

LOS ANGELES

State Normal School Bulletin

**REGISTER OF 1908-9 AND
ANNOUNCEMENTS FOR 1909-10**

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

TWENTY-SIXTH

ANNUAL CATALOG

FOR THE SCHOOL YEAR ENDING JUNE 30, 1909

AND

CIRCULAR OF INFORMATION

FOR 1909-1910

W. W. SHANNON,

SACRAMENTO

Supt. of State Printing

1909

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CALENDAR FOR 1909-1910

FIRST TERM

General Faculty meeting - - 9 A. M., Friday, September 10, 1909

Student teachers report for arrangement of programs,

10 A. M., Friday, September 10, 1909

Training School conferences - 1 P. M., Saturday, September 11, 1909

Examinations for removal of conditions,

10 A. M., Monday, September 13, 1909

Registration - - - - - ~~Monday,~~

Monday P. M., Tuesday and Wednesday A. M., September 13, 14, and 15, 1909 *See P*

Enrollment in classes - 1 P. M., Wednesday, September 15, 1909

Thanksgiving recess begins - 12 M., Wednesday, November 24, 1909

School reopens - - - - 9 A. M., Monday, November 29, 1909

Term closes - - - - - Friday evening, December 17, 1909

SECOND TERM

Registration - - - - - Monday, January 3, 1910

Enrollment in classes - - - 9 A. M., Tuesday, January 4, 1910

Term closes - - - - - Friday evening, March 25, 1910

THIRD TERM

Registration - - - - - Monday, April 4, 1910

Enrollment in classes - - - 9 A. M., Tuesday, April 5, 1910

Commencement - - - - - 10 A. M., Friday, June 24, 1910

BOARD OF TRUSTEES

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

OFFICERS OF THE BOARD

LEWIS S. THORPE,	- - - - -	President
J. F. MILLSPAUGH,	- - - - -	Secretary

EXECUTIVE COMMITTEE

LEWIS S. THORPE	RICHARD MELROSE
ALONZO B. CASS	

* Died, December, 1908.

† To succeed John Wasson, deceased.

FACULTY

1907

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

✓ HARRIET E. DUNN, ✓
Secretary of Faculty

✓ MAY A. ENGLISH,
Mathematics and Physiology

✓ JOSEPHINE E. SEAMAN,
English

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

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

✓ SARAH J. JACOBS,
Director of Physical Training

✓ JENNIE HAGAN,
Music

✓ JESSICA C. HAZZARD,
Domestic Science and Domestic Art

✓ *ELLA G. WOOD, A.B., ✓
English to close 25, 1909

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

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

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

✓ NELLIE H. GERE,
Art

* Resigned at close of first term.

FACULTY—Continued. 1908

✓ ALICE M. OSDEN,
Reading

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

✓ CLAYTON F. PALMER, A.M.,
Agricultural Nature Study

✓ ARNOLD L. GESELL, PH.D.,
Psychology and Education

✓ RACHEL T. RICHARDSON,
Assistant in Manual Training

✓ BEATRICE C. GESELL, ED.B., to Nov. 25.
**History, *English, and *Education*

✓ HELEN C. CHANDLER,
Assistant in Art

✓ *ALMA BARNETT, M.L., A.M., after Nov. 5, 1908
History, Psychology, and Education

✓ *MYRTLE BLEWETT,
Assistant in Music

✓ *ADA J. MILLER, PH.B., A.M., after Nov. 25, 1908
English

KINDERGARTEN TRAINING DEPARTMENT

✓ ISABEL FRENCH, *Director* ✓ MAUD WHITLOCK, B.S., *Assistant*

* Part of the year.

TRAINING SCHOOL TEACHERS

✓ KATE F. OSGOOD,

*Supervisory City Principal and Assistant Supervisor of
Training School*

✓ CLARA M. PRESTON, *Fourth Grade*

✓ HELEN C. MACKENZIE, *Third Grade*

✓ SARAH E. WOODBURY, *Sixth Grade*

✓ HELEN E. MATTHEWSON, *Eighth Grade*

✓ DAGMAR C. JENSEN, A.B., *Seventh Grade*

✓ HELENA E. JOY, *Fifth Grade*

✓ ELSIE SECKLER, *Second Grade*

✓ MARGARET MEADER, *First Grade*

✓ MARGARET O'DONOUGHUE,

Office Secretary

✓ *KATHLEEN S. BECK,
Assistant Office Secretary.

✓ ELIZABETH H. FARGO,
Librarian

✓ *JENNIE E. CONBOYE,
Assistant Librarian

✓ *ELEANOR B. JONES,
Assistant Librarian

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

EDWIN P. CARR, *Engineer*

JAMES C. MAJOR, *Head Janitor*

FRED C. WILLIAMS, *Gardener*

* Part of the year.

† Died April 24, 1909.

GENERAL INFORMATION

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

The first floor of the entire building is occupied by the Training School. It accommodates about 500 pupils in classes ranging from the kindergarten to the eighth grade. On the second floor of the main building are the offices of the school, the library, several class rooms, women's cloak rooms, etc. Connected with this floor by a covered bridge, which forms an attractive room, is the gymnasium. It is two stories in height, with floor area sufficient to accommodate large classes, and is well supplied with lockers, baths, and general apparatus. Aside from its use in physical training, the gymnasium serves admirably as a place for many of the social activities of the school. It is used extensively by students for receptions, socials, and other entertainments common to school life.

The assembly room, with seating capacity for 900, class rooms, laboratories, and rest rooms for students, occupy the third floor. The domestic science department is located in the gymnasium building and is well supplied with demonstration and experimental apparatus. Adjoining the domestic science laboratory is a large dining-room in which warm lunches are served on every school day to students and teachers at rates representing actual cost only.

The manual training department occupies several rooms. It is well supplied with benches, tools, drawing tables, and other equipment needed for the various phases of the work represented.

The school has two laboratories for nature study; the one devoted to the biological, the other to the horticultural phases of the subject. The former is well supplied with work tables, microscopes, and other accessories, including a stereopticon. In connection with the latter are school gardens for practical work, greenhouses and lath houses for the propagation of various forms of plant life and for the study, under favorable conditions, of the processes of plant development.

Aims.

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

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

Conduct of Students

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

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

Group Teachers

The government of the school is largely 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.

When in difficulty of any kind or in need of advice, students first consult their group teacher, who gives such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, specially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including library and lecture fees, formerly charged, is met by payments of \$0.50 at the opening of each term, aggregating \$3.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss, or injury of books, etc.

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

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work and graduate, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

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

Social Life and Miscellaneous Opportunities

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

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

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.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the publication of the "Exponent," and the presentation of a play by the class graduating at the end of each year, under the direction of the Department of Reading, afford highly valuable training in literary composition and dramatic expression.

The library contains some 18,500 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles public library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

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

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

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

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the two great universities of California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at the State University or at Leland Stanford Junior University. This custom receives the approval and encouragement of both universities as well as of the Normal School.

Under arrangements already existing, graduates of the State normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either of the above universities with a credit of 30 units, and thus be enabled to complete their college course in three years.

Though no agreements applicable to all cases have been reached regarding allowance of credit by the colleges of southern California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Normal School's Part in the Preparation of High School Teachers

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half year of graduate study.
2. Evidence of graduation from a California State Normal School or from any other normal school officially recognized by the State Board of Education as of equivalent rank will be accepted in lieu of one half year of graduate study.
3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester.

GENERAL REQUIREMENTS FOR ADMISSION

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

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student will receive a health examination from the instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition.

Declaration of Intention to Teach in California

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

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

Scholastic Requirements for Admission and Graduation

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

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted; *provided*, that at least ten units* of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, two units; Plane Geometry, one unit; Algebra, through Quadratics, one unit; History and Government of the United States, one unit; Science, one unit.

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

II. In general, the requirements for admission to the General Professional Course and to the Kindergarten Training Course are the same; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

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

IV. 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.

V. 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.

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

VII. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study.

VIII. 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.

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

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

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX

above) is entitled to a diploma when, according to the regulations of the school, he presents 120 units of credit, exclusive of Music IV, in either course. (A unit of credit represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

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

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

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

4. To insure freedom from entrance conditions, students who expect to enter the normal school should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission. They are advised, also, though not required, to include in their preparatory work two sciences, one physical (physics, chemistry, or physical geography), and one biological (botany, zoology, or physiology), and English history.

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

6. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

7. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

8. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

9. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report

promptly on the first of the two days assigned by the calendar for registration; others on the second day. After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, in every case, write the President, giving the cause of detention and mentioning the day of his expected arrival.

10. Blanks to be used by applicants for admission will be furnished upon application to the President.

J. B. Madeline
 English I 2
 Nat. Hist. 4
 Geog. I } 7
 Man. & Nat. }
 (Geog. III 3)
 (Music 2)
 Art 3
 Phys. & 2
 21

D. E. Madeline
 English II 2
 Phys. 3
 Nat. Hist. 3
 Geog. II 3
 Art 3
 Music 2
 Phys. & 2
 21

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE.

FIRST YEAR

First term—Junior C

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

Second term—Junior B

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

Third term—Junior A

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

SECOND YEAR

Fourth term—Senior C

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

Fifth term—Senior B

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

Sixth term—Senior A

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

Spelling and additional English will be required if work shows deficiency. See page 29.

Each of the subjects named above, except sewing, is offered each term; but for various reasons it sometimes becomes necessary for one or more groups of students to follow an order different from that given.

* Art I is postponed until the second term by students taking cookery or sewing the first term.

† Sewing is given in the spring term only. Exchanges in subjects are made to accommodate students entering in the fall or winter who desire to take sewing.

II. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music I <i>k</i>	2*
Theory I	1*
Games and Hygiene I.....	1*
Hand Work I.....	3*

Second term—Junior B

English II: Literature and Composition	2
English II <i>k</i> : Literature for Children	1*
Psychology I: General.....	5
Nature Study I <i>k</i> : Agricultural	2*
Art I	3
Music II <i>k</i>	2*
Theory II	1*
Games and Hygiene II.....	1*
Observation	4*

Third term—Junior A

Child Study	5
Nature Study II: Biological..	4
Art II	3
Music III <i>k</i>	3*
Theory III	1*
Games and Hygiene III.....	1*
Hand Work II.....	3*

SECOND YEAR

Fourth term—Senior C

Pedagogy	3
Music V <i>k</i>	1*
Theory IV	2*
Games and Hygiene IV.....	2*
Hand Work III.....	1*
Seminar I <i>k</i>	1*
Teaching I <i>k</i>	10*

Fifth term—Senior B

History of Education.....	5
Theory V	2*
English IV <i>k</i>	2*
Seminar II <i>k</i>	1*
Teaching II <i>k</i>	10*

Sixth term—Senior A

Primary Education	4
School Law	1
Music IV	1
Theory VI	1*
Games and Hygiene V.....	1*
Hand Work IV.....	1*
Seminar III <i>k</i>	1*
Teaching III <i>k</i>	10*

* These subjects are offered in only one term each year, the course being arranged for the convenience of students entering in the fall.

Spelling and additional English will be required if work shows deficiency. See page 29.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined. Substitutions should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are to be approved by the President.

List of Electives

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

2. Biology: One term, five recitations per week, offered every term.
3. Physiography: Five recitations per week, winter term.
4. Economic Geography: Five recitations per week, spring term.
5. History II: Method, two recitations per week, winter term.
6. History III: ~~Method~~, ^{Method} two recitations per week, spring term.
7. English V: Method in Literature, two recitations per week, winter term.
8. English VI: Shakespeare, three recitations per week, spring term.
9. English VII: Advanced Composition, three recitations per week, winter term.
10. Reading II: Advanced, three recitations per week, winter term.
11. Arithmetic II: Method, two recitations per week, spring term.
12. Manual Training, I, II, IIa, and III, given every term; IIIa, IIIb, IV, IVa, and IVb when desired by a sufficient number of students.
13. Cookery, every term; Sewing, spring term.

See below

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, or Economic Geography.
4. Students accredited in three units of high school English, including one half year of English Grammar, may substitute freely for English III; those accredited in four units of high school English may substitute for English IV, provided the substitution includes English V; and if their course has included one half year of English Grammar, they may substitute for English III also.

Electives, sub

Art II, 4 hrs, 1st term

Psych II, 2 hrs, 2nd term

5. Students accredited in three units of high school history, including one year of U. S. History and Government, may substitute for History I, provided the substitution includes History II.

6. Students accredited in three units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.

7. Any student who is devoting two years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.

8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading II.

9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. In each case the Art instructor is to determine which course will be required.

10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of instructor in Music, for all music except III and IV.

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

12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.

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

EXPLANATION OF COURSES OF STUDY

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, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

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

Psychology I: Educational Psychology

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

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic point of view.

Five hours per week for one term.

Psychology II: Advanced Psychology

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

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, particularly to those dealing with the special school subjects, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered.

Four hours per week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Five hours per week for one term.

Pedagogy

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

Three hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alterations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements of the world-process, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. The work will also aid in the organization of the students' experience and studies in the other courses of the school; will connect in a more vital and concrete fashion the practice of the Training School and the theory of the Normal Department. Monroe's Brief Course in the History of Education is the principal text.

Five hours a week for one term.

School Economy and School Law

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

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

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

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the maintenance of our common schools.

Observation, Teaching, Seminar in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity to plan well for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. In the Senior A Seminar are discussed modern schoolroom problems.

Practice in teaching is usually afforded in a primary, an intermediate, and a grammar grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Seminar: One period, last four terms.

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

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

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program will be discussed and definite methods of teaching specific subjects formulated. An effort will be made to follow the children in their periods of develop-

ment through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week for one term.

ENGLISH

English I and II: Literature and Composition

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

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

This work is required of all students except those who enter with advance credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for themselves; to distinguish between the essential and non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of

word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude* or Tennyson's *Idylls of the King*. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching language and literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will

be limited, precedence being given to those whose work in English I and II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

Spelling and Expression

If a student is reported as deficient in either or both of these subjects by two or more instructors for the same term, or by any instructor for two successive terms, such student will be required to remove the deficiency by special work under the direction of the Department of English.

HISTORY

History I: Industrial History of the United States

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades. The pedagogy of history and civics receives constant consideration with discussion of methods based upon observation and teaching in the Training School.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. A history method course is, therefore, thought necessary for those who having had three years of history in the high school are privileged to substitute for History I.

In this class the course of study in history and civics in the intermediate and grammar grades is reviewed, with constant observation and discussion of the work as it is actually carried on in the Training School. Methods are presented both through lectures and model lessons, and close correlation is made between the actual practice of teaching and the pedagogy of the subject. Especial attention is given to the teaching of history and civics in the seventh and eighth grades, that these subjects may gain in interest and may more vitally answer the needs of our boys and girls as they go from the schoolroom into life.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material will be used. The class-room work will consist largely of individual reports on the specific topics chosen for extended investigation. Such topics might be: The maintenance of the early missions; the development of the raisin industry; the Indian reservations; shepherding as it was; the making of a state constitution; etc., etc. The aim of the course is mainly to afford the students an opportunity for original investigation, however limited the field. Incidentally, it is to be hoped, there will be some pleasure and not a little general information as by-products.

Three hours per week for one term.

READING

Reading I: General Course

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

Five hours per week for one term.

Reading II: Advanced

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

Three hours per week for one term.

GEOGRAPHY

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

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

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions influencing industry and commerce, as well as of the distribution, production, and handling of important commodities. Some attention is given to the development of the great centers of industry and commerce.

Five hours per week for one term.

BIOLOGY

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

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

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.

General Biology

May be elected by students who have had elementary physiology. 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, evidences and factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The object of this course is to give students a broad, sympathetic outlook upon this most fundamental occupation, and to prepare them for teaching its essentials in a practical way. So far as possible the work in class is of a practical nature. Each student is assigned a plot in the school garden, and in this are planted and cared for various vegetables and flowers. These plots serve as out-of-door laboratories in which are worked out, in practice and observation, the many problems connected with the successful growing of plants.

In the lath house and greenhouse, practical instruction is given in seed sowing in "flats," potting plants, and general plant propagation work.

Trips along well-planted streets, past home grounds tastefully ornamented, and to the parks, furnish the data from which are made plans for suggested ornamentation of home, school, or park grounds.

A text-book serves as a basis for the work of the course, and recitations are supplemented by assigned readings, special reports, etc.

Four hours per week for one term.

Nature Study II: Biological Phase

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

In the Training School nature study runs through the first seven years, making the child familiar with most of the common animals and plants found in this locality.

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 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; preparation of birds-lists and collection of data as to their feeding and nesting habits, etc.; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene,

but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher cannot arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

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

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

Five hours per week for one term.

MATHEMATICS

Arithmetic I

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

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

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

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

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in "Special Method in Arithmetic" is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

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 a 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 student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

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

The classroom work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.

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

- (a) Value of the song—melodic, rhythmic, ethical.

- (b) Teacher's conception of the song, and attitude toward the class.

- (c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

- (d) Results from class.

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

5. Criticism based upon observations in Training School.

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

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

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

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours per week for one term.

Music II: Sight reading and song presentation

Two hours per week for one term.

Music III: Song presentation method

Two hours per week for one term.

Music IV: Study of Composers, program work

One hour per week for one term.

ART

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

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

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

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

Art I

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

Three hours per week for one term.

Art II

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

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

The work in manual training is planned with special reference to the needs of the grade teacher.

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

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

Course I (2 credits)

Paper weaving, paper folding, cardboard construction, drawing and lettering.

(2.) Three hours per week for one term.

Course II (3 credits)

Beginning bench work, drawing and blue printing.

Three hours, with two of practice, per week for one term.

Course IIa (3 credits)

Work in raffia, reeds, splints, matting, clay, yarn, and cord.

(2.) Three hours, with two of practice, per week for one term.

Course III (5 credits)

Bench work, continuation of Course II.

Five hours per week for one term.

Course IIIa (5 credits)

Mechanical drawing (beginning class).

Five hours per week for one term.

Course IIIb (5 credits)

Sheet metal work in copper and brass.

Five hours per week for one term.

Course IV (5 credits)

Bench work, continuation of Course III.

Five hours per week for one term.

Course IVa (5 credits)

Mechanical drawing, continuation of Course IIIa.

Hours to be arranged with instructor.

Course IVb (5 credits)

Sheet metal work, continuation of Course IIIb.

Five hours per week for one term.

Special Course

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

DOMESTIC SCIENCE AND ART

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

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

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

Cookery

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

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

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

Vegetables: Kinds, selection, food value, sauces.

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

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

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

Salads, sandwiches, school lunches.

Desserts.

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

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

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

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

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

Taste development.

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

Five hours per week for one term.

PHYSICAL TRAINING

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

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

Course I

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

One hour per week for one term.

Course II

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

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

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

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. The theory is given in the form of talks on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and 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.

Two hours per week for one term.

Course V

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

The young men use the gymnasium after the daily sessions.

Two hours per week for one term.

COURSE II—KINDERGARTEN TRAINING COURSE.

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

KINDERGARTEN THEORY

Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother Plays and its relation to modern educational principles.

Theory I

The individual child in typical phases of home environment and motor activity.

One hour per week first term.

Theory II

The development of the hand, finger plays and manual training.

One hour per week second term.

Theory III

The child's social or neighborhood environment, with the materials and processes involved.

One hour per week third term.

Theory IV

The educational value of animals and the effect of natural phenomena upon the child-mind.

Two hours per week fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week sixth term.

GAMES AND HYGIENE

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

Games and Hygiene I, II, III.

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week first, second, and third terms.

Games and Hygiene, IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week fourth term. One hour per week sixth term.

HANDWORK

Lectures, class exercises, and discussions. This course is designed to equip the teacher with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child.

Handwork I

Occupations: a technical training in various forms of kindergarten handwork, including (1) paper folding; (2) cardboard and coarse sewing, doll making; (3) weaving paper and cloth, simple basketry; (4) paper cutting and pasting; (5) drawing; (6) color work, or painting; (7) construction with cardboard, nature materials, etc.; (8) clay modeling; (9) use of the sand table.

Three hours per week first term.

Handwork II

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Three hours per week third term.

Handwork III and IV

Experimental work in the adaptation of the gifts and occupations to the environment of the child in California.

One hour per week fourth term. One hour per week sixth term.

KINDERGARTEN ENGLISH

English II*k*

Literature: A consideration of the sources of literature for young children, with a classification for purposes of reference including the history and language relations of nursery rhymes.

One hour per week second term.

English IV*k*

Methods: Analysis of the essentials of good story telling with practice in the adaptation of myths and stories of child life to kindergarten uses.

Two hours per week fifth term.

KINDERGARTEN OBSERVATION

Observation I

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

Two hours per week second term.

KINDERGARTEN SEMINAR

Seminar I*k*, II*k*, III*k*

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

One hour per week fourth, fifth, and sixth terms.

KINDERGARTEN PRACTICE TEACHING

Practice Teaching I*k*, II*k*, III*k*

Practice work ten hours a week throughout the senior 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.

Nature Study I_k, Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with the actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week second term.

KINDERGARTEN MUSIC**Vocal**

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

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

KINDERGARTEN ART COURSES

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

THE TRAINING SCHOOL

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

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.

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

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. *Writing:* Chiefly on blackboard. Pencil introduced. *Spelling:* Mainly oral. Emphasis on visualization. Material from other subjects. *Literature:* Stories and poems. Memorizing of literary gems. *Language:* Informal conversations. Games to teach good usage and courteous forms of speech. How to write statements and questions. Some uses of capital letters. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Braiding of raffia. Applied art in designing rugs. Rug and hammock weaving in loom. Constructive work related to industries and occupations. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises. *Physical Training:* Ball and bean-bag practice in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Mainly with pencil. *Spelling:* Oral and written. Much dictation of nursery rhymes. *Literature:* Mostly stories told to children. See second grade. *Lan-*

guage: Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alternation. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Knotting and winding of raffia. Constructive work related to industries and occupations, Class projects. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, free standing exercises with emphasis on the hygienic side. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing*: Pen and ink introduced. Natural slant throughout the grades. *Spelling*. *Literature*: Stories told to and read by children. See second grade. *Language*: Oral composition in the form of conversation and class discussion, and of individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Agricultural—individual garden plots for fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *History*: Local, in supplementary reading work. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Raffia, reed, and Tilo Matting. A little basketry and pottery. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune,

presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading*: Emphasis on expression and responsiveness in reading. Dramatization. Articulation drills. *Spelling. Writing. Literature*, first and third quarters. *History*: Current events. Practical civics. Second and fourth quarters, period of discovery and early colonial period. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Fractions and decimals. *Nature Study*: Garden work in individual plots. *Geography*: North America and Europe. Much attention is given to cause and consequence, and to map drawing. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: Making of working drawings and beginning of bench work, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race.

Sixth Grade. *Reading and Literature*: Emphasis on expression and responsiveness in reading. Dramatization of poems and historical events. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic*: Fractions, denominate numbers, aliquot parts, percentage. *Nature Study*: 1. Garden work in individual plots for B6's and for spring A6's. Nature study clubs (emphasis on biological phases) for fall A6's. *Geography*: Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Current events. Practical civics. Municipal civics and stories of Greeks and Romans, first half. English history, study recitation, second half. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Working draw-

ings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Olympic games on playground. Games of low organization, such as Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling. Writing. Arithmetic*: Percentage, literal quantities, involution and extracting square root, measurements, and constructions. *Nature Study*: Nature Study clubs (emphasis on agricultural phases). *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History* of United States to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Ball. Folk dances. Boys—apparatus work additional.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal." Analysis and reading of "The Man Without a Country," and either "Julius Cæsar" or "The Merchant of Venice." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling. Geometry. Arithmetic*: General review. *Physiology. History*: United States History concluded, with especial con-

sideration of the industrial development, of California history, and of civics. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Boys—apparatus work additional.

THE LIBRARY

The library contains about 18,500 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About one thousand new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued, and has proved very helpful to students in many ways.

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

CATALOG OF STUDENTS, 1908-1909

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Adams, Edith R.....	Tustin	Chancellor, Eloise	Los Angeles
Adams, Elsie	Monrovia	Cheney, Marion	Los Angeles
Alexander, Helen	Mills College	Clark, Amy	Los Angeles
Alexander, Jean Geddes, East Hollywood		Clark, Irene	Los Angeles
Amidon, La Verne M.....	Los Angeles	Clark, Mary (A.B.).....	Los Angeles
Andrews, Maud M.....	Hollywood	Clayton, Stella C.....	Terminal
Andrews, Myrtle Gladys.....	Redlands	Clingan, Nellie E.....	Los Angeles
Backus, Myrtle Elinor.....	Los Angeles	Colgan, Genevieve	Los Angeles
Bailey, Gertrude	Los Angeles	Connor, Edith P.....	Los Angeles
Bailiff, Julia May (A.B.).....	Banning	Convis, Lulu	Los Angeles
Baker, Helen Lena (A.B.), Los Angeles		Cookman, Mrs. Grace O....	Los Angeles
Ball, Cynthia	Pasadena	Cookman, J. Randolph.....	Los Angeles
Barrow, Bonnie	Santa Monica	Coombs, Adeline M.....	San Pedro
Baskett, Jettie	Los Angeles	Cooper, Margaret L.....	Los Olivos
Beck, Alice K.....	Long Beach	Covell, Florence M.....	Pasadena
Beck, Mrs. Kathleen Sue.....	Los Angeles	Coward, Freda L.....	South Pasadena
Beckett, Beatrice	San Diego	Crane, Dorothy	Los Angeles
(Graduate Kindergarten 1905)		Crane, Eula M.....	Monrovia
Bennett, Bonnie Ella.....	Los Angeles	Cripe, Samuel O.....	The Palms
Bennett, Clara M. (A.B.).....	Emporia, Kan.	Crosier, Mildred I. (A.B.)...	Santa Ana
Benson, Jennie	Los Angeles	Crouch, Ruth	Los Angeles
Biehl, Rosa	Los Angeles	Crum, Margaret (B.L.).....	Compton
Bigelow, Etoile Adele.....	Long Beach	Cunningham, Alice	Tulare
Bishop, Margaret	Los Angeles	Cunningham, Mary T.....	Los Angeles
Blanchard, W. Everett (B.L.).....	Covina	Curl, Mrs. Maud	Los Angeles
Bliss, Helen Claire.....	Santa Cruz	Curl, Robert L.....	Los Angeles
Boal, Bertha (B.L.).....	Los Angeles	Curtin, Mary	Santa Monica
Bond, Dorothy	Los Angeles	Davids, Ina	Los Angeles
Bond, Gertrude	Los Angeles	Davies, Sophie M.....	Los Angeles
Bond, Gladys	Los Angeles	Davis, Bert Byron.....	Los Angeles
Booth, Genevieve (A.B.).....	Colton	Deardorff, Annetta	Santa Ana
Bowers, Isabelle May (A.B.).....		Dippo, Cecile	Pasadena
.....	Los Angeles	Dismukes, Meekie W.....	Downey
Boyde, Verna	Santa Ana	Dobbins, Elsie	Los Angeles
Brandt, Josephine	Covina	(Graduate Kindergarten 1904)	
Brandt, Margaret	Covina	Doughty, Irma S.....	Los Angeles
Brant, Arthur	Riverside	Dunham, Inez	Los Angeles
Bratt, Lois Ella.....	Downey	Durkee, Edna K. (B.L.).....	San Dimas
Bretz, Leonie	Los Angeles	Durkee, Mae M.....	San Dimas
Brewer, Mrs. Lillian T. (A.B.).....		Eaton, Delta Frances.....	Norwalk
.....	Los Angeles	Ehrnbeck, Anna J. (A.B.).....	Los Angeles
Brewer, Lizzie A.....	Los Angeles	Eikenberry, Bright L., Cerro Gordo, Ill.	
Brown, Estelle Mary.....	Los Angeles	Elliott, Roxy	Paso Robles
Burnham, Jessie May.....	Riverside	Ellis, Mary Edith.....	Whittier
Butters, Lauretta M.....	Long Beach	Emery, Izelle Opal.....	Los Angeles
Cade, Edith	De Soto, Iowa	Eneyard, Ethel J. (B.L.).....	
Cairns, Laura	Lindsay	Huntington Park
Canterbury, Ethel	Redlands	Espey, Phoebe	Rising Sun, Ind.

Senior Classes—Continued

Evans, Gwendolyn	Downey	Inghram, Helen	Long Beach
Ewing, Bessie Ionia.....	Los Angeles	Jackson, Florence Caroline...	Monrovia
Farris, Ferne Tryphene.....	Monrovia	Jefferson, Sue M.....	Los Angeles
Field, Susan E.....	Highland	Jellison, Hilda Louise.....	Monrovia
Fitz Gerald, Geraldine	Los Angeles	Jenifer, Nellie.....	San Fernando
Flynn, Edith Irene.....	Los Angeles	Jensen, Elsie	Los Angeles
Forrest, Dorothy	Oceanside	Johnson, Hilda	San Pedro
French, Beryl Lorena	Loomis	Johnson, May A.....	Long Beach
Fuller, Cora V.....	Alzona, Iowa	Johnson, Tula Marguerite.	Tampico, Ill.
Fuller, Grace L.....	Santa Ana	Johnston, Edith	Los Angeles
Garcia, Annie S.....	Wilmington	Jones, Edith Florence.....	Los Angeles
Geiselman, Flora B.....	Los Angeles	Jones, Maud	Santa Ana
Giffen, Camille M'liss.....	Los Angeles	Jordan, Virginia Ruth.....	Los Angeles
Gilbert, Mrs. Rosamae.....	Corona	Judd, Lynn	Los Angeles
Gillespie, Emelie L. (A.B.)..	Los Angeles	Karnahan, Mary	Los Angeles
Gillespie, Jean	San Pedro	Keefe, Alice Marie.....	Orange
Goeddel, Frances Emma.....	Norwalk	Kent, Anna T. (A.B.).....	Pasadena
Goetz, Mae A.....	Los Angeles	Kidd, Ellen Fidelia.....	Pasadena
Gore, Martha M. (B.S.).....	San Dimas	Kidd, Grace Evangeline....	Los Angeles
Gough, Susanne	Los Angeles	Kidd, Mary Genevieve.....	Los Angeles
Gray, Mary Sidney.....	Downey	King, Fannie	Los Angeles
Green, Rose E.....	Los Angeles	Knight, Alice Cary.....	Pasadena
Greene, Gertrude	Pasadena	Kress, Nellie	Los Angeles
Haan, Cicely O.....	New Brighton, Minn.	Lamb, Gladys	Los Angeles
Haddock, Mattie C.....	Norwalk	Lancaster, Nellie (B.S.)....	Los Angeles
Hall, Helen May	Ventura	Lane, Josephine E.....	Downey
Hall, Mary Ada.....	Lindsay	Langshaw, Ethel F.....	Allegan, Mich.
Hamilton, Eva L.....	Los Angeles	Larkins, Addie T.....	Visalia
Hanifan, Agnes	Los Angeles	Lawrence, Leah B.....	McFarland
Hardesty, Alice M.....	Los Angeles	Layne, Vera G.....	Los Angeles
Hardin, Ruth	Buena Park	Leib, Ildegerte.....	Columbus, Ohio
Harding, Daisy L.....	Los Angeles	Leonard, Mrs. Olive H. (A.B.)....	
Hardy, Katherine F.....	Santa Barbara	Los Angeles
Harris, Josephine R.....	Downey	Lindley, M. Reba.....	Los Angeles
Hauverman, Laura M.....	Los Angeles	Lockett, Lillian	Pasadena
Hazzard, Cassandra P.....	Whittier	Lockett, Octavia R.....	Pasadena
Heil, Frank L.....	Santa Ana	Luther, Mabel	Pueblo, Colo.
Heintz, Lola Rose.....	Los Angeles	Lyman, Maud L.....	San Fernando
Hepner, Minnie Alice.....	Covina	Lyman, Pearl	San Fernando
Herrig, Pearl Ethel.....	Pasadena	McCain, Belle	Pomona
Hibben, Litta Belle.....	Tropico	McDonald, George J.....	Santa Ana
Hobbs, Juliet	Artesia	McFadden, Mabel E. (B.S.)..	Santa Ana
Hoffman, Ethel G.....	Los Angeles	McHugh, Louise	Los Angeles
Hoffman, Virginia R.....	Los Angeles	McJohnston, Maude M....	Los Angeles
Holt, Mary E.....	Los Angeles	MacMillan, Jean	Los Angeles
Honn, Loueva May.....	Los Angeles	McRae, Jean R.....	Everett, Wash.
Hoover, Esther	Los Angeles	Mann, Rose	Los Angeles
Hopkins, Beulah	Long Beach	Marble, Ethel Elda.....	Los Angeles
Holder, Eva G.....	Pasadena	Mason, Annie M.....	Los Angeles
Horton, Alice	Redlands	Mast, Lola	Pomona
Horton, Elizabeth A. (A.B.)..	Pasadena	Maurer, Clara B.....	Ontario
Houk, George D.....	Glendale	Mayes, Florence Mabel.....	Downey
Hovey, Marie Lila.....	Montrose, Colo.	Maynard, Pearl	Los Angeles
Hovey, L. Nancy.....	Pasadena	Medbery, Mary R.....	Gardena
Howell, Lucy E. (A.B.)....	Los Angeles	Middleton, Lena F.....	Orange
Hunter, Iva	Glendale	Miller, Susie E.....	Los Angeles

Senior Classes—Continued

Milliken, Calla (A.B.).....	Colton	Smith, James Merle (B.L.)..	Santa Ana
Millspaugh, Winnefred	Hollywood	Smyth, Pearl	Ontario
Mitchell, Frances	Los Angeles	Snyder, Harriett A. (B.L.)..	Pasadena
Mogle, Mildred E.	Chino	Specht, Martha	Los Angeles
Moore, Edith H. (A.B.)...	Los Angeles	Stanley, Emma	Orange
Moore, Ida Alice.....	Tulare	Stiles, Lillian May.....	Oleander
Morris, Bessie	Gomer, Ohio	Strong, Clara	Pasadena
Nebelung, Violet	Anaheim	Stull, Helene	Marengo, Ill.
Nye, Helen Marie.....	Los Angeles	Sturgis, Mary Elizabeth...	Los Angeles
Olerich, Florence	Los Angeles	Summers, Estelle	Los Angeles
Olmstead, Matie C.....	El Monte	Sumner, Charlotte L.....	Los Angeles
Ott, Susie E.....	Corona	Suites, Charlotte B. (A.B.),	Santa Monica
ow, Mrs. Elizabeth S... San Luis	Obispo	Tagey, Mary Emily.....	Los Angeles
Parsons, Nellie May.....	Claremont	Tanner, William Roy.....	Los Angeles
Payne, Florence Delia....	Los Angeles	Thielen, Lillian Regina....	Los Angeles
Perrin, Dorothy.....	Los Angeles	Thayer, Violet M.....	Los Angeles
Pierce, Mary F. (B.L.).....	Pasadena	Thomas, Alma M.....	Los Angeles
Pitts, Ruth Harding.....	Pasadena	Thomas, Mary Emma (A.B.)..	Pasadena
Poage, Johanna Lelia (A.B.)...	Azusa	Thompson, A. B. (Ph.B.)..	Alma, Mich.
Porter, Rose E.....	Fresno	Thompson, Harriet E. (A.B.)..	Riverside
Pray, Eva	Long Beach	Thornton, Alta Evelyn (A.B.),	La Mirada
Preston, Linda May.....	Los Angeles	Townsend, Ruth.....	Sycamore, Ill.
Prewitt, Merlie Marie....	Los Angeles	Tracy, Helen Morey (A.B.)..	Pasadena
Prior, Marjorie Julia....	Los Angeles	Twombly, Katherine Earle...	Fullerton
Provinse, Mrs. Bertha A... Long	Beach	Tyler, Edith	Los Angeles
Quesnal, Regina H.....	Los Angeles	Tyler, Helen R.....	San Pedro
Quinn, Gladys	El Monte	Vale, Mabel M. (A.B.)....	Long Beach
Ratliff, Nellie Blanche.....	Colton	Valgamore, Ivan R.....	Jackson, Minn.
Rea, Ellen Kate (B.L.).....	Anaheim	Valla, Henrietta H.....	Whittier
Reeves, Grace Gardner.....	Redlands	Vance, Joy F.....	Orange
Rice, Mrs. Evelyn Stokes....	Pasadena	Van Deirse, Lillian.....	Pasadena
Richards, Ethel E.....	Los Angeles	Vandegrift, Louise R.....	Los Angeles
Richards, Winifred M....	Los Angeles	Van Sittert, Mrs. Edith...	Los Angeles
Riner, Grace L. (A.B.)...	Los Angeles	Von Dornum, Elsa.....	Goldfield, Nev.
Rives, Gertrude Anna.....	Hemet	Waddell, Katherine Getty..	Los Angeles
Robinson, Alice M.....	Trabuco	Walker, Bessie Ellen.....	Los Angeles
Robinson, Mrs. Lillian....	Los Angeles	Warden, Carrie May.....	Los Angeles
Rose, Mrs. Nettie L.....	S. Pasadena	Waterman, Gertrude	Los Angeles
Ross, Orma L.	Santa Ana	Weinstein, James	Los Angeles
Ruth, Florence A. (A.B.)..	Los Angeles	Weisbard, Florence May..	Los Angeles
Saulsbury, Edna May... Arroyo	Grande	Wickersheim, Elsie Louise....	Orange
Schwartz, Florence I... Santa	Barbara	Wiggins, Pearl (B.S.)....	Los Angeles
Scott, Lou Edna.....	Los Angeles	Wilcox, Mrs. Jennie B... Los	Angeles
Scott, Roberta Helen....	Los Angeles	Willits, Marion Halla.....	Puente
Seay, Marion	Los Angeles	Willoughby, Rena Sessions...	Ventura
Sewell, Mrs. Edna K.....	Parker, S. D.	Wine, Mary	Los Angeles
Seymour, Emily (A.B.)...	Flint, Mich.	Wonders, Charlotte	Downey
Sharp, Anna Pearl.....	Tulare	Woodham, Edith	Hollywood
Sherburne, Mary	Los Angeles	Woolley, Edna L.....	Greenfield
Shillington, Myrtle B.....	Oxnard	Wright, Florence Ruth....	Los Angeles
Short, Addie G.....	Fresno	Wylie, Ruth	Santa Maria
Skinner, Edna E.....	Los Angeles	Young, Agnes J.....	Redlands
Smith, Elizabeth H.....	Redlands		
Total.....			307

Including classes graduating November 25, 1908, and March 12, 1909.

Junior Classes.

Ahlstrom, Maie Lenora.....	Florence	Elliott, Katherine Helena..	Los Angeles
Allen, Howard	Los Angeles	Elmore, Miriam	Los Angeles
Anderson, Mattie	Los Angeles	Farrell, Bessie E.....	South Pasadena
Andrews, Grace	Hollywood	Field, Anna May.....	Los Angeles
Ardis, Ethel	Downey	Fisher, Barbara W.....	Los Angeles
Baker, Katherine Mildred....	El Monte	Fitz Gerald, Mary Ellen....	Los Angeles
Bass, Ethel Marie	Los Angeles	Ford, M. Blanche.....	Los Angeles
Baugh, Ruth Emily.....	Pasadena	Ford, Marguerite	Los Angeles
Beebe, E. Alice.....	Corona	Foster, Louise Ernestine..	Los Angeles
Behrens, Elsie E.....	Los Angeles	Fox, Sada	Colegrove
Bell, Minnie Sophia.....	Orange	Freeman, Yoland Blanche..	Los Angeles
Best, Ethel L.....	Los Angeles	Fulton, Willimae	Dinuba
Blair, Melissa	Long Beach	Gallup, Margaret C.....	Santa Ana
Blum, Mildred	Los Angeles	Garratt, Eunice E.....	Los Angeles
Blust, Alice	Los Angeles	Gaynor, May G.....	Los Angeles
Boquist, Adele Erica.....	Kingsburg	Gilbert, Alma E.....	Sierra Madre
Bracewell, Lida S.....	San Bernardino	Gilhousen, M. Elsie.....	Glendale
Brandt, Gladys L.....	Los Angeles	Given, Bess Marguerite...	Charter Oak
Brokaw, Dorothy	Pasadena	Glasscock, Mary Edna.....	Hollywood
Brown, Eleanor Henrietta...	Hollywood	Granger, Lida May.....	Ontario
Brown, Mary P.....	Los Angeles	Graves, Monte	Texola, Okla.
Brunswick, Marye	Norwalk	Gray, Mary Alnetta.....	Los Angeles
Bryant, Nellie May.....	Los Angeles	Grim, Mary Agnes.....	Anaheim
Buck, Luna G.....	Los Angeles	Grimshaw, Mary Alice.....	Anaheim
Buehn, Elsie	Norwalk	Grizzle, Olga	Corona
Campbell, Herbert Oscar.....	Whittier	Grubb, Hattie Helen.....	Oxnard
Campling, Stella Mae.....	Los Angeles	Halverson, Inga	Los Angeles
Carpenter, Mabel Harriet..	Los Angeles	Hamilton, Bessie Edna....	Los Angeles
Carr, Mabel Winnifred.....	Oxnard	Hansen, Christina M....	San Bernardino
Caster, Gladys L.....	Whittier	Hardesty, Ruby K.....	Los Angeles
Catland, Sallie	Santa Ana	Harrington, Laura May...	Los Angeles
Chase, Mabel E.....	Whittier	Harris, Ethel Mary.....	Garden Grove
Cheek, Bertha	Aurora, Ind.	Harris, Leona	Norwalk
Christensen, Agnes M.....	Glendale	Harwood, Fay	Santa Paula
Cist, Beth	Los Angeles	Haskell, Georgia Adele....	Downey
Clarke, Anna Electra.....	Norwalk	*Hatch, Lee	Redlands
Clayton, Arthur Harrison....	Norwalk	Hendrick, Orra L.....	Elsinore
Clements, Violet	Los Angeles	Herdeg, Helen Lush.....	Riverside
Cooney, Agnes	Los Angeles	Hill, Bertha Bresee.....	Los Angeles
Cooper, Marguerite M....	Los Angeles	Hilliard, Geraldine Lillian..	Los Angeles
Cox, Mary Louise.....	Santa Ana	Hoffmaster, Vera	Pomona
Crawford, Esther A.....	Rivera	Holcomb, Ruth	Los Angeles
Crawford, Margaret E.....	Compton	Hossler, Geneva	Santa Ana
Crowell, Mary Dean.....	Los Angeles	Howell, Mary	Los Angeles
Crutchfield, C. Pearl.....	Los Angeles	Huff, Mazie Elizabeth.....	Highland
Danell, Anna Margaret.....	Fresno	Hull, Emma May.....	Covina
Davaine, Mary	Covina	Humphry, Grace Myrtle.....	Orange
Dolton, Lida May.....	Los Angeles	Jackson, B. Iva.....	Whittier
Domenigoni, Margherita....	Winchester	Jarrott, Effie L.....	Los Angeles
Dougherty, Elinor	Los Angeles	Johnson, Anna Elizabeth....	Pasadena
Drew, Anna M.....	Pomona	Johnson, Anna Bee.....	Los Angeles
Duncan, Carol Adelaide....	Los Angeles	Johnson, Marion Louise..	San Gabriel
Durr, Sophia Josephine.....	Oxnard	Johnson, Ruby Christine...	Los Angeles
Eaton, Vesta Kyle.....	Norwalk	Kelley, Beatrice B.....	Page Boul., Mo.
Edwards, Nellie May.....	Long Beach	Kelliher, Theresa....	Deer Lodge, Mont.

* Died April 19, 1909.

Junior Classes—Continued

Kelso, Mary Burton.....	Long Beach	Osborn, Ada E.....	Madera
Kersey, Vierling	Los Angeles	O'Reilly, Mabel Anna.....	Los Angeles
Killion, Nellie H.....	Lankershim	Oyler, Georgia Lee.....	Los Angeles
Klyce, Mrs. Laura V.....	Los Angeles	Palm, Paula L.....	Santa Fe Springs
Knowlton, Blanche	Monrovia	Parsons, Anna Louise.....	Monrovia
Kohlster, Lillian	Redlands	Paul, Mamie Ellen.....	Colton
Kohlstadt, Marie	Rodalia, Wash.	Peabody, Cecil Lorena...	San Fernando
Kuhnle, Helen Louise.....	Anaheim	Peters, Claire	Los Angeles
Lamson, Helen Dell.....	Corona	Poole, Isabelle Clara.....	Norwalk
Larimer, Gladys F.....	Los Angeles	Power, Jessie Hazel.....	Baldwin Park
Larter, Viola Marie.....	Santa Ana	Pratt, Mildred Wyman....	Los Angeles
Laufman, Norman Juan...	Los Angeles	Proctor, Hallie May....	Huntington Park
Laurance, Georgia E....	San Bernardino	Reeve, Grace Agnes.....	Los Angeles
Lawhead, Emma	Whittier	Reeves, Iva Josephine.....	Orange
Lee, Agnes May.....	Los Angeles	Rich, Ione Isabel.....	Santa Ana
Leech, Dora Gail.....	Irwindale	Richardson, Helen P.....	Anaheim
le Mesneger, Louise Paz...	Los Angeles	Riley, Gladys Georgie.....	Ventura
Leonhardy, Alma.....	San Luis Obispo	Rippetto, Maxie Clara....	Los Angeles
Lewis, Clara	Norwalk	Robinson, Edna Jean.....	Salinas
Liddle, Maude G.....	Pasadena	Robinson, Elizabeth P....	Los Angeles
Lincoln, Sadie Marie.....	Charter Oak	Robinson, Leah	Los Angeles
Lindeman, Florence	Alhambra	Rosenthal, Doris P.....	Los Angeles
Llewelyn, Hilda Read.....	Asti	Rouse, Lorita B.....	Los Angeles
Lovely, Marjorie E.....	Los Angeles	Ruhland, Lutie R.....	Alhambra
Lukens, Anna M.....	Los Angeles	Rutty, Ellen	Pomona
McCarty, Maud	E. Highlands	Sandford, Saada M.....	Corona
McCloskey, Pearl	Los Angeles	Savory, Frankie	Pasadena
McClure, Clara B.....	Los Angeles	Saulque, Helen	Inglewood
McCoid, Evelynne E.....	Whittier	Schneider, Rose Aline....	Los Angeles
McHugh, Margaret	Los Angeles	Schwartz, Florence	Los Angeles
McIntyre, Myrtle	Ventura	Seeds, Corrine Aldine	Pasadena
McNeely, Mabel A.....	Los Angeles	Severance, Lena A.....	San Bernardino
McOwan, Ella Edith.....	Los Angeles	Sharp, Lucile	Tustin
Maas, Inez Elma.....	Los Angeles	Shrode, Frances Bertha....	Monrovia
Mahon, Elsie	Santa Paula	Shultz, June Marguerite...	Los Angeles
Malter, Malvina D.....	Los Angeles	Silverton, Fay M.....	San Gabriel
Martin, Minnie	Pomona	Sinclair, Margaret Mary..	Los Angeles
Mathews, De Rose.....	Los Angeles	Smith, A. Grace.....	Los Angeles
Mathewson, Ruth	Los Angeles	Smith, Agnes Cornelia....	Colegrove
Merrilees, Jessie Elizabeth...	Redlands	Smith, Frances	Los Angeles
Metz, Isabelle B.....	Madera	Smith, Margaret Laverna...	San Diego
Millage, Violet	San Bernardino	Smith, Ruth Pauline....	Bakersfield
Miller, Bertie	Los Angeles	Sprague, Grace	Los Angeles
Mitchell, Lorraine	Glendale	Sproul, De Attreess.....	Los Angeles
Mitchell, T. Annette....	Huntington Park	Stanley, Edith Priscilla...	Santa Ana
Moody, Nella	Los Angeles	Stein, Lucy	Los Angeles
Moore, Lena Stamps.....	Rivera	Stewart, Blanche	Los Angeles
Morton, Ella	Santa Barbara	Sukeforth, Lucile	Nevada City
Morton, Louise Blanche...	Los Angeles	Sunderland, Florence....	Los Angeles
Moss, Lillian K.....	Los Angeles	Sutton, Mabel Alexia....	Los Angeles
Munger, Clara	El Toro	Sweet, Marie	Los Angeles
Munhall, Beryl C.....	Orange	Sylva, Lillian Lucy.....	Wilmington
Nelson, Emily	Rivera	Symonds, L. Margie.....	Los Angeles
Newlan, Victor	Norwalk	Talcott, Grace May.....	Santa Ana
Newman, Lola	Visalia	Thiele, Catherine	Los Angeles
Neal, Gertrude	Pasadena	Thompson, Mary Belle...	Seal Gardens

Junior Classes—Continued

Thompson, Maude V....South Pasadena	Webb, Lillian Ethel.....Los Angeles
Towne, Gladys Florence.....Downey	Whitaker, Florence E.....Los Angeles
Trask, Ida May.....Los Angeles	White, EleanorLos Angeles
Uttley, Elva L.....Santa Ana	White, Mae B.....Los Angeles
Vessey, Winifred B.....Pasadena	Wilcox, RettaLos Angeles
Vickers, JosephineLos Angeles	Williams, Ruth C.....San Bernardino
Walk, Annie Belle.....Downey	Willmert, Alma N.....Los Angeles
Walker, Lella Cleaves.....Fresno	Wilson, Lottie Ethyle...Anderson, Ind.
Wallop, Edith Lillian.....Anaheim	Wright, Edna Lillian.....Orange
Ward, IreneGlendale	Wright, EthelSanta Ana
Warner, Thea M.....Los Angeles	Zinnamon, LenoreLos Angeles
Webb, Effie Georgie..Ft. Worth, Texas	
Total.....	245

ACADEMIC PROFESSIONAL DEPARTMENT

Senior Class

Blunck, IrmaLos Angeles	Seaman, Josephine A.....Los Angeles
Riggins, Edna B.....Los Angeles	
Total.....	3

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Arenschield, Lola M.....Glendora	Maurice, Edith Lois.....Los Angeles
Boydston, Vinna K....Fairmont, W. Va.	Putnam, Lelia Isabel.....Pasadena
Cameron, Mrs. M. E.....Los Angeles	Reed, HelenMonrovia
Carnes, Margaret Rose....Los Angeles	Schiffman, Eulalia Irene..St. Paul, Minn.
Carpenter, Susan W.....Los Angeles	Sherk, MildredPasadena
Doughty, Vivian Ellen...E. Hollywood	Shipman, Angela Cosio...Ocean Park
Egbert, MargueritePasadena	Snyder, Evelyn Wilson....Los Angeles
Fallis, NannieLos Angeles	Waterman, GertrudeLos Angeles
Foster, Edith H.....Los Angeles	Williams, Elizabeth Page....Pasadena
Hurst, Edith Rosalie....Los Angeles	Williams, Miriam C.....Pasadena
Lamb, Gladys V.....Los Angeles	Wimberly, PersiaPasadena
MacKalip, Marguerite....Los Angeles	Winston, Marguerite Y....Los Angeles
McKellar, FlorencePasadena	
Total.....	25

Including graduates of November 25, 1908; and March 12, 1909.

Junior Class

Amis, Bonnie Ethel.....	Fullerton	Jones, Mrs. Mary P.....	Fargo, N. D.
Baker, Vesta Maurita.....	S. Pasadena	La Fetra, Anna Irene.....	Glendora
Brown, Edna Vincent.....	Los Angeles	Mathews, Ruth.....	Hagerstown, Ind.
Brunson, Zekie K.....	Downey	Mernin, Marie.....	Ocean Park
Dalmazzo, Marion J.....	Los Angeles	Murrieta, Lita.....	Los Angeles
Grant, Sybil Hope.....	Los Angeles	Neiswender, Mildred.....	Los Angeles
Hamilton, Helen.....	Santa Monica	Newman, Alberta Emma.....	Los Angeles
Hanly, Edith.....	Alhambra	Osius, Hazel Violet.....	Los Angeles
Harcus, Rothel Matilda.....	Los Angeles	Scott, Cassie B.....	Los Angeles
Hensler, Norma.....	Santa Monica	Smith, Adelaide.....	Los Angeles
Hewetson, Mary Ross.....	Los Angeles	Stewart, Helen.....	Los Angeles
Holmes, Gladys E.....	Los Angeles	Stewart, Pearl.....	Los Angeles
Howes, Mrs. Mary W.....	Los Angeles	Thompson, Ella.....	Los Angeles
Hulette, Gertrude.....	Los Angeles	Vallely, Eleanor C.....	Los Angeles
Irvine, Florence Maie.....	Whittier	West, Genie.....	Newmark
Total.....			30

SPECIAL STUDENTS AND VISITING TEACHERS

Andrews, Hattie L. (A.B.).....	Long Beach	Johnson, Beulah*.....	Los Angeles
Bagley, Mrs. Laura B.*.....	Los Angeles	Keithley, Maude.....	Los Angeles
Blakeman, Rozella May.....	Los Angeles	Macy, Ala Alma.....	Long Beach
Blewett, Myrtle.....	Los Angeles	Miller, Mary Dorothea.....	Udall, Kan.
Bode, Lottie.....	South Bend, Wash.	Miller, Virginia*.....	Los Angeles
Crump, La Veta*.....	Hemet	Mills, Mrs. Ada F.....	Los Angeles
Dabney, Nellie Pearl.....	Los Angeles	Thompson, Nellie.....	Los Angeles
Dickinson, Mary.....	Los Angeles	Whitely, Mrs. Janie A.....	Los Angeles
Dunham, Helen M.....	Oakdale, Neb.	Whitlock, Frances J.....	Los Angeles
Gibson, Elizabeth*.....	Los Angeles	Williams, Mrs. Victoria G.....	Los Angeles
Golding, Mrs. Helen E.....	Los Angeles	Williamson, Estelle*.....	Hollywood
Hazen, Bessie E.....	Pasadena	Woods, Mrs. Edna St. Merry*.....	Los Angeles
Hornby, Ralph W.....	Alhambra		
James, Harriet Bell.....	Los Angeles		
Total.....			26

Total number of students in General Professional Department.....	552
Total number of students in Academic Professional Department.....	3
Total number of students in Kindergarten Training Department.....	55
Special students and Visiting Teachers.....	26

Total number enrolled in Normal School.....	636
Pursuing two courses; counted twice.....	2

Total, excluding names counted twice..... 634

* Postgraduate.

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.....	71
Number of pupils enrolled in Fifth Grade.....	69
Number of pupils enrolled in Fourth Grade.....	73
Number of pupils enrolled in Third Grade.....	83
Number of pupils enrolled in Second Grade.....	82
Number of pupils enrolled in First Grade.....	89
Number of pupils enrolled in Kindergarten.....	61
	<hr/>
Total number enrolled in Training School.....	651

SUMMARY

Total number students in Normal School.....	634
Total number pupils in Training School.....	651
	<hr/>
Total number enrolled, all departments.....	1,285

GRADUATES

SUMMER CLASS, JUNE, 1908

General Professional Course

Grace M. Aldridge	Grace E. Hussey	Margaret E. Piles
Gertrude Ambrose	Mary C. Hutton	Irene Pownall
Richard Kenneth Bailey	Grace Louise James (A.B.)	Grace L. Rankin
Ruth Rochester Bliss	John Johnson	Annie L. Raymond
John Bryson	Kathleen Johnston	Lorna A. Reavis
Isabel C. Bullock (A.B.)	Alice Jones	Pearl Ethelyn Reed (A.B.)
Georgia C. Burke	Harriet E. Jones	Georgia M. Rhoades
Alice E. Burns	Laura A. Jones	Isabelle W. Richardson
Margaret Campbell	Mary Thurston Jones	Marie J. Rouse
Wilhelmina Chancellor	Marjorie R. Kibbee	Margaret A. Sanderson
Carrie Chandler	Walter Kressen	M. Grace Satterlee
Maude R. Christman	J. Samuel Lacy	Bessie Seay
Alice Mabel Clark	Carol Letitia Larkins	Lurline E. Short
Catherine R. Colvert	Lelia Laughlin	Rhuamah M. Smith
Mabel Creager	Grace Alda Lee	Anna Sollinger
Mae Crothers	M. Valeria Clarke Lee	Lillie M. Stanley
Elsie Elizabeth Crowley	Winona Lee	Georgie J. Steck (A.B.)
La Veta Crump	Margaret Little (A.B.)	Margaret M. L. Stewart
Mary Crump	Zena McDonald	Wilford E. Talbert
Helen Park des Granges	Clara Marshall	Nain Taylor (A.B.)
Mary Teresa Dinneen	Frieda Mauch	Jessie N. Templeton
Lillie Jennie Dodge	Grace H. Miller	Elizabeth M. Thompson
Ethel Theresa Downing	Iva M. Miller (A.B.)	Margaret Todd
Lelia E. Dye	Katherine Miller	Jennie S. Treacy
Hazel W. Eldred	Virginia Elizabeth Miller	Ellen Elizabeth Tupman
Hattie Jackson English	Vivian Miller	Maude C. Unger
Emily Evans	M. Jeanette Mitchell	Laura E. Venable.
Edna M. Finney	Nora L. Mitchell	Annie Elizabeth Waters
Gladys Freeman	Nellie D. Molique	Bessie S. Watkins
Josephine M. Fulgham	Kathleen A. Montgomery	Etta B. Watkins
Cecelia May Giffen	Lenore Edna Morgan	Georgia A. West
Florence Gilbert	Barbara H. Morrison	Martha Zoe Westland
Fannie Boardman Goodrich	Imogene M. Murphy	Ethel M. Wilcox
Maude A. Granger	Mary L. Oakey (B.L.)	Lucy E. Whittlesey
Lillian Gray	Alice M. O'Donnell	Elva Williams
Florence Greening	Mary Nims Patterson	Mary V. Williams
Annie L. Greve	Jessie K. Paxton	M. Estelle Williamson (A.B.)
Effie Harris	Margaret Paxton	Bessie Wine
Porter E. Hillman	Ysidora Pedroarena	Nancy Reddington Wright
Ora Hooker	Bertha T. Pierce	Lura May Yandell
Leonore L. Hund		

Kindergarten Training Course

Adeline C. Alexander	Georgia Lomax	Margaret E. Reynolds
Hazel Clark	Josephine McMillan	Sarah Utley
Vinnie Dey Ermand	Mary Elizabeth Metcalfe	Jennie Ethel Wilson
Beulah Johnson	Alice Nicholas	Laura L. Wood

AUTUMN CLASS, NOVEMBER, 1908**General Professional Course**

Marion Amidon	Elizabeth A. Horton (B.L.)	Orma Rosanna Ross
Cynthia M. Ball	M. Lila Hovey	Florence Irma Schwartz
Alice Katherine Beck	Elsie M. Jensen	Helen Roberta Scott
Amy Citoyenne Clark	Josephine E. Lane	Marion Seay
Mary Clark (A.B.)	Louise May McHugh	Myrtle Ruby Shillington
Eula Maude Crane	Jean MacMillan	Helene Margaret Stull
E. Alice Cunningham	Annie M. Mason	Mabel Mildred Vale (A.B.)
Mary M. Curtin	Mildred Ethel Mogle	Louise Robb Vandegrift
Mae Marian Durkee	Rose E. Porter	Edith Newell Van Sittert
Lena Bright Eikenberry	Ethel E. Richards	Edith M. Woodham
Alice Mary Hardesty	Lillian Perry Robinson	Edna Lucile Woolley
Litta Belle Hibben		

Kindergarten Training Course

Marguerite Egbert

Marguerite MacKalip

SPRING CLASS, MARCH, 1909.**General Professional Course**

Gertrude Crouse Bailey	Emma Goeddel	Bessie Anna Morris
Kathleen Sue Beck	Mary Sidney Gray	Florence L. Olerich
Beatrice Beckett*	Cicily Okeline Haan	Mary Frances Pierce (B.L.)
W. Everett Blanchard (B.L.)	Mary Ada Hall	Ruth Harding Pitts
Bertha Boal (B.L.)	Ethel Grace Hoffman	Eva Stokes Rice
Dorothy Beatrice Bond	Mary E. Holt	Charlotte B. Suites (A.B.)
Isabelle M. Bowers (A.B.)	Eva Grace Horder	Mary E. Taney
Arthur D. Brant	Helen Gregg Inghram	Violet Maude Thayer
Leonie Helen Bretz	Maud R. Jones	Mary Emma Thomas (A.B.)
Margaret Louise Cooper	Anna T. Kent (A.B.)	Harriet E. Thompson (A.B.)
Mildred I. Crosier (A.B.)	Fannie V. King	Alta Evelyn Thornton (A.B.)
Ruth Crouch	Gladys V. Lamb	Elsa von Dornum
Ina Margaret Davids	Addie Tipton Larkins	James Weinstein
Annette Deardorff	Ethel Elda Marble	Pearl Wiggins (B.S.)
Phoebe Espey	Maude M. McJohnston	Lottie Mae Wonders
Camille M'liss Giffen		

* Graduate Kindergarten Training Course, 1905.

Academic Professional Course

Irma Blunck

Kindergarten Training Course

Vivian Ellen Doughty

Gertrude Waterman

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	53
8. Year ending June 30, 1891.....	75
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	88
11. Year ending June 30, 1894.....	77
12. Year ending June 30, 1895.....	81
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	56
15. Year ending June 30, 1898.....	89
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	127
18. Year ending June 30, 1901.....	130
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	109
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	155
24. Year ending June 30, 1907.....	138
25. Year ending June 30, 1908.....	210
26. Class of November, 1908, and March, 1909.....	85
Total	2,285
Number graduating from two courses; counted twice.....	19
Total, excluding names counted twice.....	2,266