

State Normal School

Los Angeles

California



Established in 1881.

1903 - 4
Catalog for the Year End-
ing June 30, 1904

Announcement
1903-4

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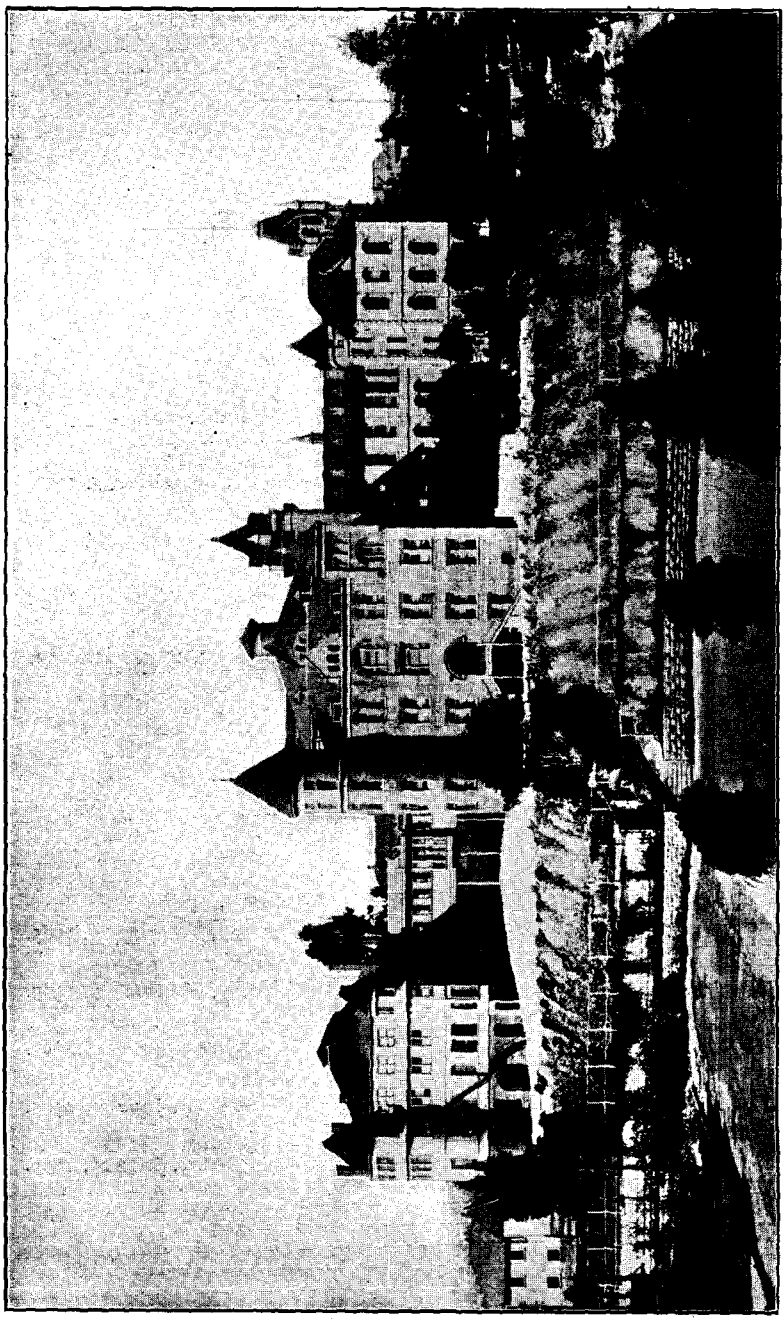
CALENDAR FOR 1904-1905.

FIRST TERM.

- Entrance examinations, admission on credentials, and examinations for advanced standing and to remove conditions,
Monday, September 5, 1904.
- Term opens - - - - - Wednesday, September 8, 1904.
- Term closes - - - - - Thursday, February 2, 1905.
- Holiday vacation - December 16, 1904, to January 2, 1905, exclusive.
-

SECOND TERM.

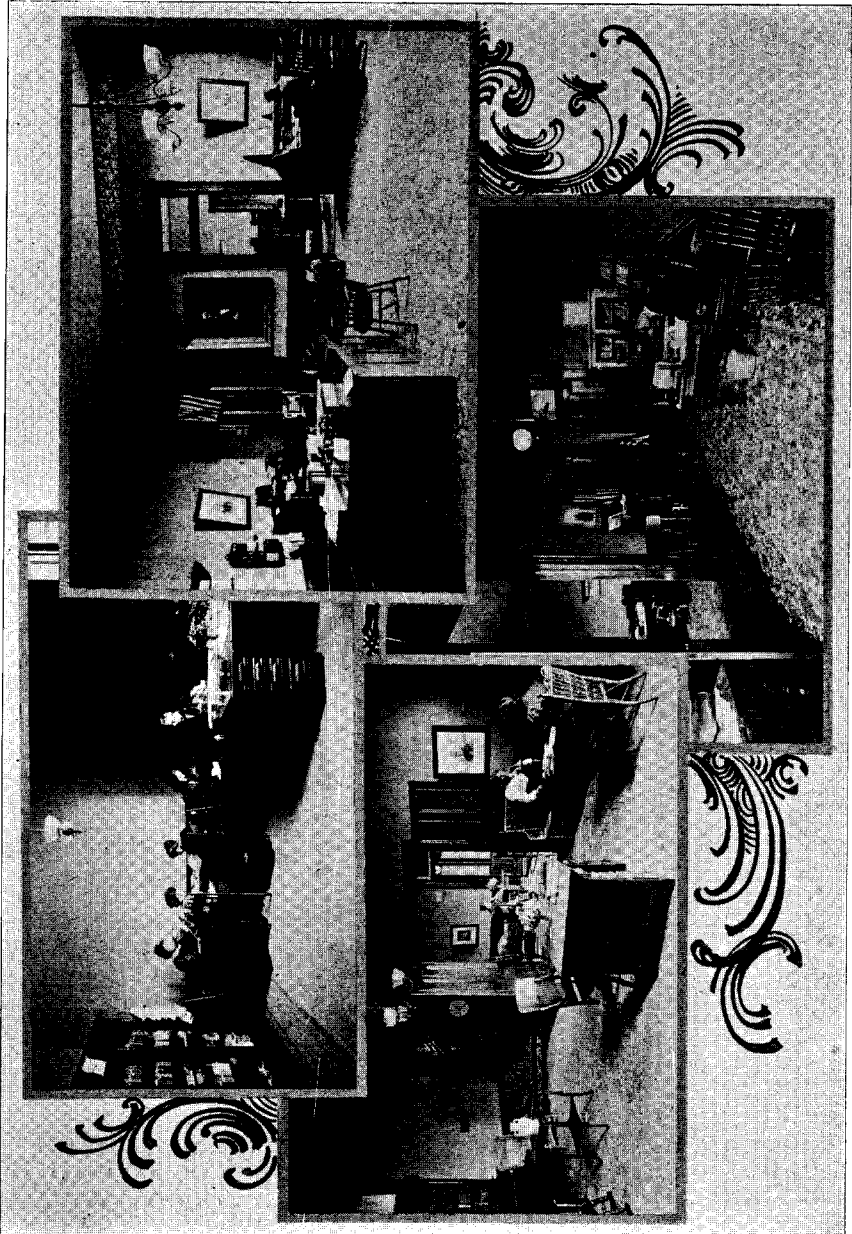
- Entrance examinations and admission on credentials,
Monday, February 6, 1905.
- Term opens - - - - - Tuesday, February 7, 1905.
- Mid-term vacation - - - - - April 14 to 24, exclusive.
- Term closes - - - - - Wednesday, June 28, 1905.
- Commencement - - - - - Thursday, June 29, 1905.



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



VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING.



OFFICES AND RECEPTION ROOMS.

BOARD OF TRUSTEES, 1904-1905.

GEORGE C. PARDEE, - - - - - Governor.
Ex Officio.
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.
LOUIS S. THORPE, M.D., - - - - - Los Angeles.

OFFICERS OF THE BOARD.

JOHN WASSON, - - - - - President.
CHARLES DWIGHT WILLARD, - - - - - Vice-President.
EDWARD T. PIERCE, - - - - - Secretary.

EXECUTIVE COMMITTEE.

JOHN WASSON, CHARLES DWIGHT WILLARD,
LOUIS S. THORPE, M.D.

FACULTY, 1903-1904.

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, SECRETARY OF FACULTY,
History.
- ✓ 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 September 10, 1903.

✓ † Harriet A. Moore, substitute.

✓ † T. H. Kirk, M.L., substitute during second term.

FACULTY OF NORMAL DEPARTMENT—Continued.

✓* MARY M. SMITH,
Drawing and Sloyd.

✓ JENNIE HAGAN,
Music.

✓ AGNES ELLIOTT,
History.

✓† MARY G. BARNUM, B.L.,
English.

✓ ELLA G. WOOD, A.B.,
English.

✓ JESSICA C. HAZARD,
Domestic Science and Domestic Art.

✓ LUCY J. ANDERSON,
Domestic Science and Reading.

✓ MARGARET O'DONOUGHUE,
Private Secretary to President.

✓ ELIZABETH H. FARGO,
Librarian.

*Lucie Rhoades back
222 May 31st
Mrs. Jennie C. Conroy after May
Assistant Librarian.*

KINDERGARTEN TRAINING DEPARTMENT.

✓ FLORENCE LAWSON, *Director.*

✓ GAIL HARRISON, *Assistant.*

TRAINING SCHOOL.

Critic Teachers.

✓ KATE F. OSGOOD, *City Principal.*

✓ HELEN MACKENZIE.

✓† ALBERTINA SMITH.

✓ CARRIE REEVES.

✓ CLARA M. PRESTON.

✓ ELIZABETH SULLIVAN.

EMPLOYEES.

EDWIN P. CARR, *Engineer and Carpenter.*

J. C. MAJOR AND WIFE, *Resident Janitors.*

THOMAS FARNHAM, *Gardener.*

O. H. MASTERS, *Janitor.*

✓ Resigned January 1, 1904.

✓ Resigned February 1, 1904 Marion Whipple, substitute during last term.

✓ M. Belle Stever, substitute three months.

FACULTY, 1904-1905.

NORMAL DEPARTMENT.

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

MELVILLE DOZIER, B.P.,
Mathematics and Bookkeeping.

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

Dr. Y. R. Caswell, ~~†~~
Supervisor of Training School.

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

HARRIET E. DUNN, SECRETARY OF FACULTY,
History.

AGNES ELLIOTT, ~~†~~
History.

FRED ALLISON HOWE, LL.B., PH.D., ~~†~~
Head of Department of English.

JOSEPHINE E. SEAMAN, ~~†~~
English.

ELLA G. WOOD, A.B., ~~†~~
English.

MAY A. ENGLISH, ~~†~~
Chemistry and Mathematics.

JAMES F. CHAMBERLAIN, ED.B., ~~†~~
Geography.

~~CHARLES DON VON NEUMAYER, Resigned.~~
Katherine Gill, Reading.

ADA M. LAUGHLIN,
Drawing.

SARAH J. JACOBS,
Director of Physical Training.

FREDERICK H. BEALS, ~~†~~
Physics and Physiology.

LOYE HOLMES MILLER, M.S., ~~†~~
Biology and Nature Study.

FACULTY OF NORMAL DEPARTMENT—Continued.

JESSIE B. ALLEN, Ph.D.,
Psychology and Mathematics.

JENNIE HAGAN,
Music.

JESSICA C. HAZZARD,
Domestic Science and Domestic Art.

CHARLES M. MILLER,
Manual Training.

MARGARET O'DONOUGHUE,
Private Secretary.

ELIZABETH H. FARGO,
Librarian.

Mrs. Jennie E. Conway
Assistant Librarian.

Nov.

KINDERGARTEN TRAINING DEPARTMENT.

ISABEL FRENCH, *Director.*

GAIL HARRISON, *Assistant.*

TRAINING SCHOOL.

Critic Teachers.

KATE F. OSGOOD, *City Principal.*

HELEN MACKENZIE.

CLARA M. PRESTON.

CARRIE REEVES.

ALBERTINA SMITH.

ELIZABETH SULLIVAN.

EMPLOYEES.

EDWIN P. CARR, *Supervisor of Buildings, and Engineer.*

J. C. MAJOR, WIFE AND SONS, *Resident Janitors.*

THOMAS FARNHAM, *Gardener.*

O. H. MASTERS, *Janitor.*

STANDING COMMITTEES.

The following Standing Committees will be appointed by the President-elect at the first meeting of the Faculty :

1. ENROLLMENT COMMITTEE: President's Office.

2. CLASSIFICATION COMMITTEES:
 - (a) APPLICANTS FOR COURSE I. Room G.
 - (b) APPLICANTS FOR COURSE II. Room C.
 - (c) APPLICANTS FROM OTHER NORMAL SCHOOLS. Room T.
 - (d) VISITING TEACHERS. Office of Supervisor of Training School.
 - (e) SPECIAL STUDENTS IN DRAWING. Room N.
 - (f) SPECIAL STUDENTS IN MUSIC. Room S.
 - (g) SPECIAL STUDENTS IN MANUAL TRAINING AND DOMESTIC SCIENCE. Sloyd Room.
 - (h) CLASSIFICATION OF STUDENTS ALREADY ENROLLED:
Present and last class-teacher.

3. CANDIDATES FOR GRADUATION. Room Y.

4. STUDENTS' ENTERTAINMENTS. Reception Room.

5. PUBLIC LECTURES AND ENTERTAINMENTS. Reception Room.

6. LIBRARY.

7. CATALOG.

Class-teachers are assigned at the beginning of each term.

REPORT OF PRESIDENT OF BOARD OF TRUSTEES.

JOHN WASSON.

The State Normal School at Los Angeles has always ranked high, and its high rank will be maintained; in fact, will be made to rank higher as the years go by. All approved advance methods of educating young men and women to be successful teachers will be applied in this school. The health of the minds and bodies of its students will have constant attention.

During the school year just closing, the plumbing throughout the buildings has been inspected and such defects as were discovered, remedied; in places old work has been replaced by new with the most approved appliances. The gymnasium has been made much more comfortable. Recent improvements for the convenience and comfort of the faculty and students have been made in the halls and in several of the rooms. The biological and geographical departments have just been provided with additional and up-to-date apparatus.

The recreation grounds about the buildings are spacious and lately have been much improved and made more attractive. The site of the buildings is not surpassed by that of any public edifice in the State. Most of the city and a vast area of rich country are in full view from it. A generous variety of flowers, shrubs, and trees are grown upon it, with intervening stretches of lawn. The site is restful and charming.

As the catalog shows, there is much in the line of culture work done in this Normal School, and it will be the aim of the Trustees to provide such additional instruction as in their judgment (or is proven to be valuable by experience elsewhere) will better equip teachers for their high duties. They will be ever alert to encourage the utmost harmony and confidence among teachers, between teachers and students, and between President and Trustees. They regard as indispensable a cordial coöperation of all in authority.

Generally speaking, Los Angeles has come to be a great educational center. In addition to its many and varied permanent educational organizations, it is honored and benefited with frequent assemblages of men and women of high culture, having in view the promotion of educational, scientific, religious, and political objects. Students will surely be much benefited by such influences. The attention of young men is particularly called to this great State educational institution. It especially fits young men and women for lucrative and high professional work—work that is ever increasing, and for which the demand is con-

stantly growing larger. The tendency is to pay teachers higher salaries; the tendency is also to employ a larger percentage of male teachers.

The conditions in our Los Angeles Normal, as well as in this city, are unexcelled for personal comfort and health, and also for a high development of the mind.

When President Edward T. Pierce resigned last July, after a very successful administration of ten years, the Board of Trustees unanimously requested him to continue in his position until the close of the present term. This he consented to do. In the meanwhile, the Trustees have been seeking a man who is fitted to fill his place and continue to maintain the reputation of the school for progressive ideals and excellent work. After carefully considering a large list of candidates, Dr. Jesse F. Millspough, a successful Eastern Normal School man, has been elected President. He brings to the position a broad scholarship and a wide experience as an educator. He has already nominated several new members of the Faculty, all of whom have had graduate work in one or more of our leading universities. He will nominate others as demands require. With a Faculty of earnest and cultivated people, we feel assured that the school will continue to prepare enthusiastic and capable teachers for the public schools of the State.

The Trustees confidently invite the attention of the parents, as well as of the girls and boys who will soon be our directing and controlling men and women, to the advantages offered by the State Normal School at Los Angeles.

REPORT OF THE PRESIDENT OF THE FACULTY.

EDWARD T. PIERCE.

The State Normal School at Los Angeles has been established twenty-two years. This time may be divided properly into two periods representing different eras in the progress of the institution. During the first eleven years, the course of study covered but three years from the Grammar School. Most of the curriculum was devoted to academic instruction, because this was most needed by the teachers of that time. The school was poorly equipped and the Training School or Practice Department was small; however, because of the need for better educated teachers, the school steadily grew in favor and its graduates were in active demand throughout Southern California.

In 1893, the Legislature granted an appropriation of \$75,000 for the purpose of enlarging the buildings and adding to the equipment. In

the meantime, new demands had been made upon the Normal Schools of the country, both in the way of broader scholarship and of technical training. These demands were met in the Los Angeles State Normal School by lengthening the course of study to four years for ninth-grade students, adding much more professional work and increasing the amount of practice work required before graduation, which latter was made possible by reorganizing the Training School so as to include eight grades instead of four and giving it the use of fifteen rooms, to which were added nine rooms in 1902, making twenty-four in all.

Our enlarged facilities also enabled us to provide new laboratories for physics, chemistry, biology, psychology, and geography, and to equip them fully.

A thoroughly trained man was engaged to take charge of the work in psychology and pedagogy and to direct the work in the Training School. Manual training was introduced and a full equipment provided for carrying on the work in both the Normal and the Practice departments. Much more attention than formerly was given to art; rooms were fitted up especially for carrying on the work, and a special teacher was placed in charge of it.

The time also seemed ripe for the State to take up the training of kindergarten teachers and thus raise the standard of preparation for those who assumed to do this important work. The first department of the kind under State auspices was established in connection with the Normal School at Los Angeles. Every encouragement has been given to make it a success, and the Joint Board of Normal School Trustees, at its last meeting, voted to continue the department as the only one in connection with any of the State institutions.

Two years ago the Normal curriculum was modified to include a course in domestic science and domestic art as a necessary training for teachers, a demand that is growing throughout the country. This was one of the first Normal Schools to meet such a demand, and a large and well-equipped cooking laboratory was provided for this purpose, in which classes of forty students each can do individual work under competent teachers. In connection with this department, a lunch-room has been maintained, in which students obtain warm lunches at a moderate cost.

Little attention had been given, during the early history of the school, to the æsthetic side of education, other phases deemed more important occupying the time and attention of those in charge. During the past ten years, however, many of the rooms have been decorated with works of art. The assembly room has more than one thousand dollars' worth of statues and pictures presented to the school by the graduating classes. Among them are life-size statues of Minerva and Diana and a colossal statue of the Niké or Winged Victory over nine feet in height, besides several other casts. Among the framed works of art are large Braun photographs of the Parthenon, the Venus de Milo and the Sistine

Madonna, each worth one hundred dollars, framed. There is also a reproduction of the mural painting of the Canterbury Pilgrimage by Robert Van Vorst Sewell. This photograph is fifteen feet long and, together with the frame, is worth one hundred and fifty dollars. The last gift to the school was a framed photograph of the Shaw Memorial Tablet, valued at eighty dollars. Besides the above, are excellent engravings of Shakespeare, Washington, Lincoln, the Signing of the Declaration of Independence, and the Signing of the Emancipation Proclamation. The library has several excellent engravings and nearly every room in the building appeals in some sense to the love of the beautiful. This has been considered a necessary part of an all-round education which is now demanded more fully than formerly. The class just graduating has presented the school with a life membership in the Archæological Institute of America, at a cost of one hundred dollars.

A commodious, well-lighted, fully-furnished, and beautifully-decorated library room now provides accommodations so ample that one hundred students at a time may study or do research work without crowding. The library contains above 12,000 volumes, besides a large number of valuable pamphlets.

A school garden has been properly laid out, in which the primary classes of the Training School grow and cultivate plants and do much of their nature study. A separate garden has been provided for the kindergarten children, in which each child has his own space for work. The children of this department also have an outdoor gymnasium constructed on an original plan, which allows for the proper and systematic exercise of the little ones under the direction of their teachers.

During the past decade the school has also added many other new phases of work in order to keep pace with the ever-increasing demands of modern elementary education. The teachers who now go out from the school are no longer limited in their teaching to the old purely formal and scholastic curriculum, but have knowledge and power along many lines that arouse interest in children and develop them symmetrically.

The character of the student body has also been changing during the past few years. Whereas, during the first half of the life of the institution, students were necessarily drawn almost entirely from the grammar schools, there has entered since then an ever-increasing number of high school and college graduates. For the past eight years, a special course has been maintained for these students, during which time also they have become the preponderating element in the attendance. At the opening of the next term, September 8, 1904, the school will reach the point long anticipated and will restrict its entering students entirely to high school graduates or those having an equivalent education. Thus the school has developed through the process of evolution into a strictly technical and professional institution fully equipped for the

important work that it has to do in the future educational progress of this favored region. To quote in brief from the monograph of Dr. C. C. Van Liew, on the "California System of Training Elementary Teachers," prepared for the Department of Education, Louisiana Purchase Exposition: "The policy of the present administration has been to maintain thoroughly trained and effective leadership in each department, to incorporate into the life of the school as a whole all those phases of modern education which unquestionably reflect the spirit of the times, to maintain high standards of entrance, scholarship, and graduation."

The influence of the Normal School at Los Angeles on the public school system of Southern California during the past twenty years can not be estimated. At least ninety-eight per cent of its graduates have taught. Many of them are still teaching. They have always maintained high ideals and done thorough work. They have been leading spirits in nearly all sections of Southern California and have always stood high in the estimation of the people. Many of them have risen to prominent positions in the State.

It is with a feeling of gratification that the writer looks back on his connection with this school and the one at Chico and on the resulting influence it has been his fortune to exert on the growing generation through the twelve hundred, or more, teachers whose diplomas he has signed. He has a profound sense of gratitude to God that he has been permitted to work for over thirty years in the public and normal schools of this and other states. As he retires from active service in the educational field, he wishes to express his sincere thanks to the large number of students who have sat under his teaching for their confidence and friendship, to the many teachers who have worked so cheerfully and faithfully side by side with him, and to the boards of trustees who have so universally assisted and supported him in his efforts to improve our system of public school education. He carries with him into the future a deep and abiding interest in the continued welfare of the State Normal at Los Angeles and a hope that all its friends will heartily support his successor in his efforts to advance its interests.

GENERAL INFORMATION.

Advice to Those Who Wish to Enter the School.

1. 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 on page 71 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, 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 \$8 to \$15 during the two years. One dollar and fifty cents will be charged 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 overtaking himself.

Boarders and Boarding.

Students who have not already secured boarding places or rooms should come to the city a day or two before the opening of the school. The secretary of the Faculty, who will be in attendance at the building, will have a list of desirable homes for students to which she can direct them. They are expected to select places approved by the Faculty.

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 entitled 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 either 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 page 71 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 page 71 of the catalog*, or the examination may be made by the President, who is 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, September 5, 1904, and Monday, February 6, 1905.

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 school:

A. Fully Accredited Students.

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

(a) Required:	CREDITS.
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	}	2
French—15a. Two years.....	2		
German—15b. " ".....	2		
Greek—8. " ".....	2		

(c) Either:

Physics—11.....	1	}	1
Chemistry—12b.....	1		

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

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

NOTE.—The first two years of the old course termed “The Preliminary Course” will not continue to be maintained. *No applicants from the Ninth Grade will be admitted in the future.*

COURSES OF STUDY.

Admission based on University Entrance Requirements.

COURSE I.

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

JUNIOR 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.

SENIOR 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 effective 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.

WILLARD S. SMALL. EVERETT SHEPARDSON.

KATE BROUSSEAU.

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 hour 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.

During the year 1903-04 Witmer's *Analytical Psychology* has been used as laboratory guide. Parts of Chapters IV, VI, and VII were omitted. A few topics were added: Simple and complex reactions, emotion, suggestion, habit and will.

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 during the past year has been based upon Kirkpatrick's *Fundamentals of Child Study*. Study of the text has been supplemented by systematic observation of children in the Training School and by individual study of special topics.

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. McMurry's *Elements of General Method* and *Method of the Recitation* have been used in 1903-04 as basis for the course. White's *Art of Teaching*, Hinsdale's *Art of Study*, and Fitch's *Lecture on Teaching* are used largely for reference.

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.

JOSEPHINE E. SEAMAN.

MARY G. BARNUM.

ELLA G. WOOD.

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.

(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 con-

certed 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

sued 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 Hulah, *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 for 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.

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 is 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.

$$\begin{array}{r} \$75 \\ \times 5 \\ \hline \end{array}$$

\$375, cost of 5 horses.

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

$$\begin{array}{r} \$68 \\ \times 12 \\ \hline \end{array}$$

\$816, cost of 12 horses.

\$375 + \$816 = \$1191, whole cost.

5 + 12 = 17, number of horses sold.

$$\begin{array}{r} \$73 \\ \times 17 \\ \hline 511 \\ 73 \\ \hline \end{array}$$

\$1241, selling price.

\$1241 - \$1191 = \$50, gain.

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

$$5 \times \$2 = \$10, \text{ loss on 5 horses.}$$

$$\$73 - \$68 = \$5, \text{ gain per head on second lot.}$$

$$12 \times \$5 = \$60, \text{ gain on 12 horses.}$$

$$\$60 - \$10 = \$50, \text{ whole gain.}$$

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

with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of architectural 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. Skelton 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, criticised, 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.

The Normal Course in manual training is confined to cardboard construction and woodworking. Owing to the breadth of the curriculum the time for each subject is very limited. 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.

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 the models are made of pulp board, and covered with decorated cover paper. Very complex and beautiful models can be made in this group. The student is supposed 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 bookbinding. 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 has been 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 to the pupils 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 are 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 included and more interest will be taken in the great variety of form presented.

The wood sloyd includes mechanical drawing of plans, including 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.

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

The school 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. 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 the 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 study of exercises suitable for the common schools constitutes a part of 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.

Some outdoor projects have been planned for next year, and much interest has already been shown in this effort.

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 alumnae, 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.

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.

COURSE II.

KINDERGARTEN TRAINING.*

ISABEL FRENCH.

In addition to the requirements for admission to Course I, 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	3
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	5
7. Observation in Kindergarten	3
Total, 25 units.	

*At the last meeting of the Joint Board of Normal School Trustees, it was decided that the Kindergarten Training Course under the auspices of the Los Angeles State Normal School would be the only one maintained by the State until further action.

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 "Pedagogs 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.

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*.

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 two years ago for its use. They are light, airy, commodious, and attractive, and have been beautifully furnished during the past year. 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 twelve 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.

THE TRAINING SCHOOL.

WILLARD S. SMALL, Supervisor.

Critic Teachers:

KATE F. OSGOOD.	HELEN C. MACKENZIE.
CARRIE REEVES.	ELIZABETH SULLIVAN.
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. During the first term the student-teacher spends one hour a day in the Training School. Most of this time is occupied in teaching, though some opportunity is commonly given for observation. The teaching is continuous in one grade, under the same critic teacher. 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 part of 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 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, 1903-1904.

Fourth Year—Senior A.

Adams, Adelia	Los Angeles	Gill, Ellice	Oxnard
Alexandar, Louise	"	Graham, Estelle	Los Angeles
Ambrose, Wiley	"	Graves, Edith	"
Amsbury, Zella	Redondo	Greenslade, Calla	"
Archer, Ada	Covina	Haley, Augusta	"
Armstrong, Mary	Los Angeles	Hanson, Margaret	"
Ayers, Etta	Somis	Harnett, Josephine	Burnett
Baker, Nettie	South Pasadena	Harnett, Norah	"
Ball, Ivan	Woodville	Haskin, Lorena	Los Angeles
Ball, Effie	"	Helvie, Carlana	Long Beach
Beebe, Mary	Covina	Heuring, Lena	Los Angeles
Bowen, Josie	Buena Park	Hiatt, Ethel	Orange
Bollinger, Lela	Florence	Higgins, Lena	Long Beach
Borthick, Freddie	Tropico	Hill, Frances	Yorkville, Ill.
Brown, Abbie	Los Angeles	Hossler, Hutoqua	Santa Ana
Bullard, Esther	Claremont	Hodgkins, Josie	Los Angeles
Burch, Beatrice	Los Angeles	Hotzell, Maggie	Inglewood
Burt, Ethel	Pasadena	Horton, Olive	Riverside
Carner, Bert	Los Angeles	Hughes, Lulu	Norwalk
Cartwright, Nellie	Toluca	Hull, Reba	Los Angeles
Cessna, Genevra	Los Angeles	Hurley, Mary	"
Clarke, Victoria	"	Hutchinson, Irene	"
Collins, Daisy	"	Hutchinson, Juliette	"
Cole, Helen	"	Hutt, James	Garden Grove
Cossairt, Alice	Orange	Jesson, Mabel	Ontario
Cottle, Elsie	Sherman	Johnson, Anna	Riverside
Coulson, Mabel	Los Angeles	Johnson, Grace	Los Angeles
Crabb, Bertha	Pomona	Johnson, J. B.	"
Crawford, Ada	Monroe, Pa.	Johnson, Mildred	Los Angeles
Davis, Mollie	Long Beach	Johnson, Mildred	Riverside
Dawley, Etha	"	Kels, Anna	Glendale
Day, Dorothy	Los Angeles	Killian, Mary	Los Angeles
Dickey, Lena	Santa Ana	Knapp, Bessie	Greenville, Mich.
Dorsey, Bertha	Azusa	Krier, Anna	Chino
Eley, Louise	Fresno	Krug, William	Los Angeles
Ellis, Katherine	Los Angeles	Kuehney, M. S.	Upland
Errett, Mary	Dinuba	Lawrence, Ida	Los Angeles
Estudillo, Adelalde	Riverside	Loyd, Delleada	"
Fitch, Florence	Los Angeles	Lynch, Clara	"
Force, Evelyn	"	McClure, Zoe	"
Foster, Alice	"	McCall, Emma	"
Freeman, Clara	Downey	McLaughlin, May	Santa Monica
Fryer, Maud	Spadra	Masterson, T. V.	Los Angeles
Fuller, Ida	Hynes	McKechnie, Mildred	Riverside
Garwood, Lela	South Pasadena	Mills, Louise	Los Angeles
Gifford, Henrietta	Los Angeles	Mills, Nita	"
Gilbert, Mabel	"	Minthorn, Maude	"

Fourth Year—Senior A—Continued.

Mitchell, Anabelle.....	Los Angeles	Shrewsbury, Mary.....	Santa Ana
Moller, Grace.....	"	Smith, Alice.....	Los Angeles
Moore, Nellie.....	Long Beach	Spinner, Mabel.....	San Pedro
Moore, Corabel.....	Riverside	Stafford, Floy.....	Los Angeles
Nevius, Mary.....	Pasadena	Stahmer, Henrietta.....	"
Nolan, Helen.....	Los Angeles	Stanton, Mamie.....	"
Norris, Idelle.....	"	Thomas, Addie.....	"
O'Connell, Ida.....	"	Thompson, Alice.....	"
Olsen, Ella.....	Riverside	Thompson, Gladys.....	"
Olsen, Hulda.....	"	Thompson, Pearl.....	Norwalk
Ott, Gertrude.....	Redlands	Totty, Hattie.....	Los Angeles
Ornelas, Manuela.....	Whittier	Trefethen, Nettie.....	San Pedro
Parker, Eleanora.....	Los Angeles	Van Dam, Helen.....	Los Angeles
Patterson, Pearl.....	"	Wagner, Ella.....	"
Patten, Maria.....	Pasadena	Waldorf, Crayton.....	Orange
Payne, Alice.....	Chino	Wallace, Addie.....	Los Angeles
Pentland, Bertha.....	Los Angeles	Wallace, Annie.....	Huntsville, Ohio
Phillis, Ethel.....	"	Walsh, Dela.....	Los Angeles
Phillips, Maud.....	Highland	Weber, Elizabeth.....	"
Purcell, Zulema.....	Los Angeles	Weed, Gertrude.....	Riverside
Reavis, Ola.....	"	Westcott, Frances.....	Los Angeles
Reeve, Maria.....	"	Widney, Josephine.....	"
Riddell, Hardy.....	Burbank	Wright, Lula.....	Pasadena
Robinson, Margaret.....	Los Angeles	Yager, Jenn.....	Los Angeles
Ronau, Richard.....	"	Yarnell, Sadie.....	"
Ruhland, Venie.....	Alhambra	Yoder, Lizzie.....	South Pasadena

Total, including class graduating January 28th..... 148

Third Year—Middle Class.

Adams, Abra.....	El Monte	Clay, Bonnie.....	Los Angeles
Adams, Carrie.....	Los Angeles	Cobb, Octavia.....	"
Anderson, Bonnye.....	"	Collins, Bertha.....	"
Ayers, Jennie.....	Eureka	Collins, Ina.....	Santa Ana
Ballantyne, Edna.....	Tropico	Cooper, Ida.....	Los Angeles
Barr, Alice.....	Los Angeles	Cowden, Emma P.....	"
Barton, Grace.....	"	Cox, Mabel.....	San Luis Obispo
Bathey, Allie.....	"	Coy, Myrtle.....	Lancaster
Baxter, Ella.....	Fullerton	Cunningham, Charlie.....	Santa Ana
Bayles, Myrtle.....	Alhambra	Cunningham, Mamie.....	Los Angeles
Bedford, Mattie.....	Los Angeles	Creigh, Annie.....	"
Bemis, Hazel.....	"	Curtis, Velma V.....	Long Beach
Bennett, Bessie.....	Pasadena	Davis, Emma.....	Los Angeles
Blair, Lucy.....	Downey	Davis, May.....	San Bernardino
Boyer, Rose.....	Toluca	Decrow, Ruby.....	"
Boyer, Pearl.....	"	Dickey, Ethel.....	Pasadena
Brown, Nellie.....	Los Angeles	Dickey, Ruth.....	"
Buck, Bessie.....	"	Dodge, Frances.....	Los Angeles
Burkhalter, Gertrude.....	Needles	Dobbins, Ora.....	"
Cartwright, Alice.....	Toluca	Dodson, Cora.....	Hynes
Charoulean, Anita.....	North Pasadena	Dolland, Jessie.....	Norwalk
Clarke, Leo.....	Los Angeles	Duke, Edgar.....	Downey

Third Year—Middle Class—Continued.

Eaton, Phoebe.....	Ventura	McMullen, Bessie.....	Los Angeles
Erickson, Hilda.....	Monrovia	Mace, Lorena.....	Azusa
Ervin, Edith.....	Los Angeles	Manson, Margaret.....	Los Angeles
Everett, Dolorosa.....	Anaheim	Martin, Marie.....	"
Ewing, Ariel.....	Los Angeles	Matlack, Idella.....	"
Fate, Elizabeth.....	Orange	Michaelis, Hattie.....	Norwalk
Farris, Myrtle.....	Palms	Millen, Ella.....	Santa Monica
Fellows, Ethel.....	Los Angeles	Milner, Pearl.....	Los Angeles
Floro, Ethel.....	"	Mimms, Lutie.....	"
Foulke, Mary.....	Rialto	Moore, Maud.....	Goleta
Francis, Mabel.....	Escondido	Moores, Alice.....	Los Angeles
Franklin, Bertha.....	Los Angeles	Mortensen, Mattie.....	Burbank
Gallagher, O'Dessa.....	"	Murray, Kathalene.....	El Modena
Gibson, Edith.....	Ventura	Ott, Hope.....	Los Angeles
Graham, Agnes.....	Los Angeles	Park, Maud.....	"
Grebe, Laura.....	"	Parks, Rea.....	"
Greve, Annie.....	"	Parsons, Maude.....	Carpenteria
Griffith, Nellie.....	"	Patterson, Maud.....	Los Angeles
Groce, Orrie.....	Pomona	Pedeltz, Gertrude.....	Santa Ana
Grubb, Emma.....	Los Angeles	Phillips, Birdie.....	Los Angeles
Haifley, Lillian.....	"	Porter, Minnie.....	Fullerton
Halsey, Bessie.....	"	Prince, Alice.....	Toluca
Hannah, Rey.....	"	Reed, Lona.....	Ontario
Hatfield, Clara.....	"	Reppy, Vera.....	Ventura
Hare, Sadie.....	"	Reynolds, Annie.....	Los Angeles
Hawley, Marie.....	"	Rice, Lucy.....	Long Beach
Hawes, Lucy.....	"	Richards, Hattie.....	Riverside
Heller, Anna.....	Long Beach	Rhodes, Hazel.....	Los Angeles
Herbst, Elsie.....	Los Angeles	Rose, May.....	Palms
Hewitt, Nettie.....	"	Root, William.....	Pasadena
Higgins, Pearl.....	Long Beach	Robertson, Edith.....	Los Angeles
Hough, Henrietta.....	Los Angeles	Savage, Lucille.....	Sanger
Hubbard, Fay.....	"	Scott, Myrtle.....	San Bernardino
Hurd, Katherine.....	"	Sessions, Romaine.....	Los Angeles
Hyland, Nellie.....	"	Sharpe, Otis.....	Hynes
Iscensee, Thirza.....	"	Shultz, Dora.....	Los Angeles
James, Florence.....	Petaluma	Shultz, Maud.....	"
Jorstad, Hilda.....	Los Angeles	Shutt, Zelma.....	Pasadena
Kane, Zaida.....	"	Smith, Alma.....	Shoemaker
Kellenberger, Rose.....	Buena Park	Smith, Grace.....	Visalia
Kenyon, Jessie.....	Fresno	Spencer, Mary.....	Los Angeles
Knowlton, Lulu.....	Monrovia	Stancer, Lew.....	San Bernardino
Kuntz, Lela.....	Pomona	Standefer, Jessie.....	Los Angeles
Lacy, James.....	Badger	Stearns, Evelyn.....	"
Lepley, Alvina.....	Alhambra	Stose, Artie.....	"
Lewis, Harriet.....	Los Angeles	Stradley, Mary.....	"
Lewis, Mabel.....	"	Strang, Grace.....	Pasadena
Lewis, Olivia.....	Downey	Strobridge, Arvilla.....	Bakersfield
Lewis, Zoe.....	Los Angeles	Sugg, Lela.....	Rivera
McCarthy, Jennie.....	"	Sullivan, Eveleen.....	San Bernardino
McCarthy, Percy.....	"	Timmons, Zoraida.....	Delano
McCoid, Bessie.....	Whittier	Troxell, Jennie.....	Los Angeles
McCormick, Lottie.....	Toluca	Trueblood, Mabel.....	Whittier
McDermott, Ethel.....	Los Angeles	Tryon, Lulu.....	Los Angeles
McGaugh, Mary.....	Rivera	Valla, Emma.....	"

Third Year—Middle Class—Continued.

Wade, Edna	Los Angeles	Williams, Anita	Santa Paula
Warren, Hazel	Riverside	Wheeler, Lessie	Los Angeles
Wenger, Elsie	Los Angeles	Wilson, Louise	Bakersfield
White, Edith	Rivera	Wilson, Myrtle	Santa Ana
White, Mary	Los Angeles	Wood, Rebecca	Azusa
Whitehead, Neven	"	Woodward, Harriet	Los Angeles
Wilkinson, Irma	Bakersfield		

Total number of students in third year 167

Second Year—Middle Class.

Anderson, Leona	Los Angeles	Le Sage, Evangeline	Los Angeles
Bear, Henrietta	"	McIntyre, Annie	"
Beck, Zella	"	McMillen, Edith	Delano
Bemis, Cecil	Pomona	McMurray, Vera	Los Angeles
Blair, Minnie	Los Angeles	Norton, Edgar	"
Brayton, Edna	"	Nourse, Elizabeth	"
Brobst, Hazel	"	Patterson, Mary	Maquoceta, Iowa
Bullock, Myra	"	Sackett, Emily	Hollywood
Burns, Belle	"	Sallee, Ward	Los Angeles
Carrigan, Juanita	"	St. Merry, Edna	"
Cockrill, Jessie	"	Scherrer, Alice	"
Dorfmeier, Irene	"	Shultz, Lucille	"
Doyle, John R.	Glendale	Sisson, Lurlie	Bakersfield
Elder, Martha	Los Angeles	Smith, Clara	Los Angeles
Galliher, Elsie	"	Smith, Luella	"
Grubb, Lena	"	Stevenson, Sarah	"
Guthrie, Alice	Chatsworth	Stowers, Florence	Whiteland, N. Dak.
Halsey, Louise	Los Angeles	Sutton, Emma	Armona
Harrier, Orva	Valley, Nebraska	Theal, Millie	Los Angeles
Harris, Elia	San Bernardino	Trefethen, Gratia	San Pedro
Harwood, Josephine	Los Angeles	Waters, Crystal	Los Angeles
Hinnen, Ward	Holton, Kansas	Weber, Clara	"
Hoetel, Lois	Los Angeles	Westerfield, Agnes	Toluca
Johnson, John	"	White, May	Los Angeles
Kennedy, Mary	Santa Ana	Williams, Gladys	Downey
Kerns, Florence	Los Angeles	Wilson, Lillie	Los Angeles
Kerns, Willie	"	Yager, Ursula	"

Total number of students in second year 54

First Year—Junior Class.

Abbot, Bessie	Los Angeles	Clay, Nellie	Los Angeles
Barber, Flora	"	Conkle, Carrie	Santa Ana
Bawden, Hazel	Grass Valley	Cooke, Grace	Gardena
Berberick, Grace	Los Angeles	Cooper, Susan	Los Angeles
Brewster, Emilie	Florence	Cotton, Mildred	Santa Anita
Brown, Trenna	Los Angeles	Creager, Mabel	Los Angeles
Buhn, Lena	Tehachapi	Cunningham, Alice	Santa Ana
Cartwright, Mae	Los Angeles	Darling, Grace	Los Angeles
Clarke, Valeria	"	Davis, Anna	"
Clay, Jennie	"	Doyle, Ella	Glendale

First Year—Junior Class—Continued.

Dunn, Eva	Talbert	Noble, Joseph	Los Angeles
Farnsworth, Minnie	San Pedro	Northway, Genevra	"
George, Edna	Hyde Park	Olden, Ruth	"
Gillespie, Maud	Redondo	Pedrosarena, Ysidora	"
Goodrich, Fannie	Los Angeles	Penniman, Pearl	"
Groton, Carey	Rivera	Perkins, Laura	"
Gunning, Ruby	Los Angeles	Quimby, Edna	"
Hand, Winifred	Long Beach	Reed, Ethel	"
Harris, Effie	Bryson	Ruhland, Muriel	Alhambra
Healey, Maud	Pasadena	Runyon, Lucia	Los Angeles
Hilke, Frances	Los Angeles	St. John, Anna	"
Hoffman, Anna	"	Sandoz, George	"
Holcomb, Myrtle	"	Scott, Bonnie	"
Hudson, Mabel	"	Sevier, Helen	"
Hughes, Edna	Roosevelt	Sloane, Ada	Buena Park
James, Ula	Los Angeles	Smith, Grace	Los Angeles
Johnson, Nicolina	"	Speer, May	Prospect Park
Jones, Maud	Garden Grove	Stebbins, Gertrude	Ocean Park
Kahl, Meta	Pasadena	Thomas, Charlotte	Santa Barbara
Lacy, Ella	Badger	Thompson, Pearl	Los Angeles
Lee, Winona	Los Angeles	Tolchard, Veda	"
Lomax, Georgia	"	Wetzel, Mildred	"
Meagher, Charles	"	Whitcomb, Jessie	"
Messenger, Elta	Prospect Park	Williams, May	"
Morrison, Daisy	Los Angeles	Young, Roxie	Pasadena
Munz, Mollie	Elizabeth Lake	Zimmerman, Stella	Los Angeles
Total			72

Kindergarten Department—Senior Class.

Bullard, Esther	Claremont	Peck, Adaline	Riverside
Dobbins, Elsie	Los Angeles	Rice, Belva	Los Angeles
Gillan, Lella	Redondo	Springer, Jessie	"
Humphrey, Alice	Pomona	Taylor, Anita	"
Mitchell, Mary	Los Angeles	Wagner, Lillian	"
Patton, Beatrice	"	Total, 11	

Kindergarten Department—Junior Class.

Augur, Villa	Los Angeles	Hawkins, Pearl	Los Angeles
Bair, Elsie	"	Landt, Kate	"
Beckett, Beatrice	San Diego	McKenzie, Gertrude	"
Brown, Carrie	"	Maxfield, Florence	Redondo
Chase, Laura	Tropico	Morris, Emma	Los Angeles
Colburn, Ruth	Los Angeles	Safford, Helen	"
Freeman, May	"	Sterret, Anna	"
Genn, Mabel	"	Swarth, Maud	"
		Total, 16	

Number of students in Senior Class

11

Number of students in Junior Class

16

Total number of students in Kindergarten Department

27

Special Students.

Barker, Grace.....	Los Angeles	Lawton, Frances.....	Los Angeles
Barnes, Ella.....	"	Lipe, Clara.....	"
Bashford, Louise.....	"	Little, Maud.....	"
Bashford, Harold.....	"	Livingston, Mae.....	"
Carhart, Augusta.....	"	Marsh, Alice.....	"
Crandall, Marion.....	"	Maynard, Elizabeth.....	"
Dickey, Ethel.....	Pasadena	Parker, Cora.....	"
Eley, Louise.....	Fresno	Shults, Christina.....	"
Elmendorf, Mae.....	Los Angeles	Springer, Jessie.....	"
Ferguson, Hattie.....	"	Stansbury, Minnie.....	"
Furrey, Edith.....	"	Torrey, Louise.....	"
Gibson, Marguerite.....	"	Wood, Minnie.....	"
Landt, Katherine.....	"		
			Total, 25

Total number of students in regular Normal course.....	441
Total number of students in Kindergarten Training Department.....	27
Total number of special students.....	25
Total number of students in Normal School.....	493

Number of Pupils in Model and Training School.

Number of pupils in Eighth Grade.....	70
Number of pupils in Seventh Grade.....	48
Number of pupils in Sixth Grade.....	47
Number of pupils in Fifth Grade.....	48
Number of pupils in Fourth Grade.....	43
Number of pupils in Third Grade.....	46
Number of pupils in Second Grade.....	36
Number of pupils in First Grade.....	49
Number of pupils in Kindergarten.....	45
Total number of pupils in Model and Training School.....	432
Total number of students in Normal School.....	493
Total number of pupils in Model and Training School.....	432
Total number enrolled.....	925

GRADUATES.

(Since February, 1903.)

Cornet.

CLASS OF JUNE, 1903.

- | | | |
|-----------------------------|---|---|
| • Adams, Lottie | • Gleason, Ethel | • Mullen, Carrie |
| • <u>Birnann</u> , Natalie | • Goodrich, Hattie | • Nelson, Daisy |
| • Bathgate, Catherine | • Gould, Jessie | • Newsom, Willis |
| • Bigelow, Maud | • Gregg, Blanche | • Noyes, Alice |
| • Booth, Gertrude | • Harrison, Alice | • Nutting, Jessie |
| • Brown, Arthur | • Harwood, Grace <i>(initials)</i> | • Pendleton, Ella |
| • Brown, Georgia | • Howland, Stanley | • Sackett, Zella |
| • Carter, Augusta | • Henderson, Muriel | • Saunders, Katherine |
| • Chandler, Flora | • Hindorf, Leora | • Stayton, William |
| • Cheney, Florence | • Hoehlin, Louise | • Schweitzer, Charles |
| • Clute, Florence | • Johnson, Rhoda | • Snyder, Dora |
| • Cook, Gertrude | • Kane, Rena | • Thaxter, Allegra |
| • Collins, Mary | • Kerr, Margaret | • Streeter, Lillian |
| • <u>Dickinson</u> , Ellen | • Lashlee, Blanche | • Umstead, Cordia |
| • Dodge, Laura | • Layne, Olive | • Wickersham, Jessie <i>(initials)</i> |
| • Douglas, Mary | • Lewis, Edith | • Williams, Kate |
| • Doyle, Mary | • Lindsay, Florence | • Work, Nellie |
| • Drachman, Myra | • McCormick, Blanche <i>(initials)</i> | • Zielly, Helen |
| • Elliott, Essie | • Mead, Ida | • <i>Dempsey, Nellie</i> |
| • Frazier, Alice | • Moore, Harriet | • <i>Stockman, Helen</i> |
| • Freeman, Alice | • Morgan, Geoffrey | • Total, 60 <i>64</i> |

Mabel

Kindergarten Department.

- | | | |
|-------------------|-------------------|---------------|
| • Fitch, Florence | • Haskins, Lorena | • Rebman, Mae |
|-------------------|-------------------|---------------|

Total, 3

CLASS OF JANUARY, 1904.

- | | | |
|--------------------|-----------------------------------|---------------------------------------|
| • Ambrose, Wiley | • Graves, Edith | • Payne, Alice |
| • Armstrong, Mary | • Heuring, Lena | • Pirtle, Eula — <i>Dec. 16, 1903</i> |
| • Ball, Effie | • Hodgkins, Josephine | • Riddell, Hardy |
| • Bowen, Josephine | • Hutchinson, Irene | • Stafford, Miriam |
| • Burch, Beatrice | • Hutt, James <i>Dec. 21, '03</i> | • Stahmer, Henrietta |
| • Burt, Ethel | • Johnson, Grace | • Stanton, Mamie |
| • Clark, Victoria | • Lawrence, Ida | • Thomas, Addie |
| • Cole, Margaret | • McClure, Zoe | • Thompson, Pearl |
| • Collins, Daisy | • McKechnie, Mildred | • Walsh, Dela — <i>Dec. 16, 1903</i> |
| • Coulson, Mabel | • Masterson, T. V. | • Widney, Josephine |
| • Crabbe, Althea | • Mills, Louise | • Total, 34 |
| • Dawley, Etha | • Mills, Nita | |

Kindergarten Department.

- | | | |
|-------------------|-------------------------|---------------|
| • Bullard, Esther | • Freeman, Lelia Gillen | • Rice, Belva |
|-------------------|-------------------------|---------------|

Total, 3

~~Second diploma.~~

* Second diploma.

CLASS OF JUNE, 1904.

- Cornick*
- Archer, Ada E.
 - Ayers, Etta E.
 - Ball, Ivan J.
 - Bollinger, Leila G.
 - Carner, Bert M.
 - Casey, May
 - Cottle, Mary E.
 - Day, Dorothy M.
 - Dickey, Lena
 - Errett, Mary B.
 - Freeman, Clara
 - Fryer, Maude
 - Fuller, Ida E.
 - Gifford, Henrietta
 - Gilbert, Mabel A.
 - Gill, Ellice A.
 - Greenslade, Callia
 - Hanson, Margaret L. F.
 - Harnett, Josephine
 - Harnett, Norah B.
 - Haskin, Lorena B. *(Miss)*
 - Helvie, Carlina
 - Hill, Frances
 - Hossler, Hutoqua
 - Hurley, Mary V.
 - Jesson, Mabel H.
 - Johnson, Anna F.
 - Johnson, Mildred
 - Johnson, John B.
 - Killian, Mary K.
 - Lynch, Clara
 - Mitchell, May A.
 - Moore, Cora B.
 - Moore, Nellie
 - Nevius, Mary C.
 - Norris, Idell
 - Ott, Gertrude
 - Olsen, Hulda
 - Parcell, Zulema L.
 - Parker, Elenora A.
 - Patterson, Pearl E.
 - Patton, Mrs. Marie A.
 - Pentland, Bertha E.
 - Phillips, Maude F.
 - Phillis, Ethel D.
 - Reeve, Mrs. Maria S.
 - Ronan, Richard
 - Spinner, Mabelle L.
 - Trefethen, Nettie E.
 - Thompson, Alice L.
 - Wallace, Addie I.
 - Wescott, Frances
 - Wright, Lula
 - Yarnell, Sadie B.

Smithson, Mand. (April 19, 1904) Total *65*
 Kindergarten Department.

- Dobbins, Elsie
 - Humphrey, Alice G.
 - Patton, Mrs. Beatrice C.
 - Peck, Adaline M.
- Total, 4

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 + 4 Post-grad
8. Year ending June 30, 1891.....	72 + 4 " "
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.....	122
19. Year ending June 30, 1902.....	122
20. Class of January, 1903.....	45
21. Class of June, 1903.....	63
22. Class of January, 1904.....	37
23. Class of June, 1904.....	59

Total number of graduates..... 1664

22. Class of Jan (22 Feb, 1905) 1905..... 53
 Has graduates of both classes. 7611 + 812 = 8423
 Post-graduates..... 1607

Certificate of Good Character.

This is to Certify that M.....

is, to the best of my knowledge and belief, a person of good moral character

.....

..... 190...

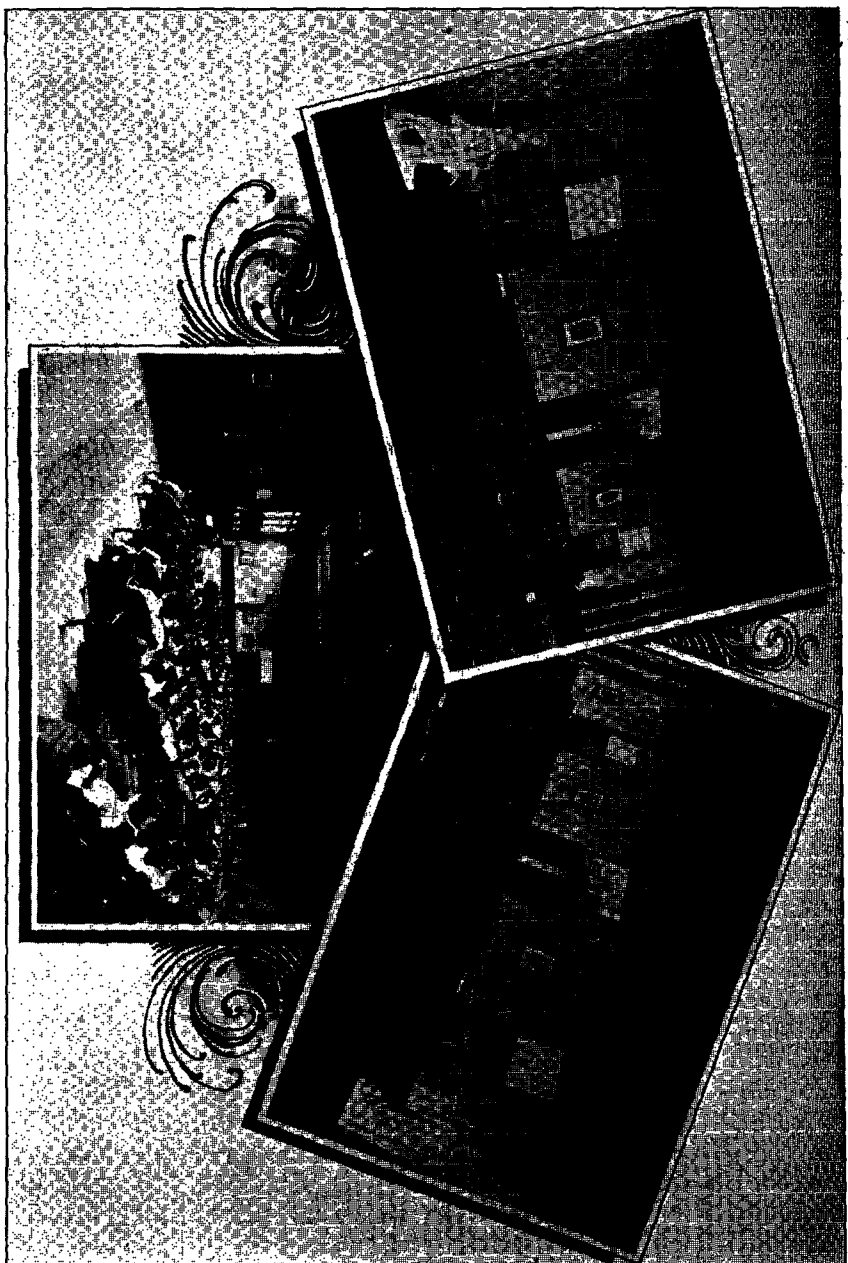
Certificate of Good Health.

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

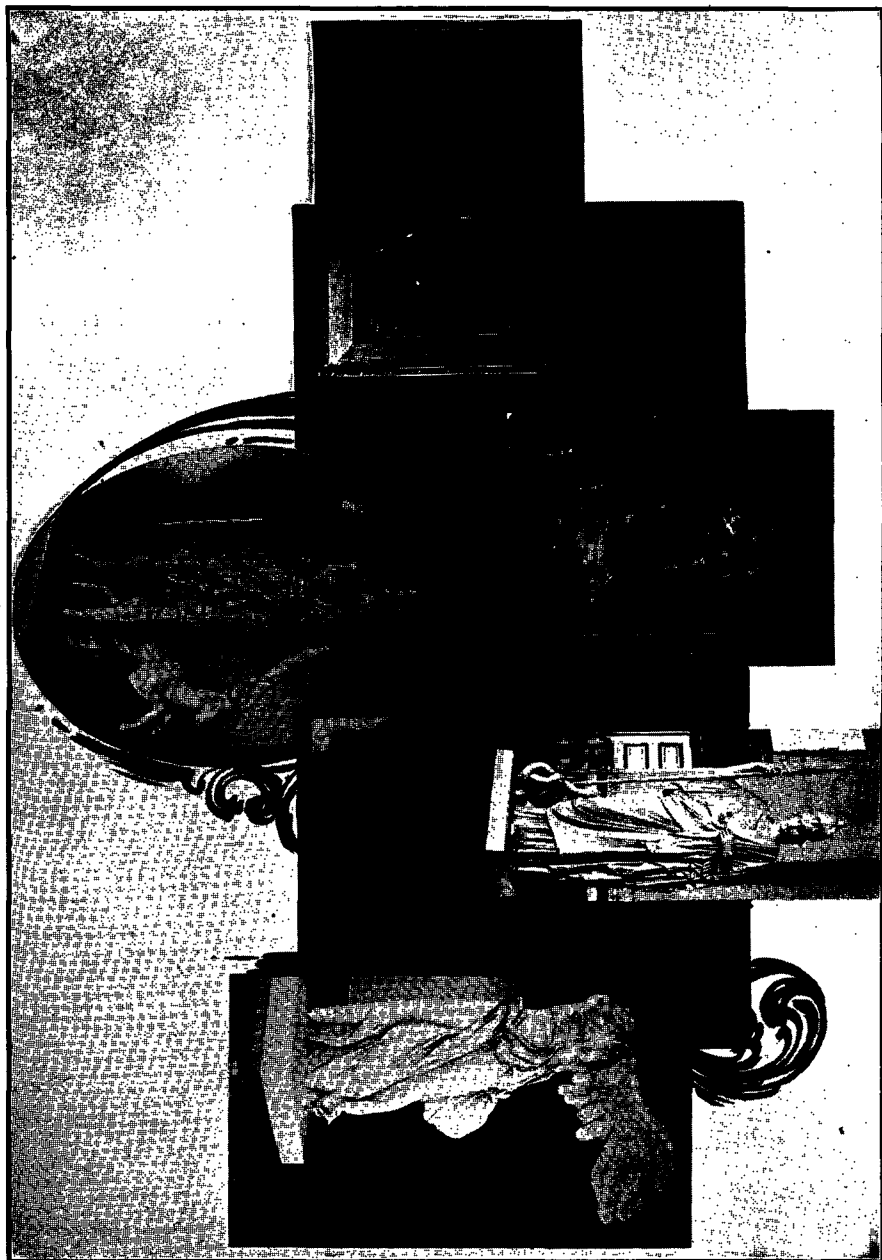
..... M. D.

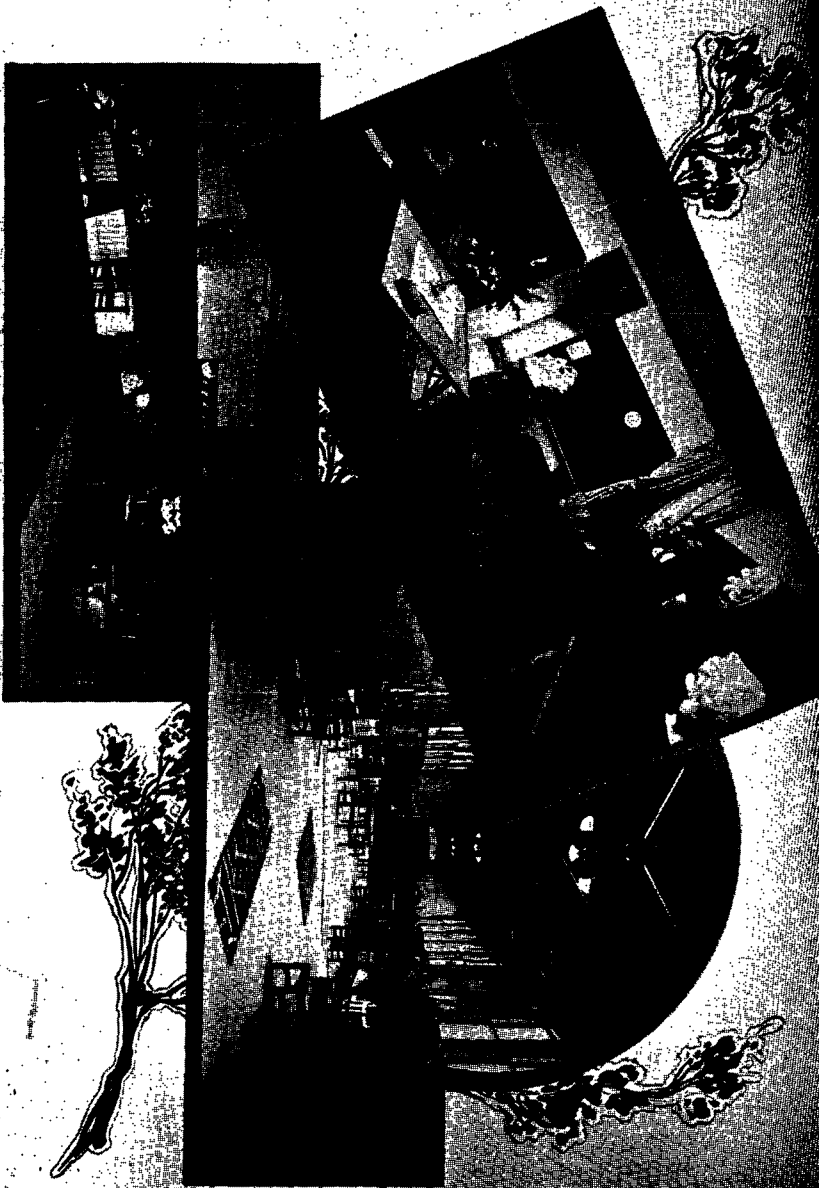
..... 190...

VIEWS OF ASSEMBLY ROOM.



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

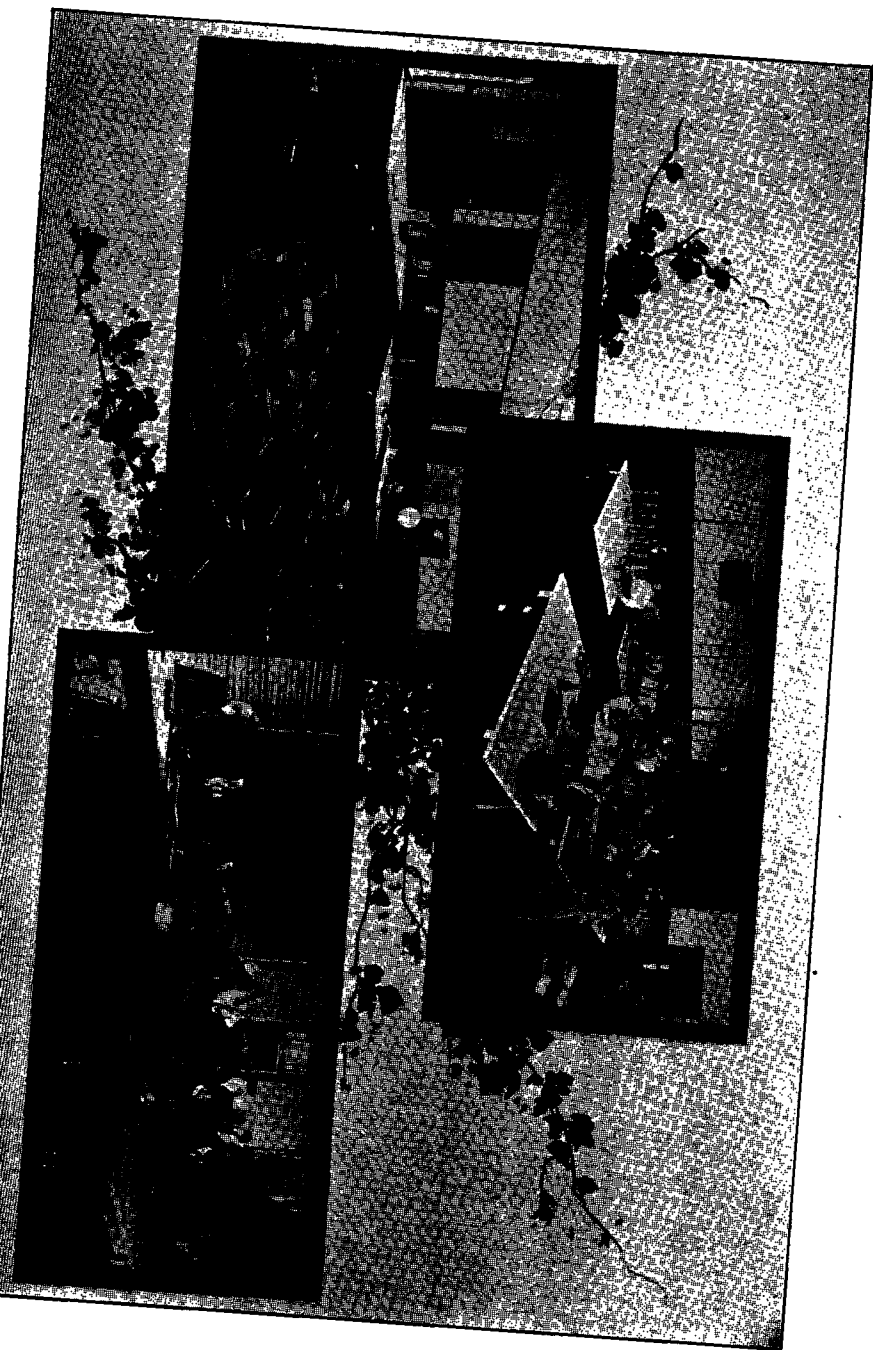


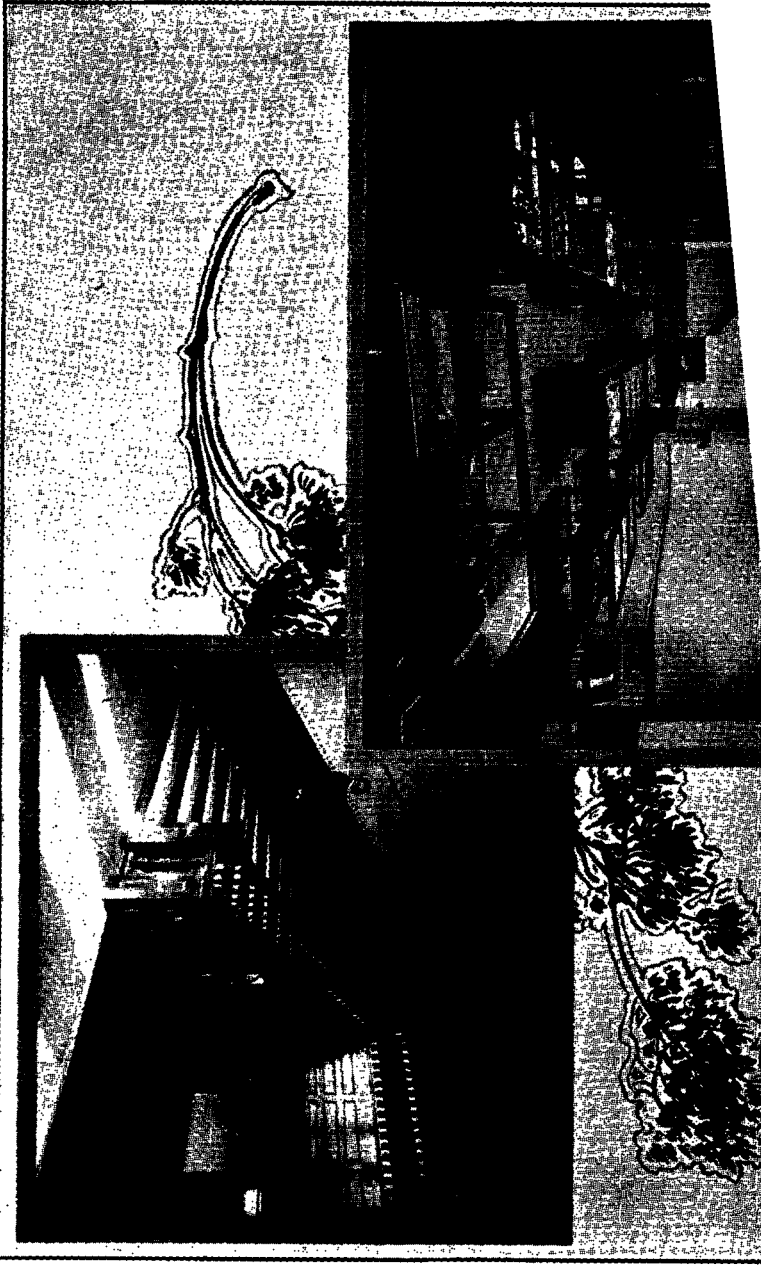


Y. W. C. A. Room.
Kindergarten Alumni Room.

A GROUP OF SOCIAL HALLS.

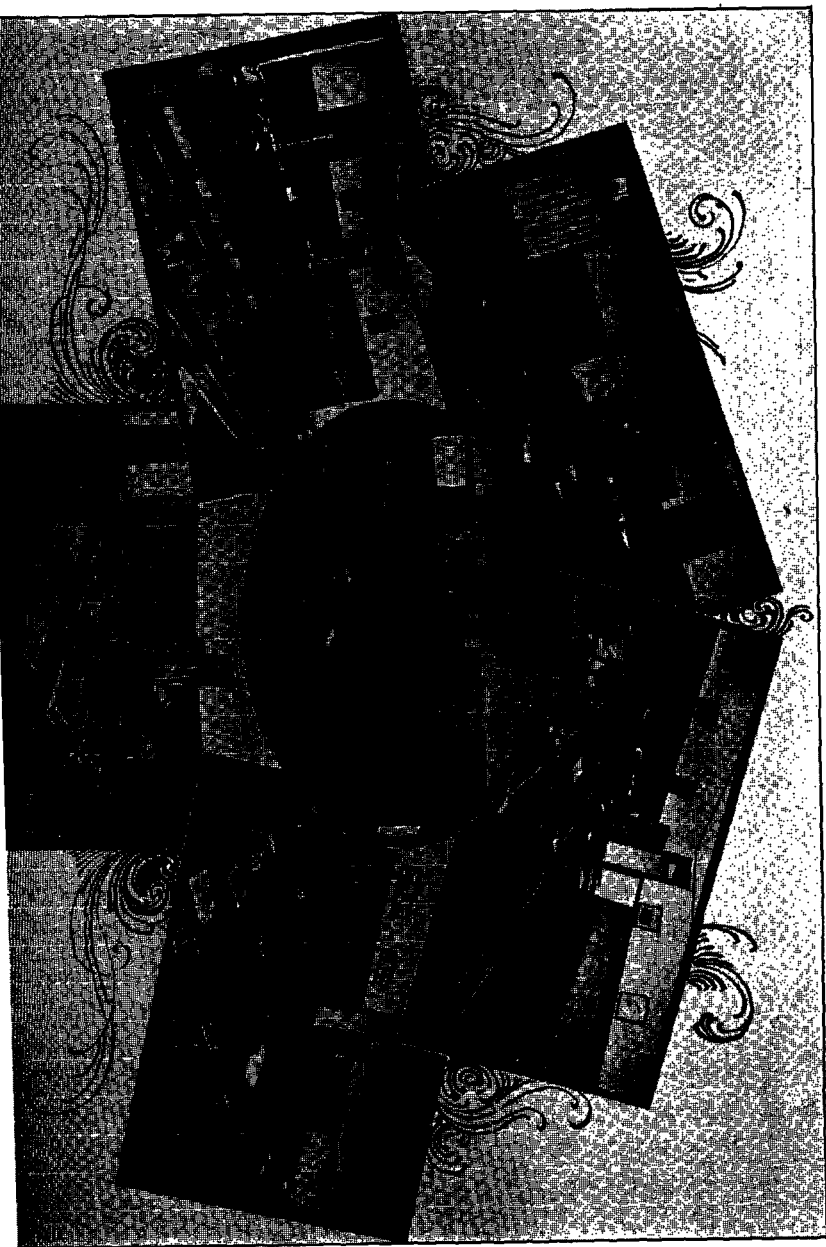
Connecting Hall between Buildings.
Furnished by Students.





A GIMMSE OF THE MUSEUM.

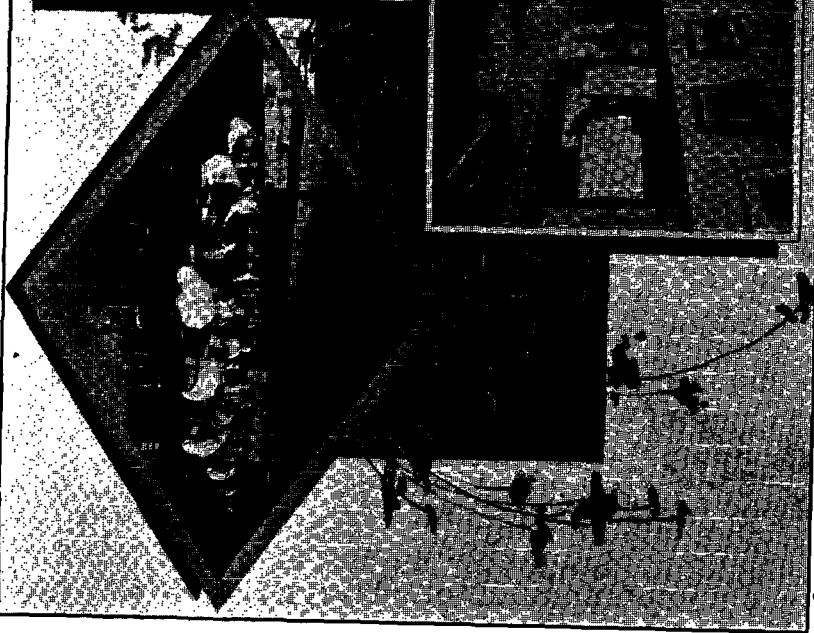
ONE OF THE STAIRCASES.



GEOGRAPHICAL LABORATORY.

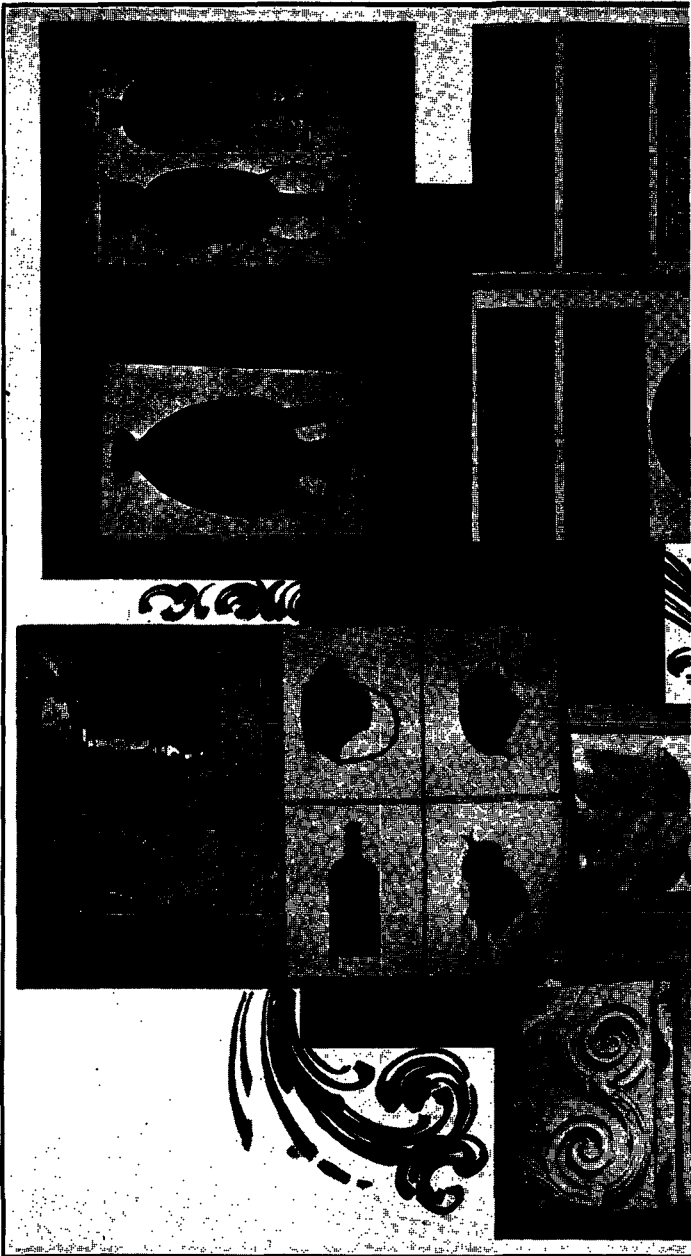


BIOLOGICAL LABORATORY-2.

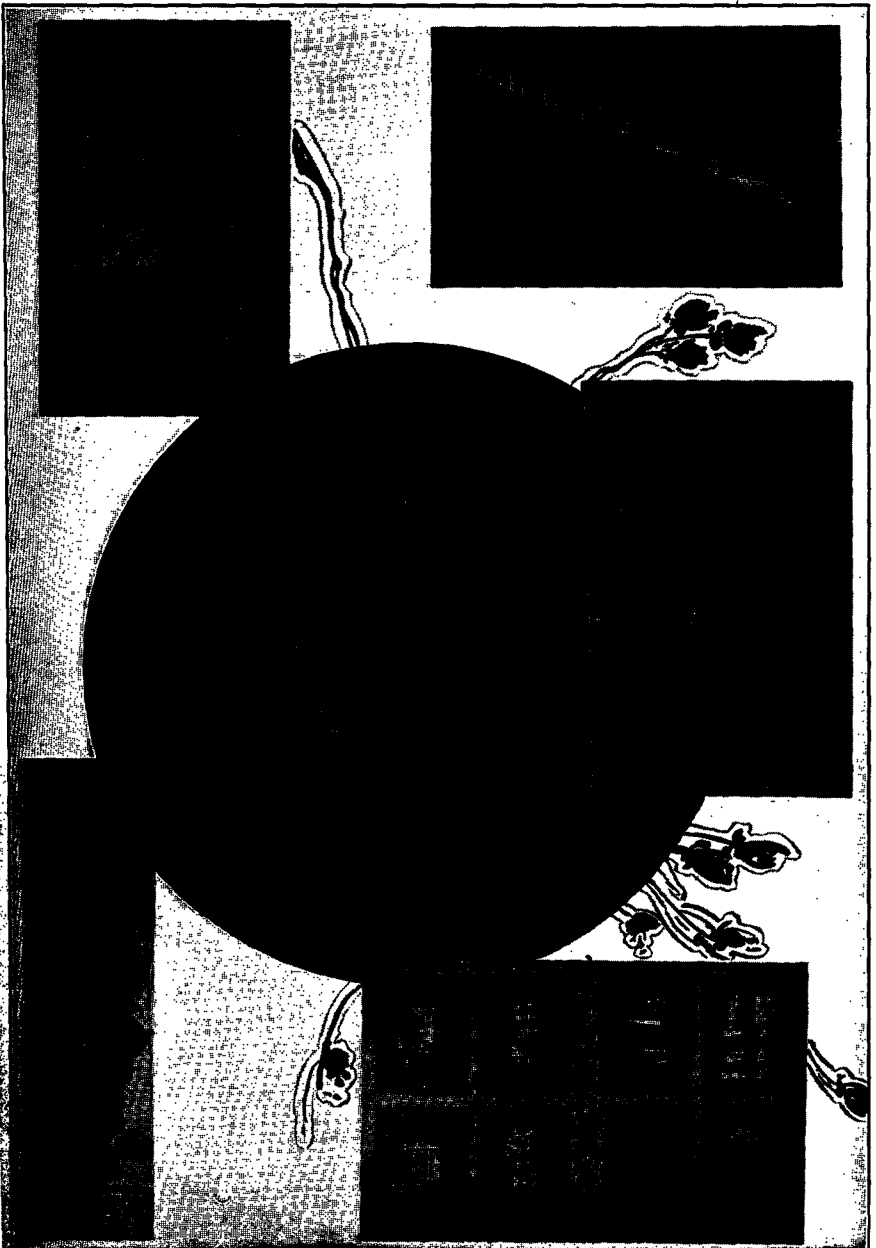


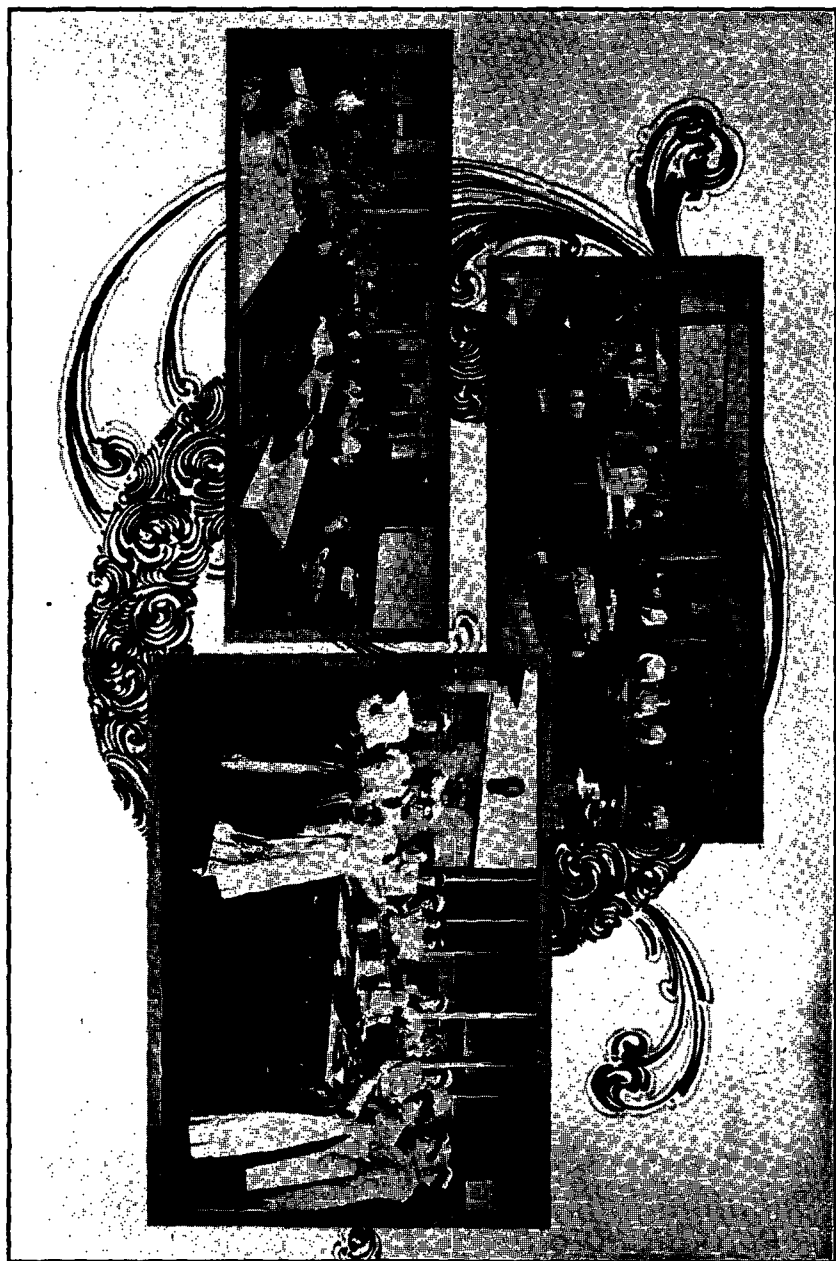
ART ROOMS.



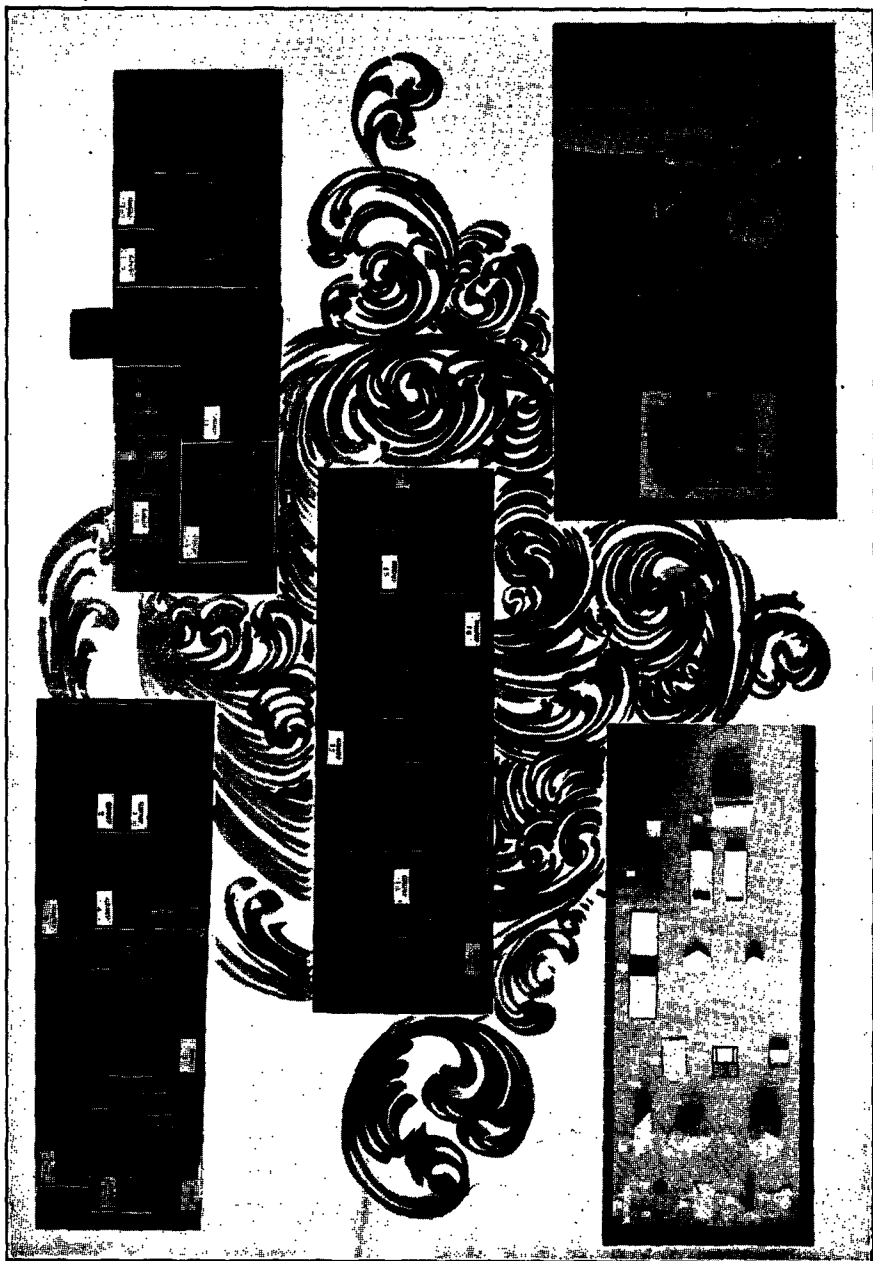


SPECIMENS OF ART WORK—NORMAL, DEPARTMENT.

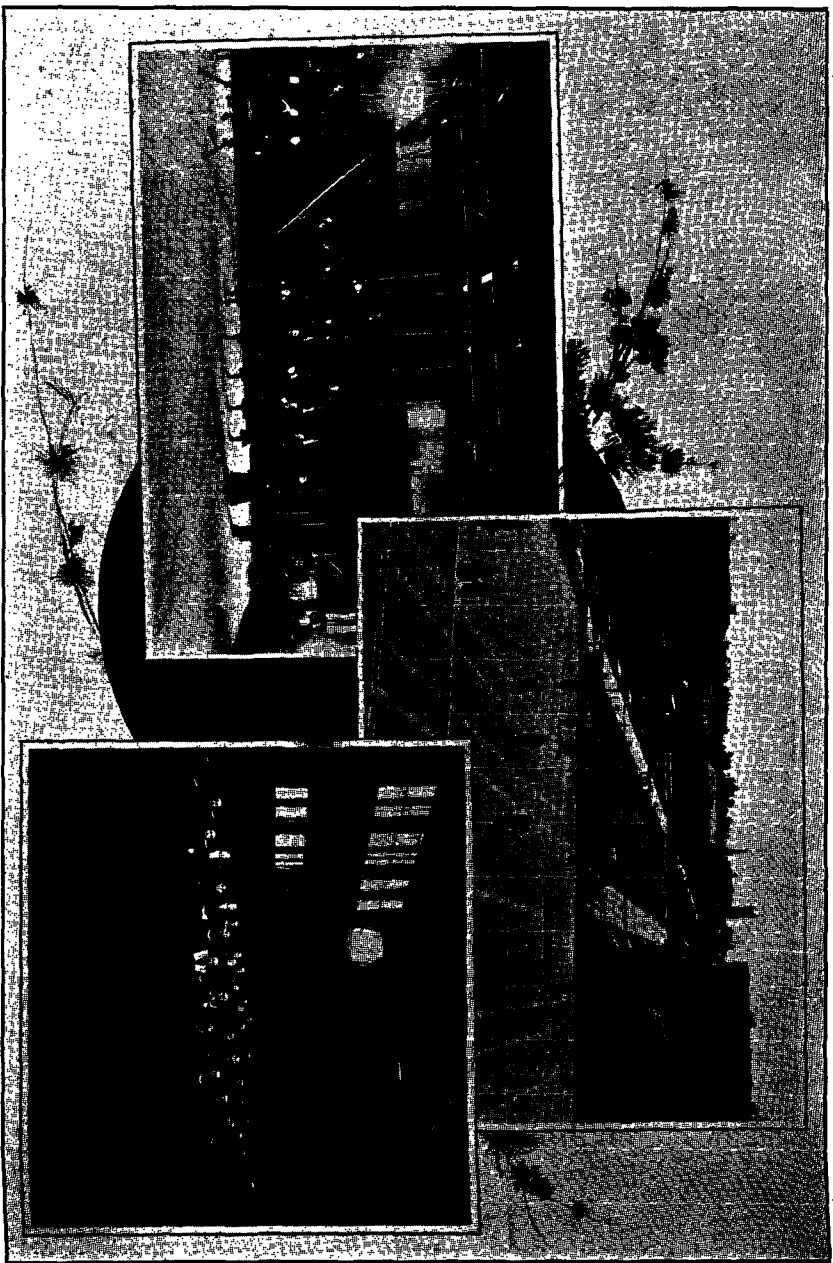


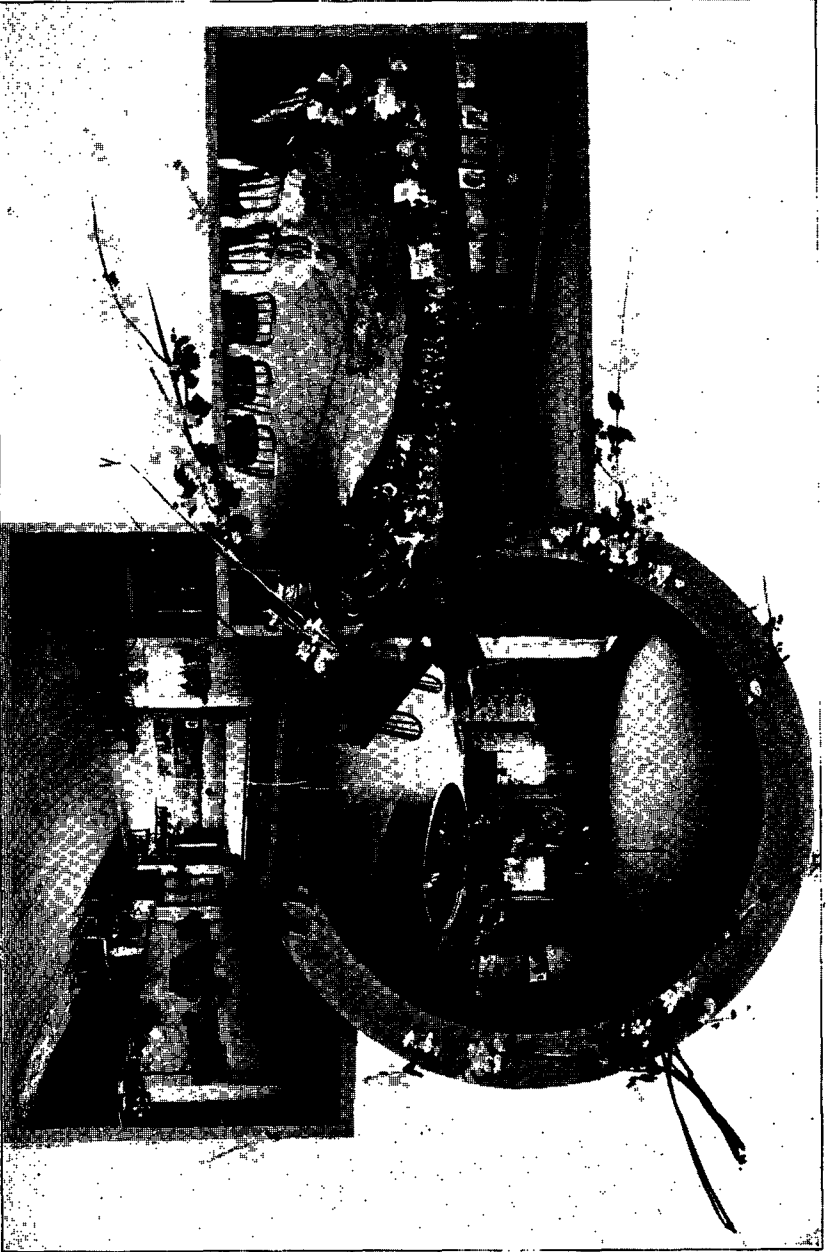


SPECIMENS OF MANUAL TRAINING—NORMAL DEPARTMENT.

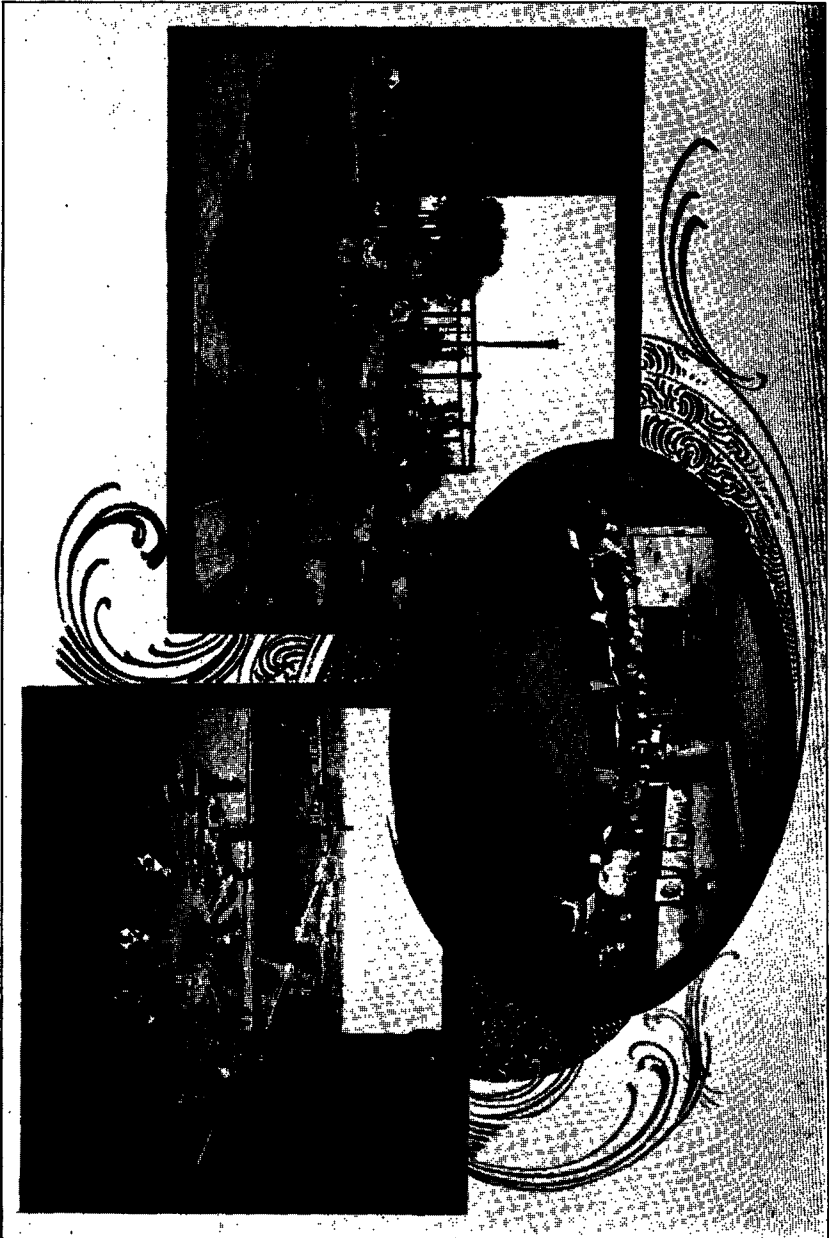


GYMNASIUM AND TENNIS COURT.



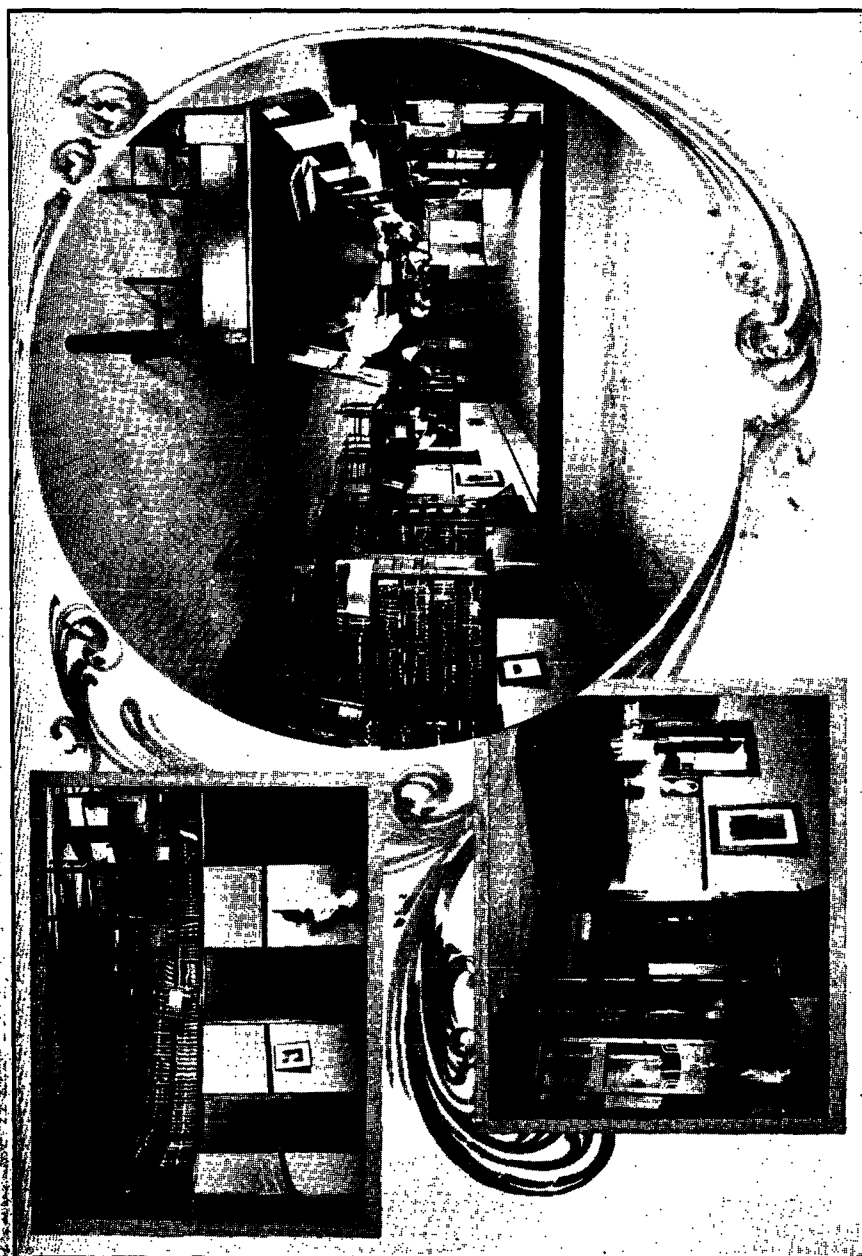


KINDERGARTHN ROOMS.

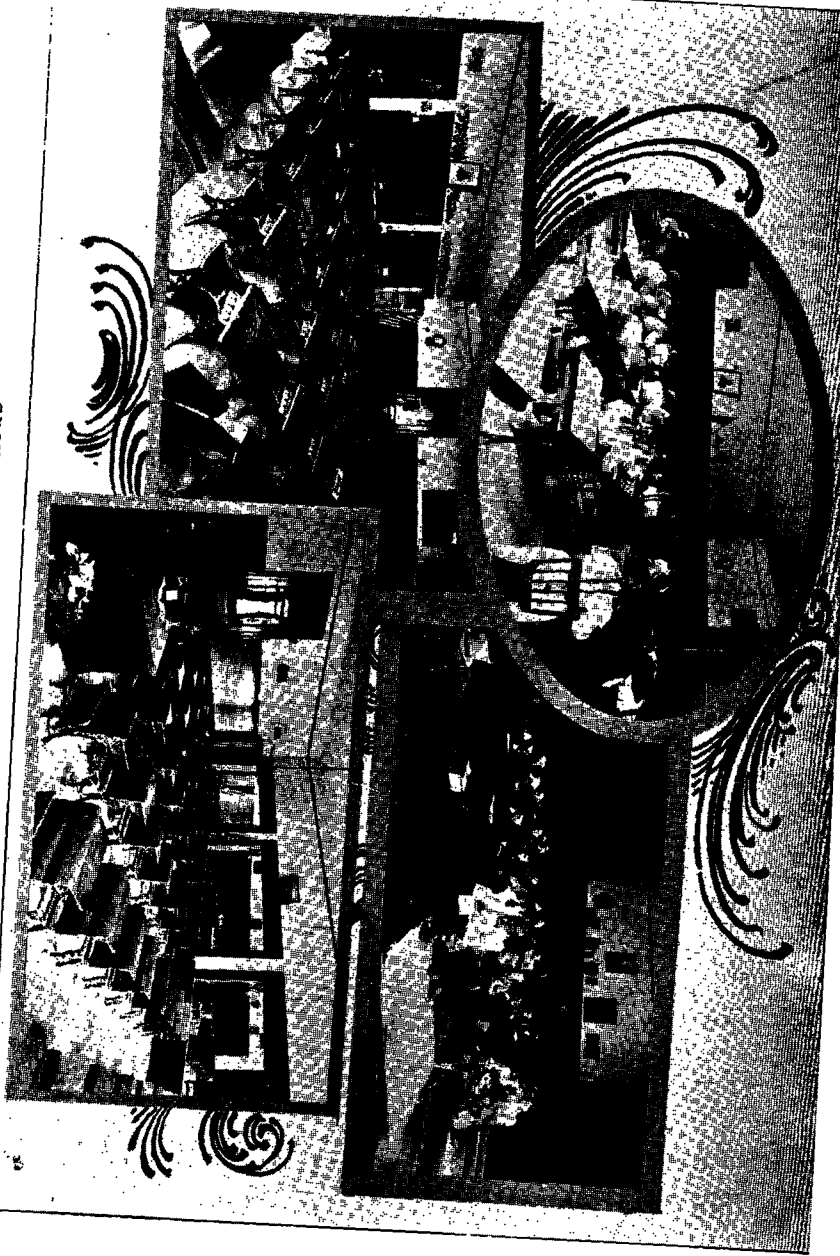


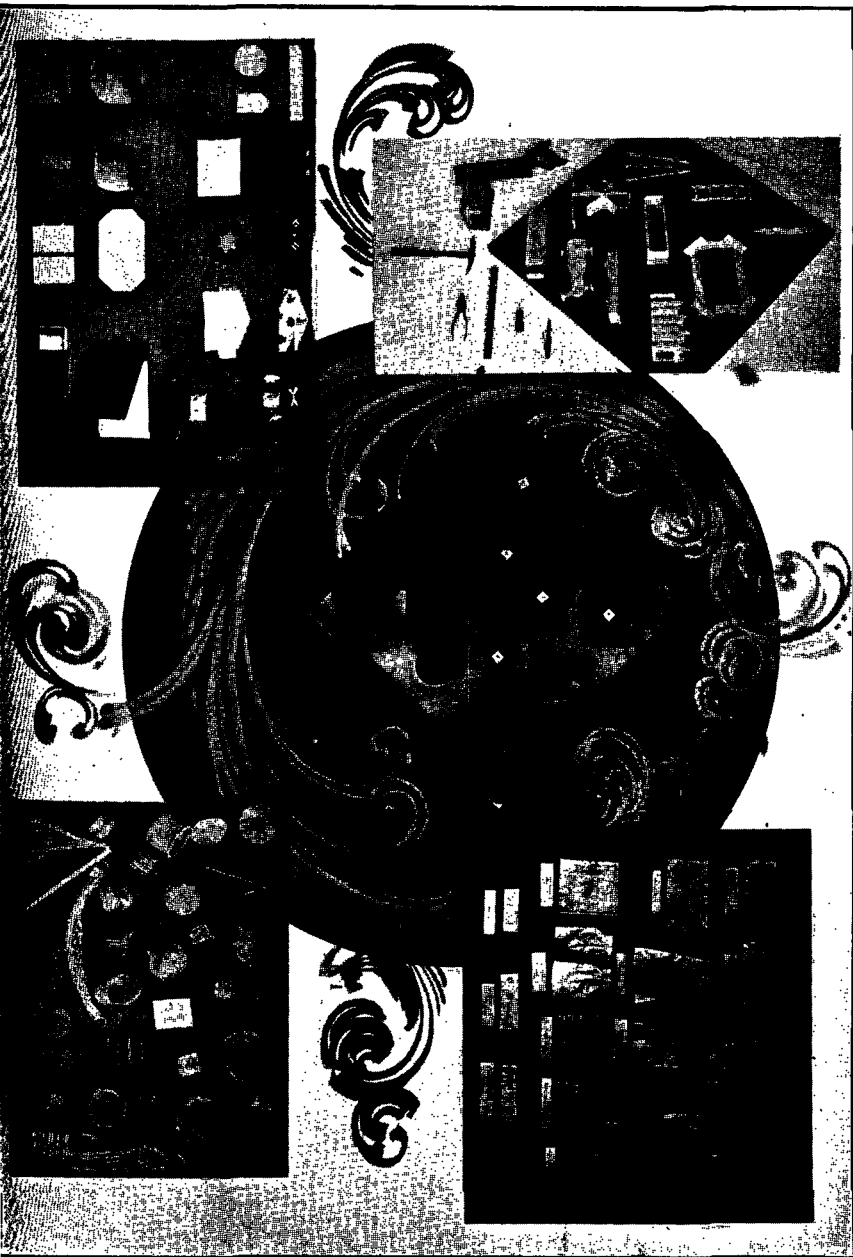
GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN.

KINDERGARTEN TRAINING CLASS.
GARDEN FOR KINDERGARTEN.



GROUP OF TRAINING SCHOOL ROOMS.







Pupils at Work with Knife and Hammer.
House being Built by 7th Grade Boys.
Manual Training Room, Training School,
Garden for Training School.
SPECIMENS OF MANUAL TRAINING—TRAINING SCHOOL.

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