

STATE NORMAL

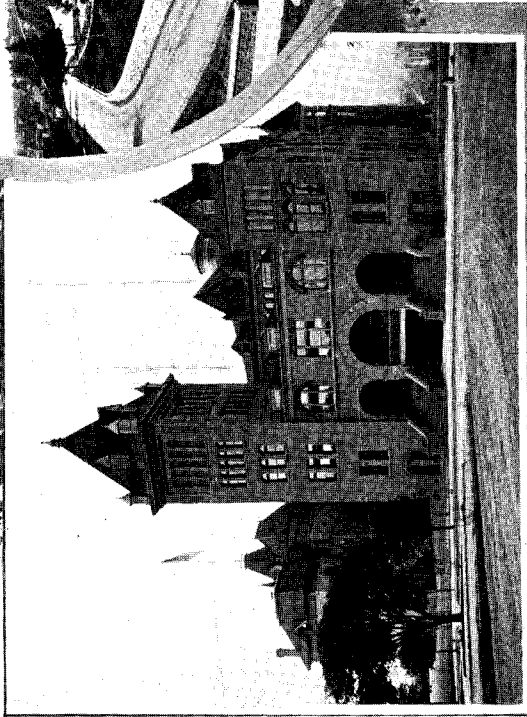
::: SCHOOL :::



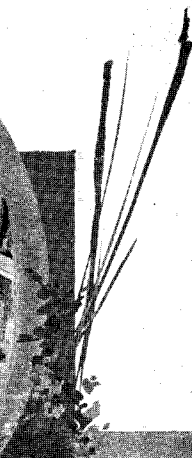
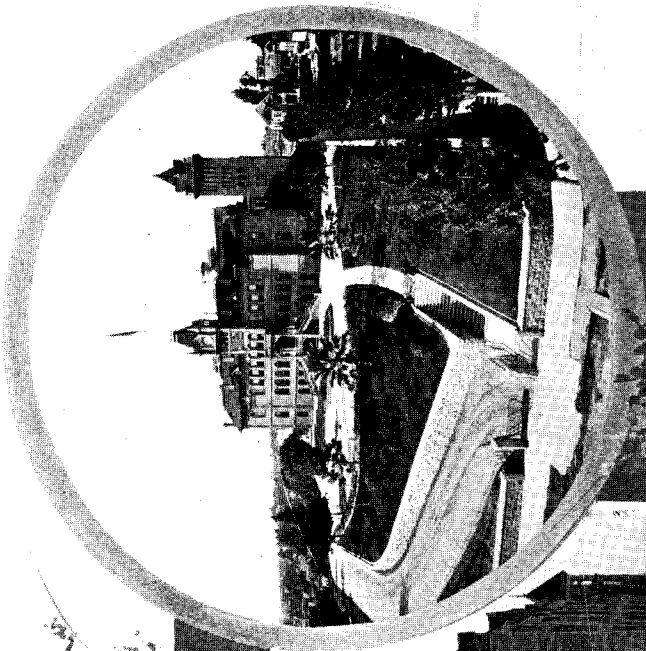
CATALOG FOR THE YEAR
ENDING JUNE 30, 1905

LOS ANGELES
CALIFORNIA

Established
in 1881



NORTH ENTRANCE
STATE NORMAL SCHOOL, LOS ANGELES, CAL.



STATE NORMAL SCHOOL

LOS ANGELES
CALIFORNIA



TWENTY-THIRD ANNUAL CATALOG

FOR THE SCHOOL YEAR
ENDING JUNE 30, 1905

....AND....

CIRCULAR OF INFORMATION
FOR 1905-1906



SACRAMENTO : : : W. W. SHANNON
SUPERINTENDENT OF STATE PRINTING

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CALENDAR FOR 1905-1906

FIRST TERM

Examinations for admission, advanced standing, etc.,
Tuesday and Wednesday, September 5 and 6, 1905

Registration and classification,
Thursday and Friday, September 7 and 8, 1905

Class work begins - - - Monday morning, September 11, 1905

Holiday vacation begins - - Friday evening, December 15, 1905

Class work resumed - - - Tuesday morning, January 2, 1906

Term closes - - - Thursday evening, February 1, 1906

SECOND TERM

Registration and classification,
Monday and Tuesday, February 5 and 6, 1906

Class work begins - - Wednesday morning, February 7, 1906

Spring vacation begins - - - Friday evening, April 6, 1906

Class work resumed - - - Monday morning, April 16, 1906

Second term closes - - - Thursday, June 28, 1906

BOARD OF TRUSTEES

GEORGE C. PARDEE,	- - - - -	Governor
	Ex Officio	
THOMAS J. KIRK,	- - - - -	Superintendent Public Instruction
	Ex Officio	
CHARLES DWIGHT WILLARD,	- - - - -	Los Angeles.
JOHN WASSON,	- - - - -	Pomona
LEWIS S. THORPE, M.D.,	- - - - -	Los Angeles
RICHARD MELROSE,	- - - - -	Anaheim
J. H. BRALY,	- - - - -	Los Angeles

OFFICERS OF THE BOARD

JOHN WASSON,	- - - - -	President
CHARLES DWIGHT WILLARD,	- - - - -	Vice-President
J. F. MILLSPAUGH,	- - - - -	Secretary

EXECUTIVE COMMITTEE

JOHN WASSON,	RICHARD MELROSE,
LEWIS S. THORPE, M.D.	

FACULTY

- ✓ JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law
- ✓ /MELVILLE DOZIER, B.P.,
Mathematics
- ✓ EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy
- ✓ /THOMAS R. CROSWELL, PH.D.,
Supervisor of Training School
- ✓ /SARAH P. MONKS, A.M., CURATOR OF MUSEUM,
Zoölogy and Botany
- ✓ /HARRIET E. DUNN, SECRETARY OF FACULTY,
History
- ✓ *Wayne P. Elliott*
✓ 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., S.B.,
Geography
- ✓ /KATHERINE GILL,
Reading
- ✓ /ADA M. LAUGHLIN,
Drawing
- ✓ /SARAH J. JACOBS,
Director of Physical Training
- ✓ /FREDERICK H. BEALS, A.M.,
Physics and Physiology

1904
STATE NORMAL SCHOOL, LOS ANGELES

✓✓ LOYE HOLMES MILLER, M.S., --- 2
Biology and Nature Study

✓✓ JESSIE B. ALLEN, Ph.D., --- 1
Psychology and History of Education

✓✓ JENNIE HAGAN, ✓ --- 1
Music

✓✓ JESSICA C. HAZZARD, ✓ --- 1
Domestic Science and Domestic Art

✓ ~~CHARLES M. MILLER,~~
Manual Training

✓ --- *Ita c. . .*

✓ MARGARET O'DONOUGHUE, ✓ ---
Private Secretary

✓ ELIZABETH H. FARGO, ✓ ---
Librarian

✓ JENNIE E. CONBOYE, ✓ ---
Assistant Librarian

KINDERGARTEN TRAINING DEPARTMENT

✓ ISABEL FRENCH, *Director*

✓ GAIL HARRISON, *Assistant* 2

TRAINING SCHOOL

Training Teachers

8

✓ KATE F. OSGOOD, *City Principal*

✓ HELEN C. MACKENZIE ✓

✓ CLARA M. PRESTON

✓ CARRIE REEVES ✓

✓ ALBERTINA SMITH

✓ ELIZABETH SULLIVAN ✓

✓ M. BELLE STEVER

Sullivan

EMPLOYEES

EDWIN P. CARR, *Engineer and Carpenter*

J. C. MAJOR, *Head Janitor*

THOMAS FARNHAM, *Gardener*

ROSCOE GUIN, E. A. CARLSON, HATTIE KARGER,
Assistant Janitors

*Am... ?
... ..*

HISTORICAL

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

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

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

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

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

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

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

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

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

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

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

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

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

During its history the school has graduated 1,619 students, nearly all of whom have entered active teaching, the average length of service being approximately eight years. The number of students who have received instruction in the school is 3,692.

GENERAL INFORMATION

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

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

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Such students only are admitted as are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

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

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep

themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

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

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including the library fee formerly charged, is met by payments of \$1.00 at the opening of each term, aggregating \$4.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss or injury of books, etc.

Board, including room, in which two persons share, light and heat, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all their living expenses by assisting in the house-work of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take a half-year or a year longer to complete the course and thus avoid the danger of overwork.

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

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc.—for the

promotion of literary, religious, and social life, and for the 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.

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

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

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

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

Graduation

To graduate, one must be at least eighteen years old, have been not less than one year in the school, have passed creditably in all the studies of the prescribed course, and 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 School to the State University and to the Leland Stanford University

1. Under arrangements now existing, graduates of the state normal schools who are also graduates of accredited high schools and who are specially recommended by the normal school faculties, may enter either of the above universities with a credit of 30 units, and thus be entitled to complete their college course in three years. Under this arrangement, young men and women of ability are enabled to complete both the normal and the university courses in five instead of six years as formerly.

2. Plans are nearly matured by which an optional third year of work will be offered. This innovation will place the school abreast of the most advanced normal schools of the country. Among others, two especially important purposes will be subserved: Primarily, it will furnish students opportunity to enlarge their acquaintance with subjects organically related to those which they will be called upon to teach, and thus directly strengthen their preparation; it will give the broader outlook so much needed by all instructors of youth; it will more perfectly develop that scholarship and culture and breadth of interest which are the true sources of every inspiring teacher's power. It is believed that the increased teaching efficiency thus developed will more than compensate students for the additional time and expense required to complete the extended course. Secondly, students who are ambitious to give themselves the benefit of both normal school and university training will be able to accomplish that purpose in the most economical way. The proposed course will include all the pedagogical work and training now offered and will at the same time so articulate with the work of the first two years at the university as to meet the requirements of the freshman and sophomore years. Aside from the fact that to residents of Southern California, especially, the expense required to complete the two courses in this manner would be little if any greater than that of a university course alone, there can be no doubt that for the prospective teacher the plan carries with it such other especial advantages as to commend it strongly to all who intend to make teaching a profession.

Since the two courses will be practically the same during the first year, choice will not need to be made on admission; it may be deferred until students have had opportunity to acquire some interest in the study of education and to ascertain something of their aptitude for it. It is now hoped that the new plan may become operative on the opening of the next school year, September, 1905.

CONDITIONS OF ADMISSION

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

Character

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

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. On admission, therefore, each student will be required to present a physician's certificate showing good health and freedom from physical defect. This, if desired, may be made out by the family physician according to the form furnished by the school.

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

Forms of certificates relating to character, health, and vaccination will be found in the appendix.

Declaration of Intention to Teach in California

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

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

Scholastic Requirements for Admission

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

- I. The school admits graduates of ~~accredited California~~ high schools

who present recommendations acceptable to the State University to the extent of fifteen credits, distributed as follows:

(a) Required: CREDITS.

✓ A	Oral and Written Expression.	
✓ 1	English, elementary.....	2
✓ 2	Plane Geometry.....	1
✓ 3	Algebra Through Quadratics.....	1
✓ 5	History and Government U. S.....	1
✓ 10a	Greek History.....	1/2
✓ 10b	Roman History.....	1/2
✓ 11	Physics.....	1

Not recommended.

7

(b) Any two credits from the following:

8	Greek (two years).....	2	} 2
14a	English, advanced.....	1	
14b	English, advanced.....	1	
15a	French (two years).....	2	
15b	German (two years).....	2	

Latin or Spanish

* (c) Any one credit from the following:

† 12c	Botany.....	1	} 1
† 12d	Zoölogy.....	1	
	Physiology.....	1	

Very desirable
change in values.

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

Counted

4a, 4b	Algebraic Theory and Solid Geometry.....	1	} 5
6	Latin, elementary (two years)...	2	
7	Latin, advanced (two years)....	2	
8	Greek (two years).....	2	
9	Greek (one year).....	1	
12a ¹ , 12a ²	Synthetic Geometry and Trigonometry.....	1	
12a ³ , 12a ⁴	Advanced Algebra.....	1	
12b	Chemistry.....	1	
12c	Botany.....	1	
12d	Zoölogy.....	1	
12e	Physical Geography.....	1	
13a	Medieval and Modern History..	1	
13b	English History.....	1	
14a, 14b	English, advanced.....	2	
15a	French (two years).....	2	
15b	German (two years).....	2	
15c	Spanish (two years).....	2	

Total 15

* Candidates not offering Physiology will be expected to include this study in their Normal Course, Botany or Zoölogy being accepted in lieu of the Biology of the school curriculum.

NOTE 1.—Each unit of credit represents five hours of work a week for one year.

NOTE 2.—The numbers at the left are those used in the catalog of the University of California to designate the subjects accepted for admission to that institution.

✓ = Necessary to every college?
+ = Not essential to any course

II. Admission is granted to candidates who are able to show either by examination or by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those set forth under I. Until deficiencies have been removed by further study, however, examinations will not be given to high school graduates in subjects in which they have failed to secure recommendations to the University.

III. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiencies in their preliminary training whose existence their work in this school may reveal.

IV. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers.

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

VI. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover the work corresponding to that of the regular course of study.

VII. Special courses arranged to include a maximum amount of pedagogical study and training school practice are open to graduates of colleges and universities referred to in VI. One year's satisfactory work is necessary to obtain the diploma of the school.

VIII. Graduates of the State University, of Leland Stanford Junior University, and of other universities belonging to the Association of American Universities, whose courses of study did not include the minimum amount of pedagogy prescribed by the State Board of Education of this State, will be admitted for the purpose of meeting the requirements of the State Board of Education for certification as high school teachers, in accordance with the resolution adopted by that Board on January 19, 1905, which is as follows:

As a temporary measure until the universities of this State establish well-equipped training schools for the preparation of high school teachers, graduates of universities named under List I in Rule 1, Bulletin No. 37, Department of Education of the State of California, who present evidence of sufficiently broad general scholarship and submit

a certificate showing that they have successfully pursued courses in the training department of any one of the California State Normal Schools, with accompanying training school experience for a period of one-half year, are deemed eligible for a high school certificate under Rule 1.

IX. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

All credits for advanced standing will be considered provisional for the first term of attendance. If during this period students who have presented them carry their work acceptably such credits will be entered as fully accepted.

General Information Relative to Admission and Classification

The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

Students are admitted either for the full, or for partial, courses at the beginning of either term, without disadvantage in classification. But, since the course of study is regularly completed in two years, and the demand for teachers is generally somewhat greater in September than in February, it is better to enter the school at the opening of the fall term, if employment in the public schools immediately after graduation is desired.

In no case can advanced standing be obtained upon credits received from high schools. When, however, it is shown that a subject, other than pedagogical, included in the course has been satisfactorily completed in a secondary school, substitution of some other subject not regularly appearing in the course may be made. In order to meet such cases and also, as perfectly as possible, to adapt conditions to the needs of students admitted to advanced standing, a limited number of subjects not regularly appearing in the course will be offered. These subjects will, in the main, be confined to advanced studies in education.

On account of the very great importance, in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special

classes in English composition for the purpose of removing the deficiency.

Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. New students and former students whose programs are irregular should report *promptly on the first of the two days assigned by the calendar for registration; others on the second day. After the opening week* no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior B

Observation in Training School	1
Biology or Physiology	4
Literature and Composition	4
Geography	4
Reading	2
Drawing	3
Music	2
Physical Training	2

Second term—Junior A

Observation in Training School	1
Psychology and Neurology	6
Grammar	3
History	4
Reading	2
Drawing	2
Music	2
Physical Training	2

SECOND YEAR

First term—Senior B

Teaching and Observation	5.6
Pedagogy and Study of Children	5
Arithmetic	4
Nature Study	2
Music	1
Sloyd or Sewing	2
Physical Training	2

Second term—Senior A

Teaching and Observation	8 1/2
Educational Movements and Theories	3
School Law and Economy	2
Nature Study	3
Literature	3
Sloyd or Cooking	3

II. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior B

Literature and Composition	4
Biology	4
Reading	2
Music	2
Drawing	3
Kindergarten Theory	5
Observation	2

Second term—Junior A

Grammar	3
Nature Study	3
Reading	2
Music	2
Psychology	6
Kindergarten Theory	5
Observation	1

SECOND YEAR

First term—Senior B

Pedagogy and Study of Children	5
Music	1
Kindergarten Theory	5
Practice in Kindergarten	12

Second term—Senior A

Educational Movements and Theories	3
Music	2
Kindergarten Theory	5
Practice in Kindergarten	12

EXPLANATION OF COURSES OF STUDY

Each of the two courses offered, the General Professional Course and the Kindergarten Training Course, covers two years of study and is designed to prepare students for their future work, both by supplementing their knowledge and by giving them effective training in the essentials of teaching. The content of the course, the methods of presentation, the library and laboratory equipment, and the administration of the school generally are all determined by this aim. Certain subjects are taught whose connection with future teaching may not at first thought seem to be close; but all of these by promoting the teacher's general culture in directions where greatest need exists, directly increase his efficiency and enlarge his influence.

COURSE I—GENERAL PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, sociological, and historical. Instruction is given in psychology, study of children, general pedagogy, school hygiene, school management, school law, educational movements and theories. 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 the study of children and general pedagogy, complementary courses, carried on simultaneously with the first work in 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. Practical problems of the classroom are treated in a series of special conferences with the graduating class.

Students work in the Training School throughout the last year. During the first year, also, one period per week is assigned to observation

under direction of the supervisor. The observation is followed by conference and discussion under the same direction.

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

Educational Psychology

Six hours per week for a term are given to class work in this subject. The course aims to give (1) a training in the observation of mental processes; (2) a knowledge of fundamental facts of experience; (3) ability to control experience. The biological point of view is taken, and the mind studied as the center of adjustment of individual to environment. The relation of the teacher's mind to that of the child, and ways of making the contact between mind and mind most valuable, are constantly emphasized. For the course in psychology, physiology is a prerequisite.

Educational Movements and Theories

Three periods per week for a term are devoted to the subject. The course comprehends an historical survey beginning with the Spartan and Socratic Schools, and the problems they present. A view of the great movements following the Dark Ages leads to a study of Comenius, Rousseau, Froebel, Herbart, and other great theorists. Theoretical and practical solutions of modern problems of discipline, curriculum, organization, and methods are studied with special reference to present conditions and situations.

The purpose of this course is so to summarize the two years' work of the student that its true interrelations may be seen; to link the work of the Training School more closely with that of the Normal department; and to present problems in a vital way in order that students while profiting by the theories and practices of their predecessors in the profession, may also engage in a living process and contribute to its growth and development.

Study of Children

Recitations in the study of children occur three periods each week during the first term of the second year. This study is contemporary with the first practice teaching, when the students feel greatly the need of a knowledge of children. While teaching they have an opportunity to observe children's characteristics, and both the teaching and the study of children are vitalized by this connection.

Much of the literature of the subject is reviewed, and reports of the individual observations of children that are made by the students are utilized to illustrate the characteristics of children. Besides the general work of the course, each student is expected to make an individual intensive study of a special topic.

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; and above all, to cultivate in them genuine sympathy with children, unperverted by mawkishness or affectation.

Pedagogy

One hour a week the first year is devoted to observation of teaching, and to the discussion of related work; two hours a week in the first term of the senior year, when the practice teaching begins, to a study of the general principles of education; and one hour the second term, to the practical guidance of the teachers in training. By this arrangement the work in pedagogy has a theoretical basis, but is correlated very closely and practically with the teaching experience. The psychology of teaching and learning is studied in detail; teaching processes and methods are analyzed; discipline is discussed thoroughly; and the meaning and aim of education, the value of studies, and the relation of the school to other social institutions are considered.

School Economy, School Hygiene, and School Law

These subjects 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."

The study of these subjects involves recitations, conferences, reports on library readings, and lectures which deal with certain aspects not ordinarily treated in available books. Among the topics dealt with the following are prominent: The teacher—his qualifications, responsibilities, and duties; his relations to the community; professional ethics. School employments—study, recitation, recesses and recreations, tests and examinations. School organization—opening the school, the daily program, course of study, classification, gradation, and promotion. School government and discipline. School grounds, buildings, furniture, apparatus. Heating, lighting, and ventilation. Hygiene of school occupations and studies. School diseases. The school law of California.

ENGLISH

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 acquiring 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.

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 the study of mythology and general literature.

Composition

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

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

Grammar

The course in English grammar covers three periods a week for a term of twenty weeks, and consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for them-

selves; to distinguish between the essential and the non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Literature

Three hours per week for ten weeks are given to the discussion of literature for the common schools. Emphasis is laid upon the nature of literature, its function in human life, the purpose of literary study, the nature of children (their tastes and interests in the successive periods of their mental growth, some of the theories concerning the course and stages of their development, the question of correspondences of these to racial development, etc.), and the best material in prose and verse for use in the various grades. The aim of the course is to give the student a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remaining ten weeks of the term are devoted to two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude*, using it as a starting point for discussion and investigation of the literary conditions of the time, of prevalent philosophical ideals, of its relation to the work of contemporary authors, and similar problems. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

HISTORY

Upon the assumption that entering students have had in their respective high schools from two to four years of study of this subject, a review course in history is offered, with especial reference to the needs of the teachers in the public schools.

A review of great periods of Ancient and Mediæval history is accompanied by a discussion of the course of study for the grades below the seventh. An historical account of the Greeks and Romans and of their gifts to civilization and the stories of the Middle Ages and of English history are used to show the possibilities of such material as a basis for history in the grades. Those activities of the Renaissance which have especial bearing upon the discovery of America are noted, that the student may be prepared to teach American history with its proper European setting.

Methods of teaching are presented in connection with each period studied, discussion being based upon the student's observation in the Training School.

In the United States history, while methods of teaching are still considered, more attention is given to library research and intensive study of certain important phases of the subject, that deeper scholarship may result. Emphasis is placed upon the industrial development of the nation, especially the application of science to industry, the effect of inventions, and the conditions of the nineteenth century explaining the present relations between labor and capital. These, with certain problems of civics, are carefully considered with a view to awakening teachers to the importance of acquiring information upon the great questions of the day in order that their pupils may go from the school-room into active life better prepared to exercise the right and duties of citizenship.

READING

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. Constant effort is made 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. Care is taken 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, through study and practice of the elements of speech, the most common faulty habits, poor articulation and poor quality, and increasing vocal power, through the management of the breath. In the

last half of the term the main purpose is so to train the student in the appreciation of the best in literature that he may read it with proper expression.

Recitals

In addition to the regular class work in reading, opportunity is given to each pupil to take part in one or more public recitals. Careful preparation is made for this work, so that the pupil may not be overcome by self-consciousness or embarrassment, but may express himself as effectively as possible through all of the natural avenues of expression. This work before public audiences is considered helpful in securing poise and confidence.

As only the best literature is used for such recitals, the entire school, in the course of a year, becomes familiar with a considerable portion of an important field.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography of the land and its natural resources influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Two courses in geography are offered. Graduates of high schools who have successfully pursued the study of physical geography for one year, and who present evidence of having done a sufficient amount of laboratory and field work, will be accredited in this subject. Such students will be given a course in general geography. This course consists of an intensive study of North America in the light of the application of physiography. The influence of geology, topography, soil, and climate upon industrial and social development is carefully worked out.

Students who have not had the high school preparation indicated above will be given a brief course in physical geography, followed by one in general geography. A large number of carefully planned laboratory and field exercises accompany and give meaning to the text-book

work in physical geography. The course in general geography follows the same line as that offered to advanced students, but is less fully expanded.

BIOLOGY

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

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

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

The general aims of the course are as follows:

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

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

General Biology

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, introductory facts of embryology, etc., are emphasized.

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.

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

PHYSICS

This subject is offered to those students who have not yet completed the subject as outlined in the old four-year course and to those who enter the Normal School without full credit in the same. The work in physics covers the elements of mechanics, sound, heat, light, and electricity. The essential laws and principles are thoroughly studied, being first taken up experimentally in the laboratory, and later discussed and applied in the recitation, where such related facts are added as widen the student's view. Numerous problems are given requiring the student to reason carefully, think vigorously, and apply knowledge gained. Each student keeps a neat and well-written notebook containing the observations and results of the experiments and such individual discussions and conclusions as are required to explain properly what has been obtained. Accuracy of observation and of expression are considered essential. Careless manipulation of apparatus and routine following of "steps in the process" are not permitted; each student is expected to think independently, logically, and conclusively upon the phenomena observed and the results obtained. The proof of a formula or the establishment of a rule is considered of comparatively small value. It is, however, greatly desired that the student shall apply knowledge

already acquired to the forces, devices, and inventions everywhere surrounding him and the man of affairs. The principles of physics are practically applied in many ways to the material world outside the school, and are also correlated with geography, nature study, and physiology, which the student is preparing to teach. Excursions are made to power-houses, shops, and manufacturing plants to show the close relation between the simple statement of the principle and the vital, human, economic application. The work is made as concrete and practical as possible, and the student is led to see that man in his increasing control of the forces of nature is thereby increasing the material progress of civilization. Principles and applications of wide range are studied with reference to their fitness for work with children. Some apparatus is made by the students themselves, whenever practicable, to enable them the better to construct for themselves simple pieces to be used in the grades. Some sound knowledge of geometry and algebra, as well as of arithmetic, is necessary to a proper comprehension of the quantitative relations of physics.

ARITHMETIC

The Normal School aims to give sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and methods of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, separate, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. The constant endeavor is to broaden the student's view in regard to suitable material for grade work. Each new topic introduced is traced to its source; its relation to, and natural development from, the old is shown: some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

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

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

PHYSIOLOGY AND HYGIENE.

This subject is taught with the idea in view that it has intense, practical value when applied individually to daily human life, because the health and strength of the pupil are dependent largely upon the early formation of right habits, in which the intelligent teacher has a part. To give the student adequate training for the teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider applications of hygiene are made the main end; but, for a solid foundation, a thorough knowledge of anatomy and physiology as such is essential. The student performs for himself the classical experiments within his comprehension and facilities, which are the basis of the science. Laboratory experiments occupy a prominent place in the course, and such experiments are given and suggested as are adapted to children. Personal observation is indispensable. Each student keeps a notebook in which are recorded observations and results of experiments. The care of the body is no longer based upon superstition or tradition. This is not a course in medicine, but one that deals with practical problems of great moment in the care of the body, the school-room, the home, with general public hygiene and sanitation, and with methods of teaching. Some of the facts that have led to a longer "expectation of life" than among our forefathers should be taught to the youth of to-day. In view of the fact that a large proportion of our inhabitants yearly die of germ diseases, it is believed that the intelligent study of bacteria and ventilation is important. Food and digestion are likewise important subjects, and are studied from the modern scientific standpoint, beginning with the experiment. Emphasis is placed upon the importance of proper exercise, bathing, and clothing, care of the teeth, eyes, and voice, what to do in emergencies, and the necessity of temperance in all things. The nervous system, with a view to its bearing on psychology, is carefully studied. The various organs and systems of the body receive attention according to their relative values. Without a thorough training in this subject the teacher can not arouse the interest of pupils and impart to them sufficient knowledge of the care of their bodies to insure their future usefulness.

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

MUSIC

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

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

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice; the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

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

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

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

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

The class-room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.
2. Songs and sight reading exercises embodying quality of tone, rhythm, tone-relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

- (a) Value of the song—melodic, rhythmic, ethical.
- (b) Teacher's conception of the song, and attitude toward the class.
- (c) Interpretation—tone-quality, rhythm, enunciation, spirit of song.
- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

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

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

DRAWING

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 three periods per week for the first term, and two periods per week the second 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 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.

First Course

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

Second Course

Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals for the study of 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 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.

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

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

DOMESTIC SCIENCE AND ART

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

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

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.

Under the direction of this department a luncheon, at about the cost of materials, is served each school day in the commodious dining-room to teachers and pupils of the school.

PHYSICAL TRAINING

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

During the first year two periods per week of class exercise are required. Careful attention is given to the forming of 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 talk on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

The young men use the gymnasium after the daily sessions.

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

COURSE II—KINDERGARTEN TRAINING COURSE*

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

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

KINDERGARTEN THEORY AND PRACTICE

FIRST YEAR

I. Kindergarten Theory. ^{Principles} One hour a week to each subject specified.

1. *Songs and Games.* (a) Lectures, essays, and discussions. A study of Froebel's philosophy as embodied in the Mother Plays.

(b) Games: Development from physical activities and representative exercises of Traditional and Kindergarten games.

2. *Gifts and Occupations.* (a) Gifts: Lectures, essays, and exercises. A study of the principles illustrated in Froebel's series of educational toys, with their use.

(b) Occupations: Lectures, discussion, home-work. A technical training in the various forms of kindergarten hand work, with experimentation, and original application of the principles involved to other materials.

3. *Stories.* Lectures, practice, and observation. A consideration of the possible sources of literature for young children; with a classification for purposes of reference. An analysis of the essentials of successful story-telling, including directed practice.

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

*At the meeting of the Joint Board of Normal School Trustees, held April, 1904, 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.

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. *Educational Principles*. Lectures, essays, and discussions. A further study of Froebel's philosophy in relation to modern theories.

2. *Primary and Kindergarten Methods*. Lectures, essays, and discussions. An investigation of the principles and practice of the kindergarten in relation to the primary school.

3. *Gifts and Occupations*. Experiments in the adaptation and use of the gifts and occupations in connection with the environment of the child in California.

4. *Games*. Lectures, essays, and readings. A study of the origin, development, and purpose of games; the physical development of the child through play; hygienic problems of kindergarten management.

5. *Program*. The development, through discussion, of a definite outline for work in the three kindergartens connected with the normal school:

- (a) Training School Kindergarten;
- (b) Church of the Neighborhood Kindergarten;
- (c) South Pasadena Children's Home Kindergarten.

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

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 explanations under Course I.

THE TRAINING SCHOOL

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 the principal. The pedagogical aims and practices of the school, however, are determined by the Normal School.

The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test, and been found capable in discipline and efficient in instruction. It can safely be asserted that this experience is of much greater value to the prospective teacher than a year's experience gained in any other way.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

Inasmuch as the Training School is one of the public schools of the city, and the pupils are subject to the possibility of change to other schools, it is an advantage to these pupils that the regular course of study for the schools of Los Angeles is followed. This is also a distinct advantage to the prospective teachers as their experience is thus acquired under conditions differing but little from those they will meet in their later work.

This close relation with the city schools does not, however, prevent the carrying out of any well-considered plan by the teachers of the Normal School faculty. Thus, in geography, the industrial phase of the subject is made the starting point. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. In this subject,

as in others, especial attention is given to the cultivation of habits of independent thought. The work in history and literature is also greatly influenced by that in these departments of the Normal School. The following outline indicates briefly the work attempted in each grade:

First Year: Reading, writing, literature and history (in the form of stories), nature study, 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, writing, spelling, literature, and history (stories and poems), nature study, art and hand work, music, outdoor games.

Third Year: Reading, writing, spelling, literature, and language (the latter through some oral reproduction and original written work, with English 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, art, music, and calisthenics.

Fourth Year: Reading, writing, spelling, literature and language, geography (home and world, dealing with food, clothing, shelter and transportation), history (local, with simple study in civics), nature study, hand work (cardboard and basketry added), art, music, and gymnastics.

Fifth Year: Reading, spelling, writing, literature and language, arithmetic, geography (North America and Europe), history (elementary American history, with especial attention to local phases), nature study, hand work (cardboard and wood), art, music, and gymnastics.

Sixth Year: Reading, spelling, writing, literature and language, arithmetic, geography (Asia, South America, Africa, Australia), history (stories of the Olympian games, hero stories of the Greeks and Romans, a simple study of their life and art, stories of Western Europe and England), nature study, hand work (sewing, wood work), art, music, gymnastics.

Seventh Year: Literature and language (formal grammar and composition,) writing (individual instruction), spelling, United States history (to 1845), arithmetic, geography (review of continents, United States, and California), nature study, hand work (sewing for girls, wood work for boys), art, music, gymnastics.

Eighth Year: Literature and language, writing, spelling, United States history (concluded, with especial consideration of the industrial development, California history, and current topics), geometry, nature study, hand work (sewing, wood work), art, music, and gymnastics.

THE LIBRARY

The library contains about fourteen 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.

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 is a means of vitally unifying the interests of school and home.

CATALOG OF STUDENTS, 1904-1905

Senior Classes

Adams, Abra E.	El Monte	Duke, Edgar H.	Los Angeles
Adams, Adelia	Los Angeles	Dull, Florence De Ette	Whittier
Adams, Carrie	Los Angeles	Dumble, Marian B.	Los Angeles
Alexander, Louise	Los Angeles	Eaton, Phoebe Variel	Ventura
Ayres, Jennie	Eureka	Eley, Louise C.	Fresno
Ballantyne, Ednah Cole	Tropico	Ellis, Katharine	Los Angeles
Barnes, Mrs. Jessie B.	Long Beach	Estudillo, Adelaide	Riverside
Barr, Alice	Los Angeles	Farris, Myrtle	Los Angeles
Baxter, Ella	Fullerton	Fellows, Ethel F.	Los Angeles
Bedford, Mattie	Los Angeles	Force, Evelyn M.	Los Angeles
Beebe, May Ernestine	Corona	Poster, Alice C.	Los Angeles
Bemus, Hazel	Santa Ana	Franklin, Bertha Weber	S. Pasadena
Bennett, Bessie	Pasadena	Garwood, Lela	S. Pasadena
Berny, Emma P.	Terre Haute, Ind.	Gibson, Edith M.	Ventura
Borthwick, Fredonia	Tropico	Groce, I. Orrie	Pomona
Boyer, Pearl	Toluca	Graham, Estelle	Los Angeles
Bozza, Ethel M.	San Diego	Griffith, Nellie	Los Angeles
Brown, Abbie	Los Angeles	Grubb, Emma	Los Angeles
Burkhalter, Gertrude	Needles	Hanna, J. Ray	Los Angeles
Cartwright, Alice	Toluca	Haifley, Lillian	Pasadena
Cartwright, Nellie	Toluca	Harrison, Lillian	Los Angeles
Clarke, Leo	Los Angeles	Hatfield, Clara	Los Angeles
Clay, Bonnie P.	Los Angeles	Hotzell, Margaret Z.	Inglewood
Cesna, Ginevra	Los Angeles	Hawes, Lucy	Los Angeles
Cobb, Octavia	Overton, Nev.	Hiatt, Ethel Ella	Los Angeles
Collins, Bertha	Los Angeles	Higgins, Lena	Long Beach
Collins, Isabel Ina	Santa Ana	Horton, Mary Olive	Riverside
Coughlin, Katherine	Los Angeles	Hough, Henrietta	Los Angeles
Cox, Mabel S.	San Luis Obispo	Hubbard, Fay	Los Angeles
Cramer, Maude	Pasadena	Hughes, Lulu	Norwalk
Crawford, Ada	Monroe, Pa.	Hull, Reba	Los Angeles
Creigh, Anna	Los Angeles	Hussey, Laura M.	Los Angeles
Cress, Ada	Los Angeles	Hutchinson, Juliette	Los Angeles
Cunningham, Charley May ..	Santa Ana	James, Florence K.	Petaluma
Curtis, Mrs. Velma V.	Long Beach	Johnson, Stella	Riverside
Davis, Frances	Ocean Park	Kane, Alice Zaida	Los Angeles
Davis, Mary	San Bernardino	Kels, Anna	Glendale
Davis, Mollie	Hemet	Kellenberger, Rose	Buena Park
Davis, Sarah	Los Angeles	Kenyon, Jessie	Fresno
Decrow, Ruby I.	Halleck	Knapp, Bessie	Greenville, Mich.
Denison, Myrtle C.	Ventura	Knowlton, Lulu	Monrovia
Dickey, Ruth	Pasadena	Kreier, Anna	Chino
Dickinson, Susie	Los Angeles	Krug, Wm. D.	Los Angeles
Dodge, Delia Frances	Los Angeles	Kuehny, M. S.	Upland
Dodson, Cora B.	Hynes	Kuntz, Lena	Pomona
Dolland, Jessie	Norwalk	La Berge, Mrs. Ora D.	Los Angeles
Dorsey, Bertha A.	Azusa	Laws, Junius E.	Los Angeles

Senior Classes—Continued

Lepley, Alvina	Alhambra	Root, William T.	Pasadena
Lewis, Harriet M.	Los Angeles	Ryan, Mrs. Lulu.	Compton
Lewis, Mabel Floss	Friendship, N. Y.	Ryker, Mary M.	Indianapolis, Ind.
Lewis, Olivia	Downey	Savage, Lucile.	Sanger
Lewis, Zoe	Los Angeles	Scott, Myrtle.	San Bernardino
Loyd, Delleada.	Los Angeles	Seward, Mrs. Ella Page.	Fullerton
McCall, Emma.	Los Angeles	Sharpe, Otis A. O.	Hynes
McCarthy, Jennie.	Los Angeles	Shrewsbury, May.	Santa Ana
McCoid, Bessie.	Whittier	Shultz, Dora.	Los Angeles
McCormick, Charlotte.	Toluca	Shultz, Maud.	Los Angeles
McDermott, Ethel Alice.	Los Angeles	Shutt, Zelma.	Pasadena
McGaugh, Mary E.	Rivera	Smith, Alice K.	Los Angeles
McLaughlin, Margaret M.	Santa Monica	Smith, Alma M.	Shoemaker
McMillan, Adella.	Pasadena	Standefer, Jessie.	Los Angeles
McMillan, Estella.	Pasadena	Stearns, Evelyn May.	Los Angeles
Manson, Margaret E.	Los Angeles	Steinberger, H. Elizabeth.	Sierra Madre
Matlack, Idela M.	Los Angeles	Stose, Artye.	Los Angeles
Maxwell, Margaret.	Los Angeles	Strang, Grace.	Pasadena
Michaelis, Hattie.	Norwalk	Sugg, Lela.	Rivera
Moller, Grace.	Los Angeles	Sullivan, Kveleen.	San Bernardino
Morris, Martha.	Banning	Thompson, Gladys.	Los Angeles
Nolan, Helen D.	Los Angeles	Timmons, Zorayda.	Delano
O'Connell, Ida M.	Los Angeles	Townsend, Minnie.	Los Angeles
Olsen, Ella M.	Riverside	Troxel, Jennie.	Los Angeles
Ornelas, Mauuela.	Whittier	Valla, Emma.	Whittier
Ott, Mary.	Santa Ana	Van Dam, Helen A. C.	Los Angeles
Park, Maud.	Los Angeles	Wagner, Ella.	Los Angeles
Parks, Rea L.	Los Angeles	Waldorf, Creighton.	Orange
Parsons, Alice Maude.	Carpinteria	Wallace, Annie B.	Huntsville, Ohio
Patterson, Maude.	Los Angeles	Weber, Elizabeth.	Los Angeles
Phillips, Birdie Miriam.	Los Angeles	Weed, Emma Gertrude.	Riverside
Porter, Minnie.	Fullerton	Wenger, Elva Bertha.	Los Angeles
Potts, George J.	Los Angeles	Wheeler, Lesse.	Los Angeles
Ranney, Louise.	Cape Girardeau, Mo.	White, A. Edith.	Rivera
Reavis, Ola.	Los Angeles	White, Ruby.	Los Angeles
Reed, Lona.	Ontario	Wilkinson, Irma J.	Bakersfield
Reppy, Vera.	Ventura	Williams, Anita E.	Santa Paula
Reynolds, Anna Marie.	Los Angeles	Wilson, Louise.	Bakersfield
Ruhland, Venie.	Alhambra	Wilson, Myrtle Estelle.	Santa Ana
Richards, Hattie.	Redlands	Wood, Rebecca.	Azusa
Robertson, Edith.	Los Angeles	Yager, Jennie.	Los Angeles
Robinson, Margaret.	Los Angeles	Yoder, Elizabeth.	S. Pasadena
Total, including class graduating February 1, 1905.		178	

Junior Classes

Alger, Edna C.	Long Beach	Barton, Grace C.	Los Angeles
Allin, Jessie G.	Pasadena	Bathey, Alice M.	Los Angeles
Andruss, Claudine E.	Los Angeles	Bemis, Cecil.	Pomona
Armstrong, Alice.	Painesville, Ohio	Benners, Eleanor.	Dallas, Tex.
Barbour, Marion B.	Hanford	Best, Helen J.	Los Angeles
Barnes, Edna E.	Los Angeles	Bair, Lucy.	Downey

Junior Classes—Continued

Blair, Minnie.....	Los Angeles	Hasson, Elsie	Redlands
Boyer, Rose	Toluca	Hatch, Cornelia M.	Los Angeles
Brown, Nell	Los Angeles	Hayes, Laura	Du Quoin, Ill.
Buchanan, Margaret ..	Los Angeles	Haynes, Arline	Los Angeles
Bullock, Nina	Rivera	Heller, Anna	Long Beach
Cadwell, Floralyn	Carpinteria	Hewitt, Nettie R.	Los Angeles
Carpenter, Edna May ..	Los Angeles	Higgins Pearl	Wilmington
Carrigan, Juanita	Los Angeles	Howard, Annie E.	Pasadena
Chamberlain, Julia M.	Perris	Howe, Rena C.	Long Beach
Chapman, Anamay	Santa Ana	Humphrey, Cora	Los Angeles
Chapman, Marilla	Lowell, Mich.	Huntoon, Annie N.	Los Angeles
Cockrill, Jessie	Los Angeles	Johnston, Florence	St. Cloud, Minn.
Conklin, John R.	Los Angeles	Johnson, John	Los Angeles
Cooper, Ida M.	Los Angeles	Kaal, Hanna	Los Angeles
Cornish, Winifred	Los Angeles	Kaiser, Elizabeth C.	Los Angeles
Coy, Myrtle A.	Lancaster	Kerlin, Grace M.	Los Angeles
Curl, Vera	Pasadena	Kerns, Florence	Los Angeles
Dean, Elsie S.	Los Angeles	Kerns, Willie	Los Angeles
Delany, May	Los Angeles	Linge, Ethel A.	Artesia
Dickey, Ethel	Pasadena	McAllister, Ruth	Los Angeles
Doan, Della	Los Angeles	McAulay, Elizabeth	Anaheim
Dohahue, Frankie L.	Alhambra	McCarthy, Persy	Los Angeles
Dorfmeier, Irene	Los Angeles	McConnell, Fannie	Somis
Dowd, Clara M.	Naugatuck, Conn.	McGirk, Maggie	El Monte
Doyle, J. Robert	Glendale	McIntyre, Annie L.	Glendale
Eason, Lela P.	Azusa	McKay, Isabella J.	Los Angeles
Elder, Martha	Los Angeles	McMillen, Eddythe	Bakersfield
Erickson, Mrs. Hilda	Monrovia	McMurray, Vera	Los Angeles
Erickson, Huldah	Fresno	Mahan, Jessie A.	Santa Paula
Ervin, Edith	Los Angeles	Maloy, Percy	Inglewood
Ewing, Ariel	Los Angeles	Martin, Marie M.	Los Angeles
Fallis, Elizabeth	Los Angeles	Mee, Ethel L.	Los Angeles
Fassett, Mertie	Pasadena	Merrell, Clarice	Los Angeles
Ferris, V. Edna	Long Beach	Merrill, Mina	Los Angeles
Flathers, May	Ontario	Milner, Pearl	Hollywood
Ford, Blanche	Los Angeles	Moody, Opal M.	Los Angeles
Fowble, Bessie F.	Los Angeles	Moores, Alice	Los Angeles
Fryer, Lottie	Spadra	Morgan, Lucy	San Bernardino
Garrison, Carolyn T.	Los Angeles	Norton, Edgar	Los Angeles
Garrison, Dora L.	Los Angeles	Nourse, Elizabeth	Los Angeles
Giffin, Giovynia	Brady, Neb.	Oakley, Elizabeth M.	Los Angeles
Graham, Jean A.	Los Angeles	Orr, Adelaide L.	Ventura
Green, Irene M.	Los Angeles	Patterson, Mrs. Mary ..	Maquoketa, Ia.
Grubb, Lena F.	Los Angeles	Phelps, Grace L.	Los Angeles
Guthrie, Alice M.	Los Angeles	Phoenix, Margaret E. ...	Arroyo Grande
Haddock, Nellie P.	Los Angeles	Pierce, Mabel	Los Angeles
Haettel, Lois	Los Angeles	Ponder, Susan E.	Los Angeles
Halsey, Bessie A.	Los Angeles	Price, Maude E.	Sanger
Halsey, Louise	Los Angeles	Proctor, Bertha D.	Long Beach
Hanson, Regina R.	Pomona	Quinn, Mabel	El Monte
Hare, Agnes	Westminster	Reed, Flora	Hillsboro, N. D.
Hare, Sarah	Los Angeles	Reeve, Enid	Pasadena
Harkness, Catherine	Los Angeles	Righetta, Mrs. Addie	Los Angeles
Harris, Ella	Sau Bernardino	Ritter, Josie	El Monte
Harter, Katherine	S. Pasadena	Rose, May	The Palms

Junior Classes—Continued

Russell, Hazel	Los Angeles	Todd, John G.	Los Angeles
St. Mery, Edna	Lone Pine	Trefethen, Gratia	San Pedro
Sackett, Emily	Hollywood	Trueblood, Mabel	Whittier
Sallee, R. Ward	Los Angeles	Tryon, Lulu	Los Angeles
Scherrer, Alice	Georgetown	Van Osdel, Mildred T.	Los Angeles
Seawell, Viola	Los Angeles	Venable, Lelia B.	Los Angeles
Selby, Mary Elizabeth	Ventura	Wade, Edna	Los Angeles
Sessions, Romaine	Los Angeles	Ward, Anita Margaret	Los Angeles
Shepherd, Emily	Lamanda	Warne, Sarah E.	Los Angeles
Shultz, Lucile	Los Angeles	Warren, Hazel G.	Riverside
Smith, Clara May	Los Angeles	Waters, Crystal	Los Angeles
Smith, Luella M.	Colegrove	Webb, Ethel M.	Los Angeles
Smith, Myrtle	La Habra	Weber, Clara L.	Huntington Park
Smith, Grace Winifred	Los Angeles	Westerfield, Agnes	Toluca
Sprinz, Pauline P.	Los Angeles	Whitice, Belle	Los Angeles
Stayton, Nellie J.	Moneta	Wiggs, Edith	Whittier
Stevenson, Sarah	Los Angeles	Wilson, Grace Clerk	Prospect Park
Stone, May	Fullerton	Wilson, Lily	Los Angeles
Stradley, Mary	Los Angeles	Winn, Altha	Portales, N. M.
Sutton, Emma	Armona	Woodham, Edith	Los Angeles
Thornton, Sue	Norwalk	Young, Florence E.	Los Angeles
Todd, Grace Helen	Corona	Total	165

*Sub-Junior Classes

Abbott, Bessie M.	Los Angeles	Fischer, Elma	Pasadena
Barnwell, Agnes	Los Angeles	George, Edna M.	Hyde Park
Baxter, Margery E.	Los Angeles	Gillespie, Maud E.	Redondo
Beatty, Sarah M.	Los Angeles	Goodrich, Fannie	Los Angeles
Bostwick, Florence	Los Angeles	Grey, Eleanor	Los Angeles
Brayton, Edna	Los Angeles	Groton, R. Cary	Rivera
Brewster, Emily M.	Los Angeles	Gunning, Ruby	Los Angeles
Brown, Trenna E.	Los Angeles	Hansen, Mrs. Lulu L.	Roimerville
Bunn, Lena	Bakersfield	Harris, Effie M.	Bradley
Bynner, Fern	Los Angeles	Harris, Ella	San Bernardino
Clay, Jennie C.	Los Angeles	Healy, Maude K.	Pasadena
Clay, Nellie E.	Los Angeles	Hilke, Frances	Los Angeles
Conkle, Carrie B.	Santa Ana	Hudson, Mabel	Los Angeles
Cooper, Susan	Los Angeles	Hughes, Edna G.	Elizabeth Lake
Cramer, Maud L.	Pasadena	Johnson, Nicolina	Los Angeles
Craeger, Mabel M.	Los Angeles	Jones, Maud R.	Santa Ana
Cunningham, Alice	Santa Ana	Kahl, Meta	Pasadena
Davenport, Ethel	Los Angeles	Lee, Winona	Los Angeles
Davis, Anna	Los Angeles	Le Sage, Evangeline	Los Angeles
Dinneen, Mary T.	Los Angeles	Lomax, Georgia W.	Los Angeles
Dolan, Teresa	Los Angeles	Loomis, Edith P.	Los Angeles
Doyle, Ella	Glendale	Lumry, Viola	Los Angeles
Dunn, Eva M.	Glendora	Marshall, Sybil	Los Angeles
Evans, Anna	Wilkesbarre, Pa.	Meagher, Charles F.	Los Angeles
Ferguson, Maud	Los Angeles	Morrison, Daisy	Los Angeles

*Admissions to the first class of the former four-year course of study were discontinued February, 1904. Students already admitted are retained as Sub-Juniors until they can be classified as Juniors.

Sub-Junior Classes—Continued

Munz, Mollie	Elizabeth Lake	Scott, Bonnie.....	Los Angeles
Northway, Genevieve.....	Los Angeles	Sevier, Helen.....	Los Angeles
Pedroarena, Ysidora.....	Los Angeles	Sloane, Ada A.....	Buena Park
Penniman, Pearl.....	Los Angeles	Speer, Mae.....	Long Beach
Peck, Norma.....	Los Angeles	Stebbins, Gertrude	Ocean Park
Reed, Ethel.....	Los Angeles	Thompson, Pearl A.....	Norwalk
Ruhland, Murrell.....	Alhambra	Tolchard, Veda.....	Los Angeles
Ruhland, Venie.....	Alhambra	Whitcomb, Jessie.....	Los Angeles
Runyon, Lucia.....	Visalia	Williams, Mary V.....	Glendale
St. John, Anna.....	Los Angeles	Zimmerman, B. Estella.....	Los Angeles
Sandoz, George L.....	Los Angeles	Total	71

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Augur, Villa.....	Los Angeles	Mitchell, Mary.....	Los Angeles
Beckett, Beatrice.....	San Diego	Morris, Emma.....	Los Angeles
Brown, Carrie E.....	San Diego	Safford, Helen.....	Los Angeles
Chase, Laura.....	Lordsburg	Smith, Grace Etta.....	Pasadena
Ellis, Adelaide.....	Los Angeles	Springer, Jessica M.....	Los Angeles
Genn, Mabel J.....	Los Angeles	Sterrett, Anna Rae.....	Los Angeles
Gray, Fannie.....	Pasadena	Taylor, Anita.....	Los Angeles
Landt, Katherine.....	Los Angeles	Wagner, Lillian G.....	Los Angeles
McKenzie, Gertrude.....	Ocean Park	Waterbury, Harriet B.....	Los Angeles
Total.....	18		

Junior Class

Bailey, Charlotte.....	Colegrove	Knight, Bertha.....	Los Angeles
Boyle, Myrtle.....	Santa Fé, N. M.	Maxfield, Florence.....	Redlands
Brobst, Hazel C.....	Los Angeles	Morrow, Amy.....	Los Angeles
Burns, Belle.....	Los Angeles	Norris, Elvira Clauson	Pasadena
Chase, Florence.....	Los Angeles	Sale, Hazel.....	Los Angeles
Colborn, Ruth Banks.....	Los Angeles	Theal, Milly M.....	Los Angeles
Cook, Mary M.....	Los Angeles	Thompson, Mary.....	Los Angeles
Jones, Elizabeth.....	Los Angeles	Wilson, Caroline.....	Stratton, Neb.
Total.....	16		

SPECIAL STUDENTS AND VISITING TEACHERS

Bacon, Mabel.....	Santa Barbara	Leland, Gertrude.....	Santa Barbara
Bernhard, Anna.....	Moneta	McMullan, Rose.....	Los Angeles
Davis, Mrs. Angie.....	Los Angeles	Moad, Pauline L.....	Los Angeles
Dowling, Mrs. Eva S.....	Los Angeles	Nevius, John W.....	Los Angeles
Gardner, Nellie.....	Santa Barbara	Sample, Margaret A.....	Fallbrook
Gilson, Viola.....	Santa Barbara	Sawyer, Mary.....	Los Angeles
Greenleaf, Grace.....	Upland	Schwindt, William A.....	Los Angeles
Grout, Grace.....	Los Angeles	Shea, Mrs. Blanche S.....	Inglewood
Gray, Fannie.....	Santa Barbara	Van Deusen, Marjorie H.....	Los Angeles
Holmes, Almeda.....	Boston, Mass.	Whitted, Estella M.....	Redlands
Johnson, Mrs. Pearl M.....	Los Angeles	Williams, Mary L.....	Santa Barbara
Total.....	22		

Total number of students in General Professional Course	414
Total number of students in Kindergarten Training Course	34
Total number of special students.....	22
<hr/>	
Total number enrolled in Normal School	470

Pupils Enrolled in Training School

Number of pupils enrolled in Eighth Grade	56
Number of pupils enrolled in Seventh Grade	67
Number of pupils enrolled in Sixth Grade	89
Number of pupils enrolled in Fifth Grade.....	51
Number of pupils enrolled in Fourth Grade	58
Number of pupils enrolled in Third Grade.....	58
Number of pupils enrolled in Second Grade.....	55
Number of pupils enrolled in First Grade.....	100
Number of pupils enrolled in Kindergarten	63
<hr/>	
Total number enrolled in Training School	597
Total number students in Normal School.....	470
Total number pupils in Training School.....	597
<hr/>	
Total number enrolled, all departments	1067

GRADUATES

Correct.

Mid-Year Class, January, 1905

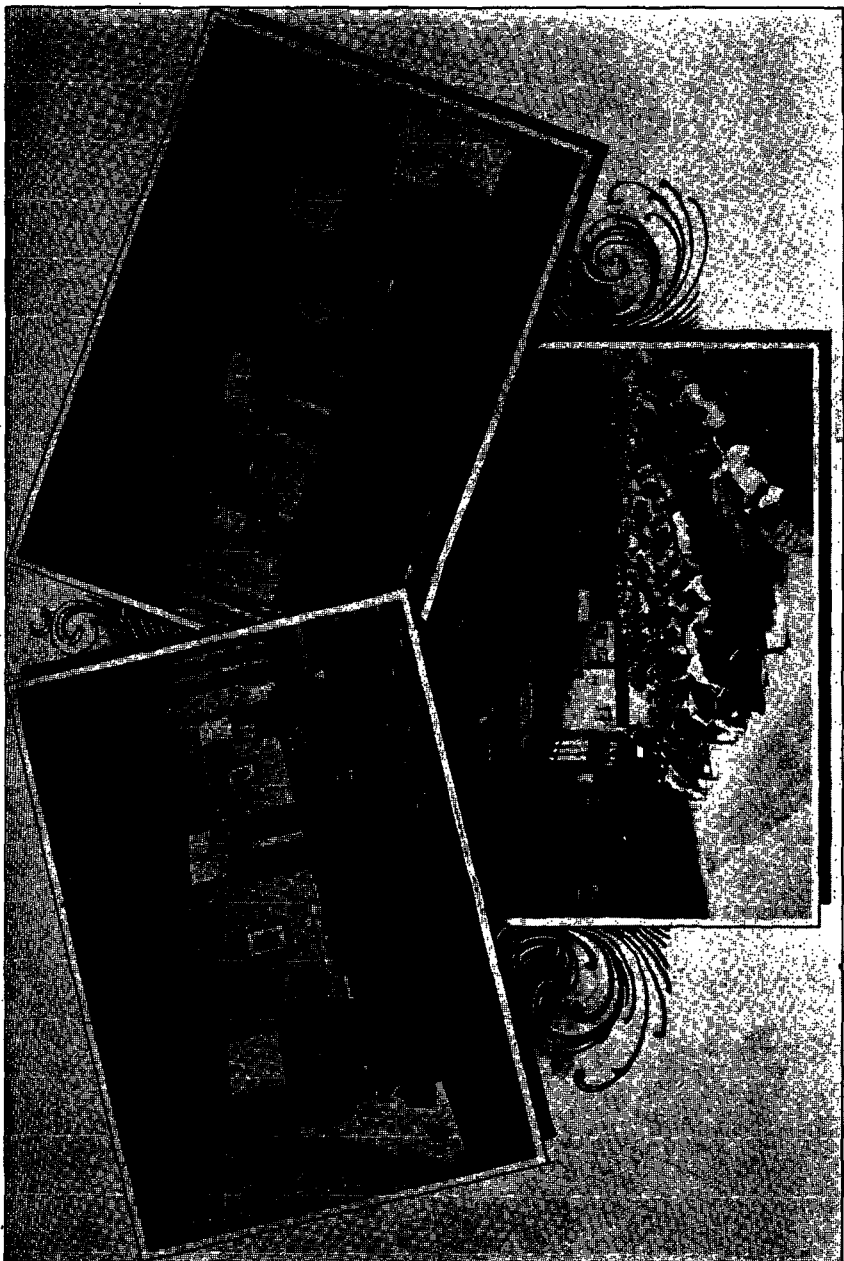
- | | | |
|-----------------------|----------------------|-------------------------|
| • Adams, Adelia | • Graham, J. Estelle | • Nolan, Helen |
| • Alexander, Louise | • Hiatt, Ethel E. | • O'Connell, Ida M |
| • Beebe, May F. | • Higgins, Lena | • Olsen, Ella M. |
| • Borthick, Fredonia | Horton, Mary Olive | • Ornelas, Manuela M |
| • Bozza, Ethel M. | Hotzell, Margaret | • Reavis, Ola |
| • Brown, Abbie | Hughes, Lulu | • Robinson, Margaret |
| • Cartwright, Nell | Hull, Reba M. | • Ruhland, Venie E. |
| • Coughlin, Katherine | Hutchinson, Julia | • Shrewsbury, Mary E. |
| • Crawford, Ada | Johnson, Stella O. | • Smith, Alice E. |
| • Cessna, Ginevra | Kels, Anna T. | • Thompson, Gladys |
| • Dorsey, Bertha | • Knapp, Bessie | Wagner, Ella S. |
| • Eley, Louise C. | Kreier, C. Anna | • Waldorf, Creighton O. |
| • Ellis, Katherine | Krug, William D. | • Wallace, Annie B. |
| • Force, Evelyn | • Kuehny, Menno S. | • Weber, Elizabeth M. |
| • Foster, Alice C. | McCall, Emma A. | • Yager, Jennie M. |
| • Garwood, Lela | • McLaughlin, M. May | • Yoder, Elizabeth |

Kindergarten Department

- | | | |
|-----------------------|----------------------|--------------------|
| • Mackenzie, Gertrude | • Taylor, Anita | • Springer, Jessie |
| • Mitchell, Mary | • Wagner, Lillian G. | Total, 53 |

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.....	77	- 4
8. Year ending June 30, 1891.....	78	
9. Year ending June 30, 1892.....	93	
10. Year ending June 30, 1893.....	76	
11. Year ending June 30, 1894.....	84	
12. Year ending June 30, 1895.....	65	
13. Year ending June 30, 1896.....	55	
14. Year ending June 30, 1897.....	88	
15. Year ending June 30, 1898.....	107	
16. Year ending June 30, 1899.....	114	
17. Year ending June 30, 1900.....	120	
18. Year ending June 30, 1901.....	100	
19. Year ending June 30, 1902.....	108	- 8
20. Year ending June 30, 1903.....	96	- 1
21. Year ending June 30, 1904.....	55	
22. Class of January, 1905.....	120	27
{ Post-graduates	27	
{ " " " " " " 1904"		
Total number of graduates.....		
23. Class of Jan. 1906	56	- 2
	1742	- 14

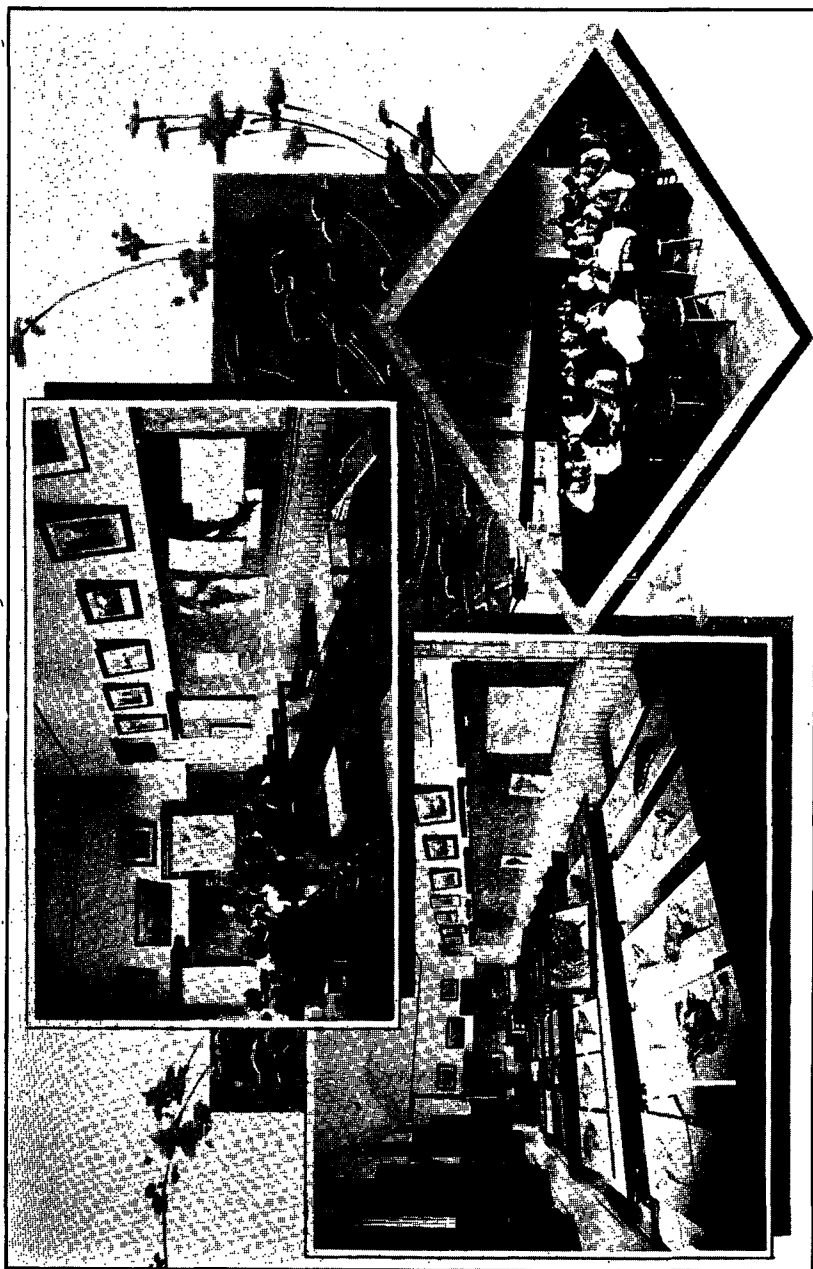


VIEWS OF ASSEMBLY ROOM



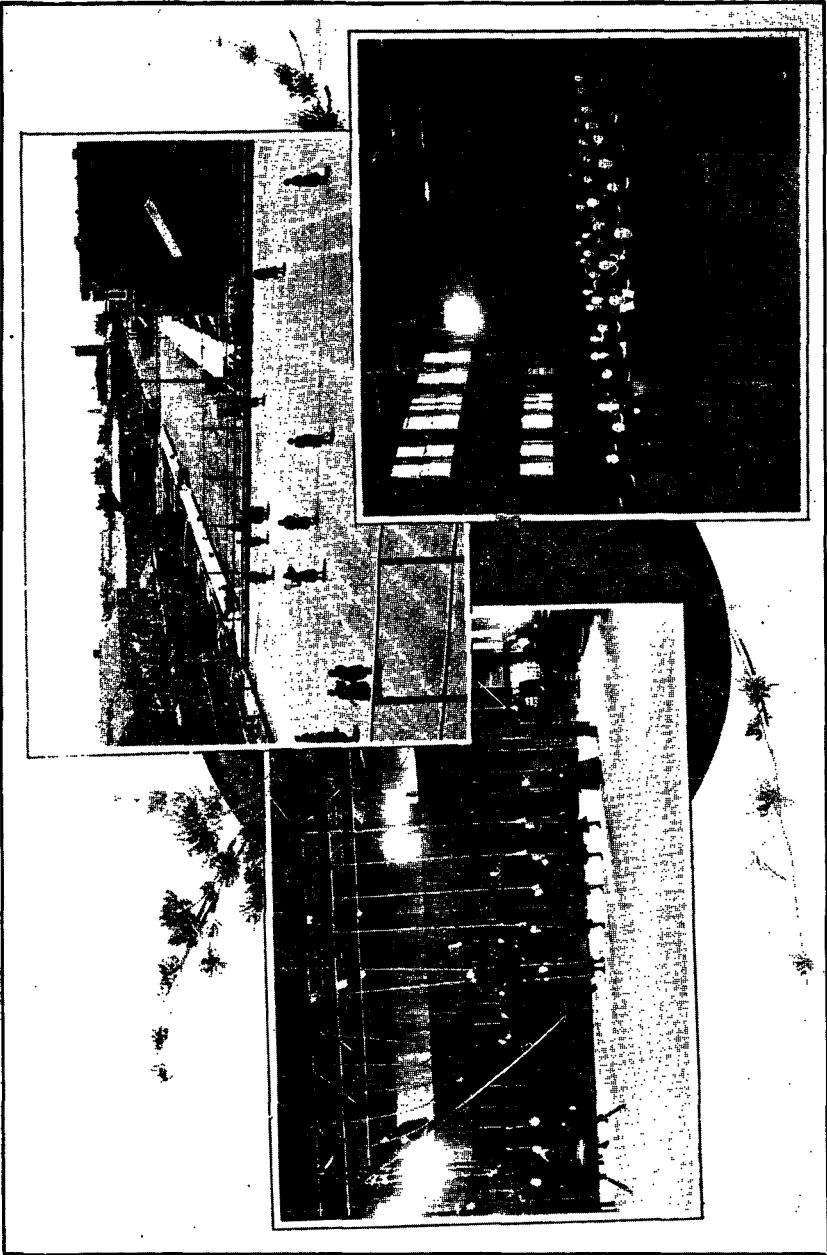
CONNECTING HALL BETWEEN BUILDINGS
FURNISHED BY STUDENTS

Y. W. C. A. ROOM
KINDERGARTEN ALUMNI ROOM

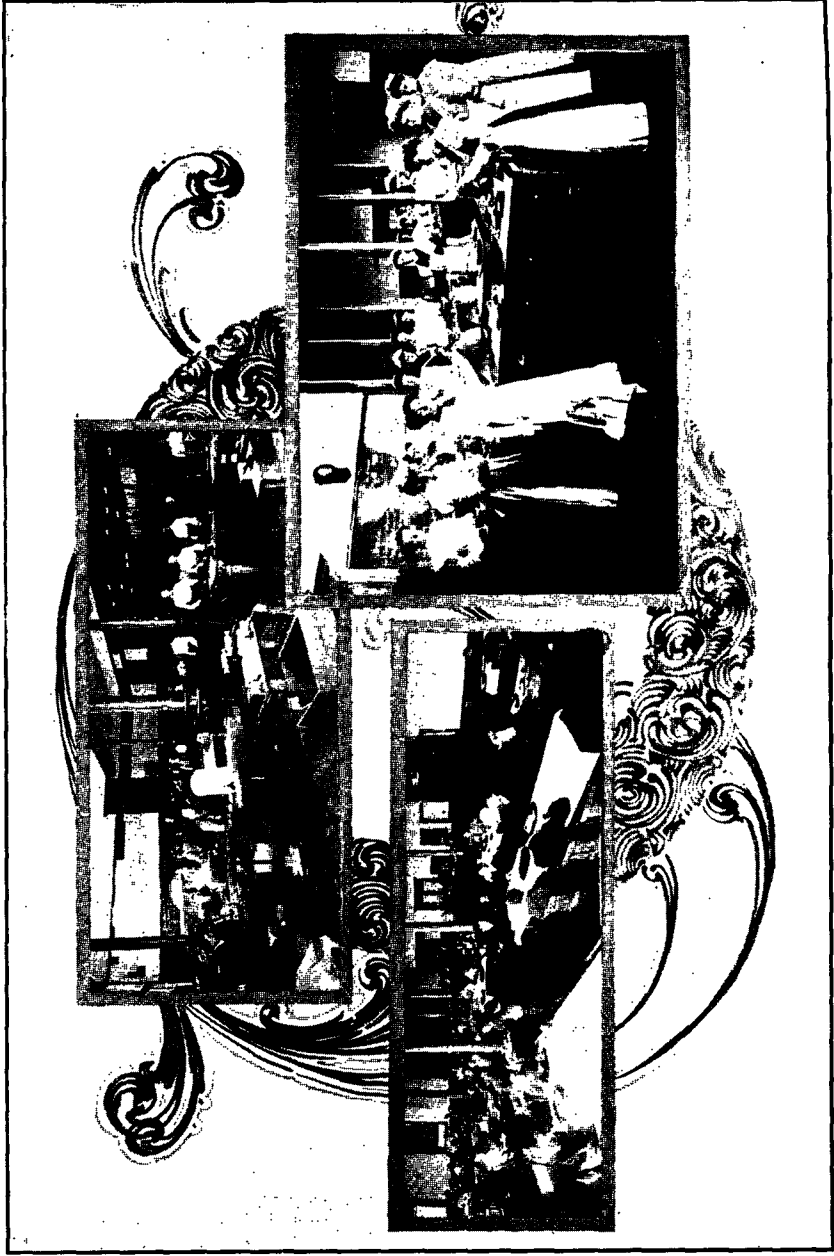


BIOLOGICAL LABORATORY

GEOGRAPHICAL LABORATORY



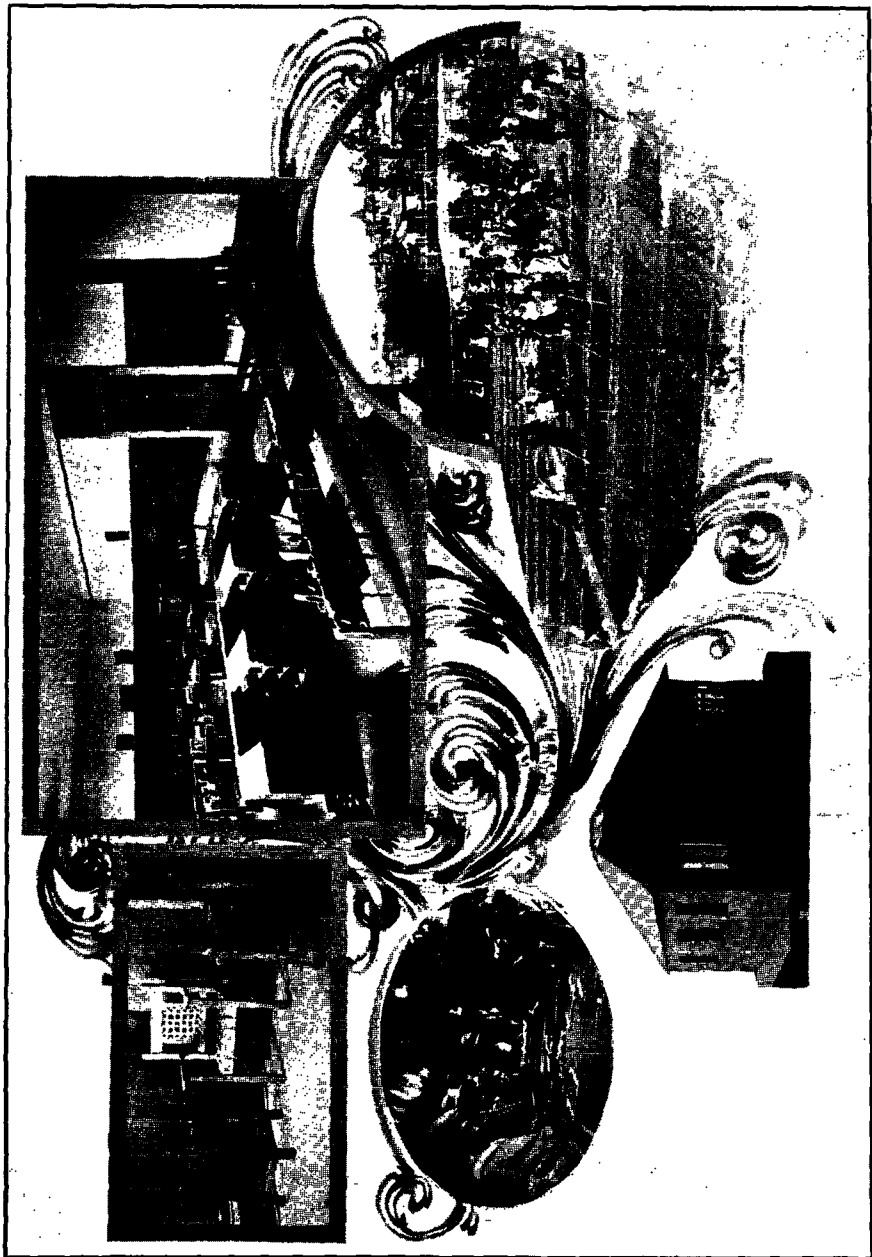
GYMNASIUM AND TENNIS COURT



STUDENTS' LUNCH ROOM

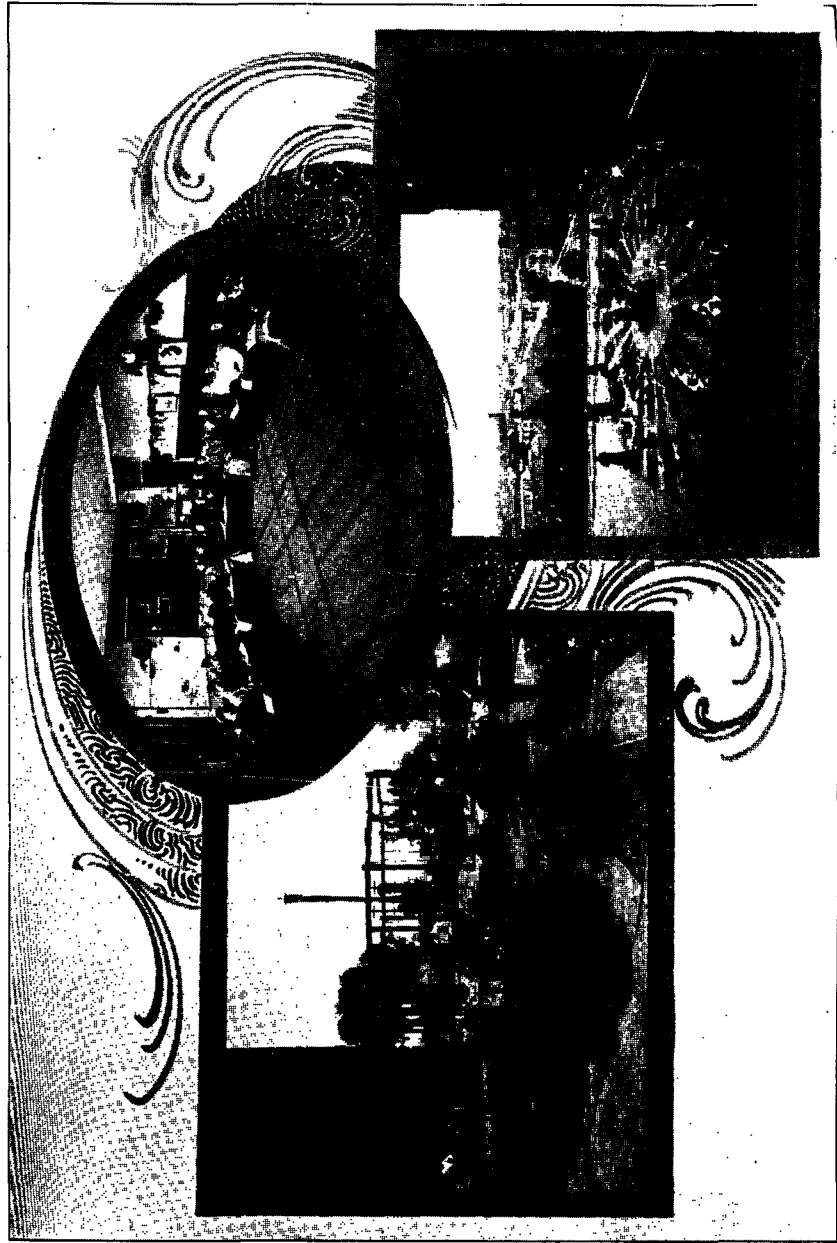
MANUAL TRAINING ROOM

COOKING SCHOOL



PUPILS AT WORK WITH KNIFE AND HAMMER
HOUSE BEING BUILT BY THE GRADE BOYS

MANUAL TRAINING ROOM, TRAINING SCHOOL
GARDEN FOR TRAINING SCHOOLS



GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN

KINDERGARTEN TRAINING CLASS
GARDEN FOR KINDERGARTEN

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