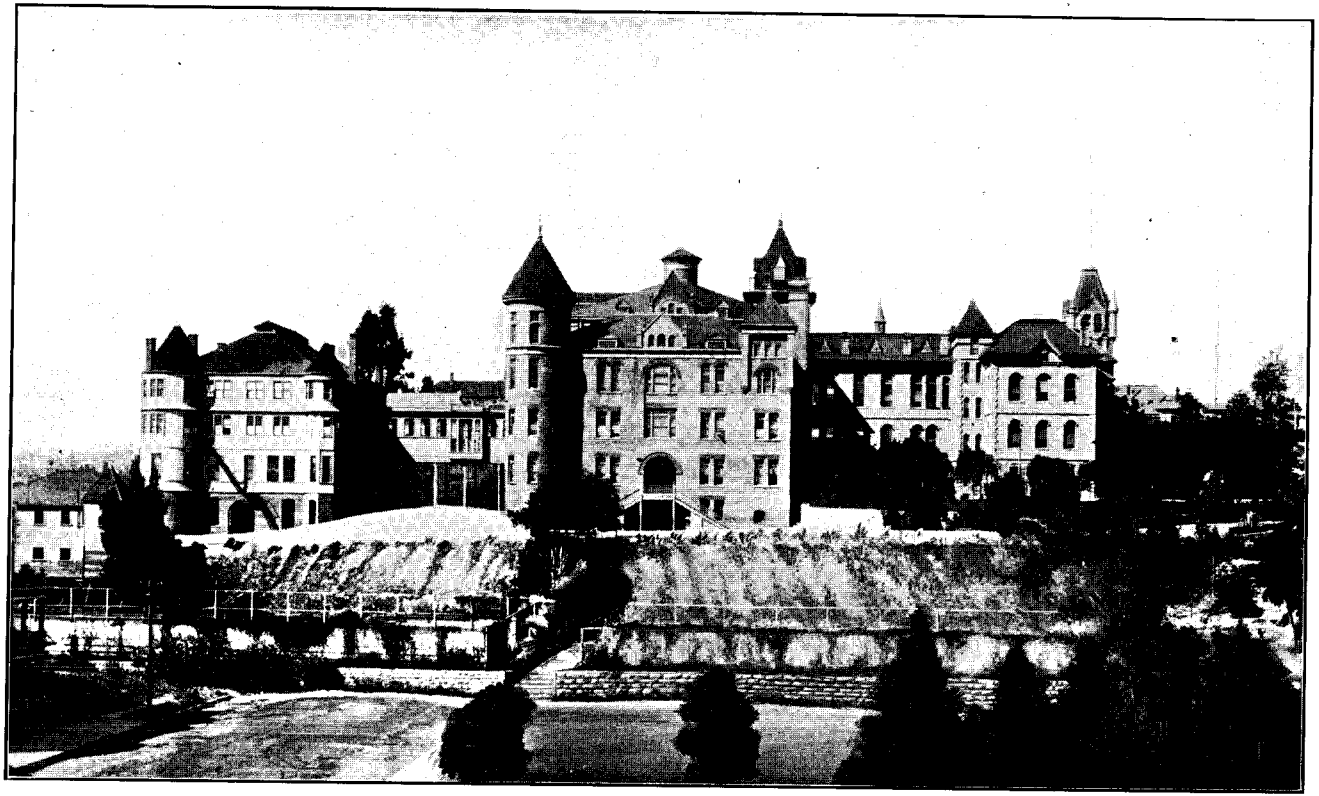
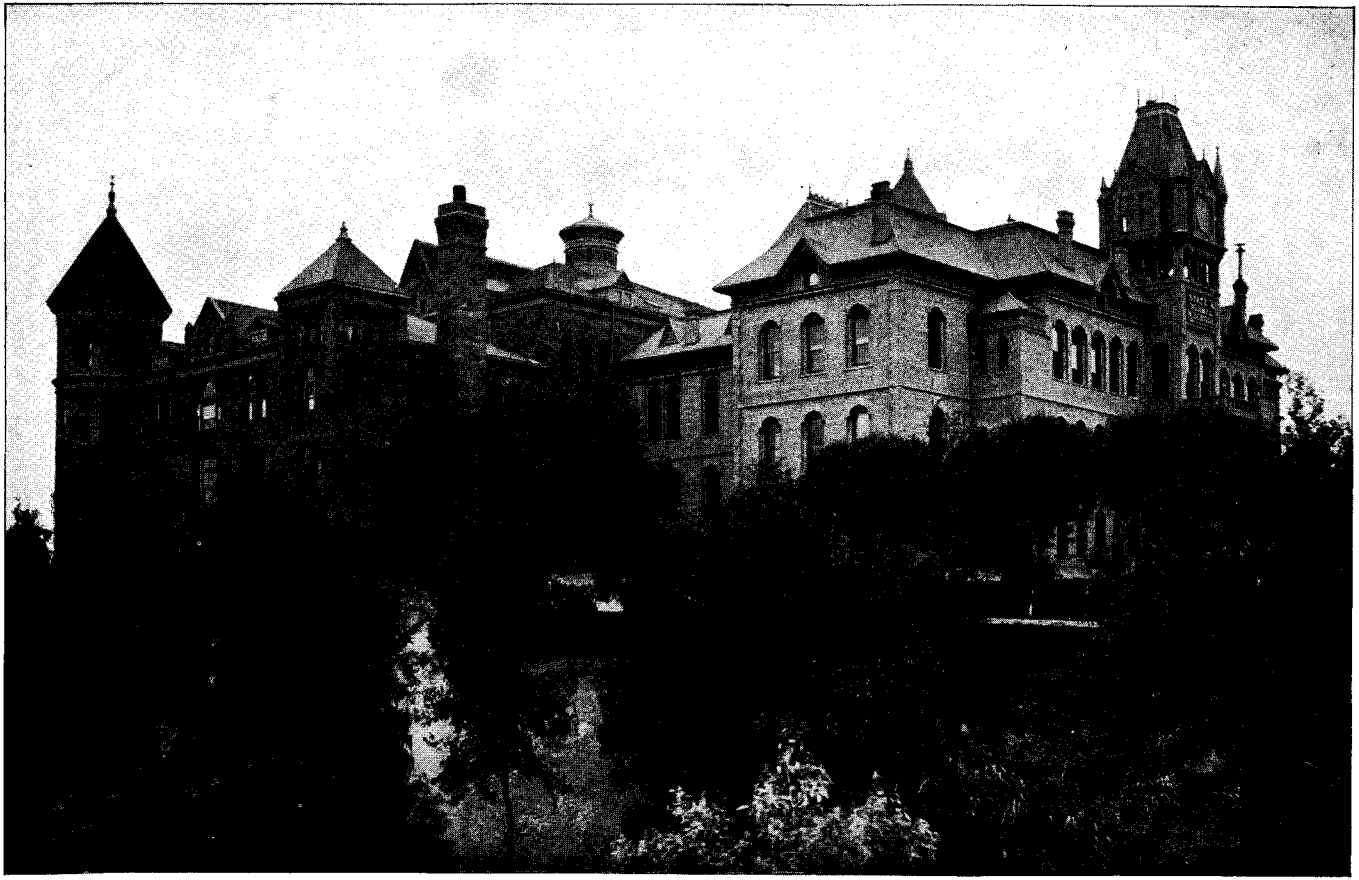
State Normal School
Los Angeles
California

Established in 1881

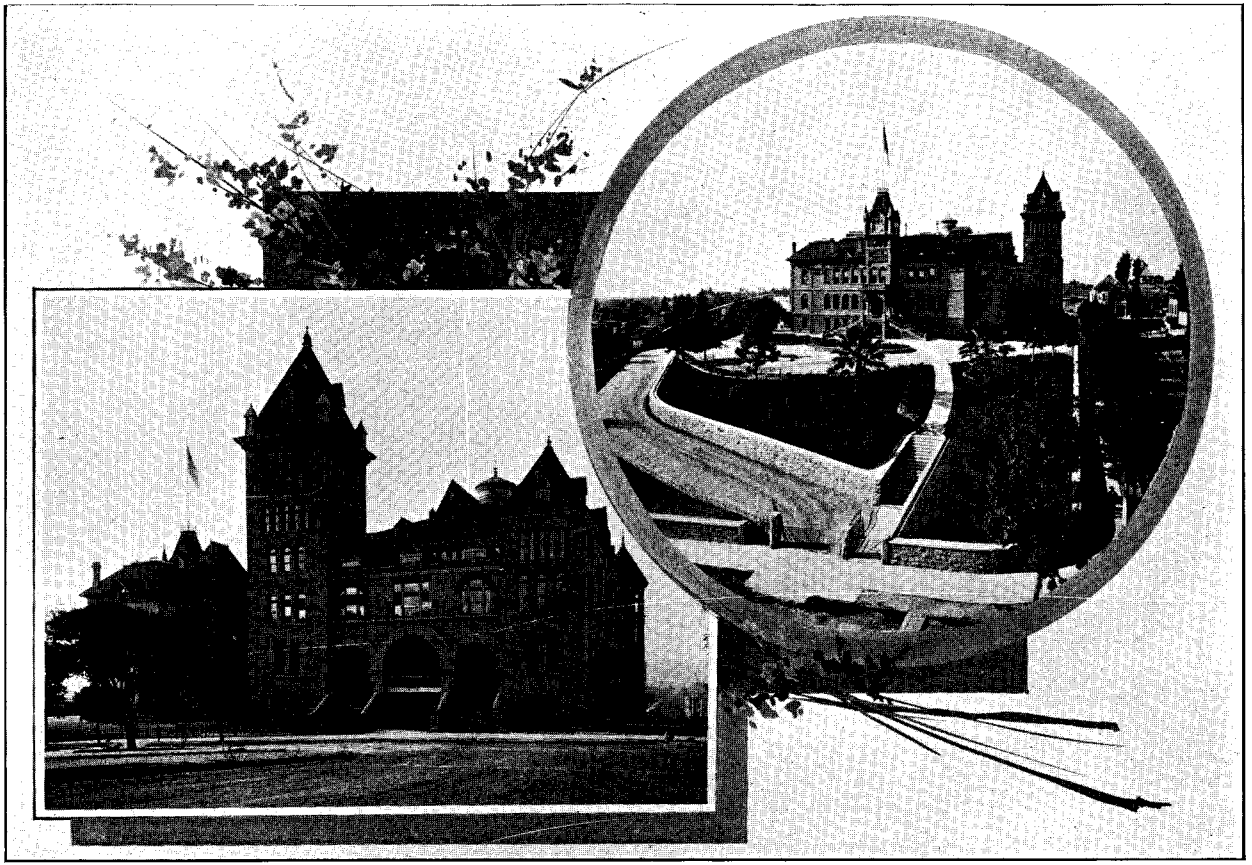
Catalog for the Year Ending June 30, 1903



STATE NORMAL SCHOOL, LOS ANGELES, CAL.
View of Buildings from the South.



STATE NORMAL SCHOOL, LOS ANGELES, CAL.



North Entrance. East Entrance.

STATE NORMAL SCHOOL, LOS ANGELES, CAL.

STATE NORMAL SCHOOL

(INCLUDING TRAINING SCHOOL
AND KINDERGARTEN) . . . .

LOS ANGELES, CALIFORNIA

TWENTY-FIRST ANNUAL CATALOG

FOR THE SCHOOL YEAR
ENDING JUNE 30, 1903

....AND....

CIRCULAR OF INFORMATION

FOR 1903-1904

SACRAMENTO : : W. W. SHANNON
SUPERINTENDENT OF STATE PRINT-
ING : : 1903 : : : : : : : : : : : :

CONTENTS.

CALENDAR FOR 1903-1904.

FIRST TERM.

Entrance examinations, admission on credentials, and examinations for advanced standing and to remove conditions - - Monday, August 31, 1903.

Term opens - - - - - - - Wednesday, September 2, 1903.

Term closes - - - - - - - Thursday, January 28, 1904.

Holiday vacation - - - - December 18, 1903, to January 4, 1904.

SECOND TERM.

Entrance examinations and admission on credentials - - - Monday, February 1, 1904.

All students entering at this time must be prepared to begin their work in advance of first year.

Term opens - - - - - - - Wednesday, February 3, 1904.

Mid-term vacation - - - - - - - April 8 to 18, exclusive.

Term closes - - - - - - - - Wednesday, June 22, 1904.

Commencement - - - - - - - Thursday, June 23, 1904.

BOARD OF TRUSTEES, 1903-1904.

GEORGE C. PARDEE, - - - - - - - - - Governor.

THOMAS J. KIRK, - - - - Superintendent Public Instruction. *Ex Officio.*

E. J. LOUIS, - - - - - - - - - - - San Diego.

CHARLES DWIGHT WILLARD, - - - - - - Los Angeles.

JOHN WASSON, - - - - - - - - - - - Pomona.

J. P. GREELEY, - - - - - - - - - - Santa Ana.

OFFICERS OF THE BOARD.

JOHN WASSON, - - - - - - - - - - - President.

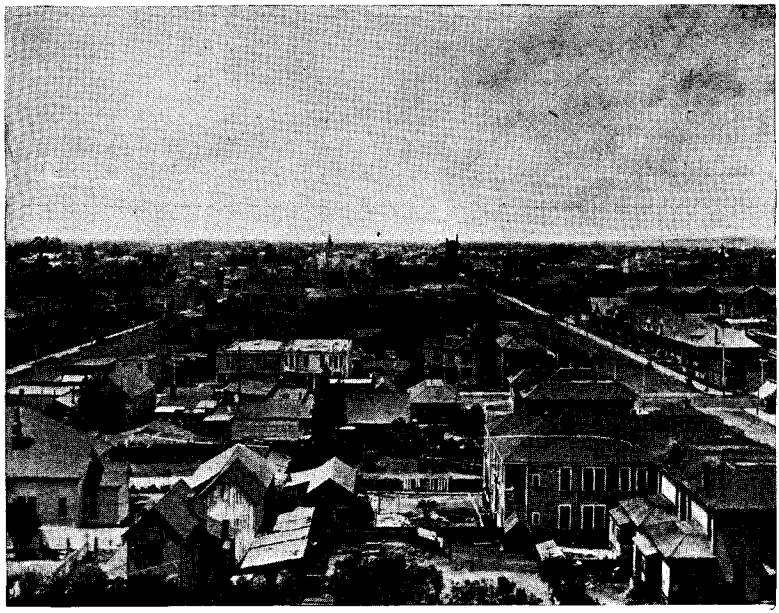
CHARLES DWIGHT WILLARD, - - - - - Vice-President.

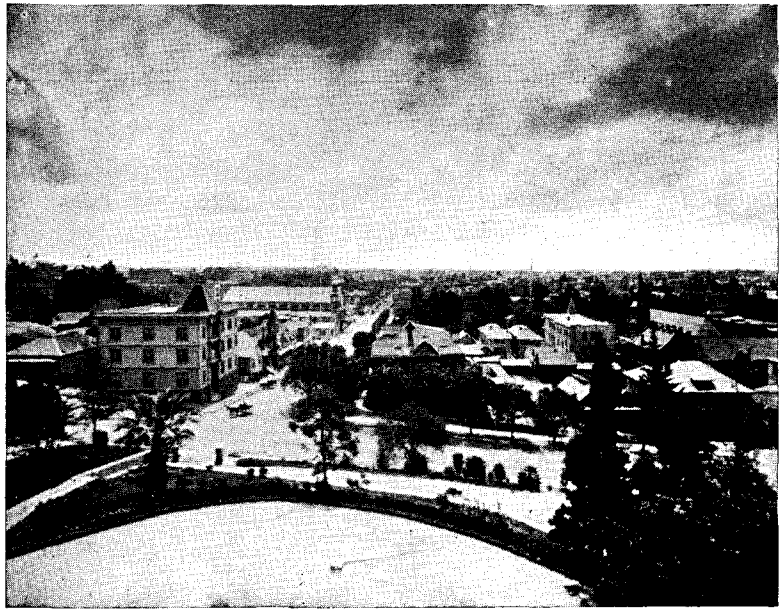
EDWARD T. PIERCE, - - - - - - - - - Secretary.

EXECUTIVE COMMITTEE.

CHARLES DWIGHT WILLARD, J. P. GREELEY,

E. J. LOUIS.





VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING.

FACULTY, 1902-1903.

NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., PD.D., PRESIDENT,
School Economy.

MELVILLE DOZIER, B.P., ~~VICE-PRESIDENT~~,
Mathematics and Bookkeeping.

~~WILLARD S. SMALL, A.M., PH.D.,~~
~~*Supervisor of Training School.*~~

ISABEL W. PIERCE, PRECEPTRESS,
English.

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,
Zoölogy and Botany.

HARRIET E. DUNN, LIBRARIAN,
History.

~~CHARLES E. HOYTON, A.M., REGISTRAR,~~
~~*Mathematics.*~~

JOSEPHINE E. SEAMAN,
English.

MAY A. ENGLISH,
Chemistry and Arithmetic.

JAMES H. SHULTS, A.M., M.D.,
Physics and Physiology.

EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy.

ADA M. LAUGHLIN,
Drawing.

JAMES F. CHAMBERLAIN,
Geography and Physics.

CHARLES M. MILLER,
Manual Training.

CHARLES DON VON NEUMAYER,
Reading.

SARAH J. JACOBS,
Director of Physical Training.

B. M. DAVIS, M.S.,
Biology and Nature Study.

KATE BROUSSEAU,
Psychology and Mathematics.

* Resigned February 1, 1903.

FACULTY OF NORMAL DEPARTMENT—Continued.

MARY M. SMITH,
Drawing and Sloyd.

JENNIE HAGAN,
Music.

AGNES ELLIOTT,
History.

MARY G. BARNUM, B.L.,
English.

*LOU HELLMUTH, PH.B., M.L.,
English.

JESSICA C. HAZARD,
Domestic Science and Domestic Art.

LUCY J. ANDERSON,
Domestic Science and Reading.

MATTIE M. TOWNSEND,
Typewriter and Office Assistant.

ELIZABETH H. FARGO,
Assistant Librarian.

KINDERGARTEN TRAINING DEPARTMENT.

†FLORENCE LAWSON, *Director.* GERTRUDE LAWSON, *Assistant.*

TRAINING SCHOOL.

Critic Teachers.

FRANCES H. BYRAM, *City Principal.*

HELEN MACKENZIE. ALBERTINA SMITH.
CARRIE REEVES. CLARA M. PRESTON.
FRANCES BROWN.

EMPLOYEES.

EDWIN P. CARR, *Engineer and Carpenter.*
S. W. JOHNSON AND SON, *Resident Janitors.*
THOMAS FARNHAM, *Gardener.*
C. H. LAWRENCE, *Janitor.*

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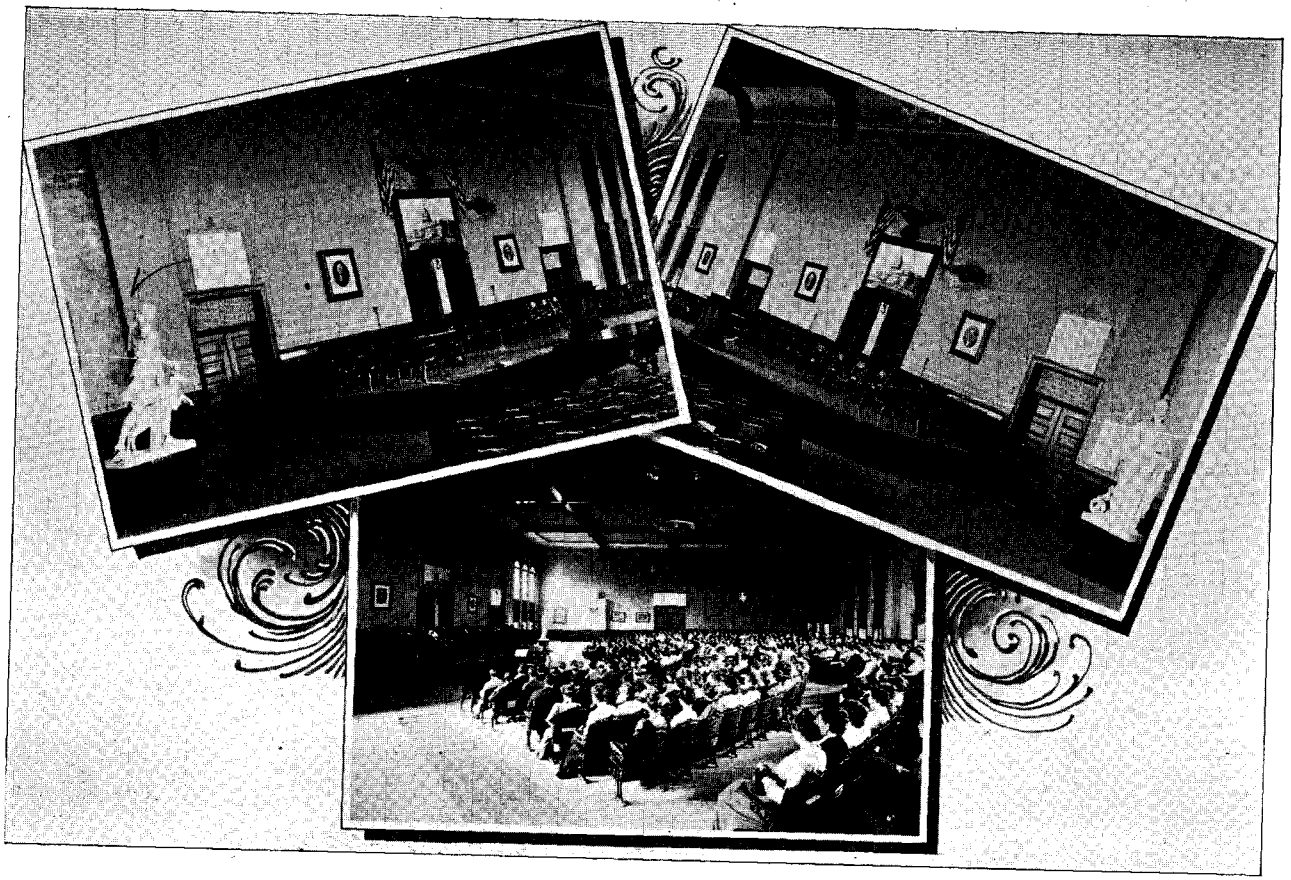
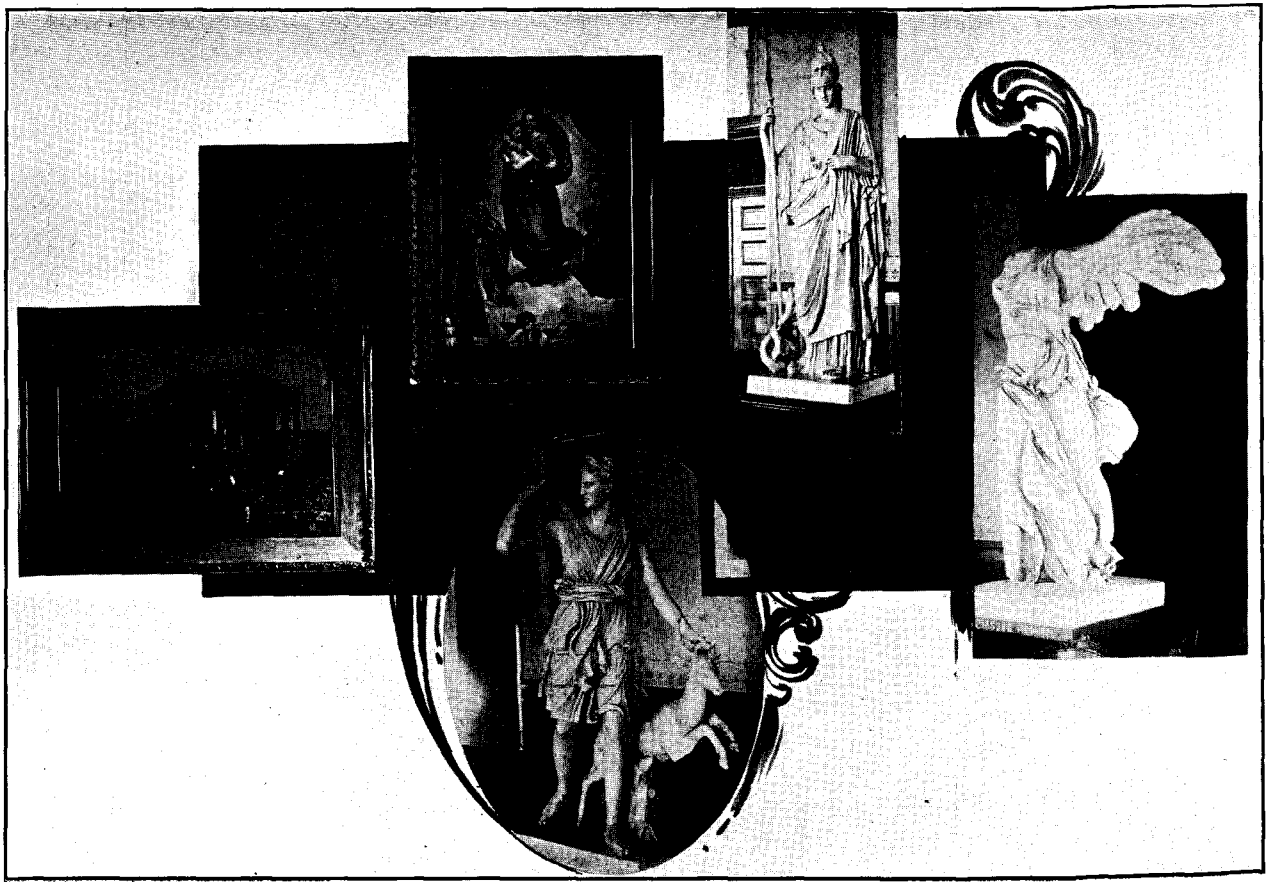
*Absent on leave, 1902–3. Substitute, Josephine Devine.
†Absent on leave, October, 1902—February, 1903. Substitute, Kate Gerts.

OFFICES AND RECEPTION ROOMS.



VIEWS OF ASSEMBLY ROOM.



STATUES AND PICTURES IN ASSEMBLY.
A few of the Gifts of Graduating Classes.

STANDING COMMITTEES—1903-1904.

1. ENROLLMENT COMMITTEE:
   President Pierce, Mr. Dozier, Miss Jacobs.
   President's Office.

2. CLASSIFICATION COMMITTEES:
   (*a*) HIGH SCHOOL GRADUATES, ENTERING REGULAR PROFESSIONAL COURSE:
   Mr. Davis, Miss Dunn, Miss Brousseau.
   Room G.

   (*b*) APPLICANT FOR KINDERGARTEN TRAINING COURSE:
   Miss Lawson, Dr. Small, Mrs. Pierce.
   Room C.

   (*c*) CANDIDATES FOR PRELIMINARY COURSE:
   Miss Elliott, Mrs. Barnum.
   Room E.

   (*d*) CREDITS ON PROFESSIONAL COURSES:
   Mr. Shepardson, Mrs. English, Dr. Small.
   Room Y.

   (*e*) CREDITS ON PRELIMINARY COURSES:
   Mr. Dozier, Miss Seaman, Dr. Shults.
   Room V.

   (*f*) APPLICANTS FROM OTHER NORMAL SCHOOLS:
   Miss Smith, Mr. Chamberlain, Miss Monks.
   Room T.

   (*g*) VISITING TEACHERS:
   Dr. Small, Mr. Shepardson.
   Office of Supervisor of Training School.

   (*h*) SPECIAL STUDENTS IN DRAWING:
   Miss Laughlin, Miss Smith.
   Room N.

   (*i*) SPECIAL STUDENTS IN MUSIC:
   Miss Hagan.
   Room S.

   (*j*) SPECIAL STUDENTS IN MANUAL TRAINING AND DOMESTIC SCIENCE:
   Mr. Miller, Mrs. Hazard, Miss Anderson.
   Sloyd Room.

   (*k*) CLASSIFICATION OF STUDENTS ALREADY ENROLLED:
   Present and last class-teacher.

STANDING COMMITTEES, 1903–1904—Continued.

3. CANDIDATES FOR GRADUATION:
   Mr. Shepardson, Dr. Small, President Pierce.
   Room Y.

4. STUDENTS' ENTERTAINMENTS:
   Mr. Dozier, Mrs. Pierce, Miss Jacobs, Miss Hagan, Miss Laughlin, Mrs. Hazard.
   Reception Room.

5. PUBLIC LECTURES AND ENTERTAINMENTS:
   President Pierce, Mr. Davis, Miss Hagan, Dr. Shults, Mr. von Neumayer, Mrs. Barnum.
   Reception Room.

6. LIBRARY:
   President Pierce, Miss Dunn, Mrs. Pierce, Dr. Small, Mr. Davis.

7. CATALOG:
   Dr. Small, President Pierce, Mrs. Barnum, Mr. Davis.

Class teachers are assigned at the beginning of each term.

PRESIDENT'S REPORT.

EDWARD T. PIERCE.

The State Normal School at Los Angeles opened its doors for the reception of students, August 29, 1882. The school was established for the sole purpose of preparing teachers for the public schools. Its Faculty consisted of three members; its student-body of sixty-one. The school was then located in the outskirts of a comparatively small town of 12,000 inhabitants. The surrounding country was very sparsely populated; school districts were large in area and school buildings were far apart. Few teachers were demanded. The great material development of this part of the State since then and the consequent increase in population have increased the demand for trained teachers; and this demand has had its effect upon the growth of the Normal School. The original building, containing about fifteen class-rooms, has been greatly enlarged at various times, there being now more than fifty rooms devoted to recitation and laboratory purposes, exclusive of those used by the Training School. There are thirty-two members of the Faculty and a student-body varying in number in different years from 400 to 500.

Although the course of study has been changed from time to time to meet the demands of progressive educational thought, the original purpose of the school has been strictly adhered to during the twenty years of its existence. At least ninety-eight per cent of its graduates (over 1,400 in number) have taught, and a large proportion of them are now teaching in the schools of the State. The success of these teachers has been marked. With few exceptions they have shown ability to grapple with the problems confronting them both in the district schools of the country and in the grades of the larger city schools.

With the growth of the school, various departments of culture and training have been added. The curriculum now includes courses in physical training, manual training, art, and domestic science. The school has also a well-established department for the training of kindergarten teachers.

Most of the students now entering the school have had a high school education or its equivalent. A preliminary course is maintained for the few students whom it is still deemed advisable to admit from the ninth grade of the public schools, but the regular course is for those fully accredited to the State University and covers two years of professional work. This course has four phases.

(1) Review of common school subjects—reorganization of each accord-

ing to its own inner relations and its relations to other subjects—in order to strengthen the student's knowledge and to lead him to think subject-matter from the teacher's standpoint.

(2) Study of educational principles:

(*a*) A special course in biology, which anticipates practically the work in psychology, hygiene, and nature study.

(*b*) The study of psychology, with special reference to the mental development of the child. Much practical and experimental work is given in child-study.

(*c*) General pedagogy or method—a study of educational aims, principles, and methods; especially a study of the activity of the mind in acquiring knowledge.

(3) Special method—a rehandling of most of the common-school subjects in the light of general method, with the purpose of discovering special methods for teaching different phases of knowledge—mathematics, science, English, etc.

(4) Practice in teaching. Twenty-two rooms are set aside for the use of the Training School. There are six critic teachers, presided over by a supervisor specially trained by years of study of education. The discussions of method and the practice work in teaching go hand in hand, under the guidance not only of the special critic teachers in the several grades, but also of the method teachers in the different departments. Each member of the Normal Faculty devotes from three to six hours a week to visiting in the Training School and conference with student-teachers. Thus, all members of the Faculty are vitally interested in the work of the Training School, and the entire work of the school has but one end in view: the special training of students for the special work of teaching. A presentation of each subject in the curriculum in its relation to the work of teaching will be found under its special heading in this catalog.

Still further to unify the work of the school and keep the teachers in touch with their associates, a Faculty seminar for the discussion of educational problems of general interest is held bi-monthly. On alternate weeks group meetings are held, at which teachers in the various departments, in conjunction with the critic teachers, discuss special Training School problems involving the presentation of different subjects in the elementary school curriculum.

The school is centrally located. Los Angeles has a population of 130,000; it is the metropolis of Southern California and the second city in size in the State. The situation of the school with respect to the rest of the city is excellent, being near the center and on an eminence overlooking most of the business portion. All of the principal street-car lines center near the school and radiate to all parts of the city. The great suburban railway depot is located only five blocks distant. From this point electric lines extend to nearly all the towns located within

fifty miles of Los Angeles. Within this radius there is a yearly demand for from one hundred to one hundred and fifty new teachers. The school has not been able to supply the demand during the past year.

Students have many advantages while attending school in a large city—church facilities, lectures, and entertainments of a high character—that a small town does not afford. Prominent men often visit the city and lecture before the school; and in many incidental ways students gain much that broadens them intellectually and enlarges their views of life. Every effort is made to eliminate the unfit and to send out only thoroughly prepared, capable, and conscientious teachers to take charge of schools.

The Normal School is especially equipped for the purpose of training teachers in all the phases of work now demanded by the common schools. The library of over 12,000 volumes has been selected with especial reference to the technical needs of the school. The laboratories, the manual training rooms, and the domestic science department are well supplied with apparatus for class and individual work. The Training School is large enough both as to numbers and room to give much practice in teaching to all who complete the course.

A special appropriation of $12,000 for making repairs on the buildings, purchasing additional furniture and apparatus, and further improving the grounds, will aid materially in making the State Normal School of Los Angeles one of the most attractive and best equipped training schools for teachers in the country.

A credit of 30 units, or one year, in the University of California and in Stanford Junior University, is given to graduates of the school who are specially recommended by the President and Faculty.

Any information in regard to the school not found in this catalog may be had by writing to the President.

GENERAL INFORMATION.

Advice to Those Who Wish to Enter the School.

1. If possible, complete a good high school course. Ask yourself if you have an earnest desire to become a well-prepared teacher, and if you possess the ability, mentally and physically, to do the hard work required. Determine whether you will abide by every regulation, and will earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

2. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student. (See forms at end of catalog.)

3. Be prepared to present to committees on admission university recommendations or such other certificates of scholarship or experience as conditions of admission require.

4. Text or reference books which you may have will be useful here, and should be brought with you.

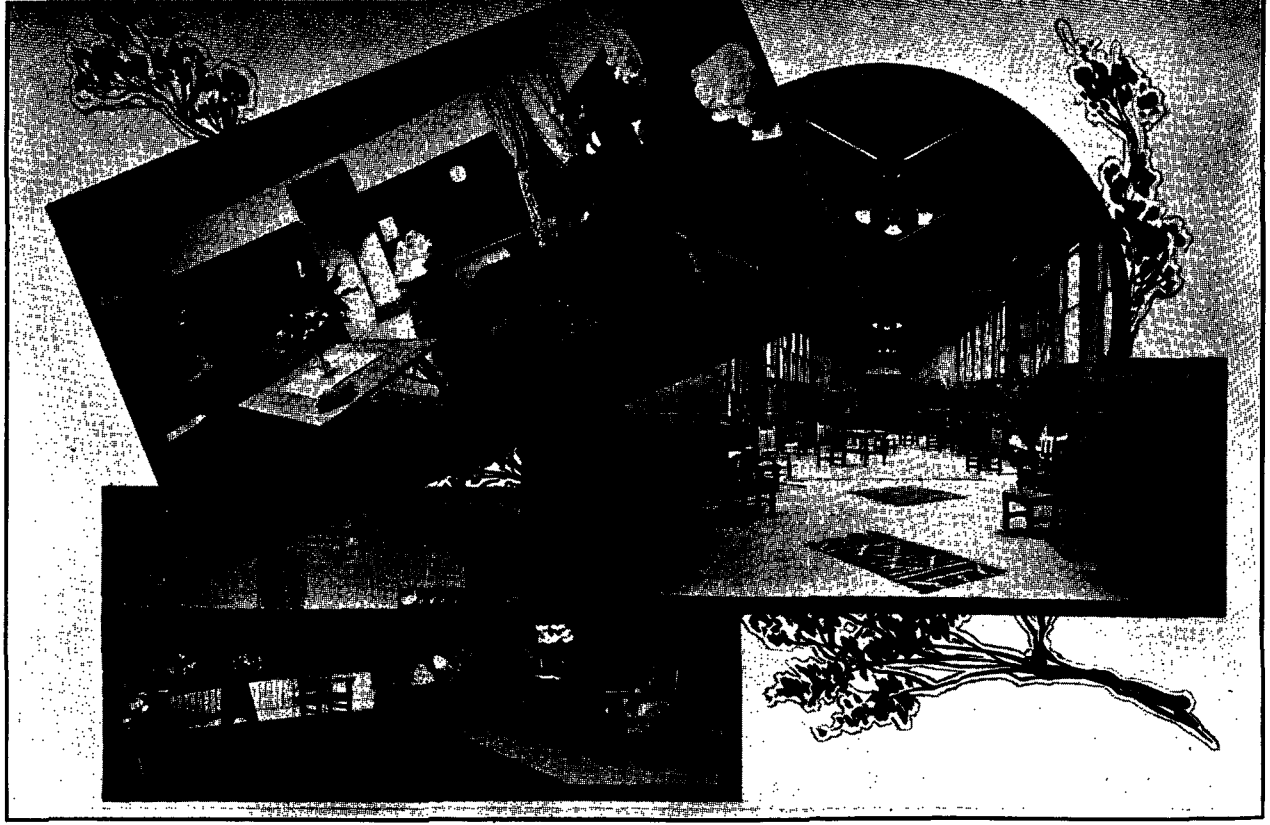
Discipline.

The aim of the administration is to lead students to be self-governing. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize normal school students.

Class Teachers.

The government of the school is largely maintained and the detail work of management carried forward by means of the class-teacher system. The students are divided into section groups, numbering in each from twenty to thirty. A special teacher has charge of each group. Several important offices fall to the duty of class teachers. They advise students in regard to their course 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 section at least once each week to receive reports and give general advice and directions.

Students in trouble or in need of advice go first to their class teacher,



Y. W. C. A. Room.
Kindergarten Alumni Room.

Connecting Hall between Buildings.
Furnished by Students.

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 it is needed, whether in case of discipline, sickness, or furtherance of school work.

Expenses.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about $5 per term. Instruments and material for work in the different sciences will cost from $10 to $20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, $2.50 for the same purpose in the work in Chemistry, and $1.50 for the material used in the Domestic Science Department; fifty cents per year will be charged for material in Sloyd work. One dollar must be paid on entrance as a library fee, to cover wear and tear. This will be the only fee of the kind for the entire course. Board in private families costs from $3.50 to $5 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to $2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.

Boarders and Boarding.

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed.

All students attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Students must consult the Preceptress or President before selecting boarding-places. This rule is imperative and applies to all, whether they have been in the school before or are new students.

2. Students must board at places indorsed by the Preceptress or President.

3. Young women and young men shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress when students desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

Social Life.

There are the societies customary in schools in this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc.—for the promotion of the literary, Christian, and social life, and the amusement 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.

Graduation.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course; and must have shown, by actual and continued teaching in the Training School, ability and fitness for governing and teaching.

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 course of study and training prescribed, diplomas of graduation, either from 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.

The Relation of the State Normal Schools to the State University and Stanford Junior University.

Arrangements have been consummated by which graduates of the State Normal Schools who previously have had a high school training and who are specially recommended by the normal school faculties, may enter either of the above universities with a credit of thirty units, and thus be enabled to complete their college course in three years. This plan is worthy the consideration of strong young men and women who expect to become teachers. It is generally admitted by school authorities that the normal school course and the university course supplement each other and that those who have had both are best equipped for teaching in any position. Under the present arrangements, young men and women of ability are enabled to complete both courses in five years instead of six as heretofore.

CONDITIONS OF ADMISSION.

For admission to any of the following courses, the applicant must be sixteen years of age and strong, mentally, morally, and physically.

Character.

Every one admitted to the school must present a certificate of good moral character, signed by the County or City Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

Forms for above certificates will be found on last page of catalog.

Health.

According to a regulation of the Board of Trustees, each applicant must present 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. The Faculty are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and freedom from physical defect. This may be made out by the family physician of any student according to the *form on the last page of the catalog*, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults, of the Faculty, a regular physician.

Students must present certificates of vaccination, or be vaccinated as soon as possible after entering.

Time of Entrance.

Applicants should be at the school at 9 A. M. on the days indicated, viz.: Monday, August 31, 1903, and Monday, February 1, 1904.

Those entering on past examinations, credentials, or previous membership in the school should also be at the school on the above dates and report to the President.

Application for Admission.

Applicants for admission 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 California.

All entering the school are also required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) —— ——,
of ——, County of ——.

—— ——, 19—.

Parents and guardians will be required to sign the following:

For myself as —— of the student whose name is signed above, I also accept on my part the conditions specified, and upon my part agree to withdraw —— from the school upon receiving notice from the President that the Faculty request the same.

(Signed) —— ——.

Deposit.

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, building, or furniture. This deposit will be required without fail before the student is enrolled.

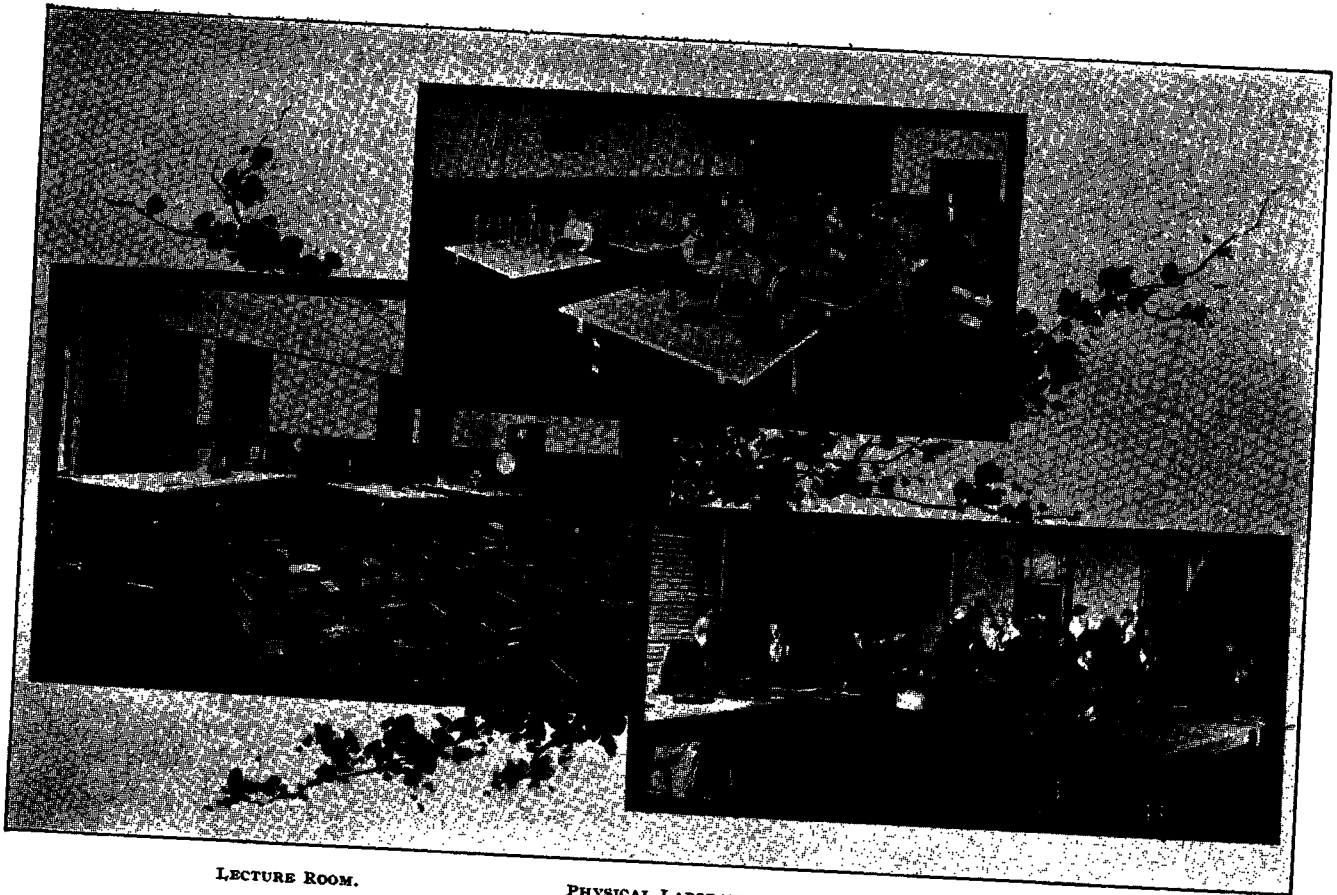
Scholarship.

The following classes of students will be admitted to the professional courses:

A. *Fully Accredited Students.*

1. Graduates of accredited high schools who present full recommendations to the State University—*i. e.*, 14 credits, as follows:

		CREDITS.	
(*a*)	Required:		
	English—A. Oral and Written Expression.		
	English—1. Grammar, Rhetoric, Literature, Myths, etc.	2	
	Algebra—3. Through Quadratics	1	
	Geometry—4. Plane	1	
	U. S. History—5	1	
	General History—10	1	
			6
(*b*)	Any two credits from the following:		
	English—14. Advanced English	2	
	French—15*a*. Two years	2	2
	German—15*b*. " "	2	
	Greek—8. " "	2	
(*c*)	Either:		
	Physics—11	1	1
	Chemistry—12*b*	1	



LECTURE ROOM. PHYSICAL LABORATORY. BIOLOGICAL LABORATORY—I.

(*d*) Any five credits from the following, not counted above:

Solid Geometry—12*a*	1		
Chemistry—12*b*	1		
Botany—12*c*	1		
Zoölogy—12*d*	1		
Mediæval and Modern History—13	1		
Latin (Elementary)—6. Two years	2		
Latin (Advanced)—7 " "	2	5	
Greek—8 " "	2		
Greek—9 One "	1		
French—15*a* Two "	2		
German—15*b* " "	2		
Spanish—15*c* " "	2		
Total	14		

2. Those holding teachers' certificates of the grammar grade, who have had a successful experience in teaching of not less than three years, may be admitted to the professional course or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined as indicated in their certificates.

3. Those showing that they have completed the equivalent of work required under (1), either (*a*) by examination, or (*b*) by presenting acceptable credentials from private secondary or Eastern high schools.

B. *Advanced Standing and Irregular Students.* The following students will be admitted and assigned to such part of the course selected and to such preparatory work as, after consideration, may be determined by the Faculty:

1. Graduates of accredited high schools who do not have the desired number of credits.

2. Graduates of non-accredited high schools.

3. Graduates and undergraduates of colleges will be received and assigned to either of the above courses, or to such part of course (not less than one year) as their credentials or examinations warrant.

In every case students will be required to make up conditions imposed because (*a*) of a lack of the required number of credits; (*b*) of inability to show on trial, either by examination or in class, knowledge of subject-matter sufficient to pursue the course intelligently.

For entrance to Preliminary Course, see page 49.

PROFESSIONAL COURSES OF STUDY.

Admission based on University Entrance Requirements.

COURSE I.

This course of study leads to a diploma on which a teacher's elementary certificate will be granted by county boards.

FIRST YEAR.

FIRST TERM.

1. Composition	3*
2. Biology	5
3. History	4
4. Reading and Spelling†	5
5. Drawing and Manual Training	4
6. Music	2
7. Physical Training	3
Total, 26 units.	

SECOND TERM.

1. Psychology	6
2. Literature	3
3. Geography	4
4. Arithmetic	5
5. Drawing and Manual Training	4
6. Music	2
7. Physical Training	2
Total, 26 units.	

SECOND YEAR.

FIRST TERM.

1. Teaching in Training School	5
2. Child Study and Pedagogy	5
3. Grammar	3
4. Nature Study	3
5. Drawing	2
6. Domestic Science	3
7. Music	2
8. Physical Training	2
Total, 25 units.	

SECOND TERM.

1. Teaching in Training School	10
2. School Law and School Economy	2
3. History of Education	3
4. Special Method in Common School Subjects in connection with discussion of the work in Training School	10
Total, 25 units.	

*The numbers indicate the recitations or exercises per week for the full term.
†Spelling may be passed by examination unless written work shows deficiency.

EXPLANATION OF THE COURSE AND THE METHODS PURSUED.

The course covers two years, and is designed to prepare students for their profession by supplementing their knowledge and by giving them efficient training in the essentials of teaching. Students entering this course have spent twelve or more years in school, much of the time studying the subjects they will be required to teach in the public school. This alone is sufficient reason for emphasizing the professional rather than the culture or disciplinary aim of the normal school. The content of the course, methods of presentation, library and laboratory equipment are all determined by this aim. In so far as opportunity is provided in this course for culture and discipline, the provision is made either because such enrichment of life is essential to the teacher's preparation or because students generally are found to be lacking in some subjects that now have to be taught in most of the public schools of the State.

The work of the first year has been arranged with the guiding principle of giving general preparation for teaching. Reviews of subjects are taken up when necessary to strengthen students in a knowledge of subject-matter; subjects that may be new to students, such as music, manual training, and physical culture, are given attention; the pedagogy of subjects is treated as exhaustively as the preparation of students permits.

The work of the second year carries forward the ideas emphasized in the first year with special supervision of Training School practice and discussion of the application of principles in handling various subjects.

The work of the first year may be termed General Pedagogy; the work of the second year, Special Pedagogy.

PROFESSIONAL WORK.

EDWARD T. PIERCE.
KATE BROUSSEAU. WILLARD S. SMALL.
EVERETT SHEPARDSON.

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, sociological, and historical. Instruction is given in psychology, child study, general pedagogy, school hygiene, school management, school law, history of education, and special methods. Psychology is studied in the second term of the first year. It is preceded, in the first term, by a course in general biology in which special emphasis is placed upon the development and the functions of the nervous system. The object is to familiarize students with certain ground common to physiology and psychology as preparation for effective study of psychology. Psychology is followed, in the first term of the second

year, by child study and general pedagogy, complementary courses, carried on simultaneously with the first work of teaching. In the last term systematic instruction is given in school management and school law, history of education, and special methods. Attention is given to school hygiene in connection with psychology, pedagogy, and school management. Certain aspects of this subject are treated in a series of special conferences with the graduating class.

Students work in the Training School throughout the last year: one and one half hours a day of observation and teaching the first term; two hours a day the second term.

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

Psychology. First year, second term, six periods a week.

Since successful pursuit of this course requires a knowledge of the nervous and muscular systems of man, students are admitted to it only after completing courses in physiology and biology. The method of presentation is experimental, but not ultra-inductive. It combines laboratory investigation with lectures, reference readings, and discussions. The time is so divided that double periods alternate with single periods. Commonly the double period is used for laboratory work, in which some elementary phase of the topic in hand is analyzed experimentally. This is followed, in the next single period, by lecture, quiz, summary of results by students or teacher, or by a combination of these forms of recitation. The library contains most of the standard psychologies, reference books, and journals in English. These are systematically referred to for such description and interpretation as may go beyond what the students may do for themselves. In this way accepted results that have been wrought out by the masters are approached with added zest and interest. Throughout, emphasis rests on those phases of psychology most closely related to school work. Special stress is laid upon their physiological conditions and hygienic implications.

If any text-book is used for the laboratory portion of the work there will be judicious selection and supplementing of exercises. During the spring term of 1903, Witmer's *Analytical Psychology* has been used as laboratory guide. The experimental work given in Chapters I to V, inclusive, was supplemented by other material, chiefly experiments with Münsterberg's "Pseudoptics" apparatus and tests for color blindness. A few topics were added: emotion, simple and complex reactions, suggestion, habit, will. Chapters VI and VII were omitted. It is probable that the place of the text-book will be taken by a mimeographed syllabus, with charts and directions. If this plan is followed a laboratory fee sufficient to cover the cost of material will be levied.

The aim is to enable the students to become independent and thoughtful in the analysis of mental operations; to typify the method of modern

experimental procedure in certain psychological lines; to interest the students in psychological subject-matter; to give them habits of psychological analysis so that they will be more ready and able to infer psychological processes in others, especially in children, from the expressions of such processes; to give them first-hand knowledge as an apperceptive basis for the interpretation of lectures or articles on psychological topics. The hope obtains that the student may receive some of the real culture value of the study of psychology, not the least important element of which is the preparation for studying mental processes in themselves, their associates, and their pupils so as to utilize the results of such study in their profession.

Child Study and Pedagogy. Second year, first term, five periods a week.

These complementary subjects follow psychology. They are presented at the time when the students are doing their first teaching, in order that both these subjects and the teaching may be vitalized by the connection. Students now have opportunity and motive for fruitful observation of children. Pedagogical theories and methods may be studied and judged according to their harmony with the child mind and its growth, and according to their immediate practicability.

(*a*) *Child Study.* The work of this course consists largely of systematic observation of children, either *en masse* or as individuals, and of reports and discussions upon such observation. This is supplemented by retrospective analysis, reference reading, and lectures by the instructor.

It is hoped that students will come to see the formative period of life both as a continuous development and as a succession of stages, and to recognize some of the practical implications of this view. Endeavor is made to build up, in their minds, clear ideas of the child of different ages from kindergarten to high school; to acquaint them with certain established facts and principles of mental and physical growth; to help them recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; above all, to cultivate in them genuine sympathy with children, unperverted by mawkishness or affectation.

(*b*) *Pedagogy.* In the first part of this course attention is given to some general educational principles; the meaning and aim of education, relation of the school to other social institutions, value of studies. The main part of the course, however, has to do with practical school questions. The psychology of teaching and learning is studied in detail. Teaching processes and methods are analyzed. The dependence of method upon subject-matter and stage of mental development is clearly shown. Discipline is discussed thoroughly. The present teaching experience of the students and their observations of children are utilized constantly. Hygienic considerations permeate the atmosphere of the

course. No text is prescribed. White's *Art of Teaching*, Hinsdale's *Art of Study*, and Fitch's *Lecture on Teaching* are used largely for reference. Each student is required to read carefully and report upon some educational book of solid worth.

History of Education. Second year, second term, three periods a week.

Study of the history of education is significant for teachers in that it furnishes background for the interpretation of present conditions, gives pictures of historic successes and failures that may serve as spurs or as restraints, inspires by its ideals, and enlarges at once the personal and the professional horizon. Under this last may be specified the realization of the historic dependence of educational theories and institutions upon social, economic, and religious conditions; and *vice versa* the causal influence of education upon these other factors in civilization.

The plan of presentation includes lectures by the instructor, readings from the sources by the instructor and students, and intensive study by each student of some special topic. During the first month a topic is assigned to every student to be reported upon later in the form of lecture or selected readings. The instructor supplements these reports by lectures which give the necessary settings and make the appropriate connections. This plan gives the student opportunity to do intensive work on one subject and to present the results of such study in an interested and interesting way; and at the same time, by careful selection of topics, it insures a consecutive presentation of the salient points of modern educational history.

School Economy and School Law.

School economy and school law are considered during the last term. In the former as much practical assistance and direction as possible are given. It is important that graduates know how to organize, conduct, and govern a school. While there is much that they must learn from experience, and can learn in this way only, they should be masters of the situation from the beginning as fully as are young graduates from other professional schools in regard to their special work. They must know "what to do, when to do it, and how to do it."

Tompkin's *School Management* is read and discussed. This is made the basis for a number of lectures which include somewhat detailed directions for the management of a country district school. Following are some of the topics considered: "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under the last head are considered such topics as: "The Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His

Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such"; "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen, and as a Leader."

ENGLISH.

ISABEL W. PIERCE.
JOSEPHINE E. SEAMAN. MARY G. BARNUM.
LOU HELMUTH.*

The two lines of English work—language and literature—are carried on throughout the course, and so correlated that each may supplement and reinforce the other. Much emphasis is placed on practical knowledge of the fundamental principles of grammar and composition; on clear thought and pointed expression; on some appreciation of the best literature and a genuine enthusiasm for good reading. The course aims also to secure on the part of the student-teacher sympathy with child-nature, insight into its needs and the means of satisfying them, resourcefulness, and power of initiative.

A brief topical summary of matters found strictly essential to composition has been prepared by the English teachers in conference, and has been placed in the hands of all students. The gain resulting shows clearly the helpfulness of a simple and explicit standard of requirements constantly insisted upon. Waste and misdirection of energy in the English work of the Normal School are guarded against by close co-ordination with that of the Training School.

The facilities for English study are already good and are improving year by year. The library is supplied with reference books on language, literature, and methods, and with an excellent assortment of works in general literature. In many cases sets of duplicates afford copies enough to supply entire classes in both the Normal and the Training School. Several hundred prints and photographs furnish illustrative material for mythology and general literature.

The time given to this subject is three periods per week for each term.

FIRST YEAR, FIRST TERM.

Literature.

(1) *The Myth and Race Epic.* Palmer's translation of the Odyssey; Mabie's Norse Stories; The Rhinegold; Siegfried. These are read and made the theme of class discussion and occasional papers. Points especially emphasized are the life, character, ideals, modes of thought of the earlier peoples, as revealed in their respective myths and hero stories.

*Absent on leave. Josephine Devine, substitute.

(2) *The Novel.* The Mill on the Floss, or The House of Seven Gables. One of these novels is read and discussed with reference to plot, characters, setting, central idea, view of life set forth. The purpose is to awaken intelligent and sympathetic appreciation of the story as a picture of human life, rather than to make a critical study of technique.

(3) *Expository and Argumentative Prose.* Selections from Lincoln. These are studied with special reference to the organization of the thought. The work is preparatory to the more severe logical study of the following term.

Language.

Composition: Narration and Description. The principles of narration and description are considered in connection with illustrative types found abundantly in the literature. Much practice writing is done, in which directness and accuracy are required, spirit and vividness sought. A careful adjustment of the course to actually observed needs of high school graduates in dealing with practical language problems has resulted in stress on two phases: the selection of material, the correction of papers. Much effort is required in helping the future leaders of children away from bookish abstractions and literaryisms, in encouraging them to open eyes and ears and sympathies to the wealth of material close at hand in nature and life, notably in child-life. Likewise, training in the criticism and correction of papers must be extensive to insure any degree of skill in really helping young writers, in encouraging fresh, sincere expression however naive, in distinguishing serious errors, in eliminating them by sensible and insistent drill.

FIRST YEAR, SECOND TERM.

Literature.

(1) *Prose.* Selections from the following writers: Emerson, Ruskin, Carlyle, Burke. These works are studied intensively with the aim of leading the student to grasp the writer's thought, not in bits, but as a whole. Emphasis is placed, therefore, on logical structure. The specific methods are more fully indicated under the head of Language.

(2) *Poetry.* Comparative study of nature poems from Lowell, Shelley, and others; selected poems from Emerson; The Commemoration Ode; Sohrab and Rustum; Idylls of the King.

The aim is to lead the student to such an appreciation of the musical, emotional, and imaginative power of poetry as shall become a vitalizing force in his teaching of this highest form of literature. In accordance with this aim, the study of technique is entirely subordinated to that of the emotional and imaginative content of the poem.

Language.

Composition: Exposition. The principles of exposition (or better, explanation) are made familiar by searching logical interpretation of

types in the literature studied. Composition comprises practice in outlining, abstracting, and summarizing, also in presenting brief oral and written expositions of practical topics.

This logical training is indispensably professional. The ability to organize material, to perceive logical relations, to get at the gist of a matter, is fundamental in a teacher's work, from arranging a course of study to assigning a single lesson according to real units and structural divisions, from getting the heart out of reference material to planning recitations which shall have beginning, leading up to the subject apperceptively; middle, cogently presenting the principal points in proper sequence; and end, summarizing, clinching.

SECOND YEAR, FIRST TERM.

Grammar.

Review of the subject with emphasis on the organizing principles of thought and expression that are applicable implicitly in all language work, as well as explicitly in the teaching of grammar in the seventh and eighth grades. The course is intended particularly to develop in some degree judgment in discerning essentials, courage in ignoring non-essentials, and ability to handle the subject for real ends; clearness of thought, ease and acumen in interpretation, strength and accuracy of expression. Traditional and formal methods are avoided as out of keeping alike with the distinctively logical spirit and development of English, and with the practical needs of children. The work comprises: topical study of the structural parts of a sentence, logical and formal; reports from standard logics and grammars, resultant familiarity with Whitney, Carpenter, and Kittredge; much analysis of continuous prose; much practice in the correct use of important and difficult forms; special attention to methods of teaching and suitable use of texts.

SECOND YEAR, SECOND TERM.

Language. One hour a week.

About the method work in grammar and composition several lines of effort and investigation center. Class instruction and discussion include: application of general principles to special problems; reports of actual difficulties or successes, of ways that have proved stimulating or futile; presentation of plans for criticism and suggestion; test of student-teachers' ability to deal constructively with the efforts of pupils, to correct errors and suggest remedies.

In connection, departmental work is carried on in all the grades in the interest of unity and systematic progress: visiting, observation of oral work; scrutiny of written work in all grades and subjects; conference with teachers of both Normal and Training departments, with the purpose of finding ways a bit more simple and close to life in which the

children of the schools may be led. A tentative schedule has thus been worked out and placed in operation throughout the grades. It limits the amount attempted to forms of actual importance in daily expression; it suggests in what grade such essentials may best be taken up, one at a time, progressively; especially it provides for continuous practice in all subsequent grades, until right use shall become habitual; it reflects the unanimous conviction that details are not worth mentioning anywhere that are not worth mastering. This schedule and other plans for concerted action are explained in the method class to the student-teachers of all grades and subjects—an opportunity invaluable in such a subject as formal English, which should be taught mainly by correlation.

In the end the outgoing teachers have come to realize their responsibilities and to face real problems. They have come to realize that the conditions for expression must be natural, that material must be drawn from sources intimately familiar, that it should be expressed with interest and freedom. They realize that the duty of the teacher's high calling is the abjuration of special devices and texts; the determination to arrange language work that is really for the children and by the children, hence to find out, in every case, what the children actually need, and what interests and powers can be actively enlisted and fixed into useful habits of expression.

Literature.

Two hours per week are given throughout the last term to the discussion of literature for the common schools. The work follows two distinct though interwoven lines. The first division embraces class study of groups of material arranged to conform to the predominating characteristics of child-nature at differing stages of development, as well as of the principles of selection underlying each grouping. The second division is concerned with the solution of practical problems of method as they arise in the daily work of the student-teachers in the Training School.

The first division deals directly with the following topics:

1. The inherent nature of literature and the secret of its appeal, as shown by Shelley, Stedman, Pater, Tolstoi, Mabie, Warner, Lang, and others.

2. Brief résumé of the facts of child-nature to determine principles which should govern the selection of material. Reference is here made to Sully, Adler, Harrison, Blow, Froebel, and others.

3. The aims and purpose of literary study in elementary schools, shown in the works of Hiram Corson, Horace Scudder, and others.

4. Study of typical groups of material in light of child-nature, for underlying spirit and distinctive characteristics:

   (*a*) Folk-lore, nature-myth, fairy-tale, folk-story.

   (*b*) Culture-lore, fable, allegory, proverb, hero-story, modern story of child-life, poetry.

An important phase of the work at this point is a discussion of various adaptations. Reference is made to Hawthorne, Kingsley, Chapin, Ragozin, Adler, Baldwin, and others.

5. Educational value of poetry in the grades:

(*a*) Study of the poetic impulse in children, referring to Bolton, G. Stanley Hall, Froebel, Herbart, and others.

(*b*) Examination of collections of verse for children.

6. A brief survey of the course in literature for the Training School, in which are emphasized two lines of thought:

(*a*) The story, idealistic and realistic.

(*b*) Poetic conceptions of nature and expressions of reverence and aspiration.

The effort is to note by what means these lines may most effectively and economically be presented in each year of school, and at what stages of the child's development one or another should be especially emphasized.

The second division of this course deals with method more specifically. Here are presented for class discussion the problems encountered and the results obtained by the student-teachers in their literature work in the Training School. As a result, the class is enabled to work as a unit in the selection of material and in discussion of means and methods of presentation.

It thus becomes the aim, finally, to leave with each Senior, not only a carefully selected list of material for literary study in the schools, but also, what is more fruitful, the reasons for each choice as regards both content and form. Most important of all is it that the student-teacher as he passes from the course be keenly alive to the problem of literature in the schools, and reasonably sure of his ground when face to face with its difficulties.

SPEECH AND ORAL READING.

CHARLES DON VON NEUMAYER.

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 a correct use of the voice. The character of the work tends to overcome incorrect habits of enunciation and articulation, to develop a fair quality of voice, and to establish a natural manner in speaking and reading. The purpose is to avoid two opposite faults: one, that of relying on mere technical training; the other, that of relying for right expression upon mere sympathy with the ideas of an author.

In the teaching of reading, analysis and technique go hand in hand. In the brief time given to the subject, the first half of the term is devoted to correcting the most common faulty habits of speech: poor articulation

and poor quality, through study and practice of the elements of speech; lack of vocal power, through the management of the breath. In the last half of the term the main purpose is to train the student to appreciate the best literature, and to read it with proper expression.

During the last year, when the student is gaining his teaching experience in the Training School, one period a week is devoted to the methods to be used in the different grades. The greatest stress is laid on the following points: the practical work in oral expression best suited to the child; how that material may be so presented that its influence will be felt in the subjects of literature, history, geography, etc.; how the child may be taught to read with ease and pleasure.

The aim of the work is to fit the student to assist the natural growth of the child in oral expression. This development can be gained through systematic training and correct example in the school-room.

In order that the student may meet the requirements of public school teaching he necessarily must have a theory of the subject so practical that he can apply it in his Training School work; this theory is adapted to the different grades.

In general the work involves the development of the natural properties of the child's speaking voice: pitch, intensity, quality. This development is best gained by the use of simple exercises and of reading material the thought of which demands special effort on the part of the child. Moreover, since much may be gained in vivacity and freedom of expression by recognizing the natural dramatic instinct of children, the students are shown that they must actively enlist this instinct in the teaching of oral reading.

The value of this work in the student's last year can not be overestimated, as it is of the most practical nature, associating what has been taught with the power of teaching.

The text-books used are: Metcalf and De Garmo, *Drill Book in Dictionary Work;* Mark Bailey, *The Essentials of Reading;* John Hullah, *The Speaking Voice.*

HISTORY.

HARRIET E. DUNN. AGNES ELLIOTT.

Besides the distinctively pedagogical work pursued in the last year of the course, one term is devoted to a review of those phases of European and American history having the most direct bearing on the work of the grades. The object here is not so much to present facts as to lead the student to consider the subject from the teacher's standpoint.

Topics: Characteristic life and work of the Greeks and Romans; the extent and influence of their civilization.

The Teutonic conquests of southern Europe and of England; the Dark Ages; the growth of free institutions among the Anglo-Saxons.

The Crusades, the Revival of Learning, and the Renaissance, with special reference to the development of commerce and the discovery and exploration of new lands.

The Reformation and the Puritan Revolt; the colonization of America; the character and institutions of the colonists.

Causes and results of the Revolution as shown in the public documents and the literature of the time; the dangers of the period following the Revolution; establishment of the United States Government; early economic conditions; the Industrial Revolution in England and the United States; commercial independence through the war of 1812; effects of geographical features and of climate on the life of the people of different sections; territorial expansion; increase and distribution of population; development of the West; struggle over the extension of slavery; political, social, and industrial changes brought about by the Civil War; prevailing conditions and important questions of to-day.

Throughout this course careful attention is given to the selection of historical readings and illustrative material adapted to primary and grammar grades. School texts, supplementary readers, collections of "sources," biographies, extracts from the larger histories dealing in an interesting way with definite periods, pictures, maps, poems, stories, and standard historical novels are examined as to interest of subject-matter and suitability for school-room work.

Students are encouraged to make collections of material suitable for use in primary and grammar grades, such as newspaper clippings, magazine articles, and pictures. They are required to keep in the history note-book: (1) careful record of (*a*) this illustrative material with a view to actual teaching in the grades, and (*b*) their own library research and reading from larger histories and "source material"; (2) outlines and summaries of the most important topics studied. Former students have found well-kept note-books of this character very useful in making selections for the historical department of school libraries.

In all classes, subject-matter and method are determined largely by the fact that the students are preparing to teach; throughout the course, the demands of public school work are kept before them.

In the last term, these pedagogical aims are brought together and definitely presented in the course in history method. Here the best authorities on the pedagogy and the methods of history are discussed in connection with examples of work done in the Training School. The course in history and history reading pursued there is outlined and explained. The pedagogical value of the work is shown, its adaptation to training for citizenship, and its correlation with other subjects. The conditions under which it is carried on are compared with those existing in the district and graded schools. In these ways, and in such others

as opportunity offers, effort is made to render the student-teacher self-reliant and resourceful.

The following outline of the history course in the Training School indicates the purpose and scope of the method work in history.

In the lowest primary grades much of the history work centers around national heroes and holidays. In addition, Hiawatha and the story of Docas, the California Indian boy, are read. The interest thus awakened in Indian life and manners is vivified by correlation with such manual occupations as weaving and basket-making.

History, geography, and reading are closely allied in the fourth and fifth years. At the time the geography of the State is being studied, many of the reading lessons are taken from California history. Chief among these are: discoveries on the Pacific Coast; founding of the missions; picturesque life of early California; some of the more important events of later times. Vivid and picturesque accounts of important characters and events in United States history are read from elementary histories and supplementary readers. The child's imagination is awakened and his interest quickened by intimate acquaintance with great men and great events in the history of his country. The historical interest thus established furnishes the only secure and rational basis for the systematic study of American history in the later grades.

In the sixth year attention is directed to the history of other lands and peoples. Greek and Roman hero stories are read, interest in individuals leading to interest in the life, manners, and customs of the peoples. The courses in history and drawing here co-operate. Copies of masterpieces of classic art are brought into the recitation and discussed in connection with reading lessons relating to the art, architecture, and artists of the Greeks and Romans. The children thus have an opportunity to appreciate and enjoy something of the best of the art of the ancients. Following this is a study of the Teutonic people—their advance in civilization during the Middle Ages, and the development of their national life. Stories of chivalry and the Crusades are read in this connection. Some study is made of the Reformation, and of the Renaissance with especial reference to the discovery of America. This year's work closes with stories from English history, special attention being given to the events most closely connected with the history of America.

The seventh and eighth years are given to systematic study of United States history. Information gained through reading in the lower grades is now helpful in showing the connection between the history of our country and conditions and events in Europe. Much attention is paid to the life of the people, the growth of industries, and their influence on the development of the nation.

Throughout the entire course the connection between history and literature is close and vital. Poems, essays, and orations illustrative of

historical events and stimulative to patriotic interest are read carefully. In a brief topical course in current events practical questions of the day are discussed. Such phases of civil government are studied as are helpful in preparing pupils for citizenship and enlightened devotion to country.

DEPARTMENT OF BIOLOGY.

B. M. DAVIS. SARAH P. MONKS.

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 method 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 may be stated 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.

Students admitted to this course have had elementary physiology, and one year's work in either physics or chemistry (usually both). 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, introduction to embryology, etc., are emphasized. Nearly one half of the course is devoted to a comparative study of the nervous system. The general properties of irritability are illustrated by some of the lower forms of animal life, such as the Amœba, Hydra, anemone. After this, some type having a simple but complete nervous system (*e. g.*, an ascidian) is studied. The structure of the nervous system is introduced by a careful study of the neurone as the unit and the grouping of such units into a system. The plan of the vertebrate brain is made plain by dissection of a fish brain. This is followed by a working out of the main facts in the embryology of the central nervous system, using the chick for illustration. The brain of the rabbit is dissected and the principal points are studied. Homologies of parts of the rabbit brain are demonstrated in the human brain from preserved specimens and models. The remainder of the time is devoted to a study of the sense organs, the eye and ear receiving particular attention.

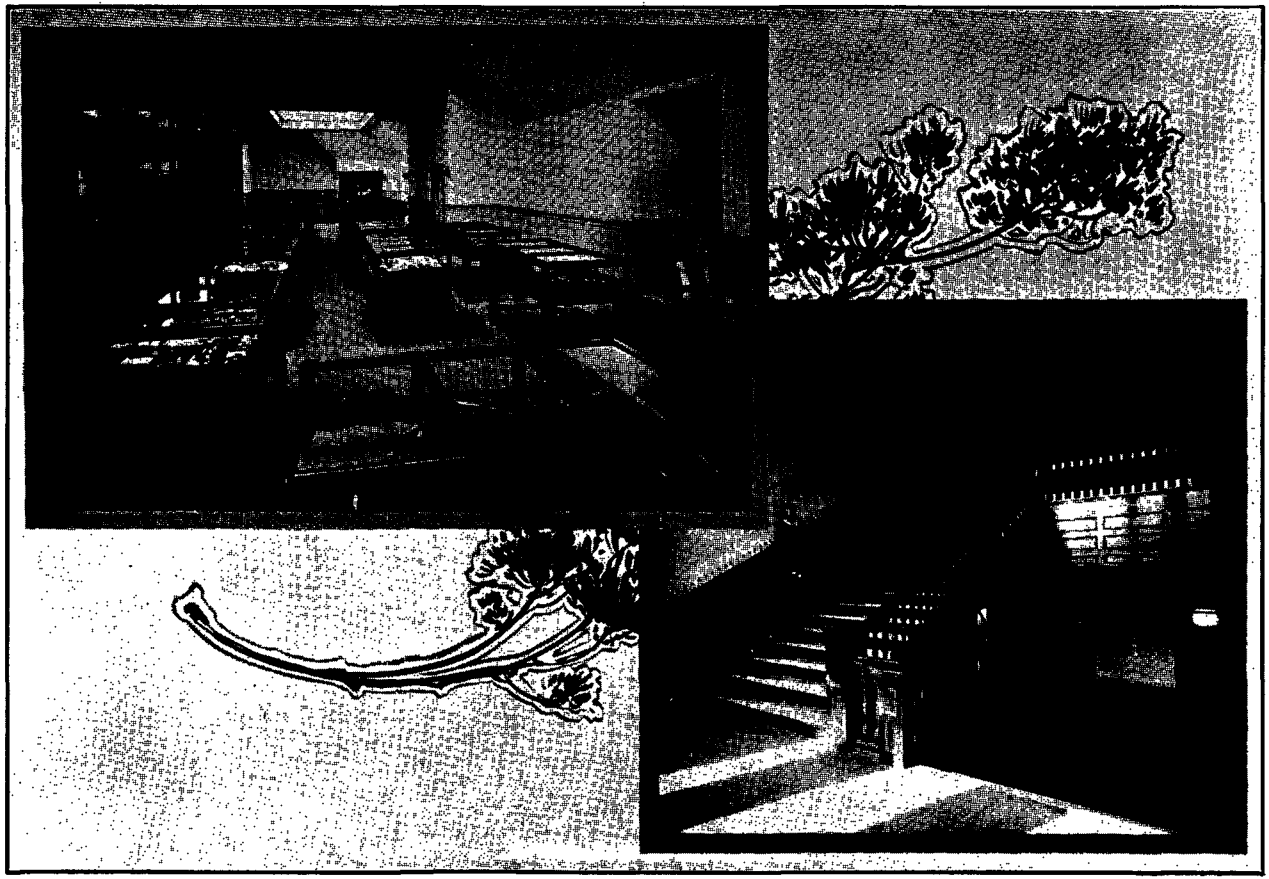
This part of the course in biology is intended to outline the essential physiological facts preparatory to the study of psychology.

Nature Study.

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.

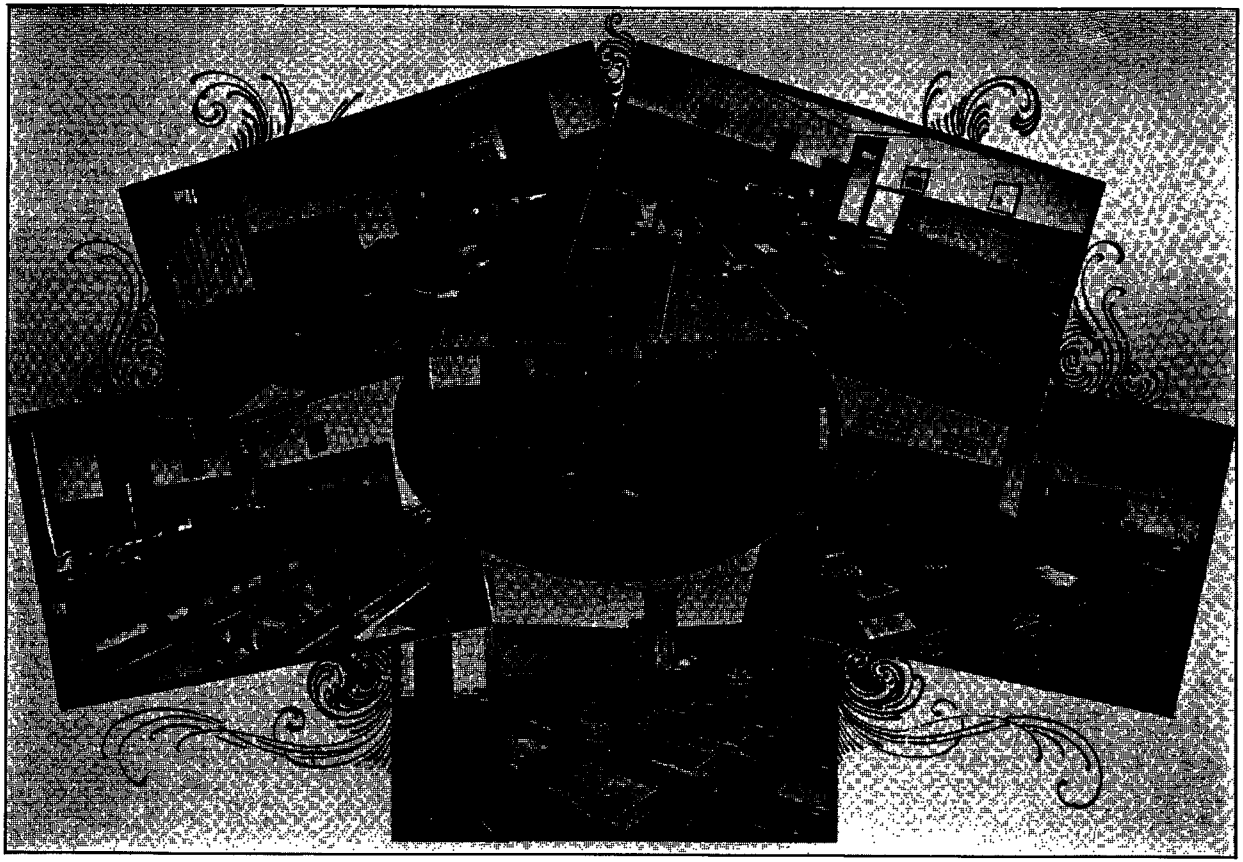
In the Training School, nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

Practicability is 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; topics and methods for physiology in the grades.

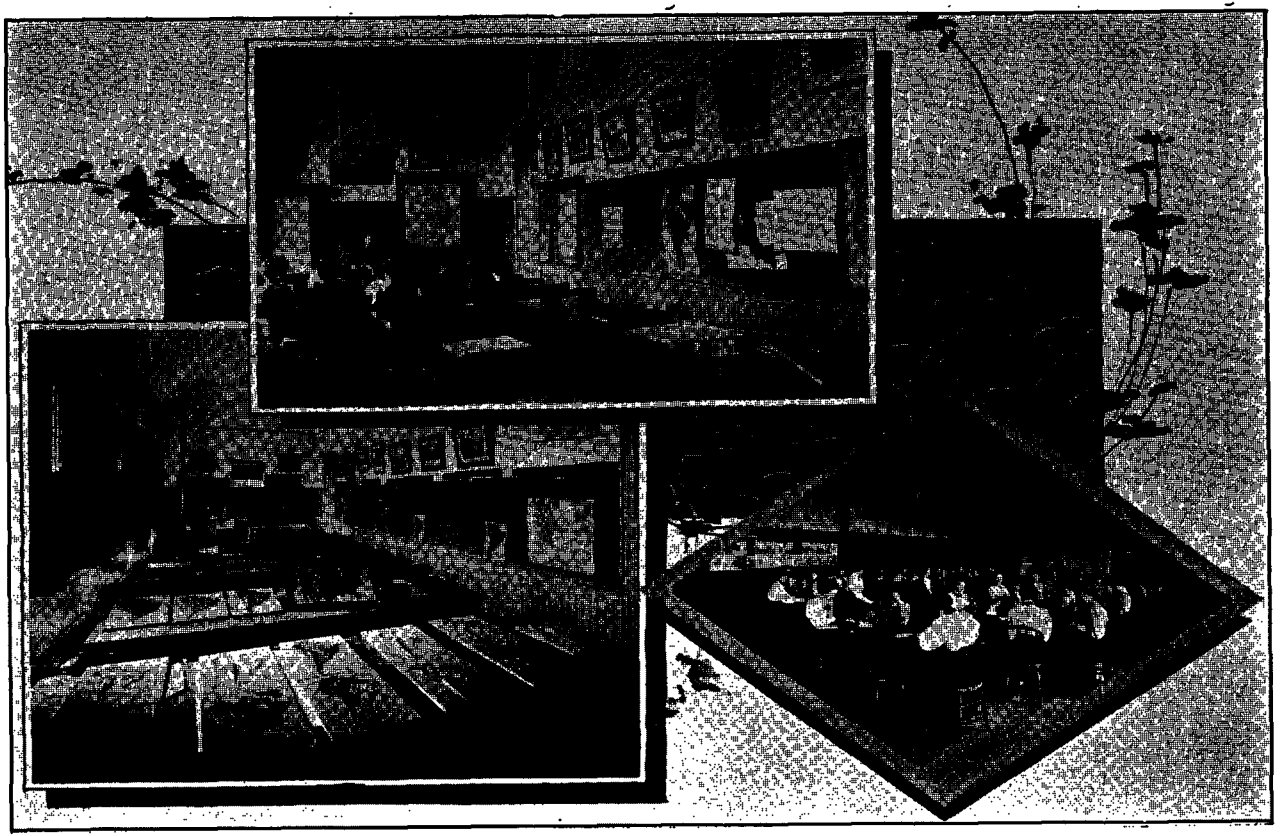


A GLIMPSE OF THE MUSEUM.

ONE OF THE STAIRCASES.



GROUP OF NORMAL CLASSROOMS.



GEOGRAPHICAL LABORATORY.

BIOLOGICAL LABORATORY—2.

GEOGRAPHY.

JAMES F. CHAMBERLAIN.

The student entering the normal school has some knowledge of geography in each of its phases. This knowledge, however, is usually so fragmentary that it does not enable him to see the subject as a unity. He has no grasp of the underlying principles of the subject and no conception of applied geography.

The special purpose of this course is to give the student an understanding of the subject from the teacher's standpoint. It is not possible, however, under existing conditions, to take students as they are received and turn them out properly prepared to teach geography, without giving much attention to the academic side of the work. This will be apparent when it is remembered that the grammar school pupil discontinues the study of this subject about the time that he begins to be able to do some independent reasoning.

The work must therefore have a twofold object: the enlargement of the student's geographical horizon, and the development of the special pedagogy of the subject. The work is handled in such a way as to show the prospective teacher that the essence of geography consists in enabling the pupil to discover for himself the relations between man's environment and his actual daily life. The basis for understanding these relations as applied to remote areas is an appreciation of such relations at home. This concrete study of the immediate surroundings for the purpose of searching out relationships is the foundation of educational geography. The work also shows how geography draws upon and contributes to other subjects. In a word the student is aided in properly placing geography with reference to other branches, and to the child.

In the limited time available no attempt is made to give an extensive course in subject-matter. The time is devoted rather to an intensive study of a single continent. It rests with the student to apply a familiar method to his later individual treatment of unfamiliar areas. The most important centers of human activity in the given continent are taken up, and the causes leading to their development and present importance worked out. This procedure necessarily reaches out into the geography of other areas and thus shows the interdependence of individuals, communities, and nations.

Suitable methods of treating the various topics are discussed in class. This brings out the special pedagogy of the subject, its relation to general pedagogy, and its application to the work of the public school.

Although the importance of laboratory and field work is urged by all authorities, it is, in most places, still a matter of theory. Students in this Normal School follow a regular course in such practical directions.

It consists of a large number of exercises, each of which serves to illustrate some relation between life and its environment. Much of the apparatus used is made by the student, who thus not only acquires a firmer grasp of the subject than can be obtained in any other way, but also prepares himself to adapt similar work to conditions that may obtain in his own school.

From the very nature of the subject symbols must be largely used. Good maps are invaluable symbols and should always be before the class. Instruction is given in the making and interpreting of maps of various kinds. Raised maps of continents are constructed by students These are taken by them into the schools of the State and constitute a part of their equipment for teaching.

The geographical library contains more than three thousand pictures and magazine articles and is being steadily enlarged. Constant use affords training in the proper handling of them, and students are instructed as to their collection and classification. Material bearing on the industrial and social life of mankind is being collected and used. The pedagogical value of such material is pointed out and means of collecting it indicated.

During the last half-year of the course weekly meetings are devoted to the discussion of methods in geography. This work is of particular value to the student-teachers, as it takes up the actual problems encountered by them in their daily work in the Training School. Discussions are also based upon what the teacher of geography observes during his visits to the Training School. The conditions in this school are compared with those in the ordinary public school, and suggestions are made which help students to meet the conditions found there. The discussion of a desirable course of study, grade by grade, is another step in the preparation of the teacher for the actual work of the school.

During the entire professional course every effort is made to give the student such training as will best prepare him to teach geography in the public schools of the State.

PHYSICS.

JAMES H. SHULTS.

For students in the last year a course of forty typical experiments in physics is prepared, to meet the wants of rural schools. It covers the underlying principles of physics in its several branches, as well as their application to geography, botany, and physiology. A proper introduction through observation, experiment, reading, and discussion is indicated. The elements included are the simple principles of mechanics, heat, light, and electricity, arranged from the point of view of child psychology. This syllabus and typical experiments are discussed with students individually and in classes to determine the best method of teaching the various principles.

Opportunities for observation and practice in the Training School are utilized according to the outlines of the syllabus. The biographies of men eminent in science and invention, and short talks by the teacher upon famous artisans find a prominent place in the course of instruction for the grades. Every facility is furnished the prospective teacher from the well-equipped physical laboratory for experimental work; the manual training department furnishes him with tools for the construction of apparatus, and the chemical laboratory aids in the study of electrolytic actions; while the well-stocked library affords opportunity for thorough preparation and extended research. Upon leaving the school, students carry with them the apparatus which they have made, and are thus prepared to introduce simple courses in physics in their schools, practically without cost.

ARITHMETIC.

MELVILLE DOZIER. MAY A. ENGLISH.

Arithmetic, to be valuable, must give ready and accurate knowledge of the composition and relations of numbers, must discipline the reasoning powers, and must train to clear and concise statement of fact.

We have a right to expect pupils who have completed the eighth grade to be accurate and reasonably rapid in the fundamental operations, to be ready in handling common fractions, decimals, and the chief denominate numbers, to be able to calculate percentage and interest, and to solve with ease practical problems in mensuration.

Arithmetic is a unit; there are branches growing out of the main trunk, but they are not separate, distinct. It is the province of the teacher to emphasize this fact, to trace to its source each new topic presented, showing its relation to and development from the old. Some of the topics are to be mastered, as the fundamental operations; some are to be considered but slightly, as most denominate numbers; some are to be ignored, as true discount, average, stocks, and exchange.

The power to think comes from free and continuous mental exercise. Pencil and crayon are good in their places, but the best training in arithmetic is obtained by purely mental solutions. Preceding each recitation there should be drill in number combinations to give rapidity in factoring, tables, aliquot parts, etc. This drill must not be occasional, but daily; it is one of the most important details in teaching arithmetic. It is of little use to insist upon this daily oral practice in the lower grades, let it wane in the intermediate, and then undertake to revive it in the higher grades. Ordinarily, it can not be revived.

Every topic new to the class must be clearly developed in accordance with the apperceptive principle: the known is the starting point for all that we do or learn. Reviews must be continuous, not formal. Fresh problems, differing in material and phraseology from those already used, must be chosen to present new aspects of old subjects, to place known

principles in different perspective. Most of these review problems should be oral; the written form may be required occasionally to clear up some question of relation or to enable the class to picture the business transaction.

The recitation consists, broadly speaking, of two parts: the mental drill and the problems. The former has been noticed already and does not require further expansion. After the second year in arithmetic, fully nine tenths of the work is in problems. In dealing with them certain essentials must be required:

1. The interpretation. What does the problem mean? What is the story of the transaction? It must be brought within the pupil's experience; difficulties as to subject-matter or phraseology must be removed. Many times it is not because children are dull that they fail in solving problems, but because the problems are outside of their experience.

2. The solution. This is entirely a mental process and consists of determining the relations of the given numbers.

3. The mechanics. By performing operations already indicated the required result is obtained. The written form of the problem should indicate the logical steps in its solution; the results determined by mathematical operations should be so labeled as to indicate the relation of the numbers combined.

The following solutions of a very simple problem are typical. The first, taken from a school-room where it had been approved by the teacher, is roundabout, stilted, and incorrect in all save the mechanics; the second is direct, brief, and logical.

A man bought 5 horses at $75 each and 12 at $68 each. He sold the whole at $73 each. Did he gain or lose, and how much?

1. 5, number of horses bought.
$75, price per head.

$75
×5
—
$375, cost of 5 horses.

12, number of horses bought.
$68, price per head.

$68
×12
—
$816, cost of 12 horses.

$375+$816=$1191, whole cost.
5+12=17, number of horses sold.

$73
×17
—
$511
73
—
$1241, selling price.
$1241−$1191=$50, gain.

2. $75−$73=$2, loss per head on first lot.

5×$2=$10, loss on 5 horses.

$73−$68=$5, gain per head on second lot.

12×$5=$60, gain on 12 horses.

$60−$10=$50, whole gain.

Arithmetic can have little of its oft-vaunted disciplinary effect while incumbered with such grotesque travesties of reasoning as illustrated above.

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.

MUSIC.

JENNIE HAGAN.

The work in music done in the Training School and 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* on her part, 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: exercise 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.

DRAWING.

ADA M. LAUGHLIN. MARY SMITH.

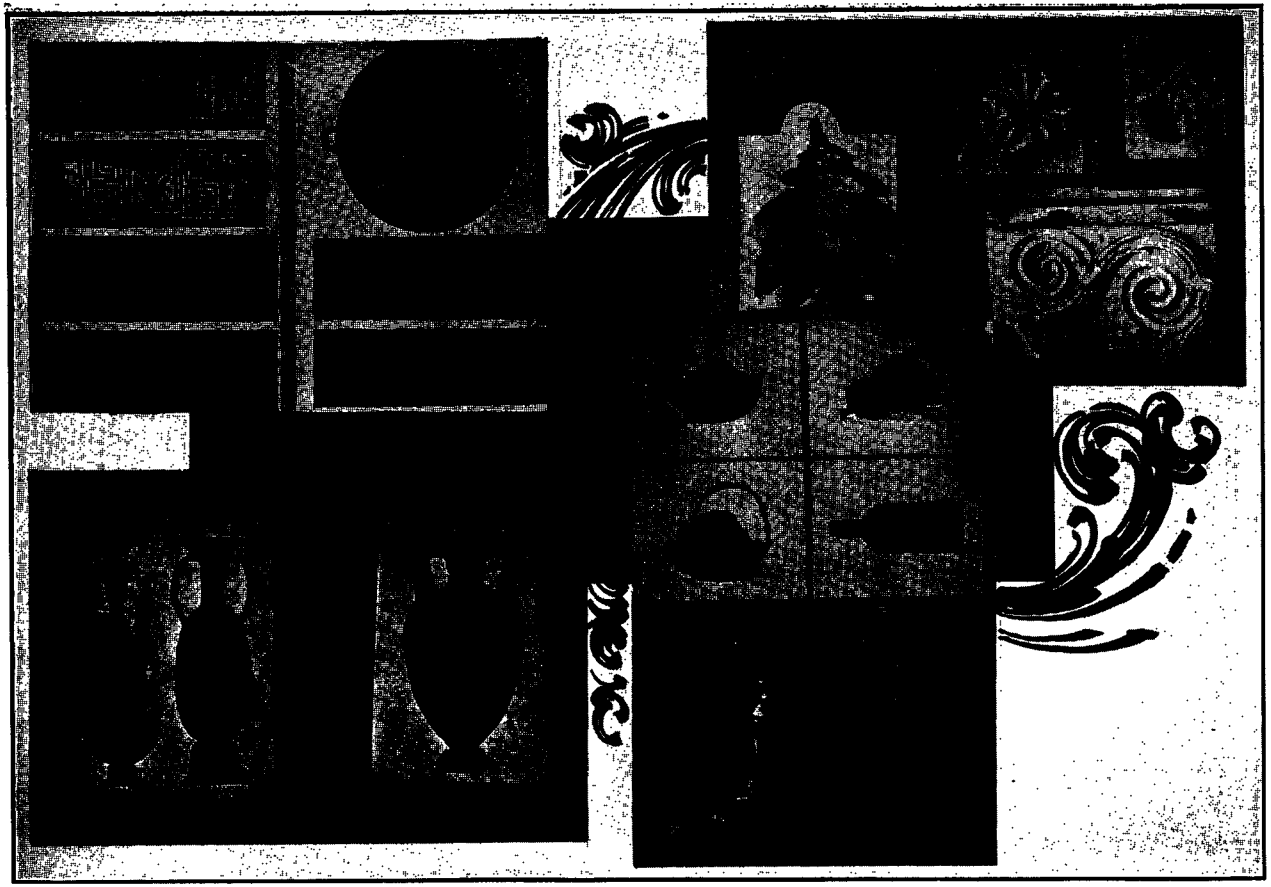
The purpose is to prepare as thoroughly as possible for the practical teaching of form study, drawing, and color in all grades of the public schools. The result desired is the quickening and cultivation of the artistic sense and the acquisition of the nucleus of a vocabulary of art expression. There is no intention of furnishing students with material to be doled out again to pupils who shall come under their charge; on the contrary the specific purpose is to secure real growth in art life.

The time given to this subject is two periods per week for three successive terms, and one period per week the last term.

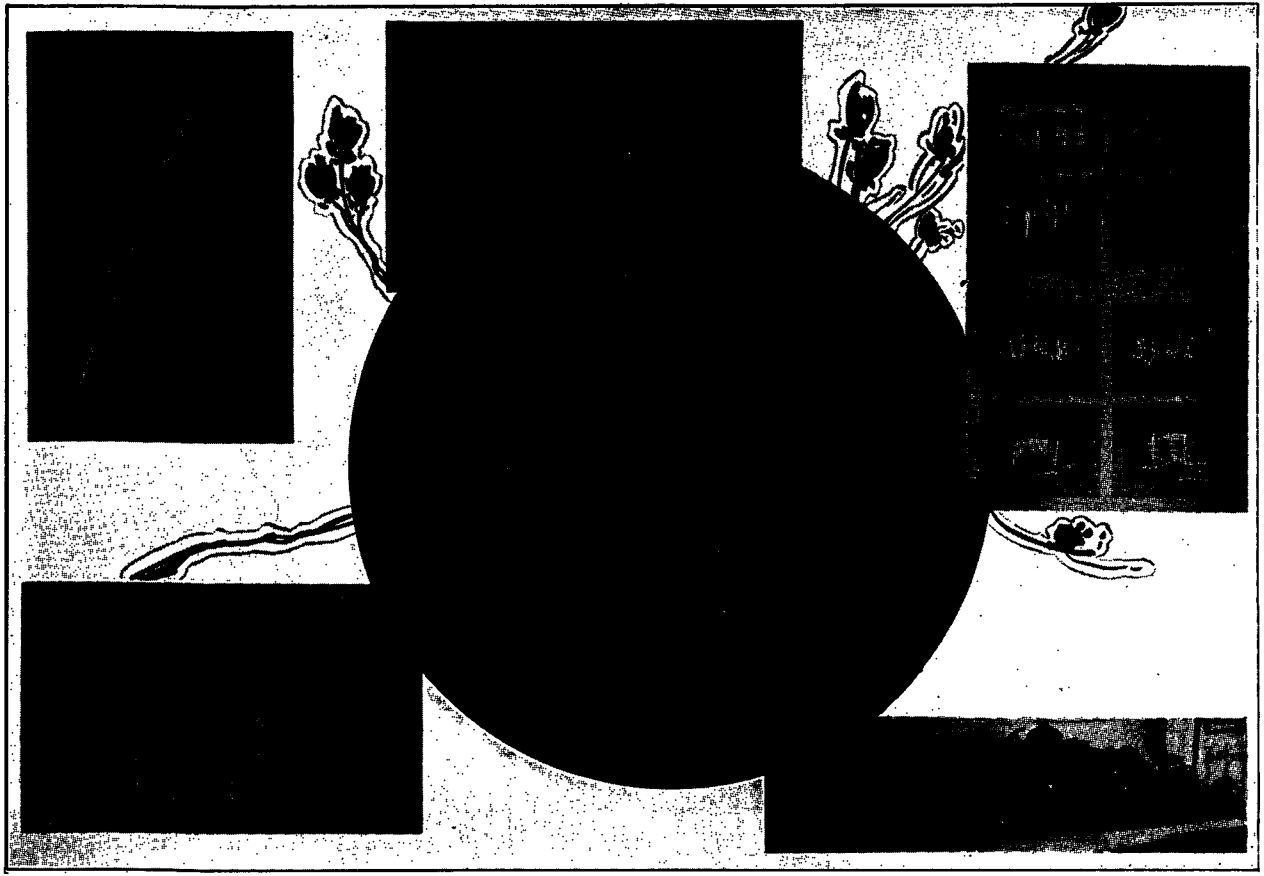
Equipment.

To this department are assigned two rooms of sufficient size to accommodate classes of forty each. They have north light, and are provided

ART ROOMS.



SPECIMENS OF ART WORK—NORMAL DEPARTMENT.



CRAYON, PEN AND INK WORK, AND FREE CUTTING—NORMAL STUDENTS.

with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of achitectural subjects, as well as of the best works of old masters.

The drawing department is supplied with one hundred and fifty reproductions in reduced size of the masterpieces of sculpture and painting, and with a good equipment of plaster busts and casts illustrating historic ornament, fruits, flowers, etc. There are enough copies for class use of Arthur Dow's *Composition* and E. M. Hallowell's *Talks on Pen and Ink;* the library contains also "Masters in Art," Art Histories by Hartman, D'Anvers, Lübke, Goodyear, and Haddon; Histories of Architecture by Fergusson, Horton, Tuckerman, and Clement; Perry, *Egypt;* Pennell, *Modern Illustration;* Elliott, *Pottery and Porcelain;* Day, *Anatomy of Pattern;* Vasari, *Lives of the Painters;* Wheeler, *Principles of Home Decoration;* Kettell, *Composition in Fine Art;* Clement and Hutton, *Artists of the Nineteenth Century*, and others treating of similar subjects.

Outline of Course.

First Year, First Term. Mass drawing at the blackboard. Form study from type solids and common objects. Clay modeling of same. Clay modeling of fruit, vegetable, and plant forms, casts, stuffed birds, and animals. Skeleton work with wire and clay balls from objects, and also inventive work. Color, using prism, colored crayon and colored paper, brush and water colors. Principles of perspective applied to outline drawing of curvilinear and rectangular forms, including type solids and a great variety of common objects. Study of nature, germination, plant growth, outdoor sketches. Pencil sketches from life to study action in human figure. Mass drawing to illustrate children's games. Scissors, first manual training tool used. Free cutting for illustration and design.

First Year, Second Term. Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals to study action and proportion. Plant form in pencil. Objects with background and foreground. Imaginative drawing for illustration. Pen and ink drawings from objects and plants. Lettering, plain and decorative. Illustrated poems. Color work from plant and insect forms illustrative of nature study. Notan of two tones. Notan of three tones. Original designs for book covers and magazine pages. Studies from the Japanese. Charcoal sketching from objects, casts, and plant forms. Pencil studies. Water color from nature and objects.

Second Year, First and Second Terms. Methods covering all work of the eight grades in the Training School.

Throughout the entire course, pedagogical principles and proper methods of presentation are emphasized. These constitute the entire

work in the Senior year. The daily work of the Training School pupils is reviewed in method classes, and the experiences related are made the basis of practical suggestions for more efficient work.

Plans are made, criticized, and discussed, work is compared, and often model lessons are given.

Instruction in care of materials, in manner of presentation of subject-matter, and in the aims and scope of work to be undertaken in the ordinary graded or ungraded schools, is made as practical as possible.

MANUAL TRAINING.

CHAS. M. MILLER,
DRAWING AND DOMESTIC ECONOMY TEACHERS.

Manual training consists of a variety of occupations which serve to develop the powers of the worker through "spontaneous and intelligent self-activity." Every voluntary act of the outward bodily life "is first rehearsed in the inner thought life"; since every step in manual training is a voluntary act, every exercise demands careful mental solution of each particular problem.

The Normal Course in manual training confines itself to cardboard construction and woodwork. Owing to the breadth of the curriculum the time limits for each subject are strictly set. Students, however, who are proficient in these two forms of manual training can easily adapt themselves to various other occupations, desirable in the lower grades, and construct plans for complete courses.

The cardboard work is divided into three series, and as far as possible useful articles have been selected. The series are as follows:

(1) Plane geometric forms in such models as bookmark, tag, match-scratcher, etc.

(2) A folded series, representing solid type forms; as basket, spectacle case, match safe, cornucopia, etc.

(3) Cover paper models; as blotter-pad, calendar, box, tray, pencil case, etc.

Only a few models have been placed in the first series, as the object has been simply to direct the pupil's whole attention for a short time to careful measurements, drawing of straight lines, and the cutting of straight and curved lines. The models used in the Normal Course contain more difficult forms than those used in the Training School. There are more models made in the second series, and the processes of construction are far more complex. The model has more dimensions, with sides, ends, etc., which must be planned, cut, folded, and pasted, beginning with a plane surface. Some decoration is used in this series. In the third series not only are the models made of pulp board, but the entire model is covered and decorated with cover papers. Very complex and beautiful models can be made in this group. The student is sup-

posed to have mastered the simpler exercises, and so can direct his whole attention to the more advanced construction and decoration of the model.

In addition to the regular cardboard series, an opportunity is given for some work in book binding. There is equipment for carrying the books through the several stages of the process. Each student is expected to bind at least one book.

A group work series is being planned for the wood sloyd, by which the exercises can be better adapted to the ability of the child and of the student, and in which some choice may be given in the selection of models. This can be done without losing the progressive order of exercises so necessary for the proper development of the powers of the worker. Several models embodying the same principles will be placed in a group. The pupils must make one of each group. The teacher should see the exercise embodied while the pupil sees the model. In this way all the exercises will be undertaken and more interest will be taken in the great variety of form.

The wood sloyd includes mechanical drawing of plans, orthographic and isometric projection, original drawing, and designs for decoration. Original models are encouraged, but such plans are subject to the approval of the teacher. If revision is necessary it is worked out by the student at the suggestion of the teacher. Some chip and relief carving is attempted; not more than one piece of each is demanded, though more may be done. Apparatus is made for other departments, and also designs for personal use.

A turning lathe is now at the disposal of the more advanced wood-workers.

The department now possesses a complete printing outfit. The press is large enough to print an eight-page circular, pages the size of this catalog, in one sheet. Most of the incidental printing for the school is now done "at home." Opportunity is thus given students to learn printing. Much interest has been shown in this occupation.

A full equipment of tools for wood and cardboard work has been provided for both Normal and Training School departments. For the Normal there are eighteen double benches equipped with the tools that are used constantly, while on racks in the center of the room are tools that are used less frequently. The Training School is furnished with twenty-four single benches arranged in combinations of eight each.

A thorough study of exercises suitable for the common schools constitutes the work of the last term of the manual training course. The theory of manual training is presented in the three phases: physical benefit and relationship; mental growth; moral development. Complete analysis is made of the wood and cardboard models. Models not made in the course are more carefully analyzed and directions for making are given. Some time is given to the study of occupations that are applicable to the several grades. Charts of various countries are studied

for the purpose of selecting suitable models for new courses and for making additions and modifications of old ones. Student-teachers have opportunity for observation and practice-teaching in all the grades. In the lowest grades various occupations find place. Raffia, palm, and rattan are used in making the simpler forms of basketry and in coarse weaving. The purpose is to increase skill in manipulation, to stimulate originality in shape and color, and to develop interest in industrial pursuits. Other occupations may be tried from time to time to determine their relative values. In the fourth and fifth grades cardboard construction is the major occupation; in the sixth, woodwork; in the seventh, woodwork and sewing; in the eighth, woodwork and cooking.

DOMESTIC SCIENCE AND ART.

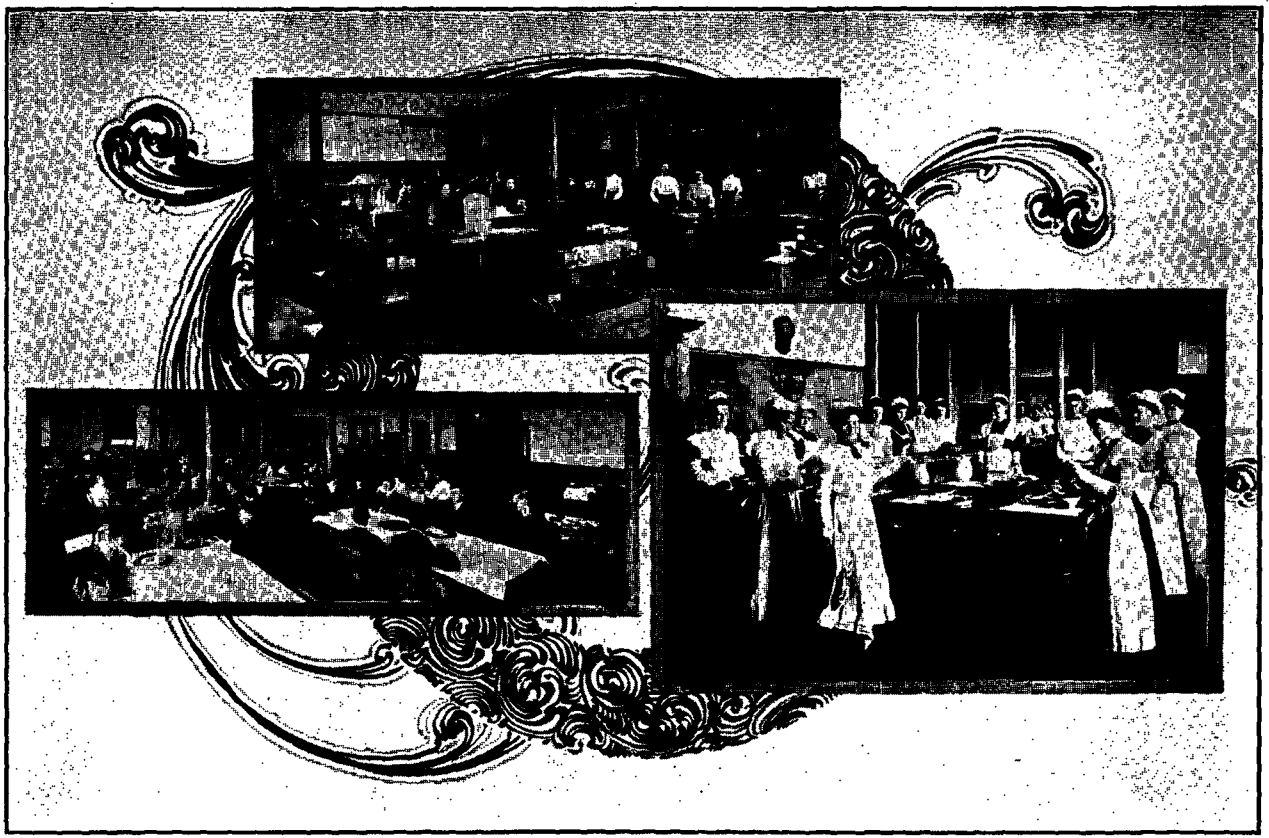
JESSICA C. HAZARD, LUCY J. ANDERSON.

The need of instruction in this group of subjects in our elementary schools is rapidly being recognized. This Normal School, anticipating the general demand for such training on the part of teachers, has undertaken to equip its graduates to meet these additional requirements in the public schools. To give the students knowledge of foods and textiles and to train them in the proper use of these necessities of life is the purpose of this course. The work done along these lines has been successful both in quickening appreciation of the educational value of cooking and sewing, and in giving students sounder ideas of the dignity of labor.

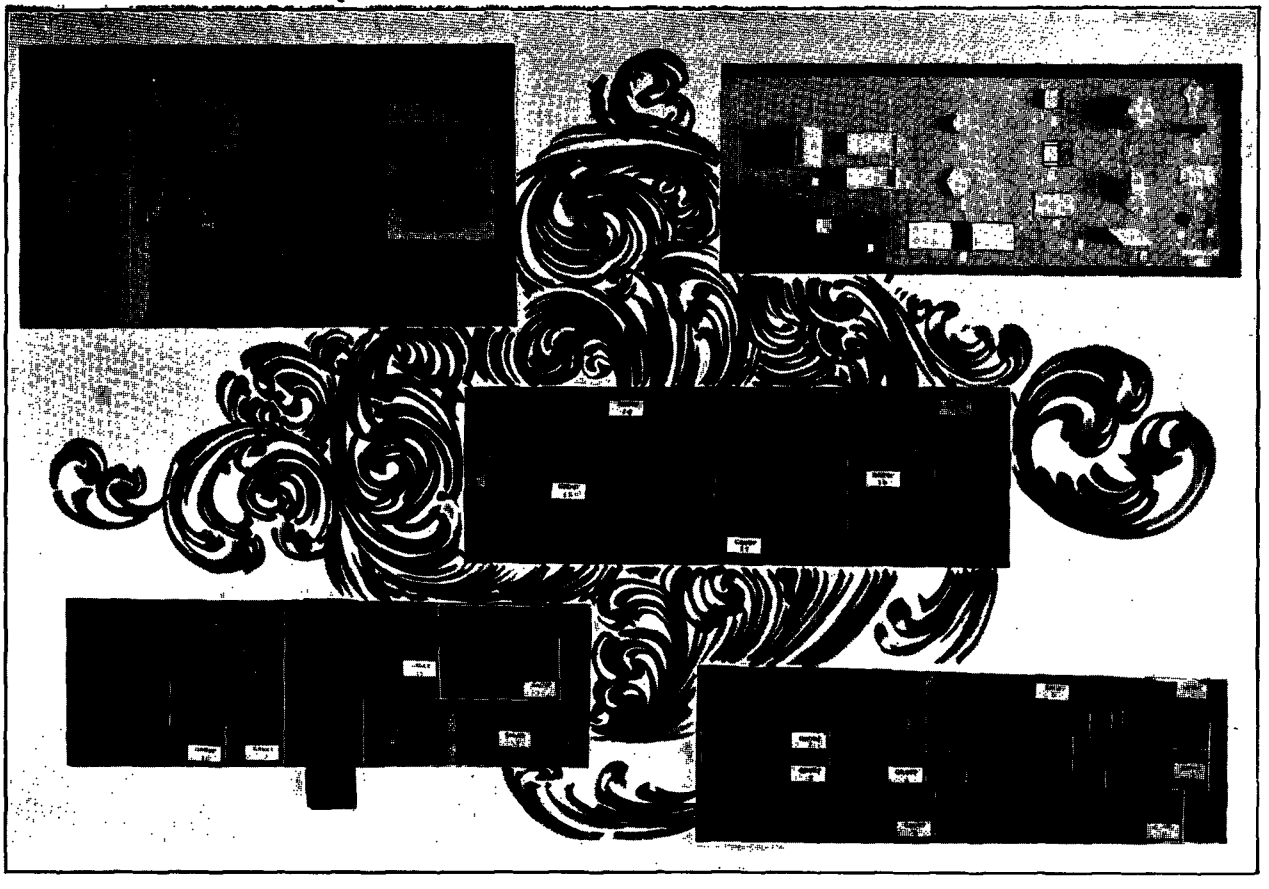
New quarters, commodious and thoroughly equipped, have offered opportunity, during the current year, for enlarging the scope of the work. In addition to the regular instruction of Normal classes, a lunch service for students and teachers of the school has been instituted and systematized, work in cooking and sewing has been introduced into the Training School, and instruction has been given to a class of twenty-five alumnæ, who have re-entered the school for a year of special work in this department.

The course in cooking and sewing is so arranged as to give to the student practical working knowledge along these lines.

In the cooking, 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 main, the dishes prepared in the cooking laboratory are simple and inexpensive, illustrating the fact that the cheaper materials may be transformed, by skillful manipulation, into palatable as well as nutritious food.



STUDENTS' LUNCH ROOM. MANUAL TRAINING ROOM. COOKING SCHOOL.



SPECIMENS OF MANUAL TRAINING—NORMAL DEPARTMENT.

The course is outlined as follows. Foods: essential properties and nutritive value; production; manufacture and comparative cost; principles of cookery, with proportions of materials and simple receipts, suitable for school practice and home use; manipulation; marketing; tests for adulteration; order; economy and cleanliness; fuels and utensils.

In the sewing, as in the cooking, 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. The outline comprises: textiles, origin, production, and manufacture; adaptability; appearance; strength.

The domestic science department has quarters in the lower floor of the annex. The lunch room accommodates about two hundred. The kitchen, adjacent on the north, is used both for recitation and demonstration work, and for the preparation of lunches served to students. The kitchen equipment includes: a large coal range, a gas range, individual gas stoves, a steam-table; cooking utensils, crockery, glass, and silver necessary for instruction and for the serving of luncheons; accommodations for these; necessary food materials.

The students in these departments are not required to purchase textbooks for this work. The following reference books are found in the school library: Hutcheson, *Food and the Principles of Dietetics;* Thompson, *Practical Dietetics;* Yeo, *Food in Health and Disease;* Williams, *Chemistry of Cookery;* Knight, *Food and its Functions;* Rumford, *Plain Words about Food;* Ewing, *Cook Book;* Farmer, *Boston Cooking School Cook Book;* Richards, *Chemistry of Cooking and Cleaning;* Richards, *Air, Water, and Light;* Wilson, *Practical Cooking and Sewing;* Parloa, *Home Economics;* Wheeler, *Principles of Home Decoration;* Government pamphlets; Mason, *Women's Share in Primitive Culture;* Johnson, *Art and Practice of Needlework;* Marsden, *Cotton Weaving;* Walker, *Varied Occupations in Weaving;* Dodge, *Fiber Plants of the World.*

Students of the cooking classes are required to have a long white apron, with bib and shoulder pieces, a circular white cap, and white sleevelets extending half way to the elbow.

Special training consists of teaching under supervision the Training School classes in cooking and sewing, and the study of methods best adapted for use in presenting these subjects in the common schools. Every effort possible is made to keep pace with those institutions which make a special study of industrial training in its relations to the public school. New methods bearing upon conditions peculiar to our State are formulated, discussed, and incorporated into the work. The instruction in this department aims to give to the students the power to apply proper methods of teaching to these special branches; to acquaint them with the materials available throughout the State; and to prepare them to make good use of these materials with pupils in the different grades, not excepting those schools that have no regular equipment.

PHYSICAL TRAINING.

SARAH J. JACOBS.

The course in physical training aims to promote and maintain 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 may be met.

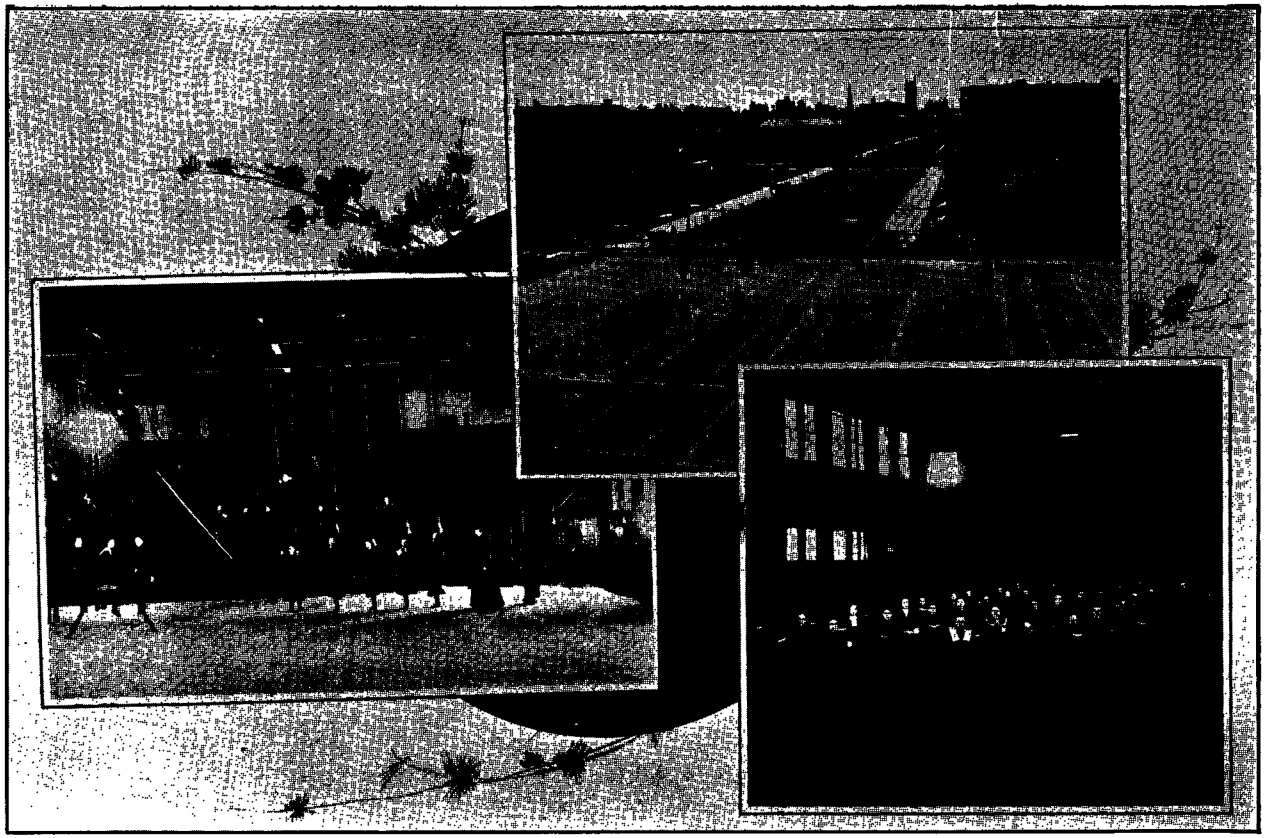
During the first year two periods per week of class exercise are required. Careful attention is given to forming correct habits of standing, walking, and breathing. Prescription work is assigned when necessary. Plays and games are freely used in the gymnasium and in the open air.

The first half of the second year is devoted to theory, with practical applications. The theory includes talks 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 analysis of positions common during school life. This is supplemented by the making of plans and direction of classes in the Training School.

The young men use the gymnasium after school. In addition to the regular work, they devote some time to athletics. The track team participates in "Field Day" with several other schools in the southern part of the State. Basket ball is very popular.

The gymnasium is large and well ventilated. It has a free floor space of 75 by 55 feet; the gallery is 8 feet wide and 12 feet from the floor. It is fitted with apparatus for light and heavy gymnastics, sufficient to accommodate large classes. There are baths connected with the men's dressing rooms; better facilities for dressing rooms and baths are planned for the women students. There are four tennis courts belonging to the school.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent, by the instructor in physical training, to those pupils who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from $5 to $8. The young men should provide knickerbockers, blouse, and gymnasium shoes.



GYMNASIUM AND TENNIS COURT.

COURSE II.

KINDERGARTEN TRAINING.

FLORENCE LAWSON.

In addition to the requirements for admission to Professional Course (1), applicants will be required to pass an examination in music:

(*a*) Instrumental: ability to read simple airs with reasonable facility, in good time, and with fair touch.

(*b*) Vocal: ability to sing simple songs with accuracy and expression.

Any advanced standing in the required work for kindergartners necessitates an examination in all the subjects completed in the first year of the special kindergarten course. This examination shall cover both the academic and the kindergarten training of the year specified in addition to the regular entrance examination, but recent graduates of California Normal Schools may be admitted to a special course of one year in kindergarten training.

A class will be admitted only in September of each year.

Students who do not show some natural fitness for the work by the end of the first half-year will be required to withdraw.

This course of study leads to a diploma on which a Kindergarten Primary Certificate will be granted.

FIRST YEAR.

FIRST TERM.

1. Composition	
2. Biology	5
3. Reading	4
4. Drawing	3
5. Music	2
6. Kindergarten Theory	5
7. Observation in Kindergarten	3
Total, 25 units.	

SECOND TERM.

1. Psychology	6
2. Literature	3
3. Nature Study	3
4. Drawing	3
5. Music	2
6. Kindergarten Theory	
7. Observation in Kindergarten	3
Total, 25 units.	

SECOND YEAR.

FIRST TERM.

1. Child Study and Pedagogy	5
2. Music	1
3. Kindergarten Theory	4
4. Teaching in Kindergarten	15
Total,	25 units.

SECOND TERM.

1. History of Education	3
2. Music	1
3. Kindergarten Theory	6
4. Teaching in Kindergarten	15
Total,	25 units.

Graduates of Course II will be able to complete Course I in one year.

EXPLANATION OF THE COURSE OF STUDY AND METHODS PURSUED.

The special aim and work of this department is to give a thorough practical training in kindergarten methods. Such subjects as relate to general education correspond to those of the Professional Course I.

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. All important reference books and periodicals relating to kindergarten subjects are in the school library.

KINDERGARTEN THEORY AND PRACTICE.

FIRST YEAR.

I. **Kindergarten Theory.** One hour a week to each subject specified.

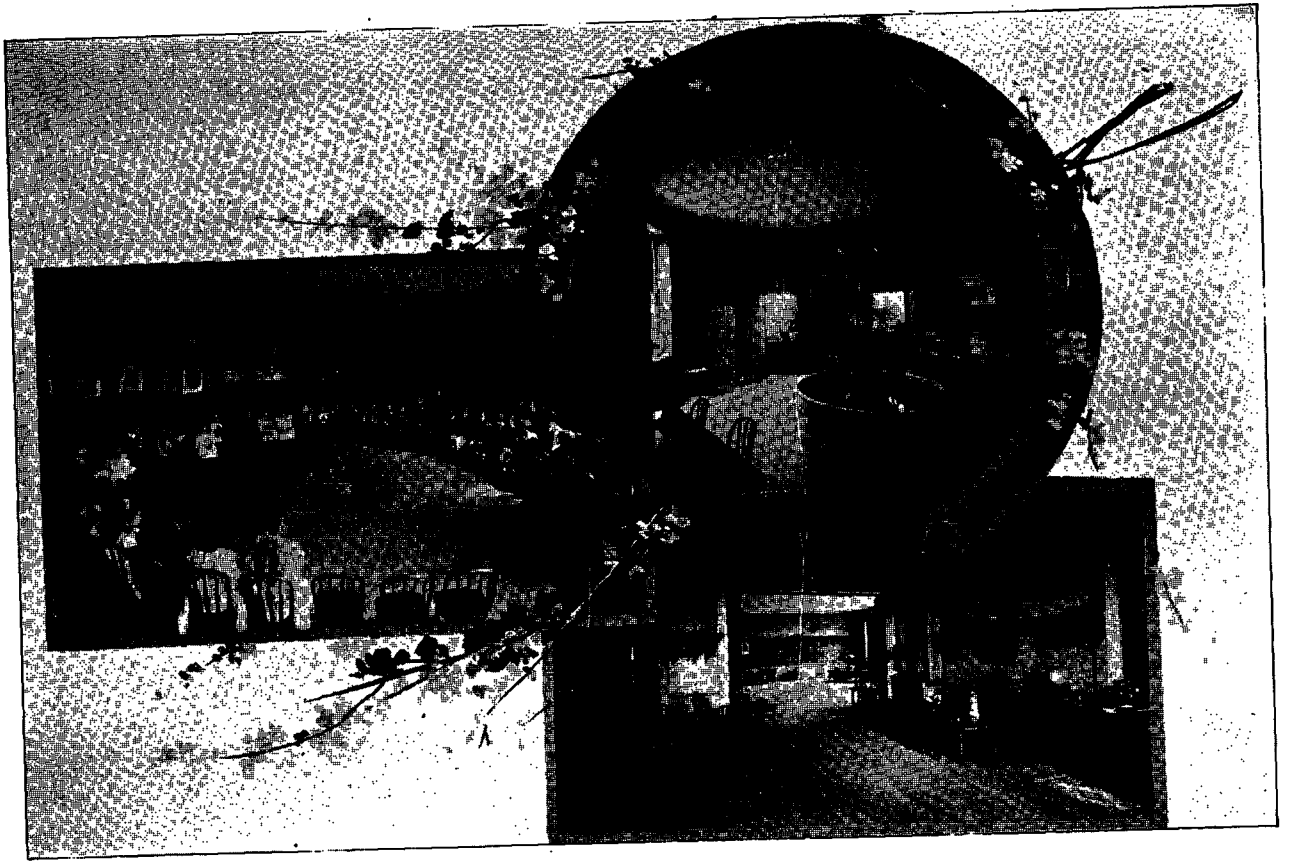
(1) *Froebel's Philosophy.* Study of twenty plays in the Mother-Play Book. Collateral reading.

(2) *Gift.* Theoretic and practical development of gift material. Study of "Pedagogics of the Kindergarten." Collateral reading.

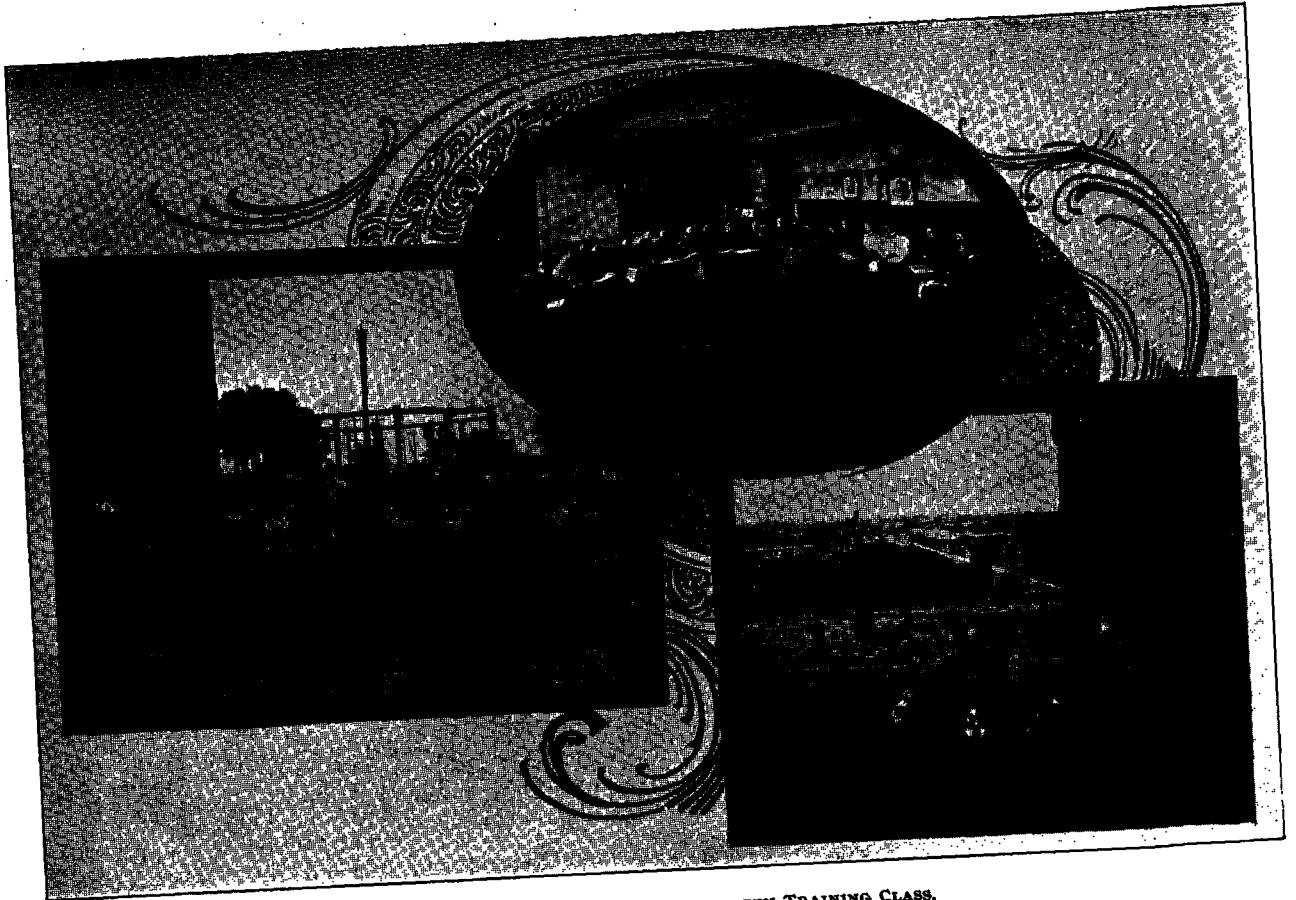
(3) *Occupation.* Completion of Froebel's hand work.

(4) *Games.* Practice in playing games. Study of music and form.

(5) *Miscellaneous.* Study of activities and interests of young children, based on work in psychology and observation in kindergarten. General outline of program work.



KINDERGARTEN ROOMS.



GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN. KINDERGARTEN TRAINING CLASS. GARDEN FOR KINDERGARTEN.

II. **Kindergarten Observation.** Three hours a week during first term; three hours a week during second term.

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.

Note-books are kept and the observation work is supplemented by discussion in class.

SECOND YEAR.

I. **Kindergarten Theory.** Four periods a week during first term; six periods a week during second term.

(1) *Froebel's Philosophy.* Mother-Play Book completed. "Education of Man." "Education by Development."

(2) *Gift and Occupation.* Advanced gift work. Supplementary hand work. Adaptation of nature material. Constructive work.

(3) *Games.* Continuation of work of first year. Study of origin, development, and purpose of games; opportunity for students to conduct games and marches.

(4) *Program.* Constructive program work. The making of definite original plans of work, based on previous study of educational principles and upon the observation and study of the instincts and activities of children.

(5) *Stories.* Practice in adapting and relating stories, based upon the comparative study of the myths, of fables, legends, and typical kindergarten stories.

II. **Practice Teaching.** Practice work fifteen 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.

Students have regularly assigned periods for observation in the primary department of the Normal Training School and opportunities for visiting other kindergartens.

KINDERGARTEN MUSIC.

Instrumental: Playing for rhythm, games, and good interpretation of song story; at least one hour's practice per day.

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

KINDERGARTEN DRAWING.

Three periods a week for one year.

Form study of type solids and common objects, with study of perspective and principles. Mass and outline drawing at blackboard for purpose of illustration. Clay modeling. Free paper-cutting for illustration and design. Color, with crayons, brush, and water color. Light and shade from still life and plant form. Nature study, plant and animal forms. Imaginative sketches. Outdoor sketching.

For statement of other subjects mentioned in course of study, see separate departments under Course I.

KINDERGARTEN TEXTS.

Froebel, *Education of Man.* Hailman's translation.
Froebel, *Mutter und Kose Lieder*, published by Lee & Shepard; or *Mutter und Kose Lieder*, translated by Susan Blow.
Froebel, *Pedagogics of Kindergarten*, translated by Josephine Jarvis.
Froebel, *Education by Development*, translated by Josephine Jarvis.
Elizabeth Harrison, *Study of Child Nature.*

PRELIMINARY COURSE.

Until further notice, in accordance with the law and to meet existing conditions in Southern California, a course of study will be offered preparatory to the Professional Courses.

Conditions of Admission.

1. Those holding teachers' certificates of the primary grade.

2. Those who have finished the work of the ninth year of the public schools of California and who present certificates signed by the Principal of the school and by the County or City Superintendent, attesting to a high standard of scholarship (an average of 80 per cent or over) and peculiar fitness to become a teacher.

3. Those who are able to pass a creditable examination in arithmetic, English, geography, United States history, reading, spelling, drawing, penmanship, and vocal music, thus showing scholarship equivalent to that demanded under (2).

Examination for admission to the first year will be given at the date named in the calendar, August 31st, for the fall term; and for advanced standing Monday, February 1st, for the spring term. In the former a fair knowledge of the following subjects will be required: arithmetic, English, geography, United States history, reading, spelling, penmanship, and vocal music.

The requirements in arithmetic will include the following points: accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement, and volume; forms in analysis; applications of percentage, with special reference to the use of elementary principles.

In English the applicant for examination should be able to distinguish readily the various parts of speech in their usual constructions. He should analyze quickly simple prose or verse, giving the various kinds of sentences and the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thought, rather than memory of technical details. The composition must be reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

List of Readings.

I. (*a*) Alhambra; (*b*) Sleepy Hollow Legend; (*c*) Rip Van Winkle.
II. (*a*) Evangeline; (*b*) Miles Standish; (*c*) Hiawatha.
III. (*a*) Snow-Bound; (*b*) Tent on the Beach.

Every student must be prepared on one work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he has studied.

Students seeking to enter the Normal School should have a fair knowledge of geography, including location of most important countries, their chief productions, and characteristics of the people. The great grain, cotton, timber, fruit, grazing, and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in the history of the United States deals chiefly with the growth and character of the Government, including a careful study of the Constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical System of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In music the student must be able to sing the major scale, and both sing and write the diatonic intervals.

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM.

Grammar, Classic Myths, Composition	4*
Ancient and Mediæval History	4
Physics	5
Algebra	4
Reading	3
Music	2
Physical Training	3
	Total, 25 units.

* Number of recitations per week.

SECOND TERM.

Composition, Word-work, and Literature	4
Geography	4
Botany	5
Algebra	4
Drawing	2
Manual Training	2
Music	1
Spelling	1*
Physical Training	3

Total, 25 units.

SECOND YEAR.

FIRST TERM.

American Literature, Poetics	4
English History	4
Physiology	5
Geometry	5
Drawing	2
Manual Training	2
Physical Training	3

Total, 25 units.

SECOND TERM.

English Literature, Shakespeare	5
United States History and Government	5
Chemistry or Physics	5
Geometry	4
Drawing	2
Manual Training	1
Music	1
Physical Training	2

Total, 25 units.

ENGLISH.

The study of English occupies four hours a week during the first three terms of this course, and five hours a week during the fourth term.

Composition, and grammar as far as it has direct and vital connection with the expression of thought, receives special emphasis during the first year. The composition takes the forms of description, narration, and simple exposition. The themes are drawn in part from the literature studied, but more largely from the experience and observation of the individual pupil; they are so varied as to require the exercise of observation, reflection, and imagination. Accuracy of form, to the extent

* May be passed by examination, unless written work shows a deficiency.

of the student's knowledge, is insisted upon; and to develop the critical faculty, the members of the class are frequently required to correct either their own compositions or those of their fellow-students.

During the first year, the work in literature comprises: the Greek myths, nature essays by Burroughs, or other essays of similar character, Silas Marner, and one of Webster's speeches, usually the first Bunker Hill Oration. The first term of the second year is devoted to the study of narrative and nature poetry, chiefly from American authors, and of one drama—The Merchant of Venice. The second term is occupied in part by the study of Shakespeare, and in part by a brief historical study of English literature, with readings from representative writers, and a critical examination of a few short masterpieces of English poetry. To broaden and deepen the student's knowledge and appreciation of literature, both as to content and form, and thus give him adequate preparation for the work of the Professional Courses is the aim throughout.

HISTORY.

First Term. A study of Greek and Roman civilization; the expansion of the Roman Empire; the blending of classic and Teutonic life, resulting in the establishment of mediæval institutions and the beginning of modern nations.

Second Term. English History: special reference to the social and political life of the people; influence on American institutions; connection with great European movements, *e. g.*, the Renaissance, the Reformation, and the French Revolution.

Third Term. A brief survey of the discovery, exploration, and colonization of America; the separation from England, and the establishment of the United States government; analytical study of the Constitution; chief topics of the constitutional period.

Required texts:

West, *Ancient History*.
Coman and Kendall, *English History*.
Channing, *Student's History of the United States*.

Throughout the course, very free use is made of the library, the historical department of which contains the standard authorities, the best historical atlases and school texts, many of the recent publications of source material, and numerous duplicates of the books best adapted to supplementary work. Besides these, much useful matter is found in other departments of the library.

Every student is required to do some intensive work each term, informing himself as fully as time and the facilities at hand will permit, on some assigned topic, and presenting the results of his study in the form of oral recitation, outline, or theme.

GEOGRAPHY.

For those who are not graduates of high schools a special course is provided. Before taking up the pedagogy of geography, twenty weeks are devoted to a study of physical geography. The atmosphere, the ocean, and the lands are the main divisions of the subject. These are treated from the standpoint of their relations to human affairs. Text-book instruction is supplemented by laboratory and field exercises. The physiographic processes which are at work in the vicinity are studied at first hand, and their influence as well as that of the resulting physiographic forms discussed. Stress is laid upon individual observation and reasoning, which are so essential in interpreting the geography of the world.

CHEMISTRY.

The course in chemistry is planned to meet the requirements of grade teachers in the public schools; to give a clear understanding of the chemical phenomena intimately bound up with our daily lives, some familiarity with laboratory manipulation, and a just appreciation of scientific experiment as the instrument of investigation. This very definite aim controls the spirit and method of the work and restricts the subject-matter to those parts of the chemistry of daily life underlying physical geography, nature study, and school sanitation.

The experimental work of the students receives careful direction and criticism. Students left to themselves in laboratory work rarely collect the data necessary for sound conclusions. They know neither what to look for nor how to discriminate between the accidental and the essential. Many a student has juggled with chemicals and tubes for a year or more without having once realized that the chemical changes in his experiments are identical with the great changes in nature, that he is doing on a very small scale what nature has done, will always do on a larger scale. Furthermore, younger students unaided commonly fail to recognize the quantitative aspect of chemical change, the soul of the science.

In fitting up apparatus the students are encouraged to devise original ways and means and to plan experiments additional to those suggested by the text. The study of delicate and characteristic analytical tests, as of iron, mercury, tin, and arsenic salts, affords a training in alertness and discrimination not always developed by school work. This phase of the laboratory practice is intended to embody, as far as it goes, approved analytical methods.

Under the head of material directly contributory to geography is the study of those soluble and insoluble salts found in soils, as nitrates, chlorids, phosphates, carbonates, and silicates; of metals, metallic salts

and ores; the solvent action of carbonated waters on certain rocks; the fixing of nitrogen and the formation of ozone.

Oxygen and air, combustion, carbon mon-oxid and carbon di-oxid are studied in relation to life, and practical views of ventilation are established.

The Senior students have constant opportunity to use laboratory experiments in an inspiring way in connection with their science teaching in the grades. Some of them are called upon to teach elementary inorganic chemistry in the seventh and eighth grades of the Training School. This recognition of the immediate professional value of the course makes the students alert in discovering the economic or technological application of the facts learned. Class discussion of the great modern achievements in applied chemistry as recorded in science magazines and bulletins fosters a genuine interest in this social side of the subject.

PHYSICS.

This subject is pursued five hours a week for the first term of the first year, and, elective, five hours a week during the second term of the second year.

The work of the first term covers inductive and deductive work in dynamics and acoustics; the second year's work embraces heat, light, and electricity. The laboratory work is largely quantitative; the remainder of the time is devoted to topical discussions and class and lecture-room exercises. The inductive experiments of the course are made the means for the proper comprehension of the deductive work that follows.

PHYSIOLOGY.

In this course a brief outline is given of human physiology in all its aspects. The relation of food to the energy of the body (digestion, circulation, etc.), and air and ventilation, in connection with the respiration functions, are studied sufficiently to form an intelligent basis for the study of domestic science and school hygiene. Care of the body in health and in accident or disease receives special consideration.

The laboratories are well equipped, having in addition to the apparatus and facilities indicated under the head of biology a very complete set of anatomical studies and charts. As in the other biological subjects, the laboratory method is used, the results being recorded by means of notes and drawings.

BOTANY.

The plant as a living organism is considered with reference to maintaining itself (nutrition and adaptation for getting food or protection) and to maintaining the race (reproduction). Types of flowering plants

are generally used, but the study of reproduction is illustrated by plants from all the great groups. This is a laboratory course and the usual methods and facilities for such courses in secondary schools are employed.

ALGEBRA.

The instruction in this important branch of mathematics emphasizes the fact that algebra is something more than generalized arithmetic.

After introductory work in translating problems from common into algebraic language, the double significance of plus and minus is fully discussed; this must be clearly understood in order that the "Laws of Signs" of the fundamental operations may be intelligible. The use of plus and minus as signs of character or direction, not of operation, is amply explained and illustrated by examples taken from geography, physics, and bookkeeping.

In dealing with factoring, evolution, and involution the method is severely analytical; it leads the students to detect and properly interpret ascending and descending series, alternation of signs, and other symmetrical aspects of algebraic expressions. The abstract truths learned in the study of these processes are given practical application in the solution of concrete problems in mechanics and mensuration. Accuracy, especially at first, is emphasized rather than rapidity or facility; rapidity is kept in view as the final outcome of repetition.

The equation, the great central subject of algebra, receives full, careful, and thorough treatment; the point here is not merely to secure rapid and accurate manipulation of indirect data, though that is of value, but even more to impress the students with the fact that the equation is an instrument of investigation by which they may independently reach correct conclusions. They are led to see that the equation is to mathematics what the experiment is to natural science.

The subject of exponents is made profitable to the students by submitting it, point by point, for original investigation. With proper guidance, students determine for themselves the significance of negative, fractional, and zero exponents; also the leading principles involved in radicals and imaginaries. As much as possible, algebra becomes to them a field for original work in which they may employ all their faculties and win the intellectual pleasure that attends independent work.

GEOMETRY.

The paramount aims in the course in geometry are to develop accurate perception, correct judgment, and clear and consecutive reasoning. Subsidiary aims are to cultivate concise and forceful expression, and neatness and accuracy in execution.

Logical geometrical reasoning is conditioned absolutely upon clear

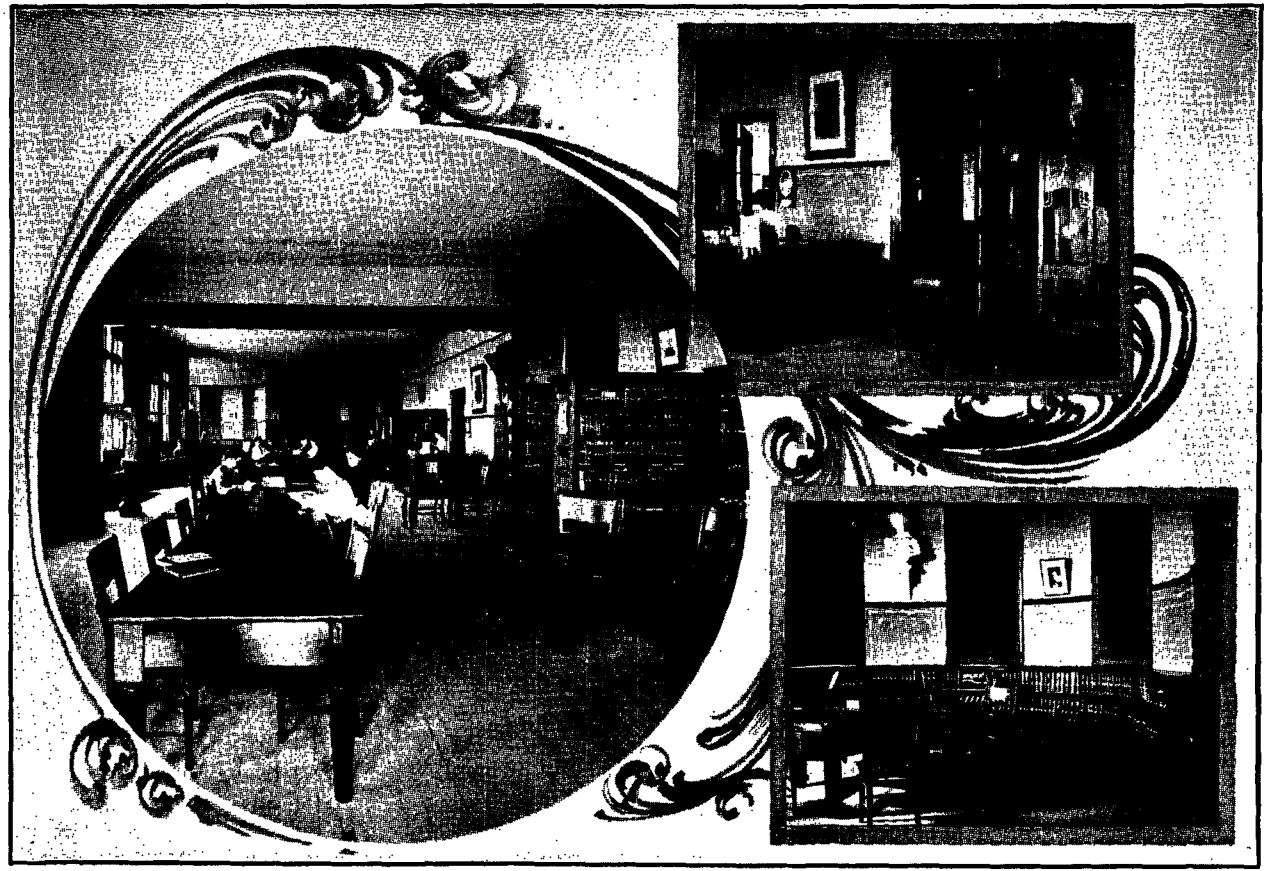
ideas of form; hence familiarity with geometric concepts is cultivated by free use of text-book and of illustrative concrete forms, before much is required in the way of independent argument or original propositions. The highest success is attained when the student has gained the power of thinking consecutively and of expressing his thought clearly, and has formed the mental habit of grasping the salient points of a connected argument, recognizing their true relations and interdependence. To this end, the reason for every step is required until familiarity with many of the geometric relations is secured. This familiarity is further tested and cultivated by practical application to many original propositions and variations of given demonstrations.

In plane geometry the original propositions are largely of a practically useful character, growing out of conditions at hand or readily imagined; in solid geometry many of the figures are made in concrete form by the student, and the principles of their construction and the relations of their parts demonstrated both by synthetic and analytic methods.

This secures for the student an independence of thought and an originality of invention much more far-reaching in its pedagogic and practical results than would result from a mere study of the text.

SPEECH AND ORAL READING, MUSIC, DRAWING, MANUAL TRAINING, AND PHYSICAL TRAINING.

The work in these subjects in the preliminary course is essentially the same as in the regular course, the only difference being that it is extended through a longer period and, consequently, is more disciplinary in character.



VIEWS IN LIBRARY.

THE LIBRARY.

The library having outgrown its old quarters, the rooms on the first floor at the south end of the main building were fitted up, at the close of last year, for its use. They are light, airy, commodious, and attractive. The change secured more shelf room, a better arrangement of current literature, and the better accommodation of students, furnishing a place where they can spend their study hours to advantage. The books of the juvenile department have been placed under the supervision of the librarian, thus rendering them more accessible and valuable to the Training School pupils and the student-teachers.

The library contains about eleven 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 five hundred 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-five hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general.

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.

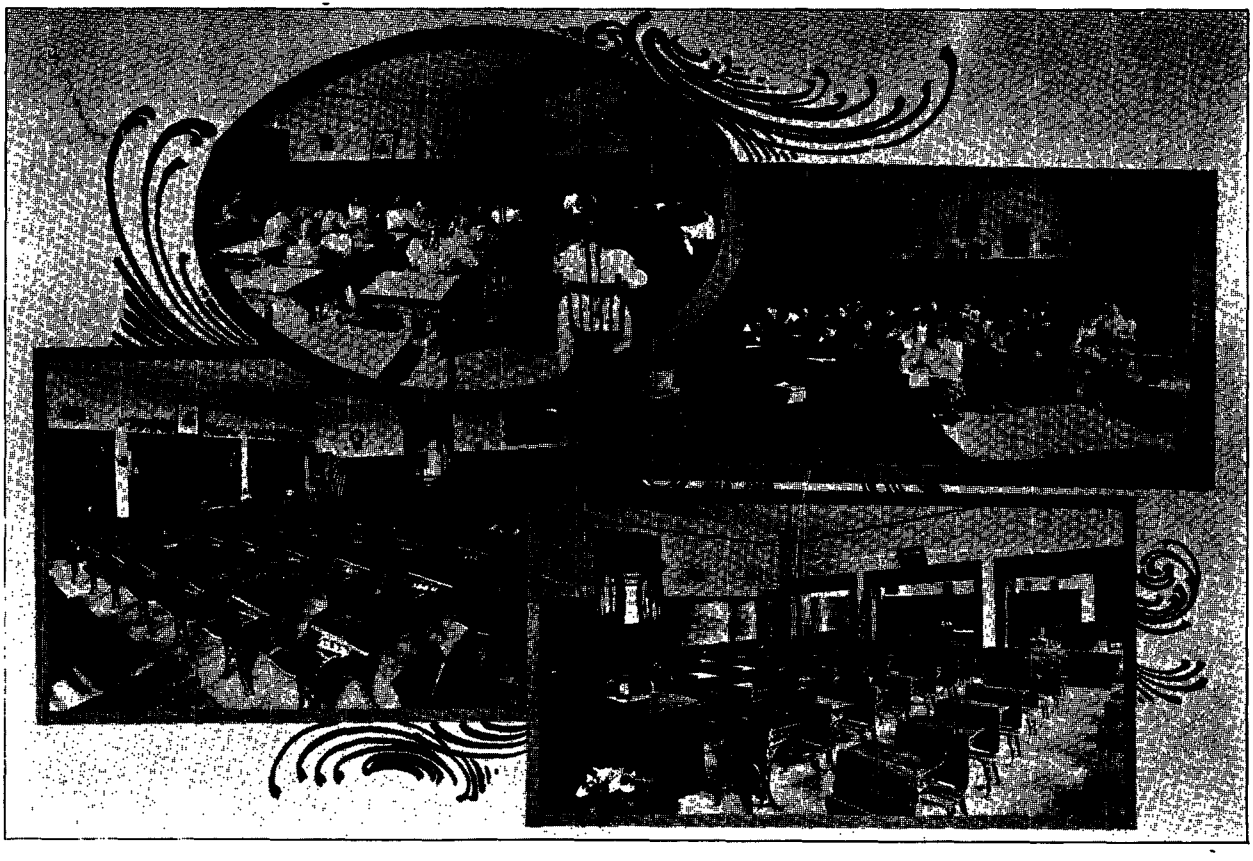
RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 1 to 5 P. M. on Saturdays.

Books may be retained two weeks, and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before being taken from the room; when it is returned, the borrower should see that the charge is canceled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours, but at all times when the library is open.



GROUP OF TRAINING SCHOOL ROOMS.

THE TRAINING SCHOOL.

WILLARD S. SMALL, Supervisor.

Critic Teachers:

FRANCES H. BYRAM. HELEN C. MACKENZIE.
CARRIE REEVES. FRANCES BROWN.
CLARA M. PRESTON. ALBERTINA SMITH.

The Training School in its present organization is a branch of the Los Angeles city school system. 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 one of the critic teachers acting as city principal. The pedagogical aims and practices of the school, however, including the content and organization of the course of study, are determined by the Normal School.

This Training School serves a threefold purpose: practice school, model school, school of experiment. For reasons of economy, if for no other, these three aims must be accomplished in the one school. Careful organization and supervision make it possible to secure results in all these respects. In this work, the supervisor has the assistance of six critic teachers, each in charge of successive grades, and the coöperation of the method-teachers of the Normal School.

The practice-school purpose is justly of first importance. Students work in the Training School, teaching and observing, throughout the last year of their course. Twenty-four rooms are now available for training-school purposes, the number having been increased by seven the past year. During the first term the student-teacher's time, one and one half hours a day, is divided about equally between teaching and observing. The teaching is continuous in one grade, under the same critic teacher; the observing is confined for the first weeks to the same grade, but is extended later through all the grades. The time in the last term is subdivided, each student-teacher having two assignments of ten weeks each. In this term, the student-teachers are given entire charge of their respective rooms for half the day. Just as fully as possible, they are placed upon their own responsibility. This plan gives opportunity for each student to teach in three different grades. Exceptions to this plan of procedure are extremely rare. Relative to the teaching work there are held weekly

meetings by the several critic teachers for criticism and discussion, group conferences of student-teachers handling the different subjects with the method-teachers of those subjects, and frequent individual conferences with the supervisor, critic teachers, and teachers in the Normal School.

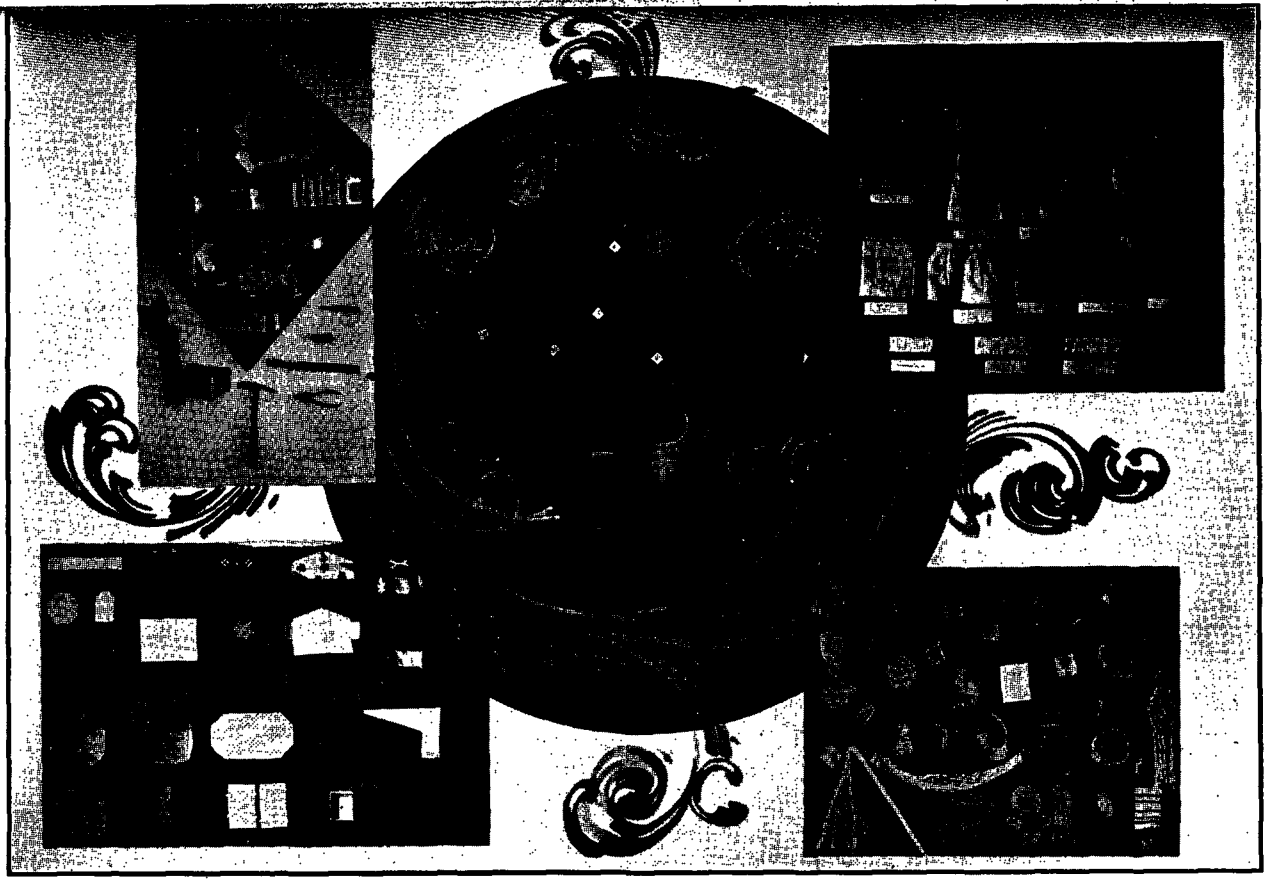
The function of model school, that of giving opportunity to observe adequate teaching, is effected through the periodic handling of classes by the critic teachers and by the method-teachers. This latter phase of the work is being steadily developed.

Every school must be in a measure an experimental school. This is peculiarly true of the training department of a normal school. Otherwise vitality perishes. This does not mean that every "new idea" in education is to be adopted incontinently, but that course of study, methods, and purposes, even, shall be subject constantly to critical inspection and revision in the light of proved experience and social needs. This experimental purpose is furthered through the joint efforts of the training school forces, the department of pedagogy, and the method-teachers. The method-teachers not only give the review-work and the method-work in their respective subjects, but they also extend their observation and supervision into the Training School. More and more they are being held responsible for the content of their subject in the training school curriculum. Bi-weekly conferences are held for the discussion of the different subjects in the course of study. Each conference is devoted to a particular subject. The participants are the supervisor, the critic teachers, members of the department of pedagogy, and members of the academic department whose subject is under discussion. Both content and methods are subject to free and generous criticism. In this way each subject in the curriculum comes in for general examination and clarification once a year. It is believed that experimentation thus guided by definite aim and critical foresight is fruitful of valuable results.

COURSE OF STUDY.

As indicated above, the course of study in the Training School is the outcome of much discussion and coöperation, and is subject to timely modification and revision. The inter-connections of subjects are emphasized, but no rigid schemes of correlation are countenanced. The primary consideration in the organization of the course of study is the adaptation of content to the needs and interests of children of the successive grades. The curriculum is rich and full, but the utmost care is taken through close connection in the content and treatment of subjects to avoid undue multiplication of studies and the consequent diffusion of interest. The following outline may suggest the scope and character of the work attempted in the eight grades:

First Year: Reading, phonics, writing, literature and history (in the



SPECIMENS OF MANUAL TRAINING WORK—TRAINING SCHOOL.

Pupils at Work with Knife and Hammer. Manual Training Room, Training School.

House being Built by 7th Grade Boys. Garden for Training School.

SPECIMENS OF MANUAL TRAINING—TRAINING SCHOOL.

form of stories), nature study (garden work largely), hand and art work (paper, clay, crayon, color, raffia, cord work, and weaving), music and calisthenics (plays and games more than set exercises).

Second Year: Reading, phonics, writing, spelling, literature and history (stories and poems), nature study, art and hand work, music, calisthenics.

Third Year: Reading, phonics, writing, spelling, literature and language (the latter through some oral reproduction and original written work with English forms taught inductively), biography and history (national heroes, and myths and legends), arithmetic, nature study (garden work, plants and animals, and elementary geographic ideas), hand work (slat work added to the forms already mentioned, which are continued and made progressively more difficult), art, music, and calisthenics.

Fourth Year: Reading, phonics, writing, spelling, literature and language, arithmetic, geography, and history (local and state geography and local history with simple study in civics), nature study, hand work (cardboard and basketry added), art, music, and gymnastics.

Fifth Year: Reading, phonics, spelling, writing, literature and language, arithmetic, geography (North and South America), history (readings in elementary American history and Greek and Roman hero stories), nature study (garden work concluded, bird study in the latter half), hand work (cardboard and wood), art, music, and gymnastics.

Sixth Year: Reading, phonics, spelling, writing, literature and language (composition fifteen minutes daily; some reproduction, largely original work), arithmetic, geography (Eurasia and Africa), history (readings from Roman, Mediæval, and English history), nature study (study of birds), hand work (wood), art, music, and gymnastics.

Seventh Year: Literature and language (formal grammar and composition), writing (individual instruction), spelling, United States history (to 1845), arithmetic, science (elementary physics, first term; chemistry, second term, with experiments), hand work (sewing for girls, wood work for boys), art, music, gymnastics.

Eighth Year: Literature and language, writing, spelling, United States history (concluded, current topics last part of the year), geometry, science (chemistry), hand work (wood work for boys, cooking for girls), art, music, and gymnastics.

CHILD STUDY CIRCLE.

In connection with the Training School there exists a Child Study Circle, consisting of parents of children attending the school and the teachers in the school. This circle is a branch of the *California Congress of Mothers' Clubs and Child Study Circles.* Meetings are held monthly during the school year. This organization promises to be a means of vitally unifying the interests of school and home.

CATALOG OF STUDENTS (1902-1903).

Fourth Year—Senior A.

Adams, Lottie ..... Long Beach
Anderson, Victor ..... Los Angeles
Baker, Abbie ..... South Pasadena
Bärmann, Natalie ..... Redlands
Bartlett, Grace ..... Pomona
Bathgate, Catherine ..... Villa Park
Bercaw, Emma ..... Glendale
Bigelow, Eunice ..... Redlands
Bigelow, Maude ..... Los Angeles
Boothe, Gertrude ..... Colton
Boteler, Virginia ..... Los Angeles
Brown, Arthur ..... Los Angeles
Brown, Georgia ..... Tustin
Canfield, Marie ..... Pasadena
Cartter, Augusta ..... Monrovia
Chandler, Flora ..... Tropico
Cheney, Florence ..... Santa Ana
Clotfelter, Goda ..... Visalia
Clute, Florence ..... Los Angeles
Cobler, Ethel ..... Los Angeles
Collins, Mary ..... Los Angeles
Cook, Gertrude ..... Sierra Madre
Coughlin, Katherine ..... Soulsbyville
Couverley, Etta ..... Los Angeles
Dempsey, Nellie ..... El Rio
Dickison, Ellen ..... Los Angeles
Dodge, Laura ..... Los Angeles
Douglas, Mary ..... Grass Valley
Doyle, Mary ..... Glendale
Drachman, Myra ..... Tucson, Arizona
Elliott, Essie ..... Paso Robles
Enright, Ellen ..... Los Angeles
Findley, Edna ..... Paso Robles
Fish, Hester ..... Santa Barbara
Fleischner, Ethel ..... Pasadena
Frazier, Alice ..... Santa Ana
Freeman, Mabel ..... Santa Ana
Gibbons, Hortense ..... Paso Robles
Gleason, Ethel ..... Los Angeles
Goodrich, Hattie ..... Redlands
Gould, Jessie ..... Los Angeles
Gregg, Blanche ..... Los Angeles
Harley, Fannie ..... Naco, Arizona
Harrison, Alice ..... Los Angeles
Harwood, Grace ..... Los Angeles
Henderson, Muriel ..... Los Angeles
Hendrie, Grace ..... Redlands
Hillis, Ola ..... Los Angeles
Hinckley, Meda ..... Redlands
Hindorff, Leora ..... Fallbrook
Hoechlin, Louise ..... Colegrove
Howland, Stanley ..... Toluca
Jenkin, Winnie ..... Los Angeles
Johnson, Rhoda ..... Los Angeles
Kane, Renna ..... Los Angeles
Kennedy, Delphina ..... Santa Ana
Kent, Grace ..... Los Angeles
Kerr, Margaret ..... Orange
Knappe, Bessie ..... San Bernardino
Lashlee, Blanche ..... Los Angeles
Layne, Olive ..... Pomona
Lea, Ermal ..... Los Angeles
Leake, Norman ..... Lone Pine
Lewis, Edith ..... Los Angeles
Lindsay, Florence ..... Los Angeles
McCormack, Blanche ..... Los Angeles
Mead, Ida ..... Los Angeles
Moore, Harriet ..... Los Angeles
Morgan, Geoffrey ..... Los Angeles
Mosher, Eva ..... Pomona
Mullen, Carrie ..... Los Angeles
Nelson, Daisy ..... San Luis Obispo
Newsom, Willis ..... Garden Grove
Noyes, Alice ..... Whittier
Nutting, Jessie ..... Los Angeles
Parker, Mabel ..... Orange
Parker, Myrtle ..... Orange
Pendleton, Ella ..... Downey
Perry, Evangeline ..... Los Angeles
Pirtle, Eula ..... Long Beach
Prescott, Ruth ..... Santa Ana
Rice, Nettie Belle ..... Camarillo
Rosenthal, Helen ..... Los Angeles
Sackett, Zella ..... Hollywood
Saunders, Katherine ..... Los Angeles
Scherer, Clara ..... Los Angeles
Schmitz, Stelle ..... Oxnard
Schweitzer, Charles ..... Los Angeles
Sherwin, Estelle ..... Escondido
Snyder, Dora ..... Anaheim

Fourth Year—Senior A—Continued.

Stayton, William	Los Angeles
Stockman, Helen	South Pasadena
Streeter, Lillian	Los Angeles
Sugg, Susie	Rivera
Thaxter, Allegra	Florence
Travis, Elizabeth	Los Angeles
Umstead, Cordia	Hueneme
Walsh, Dela	Los Angeles
Welte, Constance	Del Mar
Whetsell, Agnes	Prospect Park
Whims, Louie	Los Angeles
White, Jessie	Long Beach
Wickersham, Jessie	Los Angeles
Widney, Marie	Los Angeles
Willard, Mary	Camarillo
Williams, Kate	Downey
Wilson, Alice	Visalia
Wilson, Grace	Los Angeles
Work, Nellie	Morenci, Arizona
Zielley, Helen	Los Angeles

Total, including class graduating February 1st 110

Fourth Year—Senior B.

Allen, Grace	Los Angeles
Ambrose, Wiley	Los Angeles
Amsbury, Zella	Los Angeles
Armstrong, Mary	Los Angeles
Ball, Effie	Woodville
Bowen, Josephine	Buena Park
Burch, Beatrice	Los Angeles
Burt, Ethel	Pasadena
Button, Ama	Tustin
Clarke, Victoria	Los Angeles
Cole, Helen	Los Angeles
Collins, Daisy	Los Angeles
Coulson, Mabel	Los Angeles
Crabb, Bertha	Pomona
Dawley, Etha	Long Beach
Fryer, Maude	Spadra
Fuller, Ida	Hynes
Gifford, Henrietta	Los Angeles
Graves, Edith	Los Angeles
Heuring, Lena	Los Angeles
Hodgkins, Josephine	Los Angeles
Hutchison, Irene	Los Angeles
Hutt, James	Garden Grove
Johnson, Grace	Rosedale
Johnston, Edith	Santa Ana
Lawrence, Ida	Los Angeles
Mack, Flora	Patton
Masterson, T. V.	Los Angeles
McClure, Zoe	Los Angeles
McKechnie, Mildred	Arlington
Mills, Louise	Los Angeles
Mills, Nita	Los Angeles
Minthorn, Maud	Los Angeles
Ott, Mary	Santa Ana
Payne, Alice	Chino
Pritchett, Calla	Long Beach
Riddell, Hardy	Burbank
Stafford, Floy	Los Angeles
Stahmer, Henrietta	Los Angeles
Stanton, Mamie	Los Angeles
Thomas, Addie	Los Angeles
Thompson, Pearl	Los Angeles
Widney, Josephine	Los Angeles

Total, 43

Number of students in Senior A Class	110
Number of students in Senior B Class	43
Total number of students in fourth year	153

Third Year—Middle A.

Archer, Ada	Covina
Ayers, Etta	Somis
Ball, Alice	Los Angeles
Ball, Ivan	Woodville
Beebe, May	Corona
Bollinger, Lela	Tajauta
Bradley, Maud	San Bernardino
Brown, Edith	Long Beach
Carner, Bert	Los Angeles
Casey, May	Los Angeles
Cottle, Elsie	Los Angeles
Culver, Ella	Duarte
Davis, Mollie	Long Beach
Dawson, Laura	Los Angeles
Day, Dorothy	Los Angeles
Dickey, Lena	Santa Ana
Dorsey, Bertha	Azusa
Earll, Millicent	Alhambra
Ellis, Katherine	Los Angeles
Errett, Mary	Dinuba

Third Year—Middle A—Continued.

Estudillo, Adelaide ..... Riverside
Foster, Alice ..... Los Angeles
Freeman, Clara ..... Downey
Garwood, Lela ..... Fullerton
Gilbert, Mabel ..... Los Angeles
Gill, Ellice ..... Springville
Greenslade, Calla ..... Los Angeles
Hahn, Maude ..... Los Angeles
Hanson, Margaret ..... Los Angeles
Hardie, Ethel ..... Los Angeles
Harnett, Josephine ..... Los Angeles
Harnett, Nora ..... Los Angeles
Helvie, Carlene ..... Long Beach
Hiatt, Ethel ..... Orange
Hill, Frances ..... Yorkville, Illinois
Hossler, Hutoqua ..... Santa Ana
Hotzell, Margaret ..... Inglewood
Hurley, Mary ..... Los Angeles
Hutchinson, Juliette ..... Los Angeles
Jesson, Mabel ..... Ontario
Johnson, Anna ..... Riverside
Johnson, John B. ..... Bass River, N. S.
Johnson, Mildred ..... Rosedale
Johnson, Stella ..... Riverside
Killian, Mary ..... Los Angeles
Kreier, Anna ..... Chino
Lynch, Clara ..... Los Angeles
Mason, Myrtle ..... Chino
Matlock, Moy ..... Los Angeles
McLaughlin, May ..... Santa Monica
Mitchell, Annabelle ..... Los Angeles
Moore, Cora ..... Riverside
Moore, Nellie ..... Long Beach
Morris, Martha ..... Banning
Naismith, Florence ..... Los Angeles
Nevius, Mary ..... Los Angeles
Nolan, Helen ..... Los Angeles
Norris, Idell ..... Los Angeles
O'Connell, Ida ..... Los Angeles
Odale, Lillie ..... Lemoore
Ornelas, Manuela ..... Whittier
Ott, Gertrude ..... Redlands
Parker, Elnora ..... Anaheim
Patterson, Pearl ..... Los Angeles
Pentland, Bertha ..... Los Angeles
Phillips, Maude ..... Highland
Phillis, Ethel ..... Los Angeles
Prince, Alice ..... Toluca
Richards, Harriet ..... Redlands
Robinson, Margaret ..... Los Angeles
Ronan, Richard ..... Los Angeles
Ruhland, Venie ..... Alhambra
Sams, May ..... Los Angeles
Smith, Alice ..... Los Angeles
Spinner, Mabel ..... Los Angeles
Stuart, Edith ..... Los Angeles
Thompson, Alice ..... Los Angeles
Thompson, Gladys ..... Los Angeles
Totty, Hattie ..... Los Angeles
Trefethen, Nettie ..... San Pedro
Tunison, Arthur ..... Westminster
Wagner, Ella ..... Los Angeles
Wallace, Addie ..... Highland
Weber, Elizabeth ..... Los Angeles
Weed, Emma ..... Riverside
Westcott, Frances ..... Los Angeles
Worthington, Ethel ..... Los Angeles
Wright, Lulu ..... Pasadena
Yarnell, Sadie ..... Los Angeles
Yoder, Elizabeth ..... South Pasadena

Total, 90

Third Year—Middle B.

Adams, Adelia ..... Los Angeles
Alexander, Bertha ..... Los Angeles
Baker, Nettie ..... South Pasadena
Barton, Daisy ..... Los Angeles
Baxter, Ella ..... Compton
Boehncke, Franziska ..... Prospect Park
Boggs, Genevra ..... Long Beach
Bole, Myrtle ..... Kernville
Borthick, Freddie ..... Tropico
Brown, Abbie ..... Los Angeles
Cartwright, Nellie ..... Toluca
Cessna, Genevra ..... Santa Ana
Clarke, Leo ..... Los Angeles
Collins, Bertha ..... Los Angeles
Coy, Myrtle ..... Palmdale
Dolland, Jessie ..... Norwalk
Graham, Estelle ..... Los Angeles
Hawley, Mary ..... Los Angeles
Higgins, Lena ..... Long Beach
Horton, Olive ..... Riverside
Hughes, Lulu ..... Norwalk
Hull, Reba ..... Los Angeles
Hutchison, Irene ..... Los Angeles
Kels, Anna ..... Glendale
Kennedy, Mary ..... Santa Ana
Knowlton, Lulu ..... Monrovia
Lewis, Zoe ..... Pasadena
Matlack, Idela ..... Los Angeles

Third Year—Middle B—Continued.

McCall, Emma.....Los Angeles
McCormick, Lottie.....Toluca
McDougall, Jennie.....Los Angeles
Moller, Grace.....Los Angeles
Moore, Maude.....Goleta
Nelson, Alice.....San Luis Obispo
Nichols, Edna.....Los Angeles
Parsons, Maude.....Carpinteria
Patton, Marie.....Pasadena
Pedelty, Gertrude.....Santa Ana
Reavis, Ola.....Los Angeles
Reeve, Maria S.....Los Angeles
Shrewsbury, Mary.....Orange
Stafford, Floy.....Los Angeles
Stearns, Evelyn.....Los Angeles
Storrey, Estelle.....Rivera
Strang, Alice.....Los Angeles
Thompson, Mary.....Los Angeles
Tiernan, Helen.....Los Angeles
Tinkham, Grace.....Laton
Wallace, Anna.....Huntsville, Ohio
Wilson, May.....Los Angeles
Wilson, Myrtle.....Santa Ana
Yager, Jennie.....Los Angeles
Yarnell, William.....Los Angeles

Total, 53

Number of students in Middle A Class 90
Number of students in Middle B Class 53

Total number of students in third year 143

Second Year—Middle C.

Adams, Carrie.....Los Angeles
Ayres, Jennie.....Eureka
Barr, Alice.....Los Angeles
Barton, Grace.....Los Angeles
Bathey, Allie.....Los Angeles
Beck, Zella.....Los Angeles
Bedford, Mattie.....Los Angeles
Beesemyer, Gilbert.....Hollywood
Boyer, Pearl.....Toluca
Cartwright, Alice.....Toluca
Clay, Bonnie.....Los Angeles
Cobb, Octavia.....Overton, Nevada
Coulter, Delia.....Crockett
Davis, Mary.....San Bernardino
Dobbins, Ora.....Los Angeles
Dodson, Cora.....Hynes
Duke, Edgar.....Downey
Erbes, Lydia.....Prospect Park
Grubb, Emma.....Los Angeles
Hare, Sadie.....Los Angeles
Harrier, Orva.....Valley, Nebraska
Howland, Orville.....Toluca
James, Florence.....Petaluma
Kane, Zaida.....Los Angeles
Kellenberger, Rose.....Buena Park
Kenyon, Jessie.....Fresno
Ketcherside, Jennie.....Yuma, Arizona
Kuehny, M. S.....Los Angeles
Landt, Katherine.....Los Angeles
McGaugh, Mary.....Rivera
MacMullan, Bessie.....Orange
Morgan, Edith.....Los Angeles
Morris, Emma.....Los Angeles
Park, Maud.....Los Angeles
Patterson, Maude.....Florence
Reavis, Ola.....Los Angeles
Robertson, Edith.....Los Angeles
Robinson, Annie.....Kernville
Rose, May.....The Palms
Safford, Helen.....Los Angeles
Scott, Mattie.....Los Angeles
Scott, Myrtle.....San Bernardino
Shultz, Dora.....Los Angeles
Shultz, Maude.....Los Angeles
Standefer, Jessie.....Los Angeles
Stose, Artye.....Los Angeles
Sugg, Lela.....Rivera
Sullivan, Eveleen.....San Bernardino
Timmons, Zorayda.....Delano
Trefethen, Gratia.....San Pedro
Troxell, Jennie.....Los Angeles
Tryon, Lulu.....Los Angeles
Wade, Edna.....Los Angeles
Wheeler, Lesse.....Los Angeles

Total, 54

Second Year—Middle D.

Anderson, Leona.....Los Angeles
Bear, Henrietta.....Los Angeles
Blair, Lucy.....Downey
Boyer, Rose.....Toluca
Bradley, Alma.....Los Angeles
Brobst, Hazel.....Los Angeles

Second Year—Middle D—Continued.

Burns, Belle.....Los Angeles
Cassels, Margaret.....Los Angeles
Coates, Hazel.....Pomona
Cockrill, Jessie.....Los Angeles
Creigh, Annie.....Los Angeles
Culver, Emma.....Duarte
Davis, Emma.....Los Angeles
Elder, Martha.....Los Angeles
Ervin, Edith.....Los Angeles
Ewing, Ariel.....Los Angeles
George, Bessie.....Los Angeles
Grebe, Ella.....Los Angeles
Halsey, Bessie.....Los Angeles
Krug, W. D.....Los Angeles
Marsh, Mabel.....Los Angeles
Martin, Marie.....Los Angeles
Michaelis, Hattie.....Norwalk
Montgomery, Helen.....Hollywood
Morrison, Lela.....Los Angeles
Osburn, Winifred.....Los Angeles
Pahl, Alice.....Los Angeles
Paramino, Albina.....Jackson
Reynolds, Anna.....Los Angeles
Robertson, Emily.....Los Angeles
Sackett, Emily.....Hollywood
Sessions, Romaine.....Los Angeles
Smith, Alma.....Los Angeles
Smith, Elsie.....Los Angeles
St. Merry, Edna.....Lone Pine
Westerfield, Agnes.....Toluca
White, Edith.....Rivera
White, May.....Los Angeles
Yager, Ursula.....Ivanhoe

Total, 39

Number of students in Middle C Class..... 54
Number of students in Middle D Class..... 39

Total number of students in second year..... 93

First Year—Junior A.

Blair, Minnie.....Los Angeles
Brown, Nell.....Los Angeles
Carrigan, Juanita.....Los Angeles
Cramer, Melville.....Los Angeles
Crowe, Gertrude.....Los Angeles
Doyle, John R.....Glendale
Fellows, Ethel.....Los Angeles
Fredrickson, Magdalene.....Rivera
Grubb, Lena.....Los Angeles
Haettell, Lois.....Los Angeles
Halsey, Louise.....Los Angeles
Harris, Ella.....San Bernardino
Holditch, Anna.....Los Angeles
Hughes, Pearl.....Penrose
Lawler, Bernice.....Los Angeles
MacDermott, Ethel.....Los Angeles
McMurray, Vera.....Los Angeles
Myers, Minnie.....Los Angeles
Norton, Edgar.....Los Angeles
Ortiz, Marguerite.....Ivanhoe
Patterson, Mary.....Maquoketa, Iowa
Sallee, Ward.....Los Angeles
Scherrer, Alice.....Los Angeles
Shanley, Katherine.....Los Angeles
Shultz, Lucile.....Los Angeles
Smith, Luelle.....Los Angeles
Stevenson, Sarah.....Los Angeles
Sutton, Emma.....Armona
Weber, Clara.....Los Angeles
Wilson, Lily.....Los Angeles

Total, 30

First Year—Junior B.

Berberick, Grace.....Los Angeles
Brayton, Edna.....Los Angeles
Bullock, Nina.....Rivera
Dorfmeier, Irene.....Los Angeles
Goodrich, Fannie.....Los Angeles
Grass, Bertha.....Hollywood
Hanson, Ermine.....Long Beach
Hoffman, Hannah.....Los Angeles
James, Ula.....Los Angeles
Le Sage, Evangeline.....Los Angeles
Martin, John G.....Los Angeles
Rich, Effie.....Los Angeles
Thomas, Charlotte.....Los Angeles
Tuttle, Alma.....Perris
Waters, Crystal.....Los Angeles
Young, Vida.....Los Angeles

Total, 16

Number of students in Junior A Class..... 30
Number of students in Junior B Class..... 16

Total number of students in first year..... 46

Kindergarten Department—Senior Year.

Bullard, Esther ..... Los Angeles	Groves, Ema ..... Los Angeles
Dickinson, Elizabeth ..... Los Angeles	Haskins, Lorena ..... Los Angeles
Fitch, Florence ..... Los Angeles	Redman, Mae ..... Los Angeles
Gillan, Lelia ..... Los Angeles	Rice, Belva ..... Los Angeles

Total, 8

Kindergarten Department—Junior Year.

Bowlby, Violet ..... Astoria, Oregon	Peck, Addie ..... Riverside
Chase, Laura ..... Tropico	Raymer, Florine ..... Los Angeles
Dobbins, Elsie ..... Los Angeles	Stokes, Louise ..... Los Angeles
Humphrey, Alice ..... Pomona	Taylor, Annita ..... Los Angeles
Mitchell, Mary ..... Los Angeles	Torrey, Louise ..... Los Angeles
Patton, Beatrice ..... Los Angeles	Wagner, Lillian ..... Los Angeles

Total, 12

Number of students in Senior Class	8
Number of students in Junior Class	12
Total number of students in Kindergarten Department	20

Special Students.

Archer, Julia ..... Los Angeles	Lawton, Frances ..... Los Angeles
Borden, Mrs. Sheldon ..... Los Angeles	Lipe, Clara ..... Los Angeles
Bourne, Jennie ..... Los Angeles	Livingston, Mae ..... Los Angeles
Bumiller, Emma ..... Los Angeles	Maynard, Elizabeth ..... Los Angeles
Carhart, Augusta ..... Los Angeles	Mosgrove, Ellie ..... Los Angeles
Cocke, Amy ..... Los Angeles	Parcell, Zulema ..... Los Angeles
Curran, Pauline ..... Los Angeles	Powell, Bessie ..... Los Angeles
Dickey, Ethel ..... Pasadena	Springer, Jessie ..... Los Angeles
Darnell, Irene ..... Los Angeles	Stansbury, Minnie ..... Los Angeles
Dunn, Emma ..... Los Angeles	Stanton, Carrie ..... Los Angeles
Ferguson, Hattie ..... Los Angeles	Thom, Mrs. Catesby ..... Los Angeles
Fothergill, Martha ..... Los Angeles	Ward, Agnes ..... Los Angeles
Frazier, Lillian ..... Los Angeles	Whitcomb, Elizabeth ..... Los Angeles
Gibson, Elizabeth ..... Los Angeles	Wood, Minnie ..... Pasadena
Gibson, Elsie ..... Los Angeles	Workman, Mary ..... Los Angeles
James, Mary ..... Los Angeles	

Total, 31

Total number of students in regular Normal course	437
Total number of students in Kindergarten Training Department	20
Total number of special students	31
Total number of students in Normal School	488

Number of Pupils in Model and Training School.

Number of pupils in Eighth Grade	53
Number of pupils in Seventh Grade	50
Number of pupils in Sixth Grade	42
Number of pupils in Fifth Grade	41
Number of pupils in Fourth Grade	40
Number of pupils in Third Grade	40
Number of pupils in Second Grade	30
Number of pupils in First Grade	65
Number of pupils in Kindergarten	66
Total number of pupils in Model and Training School	427
Total number of students in Normal School	488
Total number of pupils in Model and Training School	427
Total number enrolled	915

GRADUATES.

(Since February, 1901.)

CLASS OF JUNE, 1901.

- Abbott, Emilita
- Alexander, Eva
- Allen, Mary O
- Austermell, Bessie
- Barnes, Dasa
- Boehncke, Frieda
- Bollong, Stella
- Borden, Ada
- Bushnell, Helen
- Brubaker, Charles
- Chappelow, Amy
- Christiansen, Freddie
- Cocke, Mabel
- Cocke, Nellie
- Cottle, Lura
- Cox, Mildred
- Coy, Lottie
- Cuff, Lillie
- Dietrick, Edward
- Dougherty, Ruth
- Duckworth, Guy
- Fallis, May
- Farnsworth, Grace
- Fine, Anna
- Fitzhugh, Anna
- Ganahl, Antoinette
- Garey, Julia
- Goodhart, Katherine
- Green, Bonnie
- Gregory, Lizzie
- Griffith, Anna
- Harlan, Browning
- Houser, Lela
- Hull, Lula
- Jones Adelaide
- Kerr, Flora
- Kirkpatrick, Eunice
- Laws, Ovid
- Lewis, Jessie
- Lorbeer, Melvin
- Matthewson, Helen
- McAfee, Maude
- Miller, Edith
- Morton, Mabel
- Neilson, Amy
- Norton, Cecilia
- Phillips, Edith
- Ross, Lena
- Ruddy, Mabel
- Schubert, Anna
- Scott, Bertha
- Shults, Clarence
- Smith, Mabel
- Soper, Edna
- Spencer, Julia
- Steinhart, Effie
- Stephens, Madge
- Steward, Alma
- Troconiz, Carmelita
- Van Deventer, Rose
- Washburn, Ella
- Weaver, Maude
- Williams, Irene
- Withers, Katherine
- Woodin, Grace
- Wright, Martha
- Zuber, Augusta

Richardson, Grace

Total, 67 68

Kindergarten Graduates, June, 1901.

- Bailey, Florence
- Carvell, Juliette
- Darcy, Leah
- Dobbins, Gabrielle
- Dryden, Ada B.
- Dunkelberger, Augusta
- Gage, Mary
- Harden, Isabel
- Kirk, Alice
- McCormack, Blanche
- Parker, Cora
- Ward, Katherine
- White, Annie
- Young, Lottie

Reg. 6/03

Harwood, Grace

Total, 15 15

CLASS OF JANUARY, 1902.

- Baker, Sa[illegible]
- Barry, L[illegible]
- Burnett, May
- Clapp, Mattie
- Cocke, Ethel
- Crum, Mabel
- Daniels, Aimee
- Davies, Grace
- Dooner, Mabel
- Emery, Lottie
- Ford, Anna
- Frink, Lillian
- Gardner, Orra
- Goodhue, Elsie
- Greene, Grace
- Gunning, Mabel
- Henderson, Jessie
- James, Myrtle
- Johnson, Mabel
- Lawless, Claude
- McCallum, Helen
- Mee, Inez
- Monroe, Emily
- Morris, Daisy
- Murphey, Grace
- Noble, Amy
- Ogborn, Eva
- Pann, Julia
- Parker, Maude
- Petray, May
- Quinn, Edith
- Satterlee, Louise
- Sheldon, Harriet
- Swerdfeger, Grace
- Tullis, Eva
- Whims, Minnie
- Wolfe, Bernice
- Curry, Abbie

Total, [illegible]

Kindergarten, Harwood Grace

Sept. 24, 19

Died 38.

Commence with March 31, June 02.

Correct.

CLASS OF JUNE, 1902.

- Adams, Madge
- Anderson, Jessie
- Ball, Cora
- Ball, Grace
- Barry, Carl
- Biffer, Mary
- Bossuet, Philana
- Brown, Kaloola
- Butler, J. Brunson
- Caldwell, Mattie
- Chandler, Moses
- Curry, Eltha
- Davis, Ethel
- Denton, Van L.
- Doan, Ethel
- Evans, Marie
- Freeman, Ethel
- Gallup, Luke
- Graf, Louise
- Graham, Frances
- Groenendyke, Elizabeth
- Harrison, Grace
- Hecht, Alma
- Hickcox, Gail
- Hill, Merton
- Holway, Elsie
- Johnson, Gretchen
- Jones, Mary
- Kellogg, Leda F
- Kevane, Kate
- Lipe, Mary
- List, B. F.
- Lyon, Sarah
- Machado, Ylaria
- Miller, Therese
- Moore, Stella
- Patrick, Catherine
- Pinney, Ellen
- Roberts, Anna W.
- Robinette, Mary
- Robinson, Lucy A.
- Rolph, Estelle M.
- Sayre, Annesley
- Schlegel, John
- Sutton, Evelyn
- Sylva, Isabel
- Van Winkle, Mae
- Welch, Laurine
- Whelan, Nellie
- Wright, Clara
- Yarnell, Mamie

Christensen, Petrina Hoxhang, Millard P. (July 3/02) Total, 62

Correct

Kindergarten Graduates, June, 1902.

- Allen, Blanche
- Allen, Grace
- Amsbury, Cassie
- Babcock, Mary
- Bumiller, Emma
- Dilworth, Florence
- Dimmick, Carrie
- Elmendorf, Mae
- Holywell, Florence
- Keach, Minta
- Savage, Ada
- Washburn, Marion
- Wickersham, Jessie
- Workman, Mary

Total, 16

Vestal, Sadie, May 29, 1902

67

Correct

CLASS OF JANUARY, 1903.

- Anderson, Victor
- Baker, Abbie
- Bartlett, Grace
- Bercaw, Emma
- Bigelow, Maude
- Boteler, Virginia
- Canfield, Marie
- Clotfelter, Goda
- Cobler, Ethel
- Couverley, Etta
- Enright, Ellen
- Findley, Edna
- Fish, Hester
- Fleischner, Ethel
- Gibbons, Hortense
- Harley, Fannie
- Hendrie, Grace
- Hillis, Ola
- Jenkin, Winnie
- Kennedy, Delphina
- Kent, Grace
- Knappe, Bessie
- Lea, Ermal
- Leake, Norman
- Mosher, Eva
- ~~Nelson, Daisy~~
- Parker, Mabel
- Parker, Myrtle
- Perry, Evangeline
- Prescott, Ruth
- Rice, Daisy
- Rosenthal, Helen
- Scherer, Clara
- Schmitz, Stella
- Sherwin, Estelle
- Sugg, Susie
- Travis, Bessie
- Welte, Constance
- Whetsell, Agnes
- Whims, Louie
- White, Jessie
- Widney, Marie
- Willard, Mary
- Wilson, Alice
- Wilson, Grace

Total, 48

~~Correct—find on Register~~

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	49
8.	Year ending June 30, 1891	72
9.	Year ending June 30, 1892	78
10.	Year ending June 30, 1893	93
11.	Year ending June 30, 1894	76
12.	Year ending June 30, 1895	84
13.	Year ending June 30, 1896	65
14.	Year ending June 30, 1897	55
15.	Year ending June 30, 1898	88
16.	Year ending June 30, 1899	107
17.	Year ending June 30, 1900	114
18.	Year ending June 30, 1901	~~120~~ 129
19.	Year ending June 30, 1902	~~102~~ 103
20.	Class of January, 1903	45
	Post graduates	8
	Total number of graduates	~~1404~~ 1407

THE ALUMNI.

As will be noted, there are over 1400 graduates of the school. Who can measure their influence for good on Southern California? All who are still living retain their interest in their alma mater. Most of them find it possible to visit their old school home occasionally, where they are always welcome. The Alumni Association holds its meeting each school year. Several hundred gathered together at the close of the twentieth year of the school and held a two days' session, closing with a banquet. Following is the program for the occasion:

TWENTIETH ANNIVERSARY

LOS ANGELES STATE NORMAL SCHOOL

Assembly Hall, July 1-2, 1902

PROGRAM

TUESDAY, July 1, 2:00 P. M.

MUSIC—Cornet Solo - - - - - - - - MISS LAURA COTTON
Mrs. Celia C. Heller, Accompanist

ADDRESS OF WELCOME - - - - - - - - - - - - - -
DR. M. EVANGELINE JORDAN, President Alumni Association.

VOCAL SOLO - - - - - - - - - - - MR. JOSEPH P. DUPUY

ADDRESS—"The Ethics of the Profession" - - - - - - - - - -
DR. CHARLES C. VAN LIEW, President State Normal School, Chico.

VOCAL SOLO - - - - - - - - - - - MISS LOUISE TORREY

ADDRESS—"The Normal School and Its Work" - - - - - - - - -
DR. EDWARD T. PIERCE, President State Normal School, Los Angeles.

WEDNESDAY, July 2, 9:30 A. M.

MUSIC—Vocal Solo - - - - - - - - - MISS MAUD RICHARDS
Mrs. D. H. Morrison, Accompanist

ADDRESS—"Care of Children's Teeth" - - - - - - - - - - -
DR. GARRETT NEWKIRK, Dean of Dental College, U. S. C.

VOCAL SOLO - - - - - - - - - - - MISS MAUD RICHARDS

ADDRESS—"The Enlargement of Life" - - - - - - - - - - - -
DR. GEORGE A. GATES, President of Pomona College.

ADDRESS—"The Needs of Our Boarding Students and How They Are Met" - -
MRS. ISABEL W. PIERCE, Preceptress State Normal School, Los Angeles.

BUSINESS MEETING - - - - - - - - - - - - - - -

WEDNESDAY, 6:30 P. M.

BANQUET IN GYMNASIUM :-: DANCING

INDEX.