

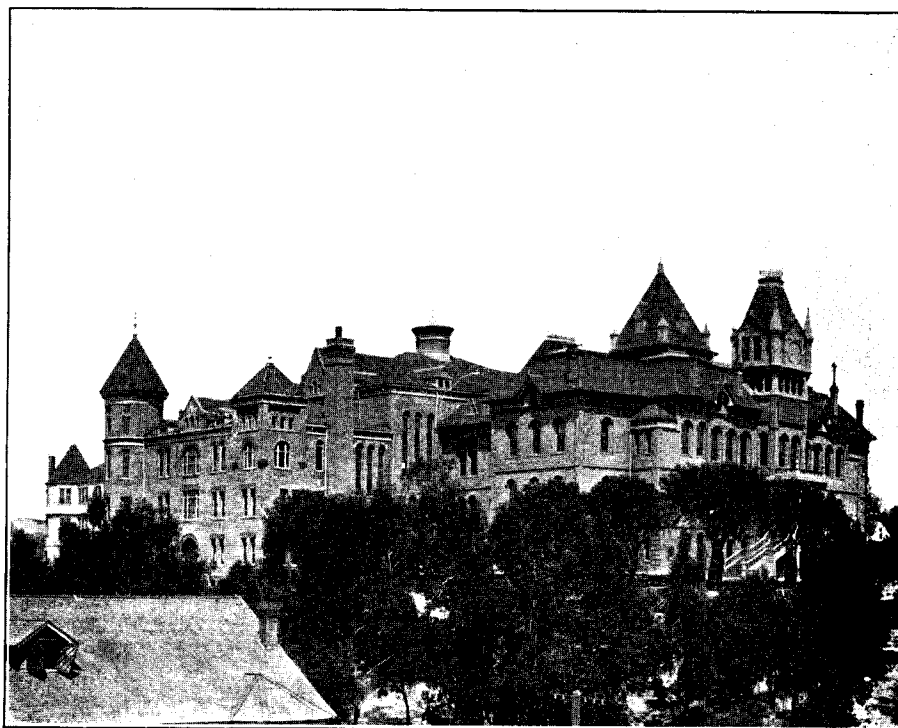
Vol. I No. 1

June, 1906

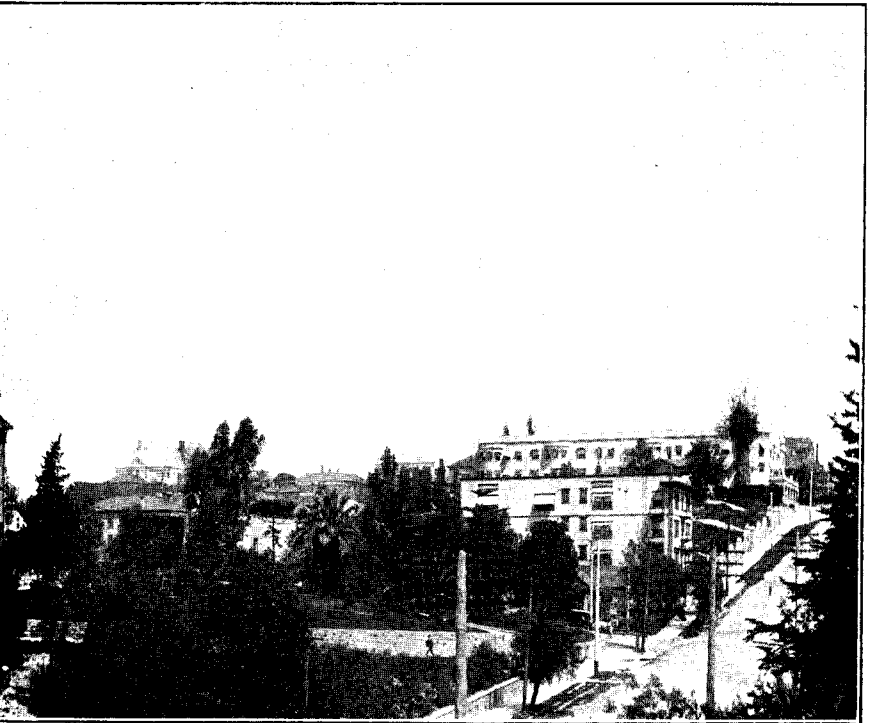
LOS ANGELES
NORMAL SCHOOL
BULLETIN

ANNUAL CATALOG
1905-1906

Printed
By the State Normal School
Los Angeles, California



GENERAL VIEW OF LOS ANGELES NORMAL



MAJAL SCHOOL BUILDINGS AND GROUNDS

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

TWENTY-THIRD

ANNUAL CATALOG

FOR THE SCHOOL YEAR ENDING JUNE 30, 1906

AND

CIRCULAR OF INFORMATION

FOR 1906-1907

SACRAMENTO

W. W. SHANNON, - - - SUPERINTENDENT STATE PRINTING.

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CALENDAR FOR 1906-1907

FIRST TERM

Examinations for admission, removal of conditions, etc.,
Monday, September 3, 1906

Registration and classification,
Tuesday and Wednesday, September 4 and 5, 1906

Class work begins - - - Thursday morning, September 6, 1906

Thanksgiving recess - Thursday and Friday, November 29 and 30, 1906

Holiday vacation begins - - Friday evening, December 21, 1906

Class work resumed - - - Monday morning, January 7, 1907

Term closes - - - Thursday evening, January 31, 1907

SECOND TERM

Registration and classification,
Monday and Tuesday, February 4 and 5, 1907

Class work begins - - Wednesday morning, February 6, 1907

Spring vacation begins - - - Friday evening, April 12, 1907

Class work resumed - - - Monday morning, April 22, 1907

Term closes - - - Thursday evening, June 27, 1907

BOARD OF TRUSTEES

GEORGE C. PARDEE,	- - - - -	Governor of California
	Ex Officio	
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LEWIS S. THORPE, M.D.	

FACULTY

(1905)

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

✓ MELVILLE DOZIER, B.P.,
Mathematics

Cleveland

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

✓ THOMAS R. CROSWELL, PH.D.,
Supervisor of Training School

German

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

Babcock

1 ✓ HARRIET B. DUNN, SECRETARY OF FACULTY,
History

6 ✓ *AGNES ELLIOTT,
History

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

3 ✓ JOSEPHINE E. SEAMAN,
English

10 ✓ ELLA G. WOOD, A.B.,
English

2 ✓ MAY A. ENGLISH,
Chemistry and Mathematics

4 ✓ JAMES F. CHAMBERLAIN, ED.B., B.S.,
Geography

✓ KATHERINE GILL,
Reading

Osdern 1

✓ ADA M. LAUGHLIN,
Drawing

Gure 1

6 ✓ SARAH J. JACOBS,
Director of Physical Training

✓ FREDERICK H. BEALS, A.M.,
Physics and Physiology

- 13 ✓ LOYE HOLMES MILLER, M.S.,
Biology and Nature Study
- 12 ✓ JESSIE B. ALLEN, Ph.D.,
Psychology and History of Education
- ✓
11 ✓ JENNIE HAGAN,
Music
- ✓
10 ✓ JESSICA C. HAZZARD,
Domestic Science and Domestic Art
- 14 ✓ WAYNE P. SMITH, Ph.D.,
History
- 15 ✓ CHARLES W. KENT, B.S.
Manual Training

KINDERGARTEN TRAINING DEPARTMENT

✓ ISABEL FRENCH, *Director* ✓ GAIL HARRISON, *Assistant*

TRAINING SCHOOL

Training Teachers

✓ KATE F. OSGOOD, *City Principal*

✓ HELEN C. MACKENZIE

✓ CLARA M. PRESTON

✓ CARRIE REEVES

✓ ALBERTINA SMITH

✓ ELIZABETH SULLIVAN*

✓ M. BELLE STEVER

✓ MARGARET O'DONOUGHUE,
Office Secretary

✓ ELIZABETH H. FARGO,
Librarian

✓ JENNIE E. CONBOYE,
Assistant Librarian

EMPLOYEES

✓ EDWIN P. CARR, *Engineer and Carpenter*

J. C. MAJOR, *Head Janitor*

THOMAS FARNHAM, *Gardener*

*Absent on leave.

HISTORICAL

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

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

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

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

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

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

Principal More, having resigned his position in the summer of 1893, was succeeded by Edward T. Pierce, formerly President of the State Normal School at Chico. Among his first duties was the expenditure of a legislative appropriation of seventy-five thousand dollars for a much-needed enlargement of the building. The improvements were completed in the course of a year, and involved not only a complete

rearrangement of appointments, but also a widening of the scope, and a completer systemization of the work, of the institution. Laboratory methods were introduced wherever practicable; a chemical laboratory was built and equipped; and the manual training department, then a new feature of normal school work in the United States, was organized.

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

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

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

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

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

During its history the school has graduated 1,742 students, nearly all of whom have entered active teaching, the average length of service being approximately eight years. The number of students who have received instruction in the school is 3,854.

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. During the past year extensive changes and improvements have been made. Of these the most important is the construction of a complete modern system of heating and ventilation. With a new brick boiler house placed at some distance from the other buildings, insuring safety and freedom from noise and dust, with the Johnson system of automatic heat regulation, having ample supply and exhaust fans for ventilation, and with hot and cold water where needed, the institution has all the advantages of a newly constructed building.

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 those only who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

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

Conduct of Students

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

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

Group Teachers

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

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

Expenses

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

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

vate families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take a half-year or a year longer to complete the course and thus avoid the danger of overwork.

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

Social Life and Miscellaneous Opportunities

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

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

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

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

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

Graduation

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

Legal Status of Graduates from the State Normal Schools of California

School Law of California:—Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the 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 State University and to the Leland Stanford University

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

1. Under arrangements 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.

2. While the general professional course of two years for high school graduates will be continued, believing that many advantages will accrue to students of teaching from longer connection with the Normal School, the institution has completed plans by which an optional course of three years will be offered. Recommended graduates of the latter course will be given full junior standing at the State University and become eligible for graduation after two years of satisfactory work.* This innovation places the school abreast of the most advanced normal schools of the country.

Several important purposes will be subserved by this arrangement: First, it will furnish students who plan to teach in elementary schools opportunity to enlarge their acquaintance with subjects organically related to those which they will be called upon to teach, and thus

*Completion of like arrangements with Leland Stanford Junior University is expected.

directly strengthen their preparation; it will give the broader outlook so much needed by all the instructors of youth; it will more perfectly develop that scholarship and culture and breadth of interest which are the true sources of every inspiring teacher's power. The increased efficiency thus developed will much more than compensate students for the additional time and expense required to complete the longer course.

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

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

CONDITIONS OF ADMISSION

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

Character

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

Health

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

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

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

Declaration of Intention to Teach in California

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

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

Requirements for Admission and for Advanced Standing

The requirements for admission may be met in several ways:

I. A graduate of any secondary school that requires four years' work above the eighth grade will be admitted; 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) fifteen units* of creditable secondary work including the following: (1) Elementary English, 2 units; (2) Plane Geometry, 1 unit; (3) Algebra through Quadratics, 1 unit; (4) History and Government of United States, 1 unit; (5) Physics, 1 unit; or (6) Chemistry, 1 unit.

*A unit of work represents five recitations a week for one year.

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

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

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

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

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

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

VIII. In general, the Training Department of the school furnishes opportunity for teaching to candidates for graduation only. Until July, 1908, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the State high school certificate, as set forth in rules 1 and 2 in Bulletin No. 86 of the State Department of Education.

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. Only those students who, either on admission or during their Normal School course, fully meet the university matriculation requirements may be recommended to the State University or Stanford University for advanced standing.

3. The standing of all students shall be probationary for the first half-year.

4. Students intending to enter the State Normal School are advised to include in their preparatory work a course in Botany or Zoölogy and a course in English History.

5. Physiology, in the normal course, is required of all not recommended therein by an accredited school.

6. 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 not possible for students to complete the course in less than the prescribed time.

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

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

9. 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.

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

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

COURSES OF STUDY

I. GENERAL-PROFESSIONAL COURSE

FIRST YEAR

First term—Junior B

English I: Literature and Com- position	4
Physiology ³ or Biology	4
Geography I: General	4
Reading I	2
Drawing I	3
Music I	3
Physical Training I	2

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Second term—Junior A

English II: Grammar	3
Psychology	6
Observation I—10 weeks	1
History I	4
Reading II	2
Sloyd I or Sewing	2
Music II	2
Physical Training II	2

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SECOND YEAR

First term—Senior B

Teaching I	5
Observation II	1
Study of Children—12 weeks ..	5
Theory of Education—8 weeks ..	5
Nature Study I	2
Mathematics: Arithmetic	4
Drawing II	2
Music III	1
Physical Training III	2

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Second term—Senior A

Teaching II {10 weeks	5
{10 weeks	10
Seminar	1
School Law and School Econ- omy—10 weeks	4
History of Education	3
Nature Study II	3
English III: Literature	3
Sloyd II or Cooking	3

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR

First term—Junior B

English I: Literature and Com- position	4
Physiology ³ or Biology	4
Geography I: General	4
Reading I	2
Drawing I	3
Music I	3
Physical Training I	2

2—1A

Second term—Junior A

English II: Grammar	3
Psychology	6
Observation I—10 weeks	1
History I: Reviews	4
Reading II	2
Sloyd or Sewing	2
Music II	2
Physical Training II	2

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ACADEMIC-PROFESSIONAL COURSE—Continued.

SECOND YEAR

First term—Middle B

French I or German I	3
• Nature Study I	2
Mathematics I: Arithmetic ...	4
Mathematics II: Algebra or Analysis	3
History II: English	3
• Drawing II	2
• Sloyd II or Cooking	3
• Physical Training III	2

Second term—Middle A

French II or German II	3
• Nature Study II	3
English IV: Composition	3
Mathematics III: Plane and Spherical Trigonometry or Analysis	3
History III: English	3
History of Psychology	3
• Observation II	1
Physical Training IV	2

THIRD YEAR

First term—Senior B

• Teaching I	5
• Study of Children—12 weeks ..	5
• Theory of Education—8 weeks	5
Geography II: Physiography ..	3
French III or German III	3
English III: Literature	3
Physical Training V	2

Second Term—Senior A

• Teaching II	{ 10 weeks	5
	{ 10 weeks	10
• Seminar		1
• School Law and School Econ- omy—10 weeks		4
• History of Education		3
French IV or German IV		3
English V: History of Eng- lish Literature		} 3
or		
Mathematics IV: Plane Ana- lytical Geometry		
or		
Ethics		} 1
• Music III		

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

*First term—Junior B**Second term—Junior A*

English I: Literature and Composition	4	English II: Grammar	3
Physiology ³ or Biology	4	Nature Study	3
Reading I	2	Reading II	2
Music I	2	Music II	2
Drawing I	3	Psychology	6
Kindergarten Theory I	5	Kindergarten Theory II	5
Observation I	2	Observation II	1
	<u>2</u>		

SECOND YEAR

*First term—Senior B**Second term—Senior A*

Study of Children—12 weeks ..	5	History of Education	3
Theory of Education—8 weeks	5	Music III	2
Kindergarten Theory III	5	Kindergarten Theory IV	5
Practice in Kindergarten I	12	Practice in Kindergarten II	12

- NOTES: 1. The figures indicate the number of recitations a week.
 2. Spelling and additional English required, if work shows deficiency.
 3. Concerning Physiology, see 5, under General Information Relative to Admission and Classification, page 16.

EXPLANATION OF COURSES OF STUDY

COURSE I—GENERAL-PROFESSIONAL COURSE

AND

COURSE II—ACADEMIC-PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, sociological, and historical. Instruction is given in psychology, study of children, theory of education, school hygiene, school management, school law, educational movements and theories. Psychology is studied 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 are intended to give students a basis for the appreciation of the biological standpoint of the psychology. Psychology is followed, in the first term of the second year, by the study of children and general pedagogy, complementary courses, carried on simultaneously with the first work in teaching. In the last term systematic instruction is given in school management and school law, history of education and special methods. Attention is given to school hygiene in connection with psychology, study of children, and school management. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are the observation of the last half of the junior year and the seminars and conferences of the senior year. The former introduces the student to some of the technique of the school-room; the latter deal with the practical problems of the young teacher.

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

Educational Psychology

Six hours per week for a term are given to class work in this subject. The course aims to give (1) a training in the observation of mental processes; (2) a knowledge of fundamental facts of experience; (3) ability to control experience. The biological point of view is taken; the mind is studied as the center of adjustment of individual to environment. The

relation of the teacher's mind to that of the child and ways of making the contact between mind and mind most valuable are constantly emphasized. For the course in psychology, physiology is a prerequisite.

Study of Children

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

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

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

Theory of Education

Recitations in this subject occur daily during the eight weeks following the course in the study of children. Such a consideration of the subject is undertaken as will center the attention of the students not primarily on the end nor upon the means of education, but rather upon the nature of the process involved. The evolutionary standpoint is taken, and desirable education is viewed as such an adjustment of an individual to environment as will permit the fullest life of the individual at the present and will at the same time prepare for the fullest life at later stages of his development. The students are thus given a standard by which to evaluate all educational practices, especially those of the school-room. Only such historical consideration of educational theory will be made as will insure an understanding of the theory to be presented.

Educational Movements and Theories

Three periods per week for a term are devoted to the subject. The course comprehends an historical survey beginning with the Spartan and Socratic schools, and the problems they present. A view of the great movements following the Dark Ages leads to a study of Comenius, Rousseau, Froebel, Herbart, and other great theorists. Theoretical and

practical solutions of modern problems of discipline, curriculum, organization, and methods are studied with special reference to present conditions and situations.

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

School Economy and School Law

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

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

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

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

The History of Psychology

Three hours a week are given to the course. During the centuries in which the human being has been developing consciousness of self, of

freedom, of individual responsibility, of social obligations, the records of this development have built up a science of psychology. Ancient and mediæval theories of knowledge have more than historic value, since out of these has sprung the modern psychology.

The history of psychology aims, through a comprehensive survey of the leading psychological theories from Socrates to the present time, to give the student a grasp of psychological science in its development and in its bearing on educational theories. It is also of especial importance to the teacher in that the psychological bases for many of our series of text-books are discussed and are placed in their historical setting.

Ethics, Theoretical and Practical

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

Teaching, Observation, Seminars, and Conferences

The teaching is arranged so that each student has experience in a *primary, an intermediate, and a grammar grade*. As far as possible the conditions for this practice approximate those found in the public schools in order that this teaching may be a real preparation for the student's work after graduation. The habit of forecasting work is cultivated, and the ability to appreciate and use the principles underlying effective instruction is developed.

In a series of weekly observations and seminars, beginning with the second half of the junior year and continuing to the end of the course, the practical problems of the school-room are studied. The conferences are under the charge of the various supervisors, and serve not only to direct the student-teacher in her teaching, but also to correlate the work of the other departments of the Normal School with the teaching in the Training School. The observations in the junior year prepare the student for the teaching of the following term. "Model lessons" are not

arranged, but the best work of the Training School is studied to acquaint the prospective teacher with details of the school-room and recitation. Emphasis is placed on positive criticism, viz., noting in each lesson observed points which will be helpful and their broader application. The seminars of the senior year deal with the problems of discipline and instruction as they arise, and a systematic attempt is made to develop general principles for future guidance. The psychological principles of control, learning, guiding of thought and of study, receive especial attention.

ENGLISH

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

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

Composition

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

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

The work comprises two courses:

(a) Four hours per week for one term, devoted to narration and description. This course is required of all students.

(b) Three hours per week for one term, devoted chiefly to exposition. Required of students pursuing the Academic-Professional Course.

Grammar

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

Literature

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

The remaining ten weeks of the term are devoted to two lines of work:

(1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude*; using it as a start-

ing point for discussion and investigation of the literary conditions of the time, of prevalent philosophical ideals, of its relation to the work of contemporary authors, and similar problems. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

(b) A course of three hours per week for one term, optional with Ethics and Mathematics, for students of the Academic-Professional Course. This course consists of a study of the development of English literature from the beginnings to the closing of the theaters in 1642. Selections illustrating the successive periods are studied, and their historical connection investigated. Each student is required to prepare at least two themes upon subjects assigned to him for individual research.

HISTORY

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

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

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

In United States history methods of teaching are considered, but more attention is given to library research and intensive study of certain important phases of the subject, especially the industrial development of the nation and the great questions of current national interest.

History of England

The very great importance and universal interest in the origin and growth of the English and American constitutions, considered as parts of a single progressive development, will determine largely the character of the work of the course. The aim will be to give a general course in the constitutional and political history of England, and a very careful study of the development of the principles of self-government and of

the representative system of government. The work will require a study of the "sources" as contained in Adams and Stephens's Select Documents in English Constitutional History, reading of Ransome's or Gardiner's History of England and topics for individual investigation and report. Three hours, both terms.

READING

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through a correct use of the voice. Constant effort is made to overcome incorrect habits of enunciation and articulation, to develop a fair quality of voice, and to establish a natural manner in speaking and reading. Care is taken to avoid two opposite faults: one, that of relying on mere technical training; the other that of relying for right expression upon mere sympathy with the ideas of an author.

In the teaching of reading, analysis and technique go hand in hand. In the brief time given to the subject, the first half of the term is devoted to correcting, through study and practice of the elements of speech, the most common faulty habits, poor articulation and poor quality, and increasing vocal power, through the management of the breath. In the last half of the term the main purpose is so to train the student in the appreciation of the best in literature that he may read it with proper expression.

Recitals

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

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

GEOGRAPHY

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

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

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

Students who have not had the high school preparation indicated above will be given a brief course in physical geography, followed by one in general geography. A large number of carefully planned laboratory and field exercises accompany and give meaning to the text-book work in physical geography. The course in general geography follows the same line as that offered to advanced students, but is less fully expanded.

PHYSIOGRAPHY

Those students who register for the Academic-Professional Course will be given advanced work in physiography. The course will assume considerable previous training in physical geography, and will cover a period of twenty weeks. The work will include an intensive study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work will receive much attention. Field trips will be made to various points within easy reach of Los Angeles, and the forms and forces there represented studied. In the laboratory models, topographic sheets, and other concrete material will be used. The course will be especially helpful to those who may desire to teach physical geography in secondary schools.

BIOLOGY

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

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

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

The general aims of the course are as follows:

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

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

General Biology

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

Nature Study

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

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

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making,

stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study; topics and methods for physiology in the grades.

ARITHMETIC

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

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

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

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

ALGEBRA

Prerequisite: University entrance credit in Elementary Algebra.

Fundamental laws; remainder theorems; exponents and logarithms; symmetry; progressions; expansion and convergency of series; permutations; binomial formula for any index; theory of equations.

Three hours for one semester.

PLANE AND SPHERICAL TRIGONOMETRY

Prerequisite: University entrance credit in Elementary Algebra, Plane and Solid Geometry, and Normal School Mathematics II.

The derivation of the more important formulæ of trigonometry; logarithmic calculations; application of trigonometry to mensuration.

Three hours for one semester.

ANALYSIS

Prerequisite: University entrance credit in Elementary Algebra and Plane Geometry.

The methods of higher algebra; trigonometry with applications involving logarithmic calculation; analytical geometry of the conic sections; introduction to the calculus; limits, indeterminate forms, partial fractions, differentiation and simple methods of integration; brief historical sketch of the origin and development of mathematical forms.

Three hours for two semesters.

PLANE ANALYTICAL GEOMETRY. (ELECTIVE)

Prerequisite: University entrance credit in Elementary Algebra, Plane and Solid Geometry, and Normal School Mathematics II and III.

Homogeneous coördinates; including line coördinates; projective properties of conics; systems of conics; introduction to general theory of curves; discussion of the general equation of the second degree; some problems of higher loci.

Three hours for one semester.

GERMAN LANGUAGE AND LITERATURE

German I

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

Three hours, both terms.

German II

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

Three hours, both terms.

FRENCH LANGUAGE AND LITERATURE

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

French I

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

Three periods per week throughout the year.

French II

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

Three periods per week throughout the year.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the school-room and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The students perform for themselves the classical experiments which are the basis of the science; this experimental work occupies a prominent place in the course, is carefully recorded and is afterwards made the basis of conference and discussion. The laboratory work includes tests for mineral and organic impurities in water; study of the constituents of air; chemical tests for proteids, sugars, fats, and starches; study of salivary, gastric, and pancreatic digestion, of osmosis; of nervous response; of muscular rhythm and activity; of fermentation and distillation, and of the propagation and destruction of bacteria. As a part of the study of food, each student plans several dietaries with especial reference to cost, as well as to food values.

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

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

MUSIC

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

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

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

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

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

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

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

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

The class-room work presents the following phases:

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

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

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

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

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

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

(d) Results from class.

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

5. Criticism based upon observations in Training School.

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

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

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

DRAWING

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

The time given to this subject is three periods per week for the first term, and two periods per week the second term.

Equipment

The department is well supplied with objects for still-life study, casts, draperies, and carbon reproductions of architectural subjects, as well as of the best works of old masters. It is also supplied with one hundred and fifty reproductions, in reduced size, of the masterpieces of sculpture and painting, and with a good equipment of plaster busts and casts illustrating historic ornament, fruits, flowers, etc.

First Course

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

Second Course

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

Throughout the entire course, pedagogical principles and proper methods of presentation are emphasized. The daily work of the Training School pupils is reviewed in method classes, and the experiences related are made the basis of practical suggestions for more efficient work. Plans are made, criticised, and discussed, work is compared, and often model lessons are given. Instruction in care of materials, in manner of presentation of subject-matter, and in the aims and scope of work to be undertaken in the ordinary graded or ungraded schools is made as practical as possible.

MANUAL TRAINING

The work in manual training is planned with especial reference to the needs of the grade teacher. The course in the Normal Department includes, therefore, the main features of the outline of work used in the Training School, and in addition as much advanced work as time will permit.

The course in general includes: cardboard construction (drawing, cutting, folding, tying or pasting, and covering with leatherette or decorating of models); raffia (wound over cardboard foundation, braided and sewed into mats, baskets, etc., woven on loom or over rattan or splint foundation, and basketry); weaving, both free-hand and with loom (mats, rugs, and hammocks); knife work in thin wood; making of working drawings (orthographic and isometric projection and blue-printing); bench work (useful models and appropriate designs for decoration); bent iron work (picture-holders, pen-racks, mats, etc.); and sheet metal work (tray, bowl, and sconce).

Talks and demonstrations are given by the instructor to outline the work and to illustrate the proper use of the tools. Class instruction is supplemented largely by individual instruction. The course is made elastic by allowing students to select models that are of interest to them, provided that such models are appropriate and embody the necessary tool exercises. Discussions relating to the theoretical side of manual training are introduced when necessary, and the development of manual training work, both abroad and in this country, is briefly outlined.

The course is made to serve a double purpose: 1. It familiarizes students with the tools, materials, and tool exercises commonly used in the grades; 2. It attempts to furnish teachers with a working, though by no means model, outline from which they can select for their hand-work such occupations as are of interest to their pupils and suitable to local conditions.

Upon the completion of the general course students are usually anxious to do more work in some one line that has particularly interested them. The special work that may be taken is as follows: (a) detailed study of the work of certain grades; (b) advanced work along some line, as cardboard, wood or metal work; (c) mechanical drawing, including under orthographic projection—objects oblique to planes, the development of surfaces, the intersection of surfaces, and the use of auxiliary planes; (d) planning a course in hand-work that is suitable for rural schools.

The department is not authorized to fit students to become supervisors, but those who have had sufficient previous teaching experience, and who, in addition to being proficient in shop work, have completed the reference reading in the history, psychology, and economics of manual training, will be recommended to fill positions as special teachers. The demand for such teachers is constant and growing.

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

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

Special training consists of teaching, under supervision, the Training School classes in cooking and sewing, and the study of methods best adapted for use in presenting these subjects in the common schools.

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

PHYSICAL TRAINING

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

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

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

For students taking the academic-professional course, an additional year's work is given, which, in connection with that of the general-professional course, is equivalent to the requirement of the freshman university year.

The young men use the gymnasium after the daily sessions.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to

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

COURSE III—KINDERGARTEN TRAINING COURSE*

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

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

KINDERGARTEN THEORY AND PRACTICE

FIRST YEAR

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

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

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

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

*At the meeting of the Joint Board of Normal School Trustees, held April, 1904, it was decided that the Kindergarten Training Course under the auspices of the Los Angeles State Normal School would be the only one maintained by the State until further action.

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

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

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

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use.

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

SECOND YEAR

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

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

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

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

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

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

(a) Training School Kindergarten;

(b) Church of the Neighborhood Kindergarten;

(c) South Pasadena Children's Home Kindergarten.

II. Practice Teaching. Practice work thirteen hours a week throughout the year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches.

Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

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

KINDERGARTEN MUSIC

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

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

KINDERGARTEN DRAWING

Three periods a week for one year.

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

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

THE TRAINING SCHOOL

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

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

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

COURSE OF STUDY

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

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

independent thought. The work in history and literature is also greatly influenced by that in these departments of the Normal School. The following outline indicates briefly the work attempted in each grade:

First Year. Reading, writing, literature, and history (in the form of stories), nature study, drawing, manual training (paper folding, clay, crayon, color, raffia, cord work, and weaving), music and calisthenics (plays and games more than set exercises).

Second Year. Reading, writing, spelling, literature, and history (stories and poems), nature study, drawing, manual training (paper folding, free weaving, raffia work, cardboard construction, weaving with yarn), music, outdoor games.

Third Year. Reading, writing, spelling, literature, and language (the latter through some oral reproduction and original written work, with English taught inductively), biography and history (national heroes, and myths and legends), arithmetic, nature study (garden work, plants and animals), elementary geographic ideas, drawing, manual training (cardboard construction, and hand work of various kinds in connection with class projects), music, and calisthenics.

Fourth Year. Reading, writing, spelling, literature and language, geography (home and world, dealing with food, clothing, shelter and transportation), history (local, with simple study in civics), nature study, drawing, manual training (cardboard construction, raffia, reed, and weaving), music, and gymnastics.

Fifth Year. Reading, spelling, writing, literature and language, arithmetic, geography (North America and Europe), history (elementary American history, with especial attention to local phases), nature study, drawing, manual training (working drawings, bench work, cardboard construction, and basketry), music, and gymnastics.

Sixth Year. Reading, spelling, writing, literature and language, arithmetic, geography (Asia, South America, Africa, Australia), history (stories of the Olympian games, hero stories of the Greeks and Romans, a simple study of their life and art, stories of Western Europe and England), nature study, drawing, manual training (working drawings, knife work, and bench work), music, and gymnastics.

Seventh Year. Literature and language (formal grammar and composition), writing (individual instruction), spelling, United States history (to 1845), arithmetic, geography (review of continents, United States, and California), nature study, drawing, manual training (sketching of designs for models, bench work, and bent iron for boys, sewing for girls), music, and gymnastics.

Eighth Year. Literature and language, writing, spelling, United States history (concluded, with especial consideration of the industrial development, California history, and current topics), geometry, nature study, drawing, manual training (mechanical drawing, bench work, bent iron, and sheet metal for boys, sewing for girls), music, and gymnastics.

THE LIBRARY

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

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

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

CATALOG OF STUDENTS, 1905-1906

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Adams, Carrie.....	Los Angeles	Dodge, Delia Frances.....	Los Angeles
Alger, Edna C.....	Edgewood, Ia.	Donahue, Frances L.....	Alhambra
Allin, Jessie G.....	Pasadena	Dorfmeier, Irene A.....	Los Angeles
Banks, Elizabeth.....	Fullerton	Dowd, Clara May.....	Los Angeles
Barnes, Edna F.....	Los Angeles	Doyle, John R.....	Glendale
Barnes, Mrs. Jessie B.....	Long Beach	Dumble, Marian B.....	Los Angeles
Barr, Alice.....	Los Angeles	Eason, Pearl.....	Azusa
Barton, Grace Cowan.....	Los Angeles	Elder, Martha J.....	Los Angeles
Bathey, Allie M.....	Hollywood	Ellis, Adelaide.....	Los Angeles
Bedford, Mattie.....	Los Angeles	Erickson, Huldah C. G.....	Fresno
Bennett, Bessie Price.....	Pasadena	Ervin, Edith.....	Los Angeles
Best, Helen C.....	Los Angeles	Estudillo, Adelaide.....	Riverside
Blair, Lucy.....	Long Beach	Fallis, Elizabeth.....	Los Angeles
Blair, Minnie.....	Los Angeles	Farris, Myrtle.....	Los Angeles
Boner, Mrs. Emma Alice.....	Pasadena	Fellows, Ethel Forbes.....	Los Angeles
Boyer, Rose.....	Toluca	Fathers, Mae.....	Ontario
Bradford, Mrs. Lillian P.....	Los Angeles	Fowble, Bessie F.....	Los Angeles
Brown, Nell J.....	Los Angeles	Franklin, Bertha Weber.....	S. Pasadena
Bullock, Nina.....	Rivera	Garrison, Dora Louise.....	Los Angeles
Burns, Daisy M.....	Los Angeles	Gill, N. Grace.....	San Bernardino
Carpenter, Edna May.....	Fullerton	Graham, Jean Agnes.....	Los Angeles
Carrigan, Juanita.....	Los Angeles	Grant, Nellie.....	Los Angeles
Cartwright, Alice.....	Toluca	Griffith, Nellie M.....	Los Angeles
Chamberlain, Julia.....	Perris	Grubb, Lena F.....	Carpinteria
Chaney, Mrs. Beatrice C.....	Los Angeles	Guthrie, Alice M.....	Chatsworth
Chapman, Anamay.....	Westminster	Haddock, Nellie.....	Norwalk
Chapman, Marilla S.....	Lowell, Mich.	Haisley, Lillian.....	Pasadena
Charles, Laura P.....	Los Angeles	Halsey, Bessie A.....	Los Angeles
Cobb, Octavia.....	Overton, Nev.	Halsey, Louise.....	Los Angeles
Collins, Bertha.....	Los Angeles	Hanson, Regina Ruth.....	Pomona
Cooper, Ida M.....	Los Angeles	Harkness, Catherine.....	Los Angeles
Cox, Minta Elma.....	Los Angeles	Harris, Ella.....	San Bernardino
Cox, Mabel S.....	San Luis Obispo	Harrison, Lillian.....	Neola, Ia.
Coy, Myrtle A.....	Lancaster	Harter, Mary Elizabeth, South Pasadena	
Creigh, Anna.....	Los Angeles	Hasson, Elsie.....	Redlands
Cress, Ada.....	Los Angeles	Hatch, Cornelia M.....	Los Angeles
Curl, Vera.....	Pasadena	Hayes, Abra E.....	El Monte
Davis, Frances.....	Ocean Park	Heller, Anna.....	Long Beach
Davis, Mary.....	San Bernardino	Hewitt, Nellie Rophina.....	Los Angeles
Davis, Sarah.....	Los Angeles	Higgins, Pearl.....	Long Beach
Decrow, Ruby I.....	Halleck	Howard, Annie.....	Pasadena
Denison, Myrtle C.....	Ventura	Howe, Rena.....	Long Beach
Dickey, Ruth.....	Pasadena	Hubbard, Fay.....	Los Angeles
Doan, Della.....	Los Angeles	Huntoon, Anna Norwood.....	Los Angeles

Senior Classes—Continued.

James, Bertha Evelyn	Pasadena	Scherrer, Alice.....	Georgetown
Johnston, Florence.....	St. Cloud, Minn.	Scott, Myrtle.....	San Bernardino
Jones, Elizabeth.....	Los Angeles	Seawell, Viola.....	Los Angeles
Kaal, Hanna	Los Angeles	Selby, Mary E.....	Ventura
Kaiser, Elizabeth Crerar.....	Los Angeles	Sessions, Romaine.....	Los Angeles
Kenyon, Jessie.....	Fresno	Sharpe, Otis A. O.....	Hynes
Knowlton, Lulu.....	Monrovia	Shea, Mrs. Blanche Scott ..	Inglewood
Koontz, Cora	Los Angeles	Shepherd, Emily.....	Pasadena
Kuntz, Lena	Pomona	Shields, Maud.....	Los Angeles
Laughlin, Leone.....	North Yamhill, Or.	Shields, May.....	Los Angeles
Lepley, Alvina.....	Alhambra	Schultz, Lucile.....	Los Angeles
Lewis, Mabel Floss.....	Los Angeles	Shutt, Zelma De Tar.....	Pasadena
Lewis, M. Olivia.....	Downey	Smith, Alma M.....	Shoemaker
Lewis, Zoe.....	Los Angeles	Smith, Clara May.....	Los Angeles
Linge, Ethel A.....	Artesia	Smith, Grace Etta.....	Pasadena
Lommen, Minnie.....	Decorah, Ia.	Smith, Grace Winifred.....	Los Angeles
McCarthy, Jennie.....	Los Angeles	Smith, Luella M.....	Colegrove
McCarthy, Persy.....	Los Angeles	Smith, Myrtle.....	La Habra
McCoid, Bessie.....	Whittier	Soules, Fannie.....	Reed City, Mich.
McIntyre, Annie Louise.....	Glendale	Springer, Jessie M.....	Los Angeles
Martin, Marie.....	Los Angeles	Stayton, Nellie J.....	Moneta
Michaelis, Harriet.....	Norwalk	Stearns, Evelyn M.....	Los Angeles
Moller, Grace.....	Los Angeles	Steinberger, Elizabeth.....	Sierra Madre
Morris, Martha J.....	Banning	Stevenson, Sarah C.....	Los Angeles
Maloy, Percy.....	San Pedro	Stone, May.....	Fullerton
Mee, Ethel L.....	Los Angeles	Stradley, Mary.....	Los Angeles
Merrick, Mrs. Rosetta W.,	Los Angeles	Sutton, Emma.....	Armona
Merrill, Mina.....	Los Angeles	Sugg, Lela Myrtle.....	Rivera
Milner, Pearl.....	Hollywood	Sullivan, Eveleen.....	San Bernardino
Moody, Opal M.....	Santa Paula	Thornton, Sue.....	Long Beach
Moores, Alice.....	Long Beach	Todd, Grace Helen.....	Corona
Morgan, Lucy Howard.....	San Bernardino	Trefethen, Gratia.....	San Pedro
Norton, Edgar Alton.....	Los Angeles	Tryon, Lulu.....	Los Angeles
Orr, Adelaide Lois.....	Ventura	Van Dam, Helen Alberta ..	Los Angeles
Paine, Alice C.....	Los Angeles	Venable, Leila B.....	Los Angeles
Parsons, Alice Maude.....	Carpinteria	Voiles, Alberta.....	Los Angeles
Patterson, Maude.....	Los Angeles	Wade, Edna.....	Los Angeles
Phoenix, Margaret.....	Arroyo Grande	Wagner, Lillian G.....	Los Angeles
Pierce, Mabel A.....	Los Angeles	Ward, Anita.....	Los Angeles
Pond, Floss M.....	Fort Scott, Kan.	Walker, Blanche A.....	Oxnard
Ponder, Susie.....	Los Angeles	Warne, Sarah E.....	Los Angeles
Porter, Minnie E.....	Fullerton	Warren, Hazel G.....	Riverside
Quinn, Mabel C.....	El Monte	Waterbury, Harriet Belle ..	Los Angeles
Rankin, Ida M.....	Los Angeles.	Waters, Crystal.....	Los Angeles
Reed, Flora Cordelia.....	Hillsboro, N. D.	Waters, Dora.....	Gardena
Reed, Hazel.....	Santa Monica	Weber, Clara L.....	Huntington Park
Reed, Lona A.....	Ontario	Wenger, Elva Bertha.....	Los Angeles
Reeve, Enid.....	Pasadena	White, A. Edith.....	Rivera
Reynolds, Anna.....	Los Angeles	Whitice, Belle Hope.....	Los Angeles
Richards, Ada.....	Los Angeles	Wiggs, Edith E.....	Whittier
Robertson, Edith.....	Los Angeles	Wilkinson, Irma J.....	Bakersfield
Rose, May.....	The Palms	Williams, Anita.....	Santa Paula
Russell, Hazel.....	Santa Maria	Wilson, Grace C.....	Venice
St. Merry, Edna V.....	Lone Pine	Winn, Altha M.....	Portales, N. M.
Sackett, Emily.....	Hollywood	Wood, Rebecca.....	Azusa
Sale, Hazel.....	Los Angeles	Young, Florence.....	Los Angeles

Total, including class graduating February 1, 1906 200

Junior Classes

Alsbach, Edith Emma	Santa Ana	Grey, Eleanor	Stockton
Armstrong, Alice.	Painsville, Ohio	Groton, Cary	Rivera
Atwood, Amy Lovina	Los Angeles	Haettel, Lois	Los Angeles
Barrow, Bonnie.....	Santa Monica	Halvorson, Elsie	Rice Lake, Wis.
Baxter, Margery	Los Angeles	Hansen, Lillie P.....	Los Angeles
Bell, Albertha.....	Somis, Ventura Co.	Hansen, Mrs. Lulu Lindley, Rohnerville	
Bemis, Cecil E.....	Ontario	Harris, Effie M.....	Bradley
Bennett, Bonnie Ella.	Los Angeles	Harris, Elizabeth Marie	Downey
Bennett, Nellie	Los Angeles	Harris, Nettie	Los Angeles
Blackburn, Rowena.....	Cane Hill, Ark.	Harter, Katherine.....	South Pasadena
Blunck, Irma	Los Angeles	Harvey, Artie Dorreta	Lone Pine
Bostwick, Florence.....	Los Angeles	Hatch, Lois Gurler	Hollywood
Brayton, Edna.....	Los Angeles	Hayes, Laura	Los Angeles
Brendel, Carrie	Dubuque, Ia.	Haynes, Arline	Bairdstown
Brendel, Ruth	Dubuque, Ia.	Helvie, Camilla	Long Beach
Brown, Trenna H.....	Los Angeles	Henry, Elva.....	San Antonio
Buchanan, Margaret	Los Angeles	Hickox, Fidelia Allegra	Ontario
Buhn, Lena.....	Bakersfield	Hickox, Myrtle Harriet	Ontario
Burr, Marjorie	Los Angeles,	Hudson, Mabel.....	Los Angeles
Butts, Emma McNear.....	Pasadena	Hughes, Edna J.....	Elizabeth Lake
Cadwell, Floralyn.....	Carpinteria	Iilff, Grace.....	Whittier
Cartmill, Flora L.....	Tulare	Johnson, John.....	Los Angeles
Cawelti, Sadie.....	Somis, Ventura Co.	Johnson, Nicolina	Los Angeles
Christen, Elsa	Anaheim	Jolliffe, Gladys	Ontario
Clay, Jennie C.....	Los Angeles	Jones, Maud	Santa Ana
Clay, Nellie Etta	Los Angeles	Jordan, Winifred Alice.....	Redlands
Clark, Loretto	Los Angeles	Kressen, Walter W.....	Orange
Collins, Ethel	Weldon, Ia.	Lomax, Georgia	Los Angeles
Conkle, Carrie B.....	Santa Ana	Lyle, Louise	Los Angeles
Cooper, Susan A.....	Los Angeles	McAllister, Ruth	Los Angeles
Cornwell, May	Glendale	McClintock, Mamie	Westminster
Crinklaw, Lena	Los Angeles	McElrea, Lila	Los Angeles
Cunningham, Alice	Santa Ana	McKay, Isabelle J.....	Los Angeles
Curts, Marjorie E.....	Long Beach	Miller, Virginia E.....	Los Angeles
Davidson, Leona.....	Greenville, Mo.	McManus, Violet.....	Los Angeles
Delany, May	Los Angeles	McMurry, Vera	Los Angeles
Dennis, Ruth	Ventura	Mahan, Jessie.....	Santa Paula
Dolan, Teresa M.....	Los Angeles	Martin, Ada	Los Angeles
Donley, Edna Adrian	Los Angeles	Mathews, Grace	Riverside
Dowling, Mrs. Eva A.....	Los Angeles	Meagher, Charles F.....	Los Angeles
Doyle, Ella	Glendale	Merrell, Clarice	Los Angeles
Duncan, Dorothy	Los Angeles	Meyer, Freda	Los Angeles
Eastin, Ruth.....	Ventura	Molique, Nellie D.....	San Gabriel
Eckleen, Edith A.....	Pasadena	Moon, Maude Victoria.....	Long Beach
Evans, Clara B.....	El Monte	Morrison, Daisy.....	Los Angeles
Fickas, Lula May	Santa Ana	Munz, Mollie.....	Elizabeth Lake
Fraser, Mary Eleanor	Ventura	Meyers, Edith.....	Los Angeles
Fryer, Lottie.....	Spadra	Norris, Anna Marie.....	Los Angeles
Garrison, Carolyn Theresa.....	Los Angeles	Norman, Rosamond.....	Santa Ana
George, Edna	Hyde Park	Nurse, Mary Elizabeth.....	Los Angeles
Gettman, Sophia	Pomona	Oakley, Elizabeth M.	Los Angeles
Glasscock, Vena Moores.....	Chatsworth	O'Donnell, Alice M.	Los Angeles
Goodrich, Fannie	Los Angeles	Peck, Norma	Los Angeles
Grant, Bertha	Norwalk	Padroarena, Ysidora.....	Los Angeles
Gould, Leslie	Marinette, Wis.	Pheips, Grace L.....	Los Angeles
Green, Irene M.....	Los Angeles	Post, Etta Louise	Los Angeles

Junior Class—Continued

Pownall, Irene.....	Los Angeles	Speer, Mae.....	Long Beach
Quinn, Nita.....	El Monte	Steves, Lina I.	Tacoma, Wash
Reavis, Lorna.....	Los Angeles	Stewart, Margaret L.	Los Angeles
Reese, Myrtle C.	Santa Barbara	Strain, Lily.....	Fullerton
Ronan, Katheryn N.	Los Angeles	Straub, Mary Lulu.....	Glenwood, Ia.
Rosenberg, Hazel M.	Los Angeles	Swartwout, Alta.....	Los Angeles
Rubland, Murrel G.	Alhambra	Thompson, Frances.....	Hollywood
St. John, Anna.....	Los Angeles	Thompson, Pearl A.	Norwalk
Sanderson, Margaret Alice.....	Whittier	Tolchard, Veda.....	Los Angeles
Seay, Bessie.....	Downey	Watson, Mary.....	Anaheim
Sevier, M. Helen.....	Los Angeles	Webb, Ethel.....	Los Angeles
Sherwood, Orphia.....	Tropico	Wenger, E. Susie.....	Los Angeles
Sloane, Ada A.....	Los Angeles	Westerfield, Agnes.....	Toluca
Smith, Hilda.....	Los Angeles	Wilcox, Ethel M.....	Los Angeles
Smith, Margaret.....	Los Angeles	Williams, Elva Mae.....	Pomona
Sollinger, Ethel.....	Norwalk	Zimmerman, B. Estelle.....	Los Angeles
Total.....		144	

*Sub-Junior Classes

Abbott, Bessie May.....	Los Angeles	Hurt, Mrs. Lucia Runyon.....	Los Angeles
Creager, Mabelle Margaret.....	Los Angeles	Icc, Winona.....	Los Angeles
Dinneen, Mary Teresa.....	Los Angeles	Lumry, Viola.....	Los Angeles
Gillespie, Maud E.....	Redondo	Scott, Bonnie.....	Santa Monica
Gray, Peryle.....	Los Angeles	Seay, Marion.....	Los Angeles
Hillman, Porter Elizabeth.....	Los Angeles	Williams, Mary V.....	Glendale
Total.....		12	

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Bailey, Charlotte.....	Colegrove	Ewing, Edna.....	Ventura
Barbour, Marion B.....	Hanford	Knight, Bertha.....	Los Angeles
Boyle, Myrtle.....	Santa Fé, N. M.	Knight, Georgia Lois.....	San Luis Obispo
Brown, Carrie E.....	San Diego	Maxfield, Florence.....	Redlands
Brown, Nina.....	Los Angeles	Morrow, Amy.....	Los Angeles
Burns, Belle.....	Los Angeles	Norris, Elvira Clauson.....	Pasadena
Chase, Florence.....	Los Angeles	Theal, Millie.....	Los Angeles
Colborn, Ruth B.....	Los Angeles	Thompson, Mary.....	Pasadena
Total.....		16	

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

Junior Class

Brobst, Hazel.....	Los Angeles	McKellar, Florence Lillian....	Pasadena
Brugman, Emily Seymour....	Pasadena	Mabon, Olive Myrtle.....	Ontario
Burritt, Una.....	Los Angeles	Metcalfe, Mary Elizabeth.....	Los Angeles
Cook, Mary M.....	Los Angeles	Nagle, Norma Kate.....	Denison, Tex.
Dickinson, Mary King.....	Los Angeles	Newman, Julia C.....	Los Angeles
Dunlap, Hazel A.....	Pasadena	Parker, Phoebe Lois.....	Los Angeles
Fox, M. Albertine.....	Colton	Phillips, Edith.....	Pasadena
Holibaugh, Coila.....	Los Angeles	Reid, Florence.....	Madera
Johnson, Beulah.....	Los Angeles	Reynolds, Margaret.....	Pasadena
Jonas, Mrs. Nellie Jemison, Los Angeles		Rogers, Belle.....	Los Angeles
LeSage, Evangeline.....	Los Angeles	Van Deusen, Ethel Lee.....	Los Angeles
McIntyre, Bessie.....	Los Angeles	Waterman, Gertrude.....	Pomona
Total			24

SPECIAL STUDENTS AND VISITING TEACHERS

Arnold, Mrs. Mabel V.....	Superior, Wis.	Palmer, Mrs. Stella B.....	Visalia
Bumiller, Emma.....	Los Angeles	Pownall, Katherine.....	Los Angeles
Dietrich, Florence.....	South Pasadena	Poyas, Annie Clark.....	Los Angeles
Dodge, Florence Isabelle.....	Los Angeles	Ross, Mrs. Elizabeth.....	Los Angeles
Gage, Mary C.....	Los Angeles	Seagrave, Ina.....	Fort Scott, Kan.
Greene, Marian.....	Los Angeles	Seaman, Josephine Alice.....	Los Angeles
Griffith, Julia W.....	Los Angeles	Van Osdel, Mildred.....	Selma
Griggs, Walter Owen.....	Los Angeles	Wright, Bertha C.....	Burton, Ohio
Hogarth, Mae.....	Los Angeles	Workman, Mary.....	Los Angeles
McConnell, Warren.....	Los Angeles	Ypez, C. E.....	Los Angeles
Marcellus, Corinne.....	Pasadena		
Total			21

Total number of students in General Professional Course.....	356
Total number of students in Kindergarten Training Course.....	40
Total number of special students.....	21

Total number enrolled in Normal School..... 417

Pupils Enrolled in Training School

Number of pupils enrolled in Eighth Grade.....	97
Number of pupils enrolled in Seventh Grade.....	65
Number of pupils enrolled in Sixth Grade.....	51
Number of pupils enrolled in Fifth Grade.....	47
Number of pupils enrolled in Fourth Grade.....	48
Number of pupils enrolled in Third Grade.....	57
Number of pupils enrolled in Second Grade.....	51
Number of pupils enrolled in First Grade.....	77
Number of pupils enrolled in Kindergarten.....	58
Total number enrolled in Training School.....	551

Summary

Total number students in Normal School.....	417
Total number pupils in Training School.....	551
Total number enrolled, all departments.....	968

GRADUATES

SUMMER CLASS, JUNE, 1905

General Professional Course

- | | | |
|-------------------------------|---------------------------|----------------------------|
| • Jennie E. Ayres | • Emma May Grubb | • Birdie Miriam Phillips |
| • Ednah C. Ballantyne | • Jessie Ray Hanna | • Vera May Reppy |
| • Ella Baxter | • Clara C. Hatfield | • Harriet A. Richards |
| • Hazel N. Bemus | • Lucy A. Hawes | • William Thomas Root, Jr. |
| • Emma Pauline Berny | • Henrietta H. Hough | • Mary H. Ryker |
| • Pearl M. Boyer | • Florence K. James | • Ella Page Seward |
| • Gertrude L. Burkhalter | • Alice Zaida Kane | • Dora Shultz |
| • Leo May Clarke | • Rose Kellenberger | • Maud Shultz |
| • Bonnie P. Clay | • Harriet May Lewis | • Jessie Julia Standefer |
| • Isabel Ina Collins | • Delleada S. Loyd | • Artemisia S. Stose |
| • Maud L. Cramer | • Charlotte S. McCormick | • Grace Orpah Strang |
| • Charley May Cunningham | • Ethel A. MacDermott | • Zorayda L. Timmons |
| • Mrs. Velma V. Curtis | • Mary E. McLaugh | • Minnie Townsend |
| • Mollie Belle Davis | • Estella McMillan, Ph.B. | • Jennie Isabel Troxel |
| • Cora Belle Dodson | • Margaret E. Manson | • Emma Josephine Valla |
| • Jessie L. Dolland | • Idela M. Matlack | • Lesse D. Wheeler |
| • Edgar Hill Duke | • Margaret M. Maxwell | • Ruby White |
| • Florence De Ette Dull, L.B. | • Mary Ott | • Louise Wilson |
| • Phebe Variel Eaton | • Maud Park | • Myrtle Estelle Wilson |
| • Lois Orrie Groce | • Rea Lola Parks | |

Kindergarten Training Course

- | | | |
|--------------------|-----------------------|---------------------|
| • Villa Augur | • Mabel Juliette Genn | • Helen Safford |
| • Beatrice Beckett | • Katherine Landt | • Anna Vae Sterrett |
| • Laura Chase | • Emma Nelson Morris | |

Total 67

MIDWINTER CLASS, JANUARY, 1906

General Professional Course

- | | | |
|----------------------------|----------------------|---------------------------------------|
| • Carrie Adams | • Marian B. Dumble | • Martha Jane Morris |
| • Mrs. Jessie B. Barnes | • Adelaide Estudillo | • Alice Maude Parsons |
| • Alice E. Barr | • Myrtle Farris | * Mrs. Beatrice C. Patton (Jan. 6/19) |
| • Mattie Bedford | • Ethel Fellows | • Maude A. Patterson |
| • Bessie Bennett | • Bertha Franklin | • Minnie E. Porter |
| * Mrs. Lillian P. Bradford | • Lillian B. Halfey | • Anna Reynolds |
| • Alice Cartwright | • Lillian Harrison | • Edith Robertson |
| • Octavia H. Cobb | • Fay Hubbard | • Otis A. O. Sharpe |
| • Sarah Bertha Collins | • Jessie Kenyon | • Alma Smith |
| • Mabel S. Cox | • Lulu Knowlton | • Elizabeth Steinberger |
| • Anna Creigh | • Lena Kuntz | • Lela Sugg |
| • Ada Cress | • Alvina B. Lepley | • Eveleen Sullivan |
| • Mary Davis | • Mabel Floss Lewis | • Myrtle Scott |
| • Sarah Davis | • Zoe Lewis | • Elva Bertha Wenger |
| • Ruby Decrow | • Marie M. Martin | • A. Edith White |
| • Myrtle Denison | • Jennie McCarthy | • Irma Wilkinson |
| • Ruth Dickey | • Harriet Michaelis | • Anita E. Williams |
| • Delia Frances Dodge | • Grace L. Moller | • Rebecca Wood |

Kindergarten Training Course

- | | |
|-------------------|------------------|
| • Carrie E. Brown | • Adelaide Ellis |
|-------------------|------------------|

Total 56

* 2nd diploma

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	98 ✓
✓ 11. Year ending June 30, 1894	75 ✓
✓ 12. Year ending June 30, 1895	84 ✓
✓ 13. Year ending June 30, 1896	65 ✓
✓ 14. Year ending June 30, 1897	55 ✓
✓ 15. Year ending June 30, 1898	88 ✓
✓ 16. Year ending June 30, 1899	107 ✓
✓ 17. Year ending June 30, 1900	114 ✓
✓ 18. Year ending June 30, 1901	128 ✓
✓ 19. Year ending June 30, 1902	105 ✓
✓ 20. Year ending June 30, 1903	108 ✓
✓ 21. Year ending June 30, 1904	96 ✓
✓ 22. Year ending June 30, 1905	120 ✓
✓ 23. Class of January, 1906	56 ✓
Total number of graduates	1740
Number graduating from two courses and, therefore, twice counted	14
Total number of graduates, excluding names twice counted	1726

Class of June 1906

Partial
Class of June 1906

Excluded since June 1906

Some names

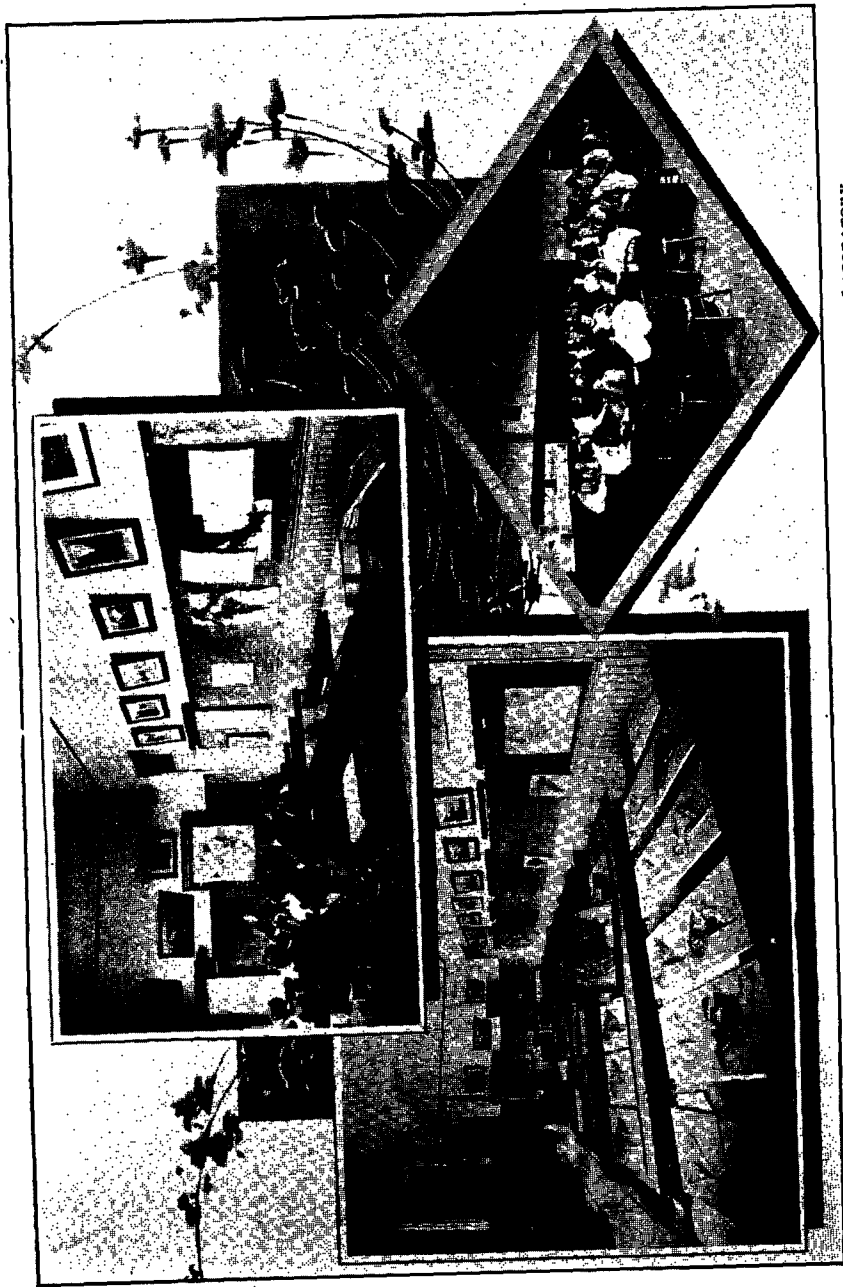
- ~~Ellis, Adelaide~~ - - - - -
- ~~Albin, Jessie G.~~ - - - - -
- ~~Morgan, Lily A.~~ - - - - -
- ~~Ort, Adelaide L.~~ - - - - -
- ~~Sutton, Emma~~ - - - - -
- ~~Young, Florence E.~~ - - - - -
- ~~Kinder, Robert~~ - - - - -
- ~~Madell, Florence A.~~ - - - - -

Sept 26
Nov. 1
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9
18
764

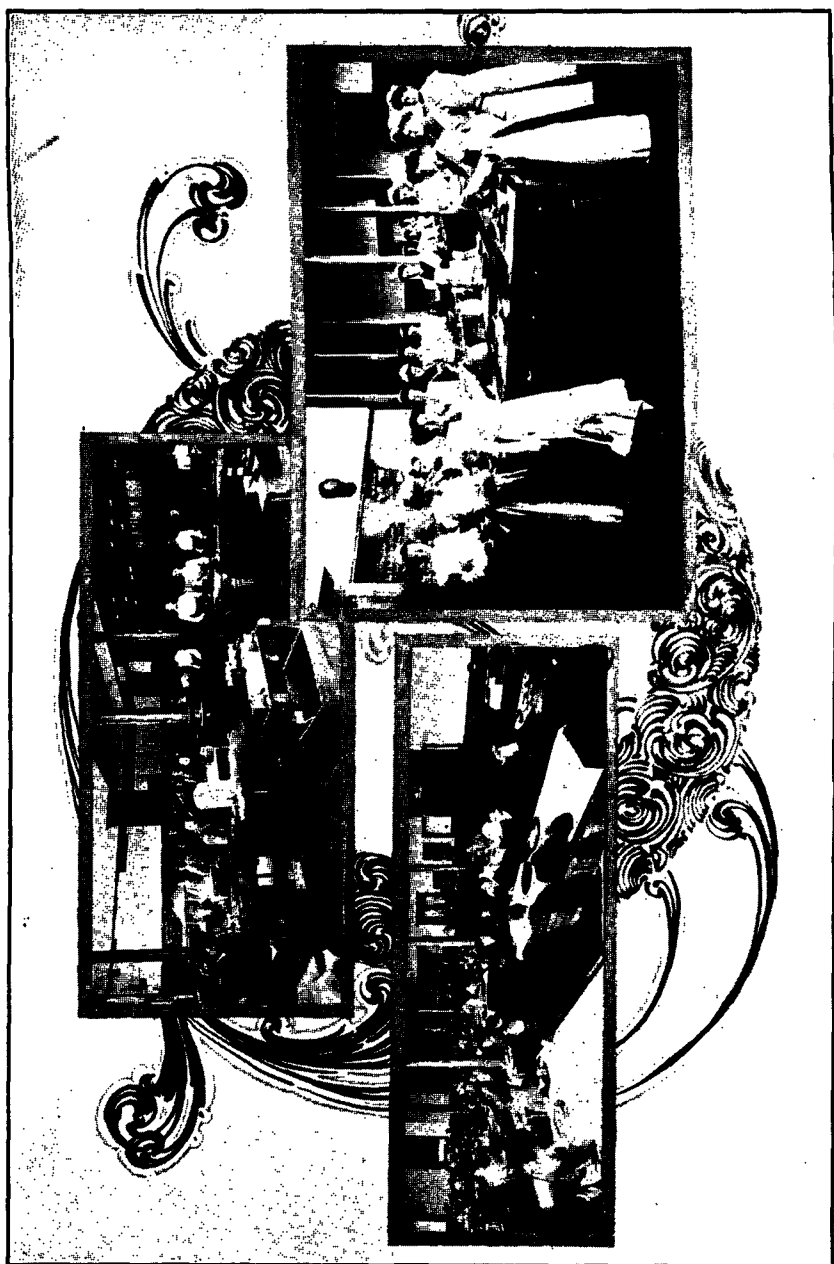


VIEWS OF ASSEMBLY ROOM



BIOLOGICAL LABORATORY

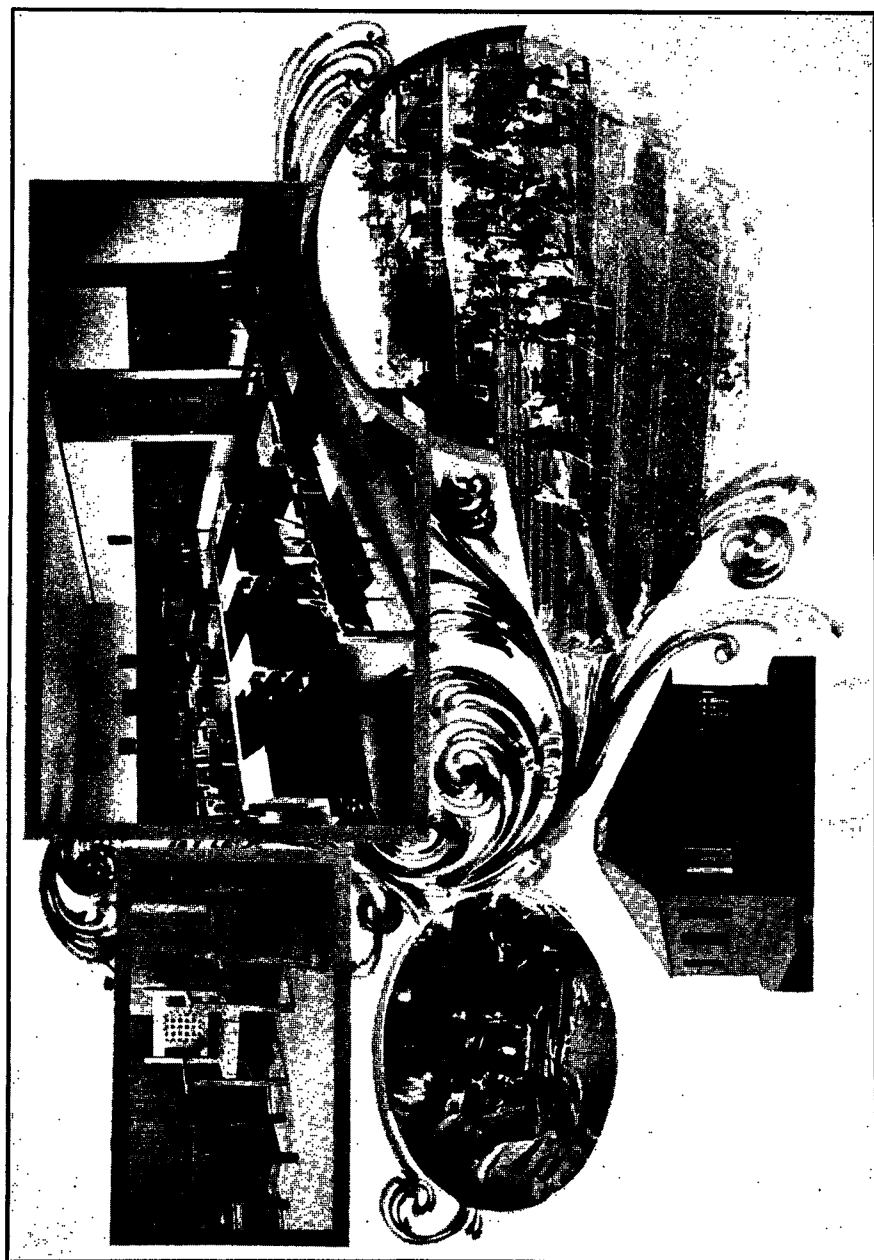
GEOGRAPHICAL LABORATORY

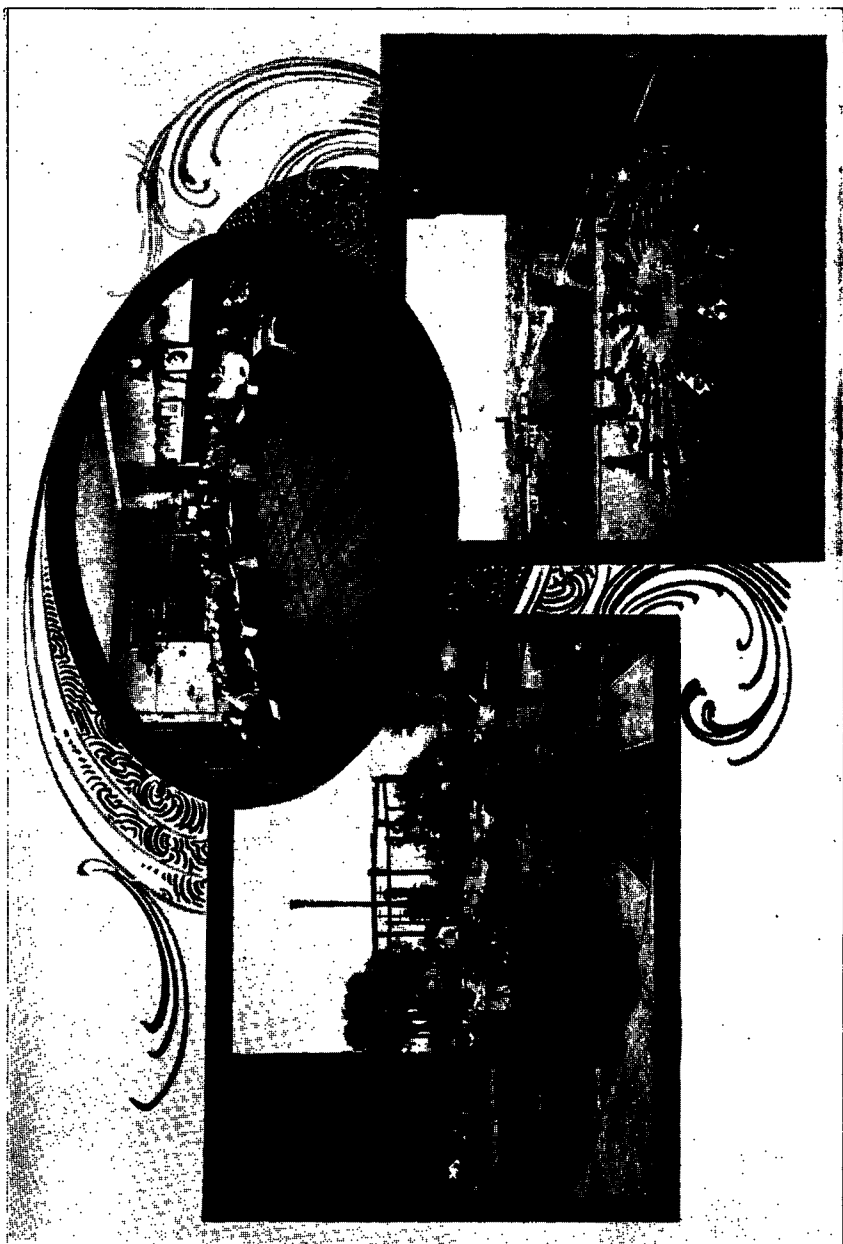


STUDENTS' LUNCH ROOM

MANUAL TRAINING ROOM

COOKING SCHOOL

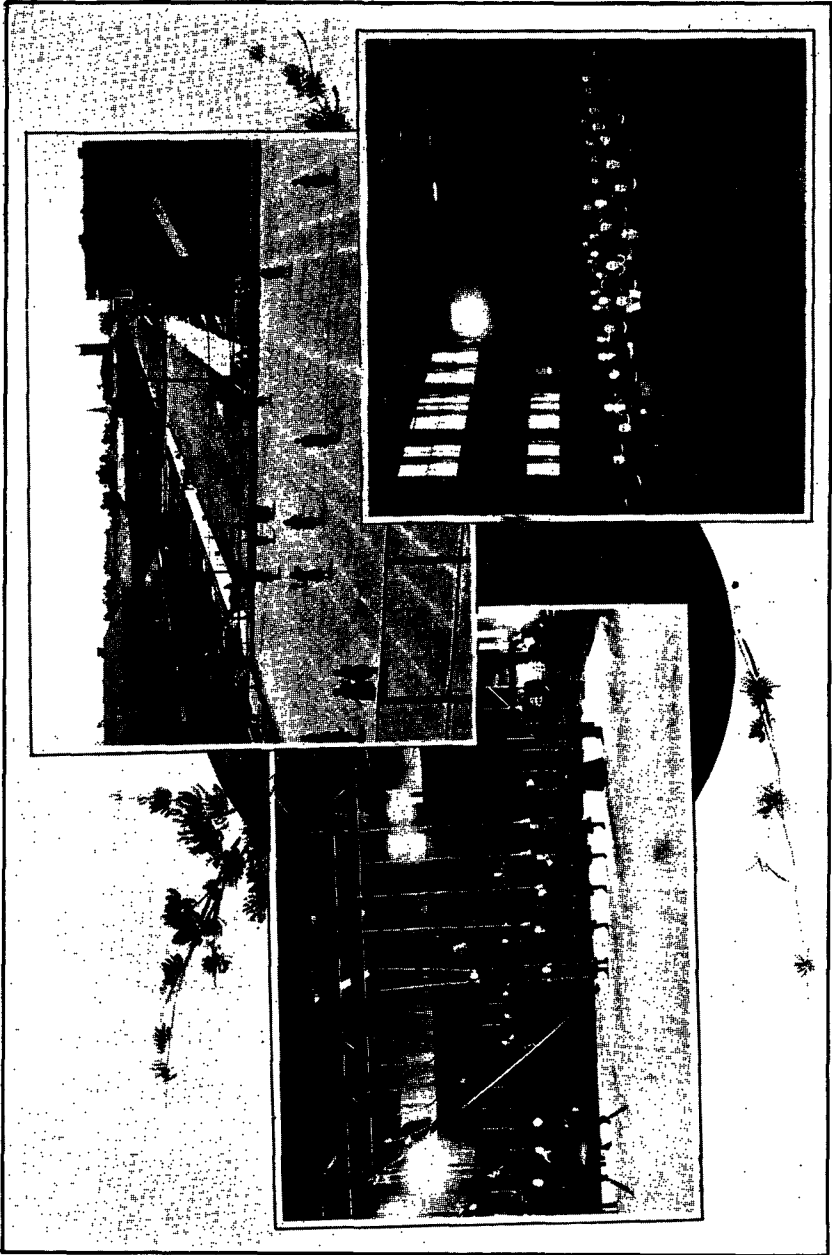






CONNECTING HALL BETWEEN BUILDINGS
FURNISHED BY STUDENTS

V. W. C. A. ROOM
KINDERGARTEN ALUMNI ROOM



GYMNASIUM AND TENNIS COURT

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