

Los Angeles

State Normal School Bulletin

Announcements for 1914-1915

THIRTY-SECOND YEAR



**CALIFORNIA
STATE PRINTING OFFICE
1914**

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

BULLETIN OF INFORMATION

FOR 1914-1915

INCLUDING

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1914.

**CALIFORNIA
STATE PRINTING OFFICE
1914**

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CALENDAR FOR 1914-1915

FIRST TERM

- General Faculty meeting - - - 3 P. M. Thursday, September 10, 1914
Former students report for arrangement of programs and enrollment in classes - - - - 9 A. M. Friday, September 11, 1914
Training School conferences - 2:30 P. M. Saturday, September 12, 1914
Registration and enrollment of new students,
Monday and Tuesday, September 14 and 15, 1914
General Assembly, followed by recitations,
9 A. M. Wednesday, September 16, 1914
Thanksgiving recess begins - 3 P. M. Wednesday, November 25, 1914
School reopens - - - - - 9 A. M. Monday, November 30, 1914
Term closes - - - - - 3 P. M. Friday, December 18, 1914
-

SECOND TERM

- Registration and enrollment of new students, Monday, January 4, 1915
Recitations begin - - - - 8:05 A. M. Tuesday, January 5, 1915
General Assembly - - - 10:50 A. M. Wednesday, January 6, 1915
Term closes - - - - - Friday, March 26, 1915
-

THIRD TERM

- Registration and enrollment of new students - Monday, April 5, 1915
Recitations begin - - - - 8:05 A. M. Tuesday, April 6, 1915
General Assembly - - - 10:50 A. M. Wednesday, April 7, 1915
Commencement - - - - - 10 A. M. Thursday, June 24, 1915

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - - Governor of California

Ex officio

EDWARD HYATT, - - - Superintendent of Public Instruction

Ex officio

RICHARD MELROSE, Anaheim, - - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles, - Term expires July 1, 1915

EDWIN T. EARL, Los Angeles, - - Term expires July 1, 1917

ARTHUR LETTS, Los Angeles, - - Term expires July 1, 1914

JAMES A. B. SCHERER, Pasadena, - Term expires April 1, 1916

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH, - - - - - Secretary

CHARLES L. WHITE - - - - - Assistant Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

✓ JESSE F. MILLSAUGH, A.M., M.D., PRESIDENT

✓ HARRIET E. DUNN
Secretary of the Faculty

✓ JOSEPHINE E. SEAMAN
English

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

✓ EVERETT SHEPARDSON, A.M.
Supervisor of Practice Teaching

✓ SARAH J. JACOBS
Physical Education

✓ JENNIE HAGAN GOODWIN
Music

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

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

✓ CHARLES W. KENT, B.S.
Manual Arts

✓ NELLIE HUNTINGTON GERE
Art

✓ ALICE O. HUNNEWELL
Reading

✓ ADA J. MILLER, Ph.B., A.M.
English

✓ RACHEL T. RICHARDSON, B.S.
Manual Arts

✓ MYRTLE BLEWETT
Music

*Absent on leave.

FACULTY—Continued.

✓ARTHUR AMSDEN MACURDA, A.M.

History of Education

✓CHARLES W. WADDLE, A.M., Ph.D.

Child Study and Pedagogy

✓GRACE M. FERNALD, Ph.D.

Psychology

✓KATHERINE GOETZINGER, A.B.

French and German

✓A. A. HUMMEL, M.S.

Physiology and Nature Study

✓ELIZABETH E. KEPPIE

Reading

✓MICHAL GRACE SNYDER, A.M.

History

✓KATHLEEN S. BECK

Geography

✓BELLE H. WHITICE

Manual Arts

✓HELEN E. MATTHEWSON

Assistant Supervisor of Practice Teaching

✓*BESSIE E. HAZEN, A.B.

Art

✓SARAH E. WOODBURY

Assistant Supervisor of Practice Teaching

✓MYRTLE COLLIER, B.S.

Mathematics

✓RUBY BAUGHMAN, A.M.

English

✓ANNA PAMELA BROOKS, A.B., B.S.

Art

✓*ESTHER MABEL CRAWFORD

Art

*Absent on leave part of year.

FACULTY—Continued.

✓ CLARA PALMER, B.S.
Home Economics

✓ ELIZABETH FRANCES MASCORD, A.M.
Kindergarten Training

✓ MARY BURNEY PORTER
Appointment Secretary

✓ BERTHA C. VAUGHN
Voice Culture

✓ EMILY C. HOLLISTER, A.M.
Physiology and Nature Study

✓ BARBARA GREENWOOD
Kindergarten Training

✓ *ALMA PATTERSON, A.M.
Child Study and Pedagogy

✓ LUCILE R. GRUNEWALD
Physical Education

✓ RUTH E. BAUGH
Geography and History

✓ ADA BLANCHARD
Manual Arts

✓ LAURA G. SMITH, B.S.
Domestic Art

✓ SUSANNE GOUGH
Music

✓ LOUISE PINKNEY
Art

✓ NELLIE SULLIVAN
Psychology

✓ HELEN GOSS, B.S.
Child Study and Pedagogy

WILLIAM T. ROOT, JR., A.M.
Child Study and Pedagogy

*Absent on leave.

FACULTY—Continued.

✓ FRANK E. OLDER, B.S.
Agriculture

✓ MYRTA LISLE McCLELLAN, B.S.
Geography

✓ *LEROY C. CASE
Music

✓ *MARY E. SANDSTROM
Assistant in Reading

✓ GLADYS V. BECKETT
Student Assistant in Home Economics

✓ AGNES E. MACPHERSON
Student Assistant in Home Economics

✓ *ELVA RUTH GARFIELD
Assistant in English

✓ HESTER LAUMAN
Student Assistant in Art

✓ *MILTON C. DRISKO
Student Assistant in Arithmetic

✓ *ADELINE B. NEWCOMB
Student Assistant in Arithmetic

✓ DORIS ROSENTHAL
Art

✓ *MABEL BARNHART
Music

✓ *ORABEL CHILTON, B.S.
Home Economics

✓ *ELIZABETH HOAG, M.D., A.B.
Arithmetic and History

✓ MERRITT E. AUSTIN
Penmanship

✓ *HELEN PORTER CANDLER
Assistant in Art Department

TRAINING SCHOOL TEACHERS

✓ KATE F. OSGOOD

Supervisory City Principal and Assistant Supervisor of Practice Teaching

✓ CLARA M. PRESTON, *Fourth Grade*

✓ HELEN C. MACKENZIE, *Third Grade*

✓ ELSIE SECKLER, *Second Grade*

✓ *EDNA T. COOK, B.S., *Seventh and Eighth Grades*

✓ EMMA J. ROBINSON, *Sixth Grade*

✓ BERTHA E. WELLS, *Seventh Grade*

✓ M. MADILENE VEVERKA, *First Grade*

✓ EVA L. HAMILTON, *Eighth Grade*

✓ OLIVE LOUISE DAVIS, B.Pd., *Fifth Grade*

✓ CARROLL W. ANGIER, *Manual Arts*

✓ MARY DOUGLASS, *Kindergarten*

✓ AGNES M. KNIGHT, *Auxiliary Kindergarten Teacher*

✓ *MARGARET M. CAMPBELL, B.S., *Seventh and Eighth Grades*

✓ ELIZABETH H. FARGO

Librarian

✓ MARJORIE VAN DEUSEN, A.B.

Assistant Librarian

✓ *HAZEL McCLURE

Assistant Librarian

✓ IVA E. MAIER

President's Secretary

✓ CHARLES L. WHITE

Business Secretary

W. E. FAULKNER

Engineer

CHARLES L. DOOLEY

Head Janitor

*Part of year.

INTRODUCTORY

Function of the Normal School

The place of the normal school in the educational system of California is defined in section 1487 of the Political Code as follows: "The state normal schools have for their object the education of teachers for the public schools of this State."

In accordance with this definition of its function, this institution provides not only a training in the technical manipulation of teaching methods, but also aspires to develop a sound and broad foundation of culture and character upon which to base professional efficiency and skill. In other words, this school aims to be not merely a professional training school, but an institution for the higher education of teachers.

An Educational Democracy

In furtherance of this ideal, the internal discipline of the school is not conceived as a function solely of the faculty, but rather as that of the entire organization. Each student participates in the business of government; and such rules of conduct as are promulgated are calculated to serve the social end of education by encouraging the individual to contribute to the welfare of the society of which he is a member while enjoying the advantages of social organization. The students maintain their own governmental system, elect their own officers, adopt legislation for their own guidance, and thus educate themselves in the art of self-control. The standards of behavior, and the manners and usages of refined society are recognized. The life of the students under these conditions is characterized by an atmosphere of cheerful industry and a spirit of moral earnestness.

Coöperating with these plans, various members of the faculty serve as "group-teachers," each acting as general counsellor of a certain group of students, assisting them to meet their daily responsibilities; and when they may be in need of special advice or other assistance, rendering them such personal attention as seems to be required.

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 class use in all departments, including library and lecture fees, is met by the payment of 50 cents at the opening of each term.

To meet the expense of maintaining the various activities of the student-body, that organization has adopted a schedule of student fees, amounting to 25 cents per term for each student, payable at the same time as the incidental fee mentioned in the preceding paragraph.

In the departments of Manual Arts and Home Economics, materials for ordinary use are furnished by the school; but when for special purposes materials in unusual amounts are required, students are asked to purchase them at cost, retaining the product as their own. In the courses designed for departmental teachers and supervisors of these subjects, students are charged for materials, use of machinery, power, equipment, etc., at rates which are stated in connection with the description of such courses on subsequent pages.

In the courses for departmental and special teachers of Art the greater part of the material used is purchased by students. A studio fee of \$1.50 per term is required of each student to cover the cost of materials furnished, and the use of equipment and illustrations.

In the courses for departmental and special teachers in Music, lessons in voice culture are taken outside the school and paid for at prices agreed upon with instructors employed.

On graduation from any course a diploma fee of \$2.00 is charged.

In private families, board, including room with light and heat, in which two persons share, costs for each person from \$20.00 to \$30.00 per month. Students may reduce living expenses by renting rooms and boarding themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Apartments fitted for housekeeping may be secured at a somewhat higher rate. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Residence

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, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of each school term.

Loan Fund

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

Social and Other Opportunities

For the promotion of social, literary, and other cultural interests among the students, there are maintained various associations and organizations customary in academic institutions—a Young Woman's Christian Association, a Newman Club, glee clubs, tennis and other athletic clubs, debating, literary, social and other such organizations. In every way not inconsistent with the main purpose of the school as already defined, the life of the students is rendered as enjoyable and varied as possible.

One of the most pleasant as well as most profitable features of student life is the grand chorus conducted daily by the department of music. Numerous lectures and addresses by well-known men and women, and musical and other entertainments by artists of note are provided by the school, as a rule, without expense to students.

The student-body maintains a bi-weekly publication, the "Normal Outlook," as its official organ, which affords a medium for the exploitation of student enterprises and ideals, as well as an opportunity for individual students to gain experience in the practical business of publication, and in writing for the press.

The "Exponent," the organ of the June graduating class, is another student enterprise of much interest and value. A number of literary and dramatic entertainments are presented during the year by various groups of students, one of the most important being the class play of the graduating class.

The library of the normal school is well selected to serve the special interests of the students, and is being constantly enriched by the addition of the most important books and other publications bearing upon the main purposes of the school. All the leading literary and technical magazines are regularly received, and kept on file in the reading room. The great public library of Los Angeles is also open to the free use of students.

Legal Status of Graduates from the State Normal Schools of California

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

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

Section 1663 confers upon the holders of such certificates the further right to teach in the first grade of the elementary schools.

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

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, graduates of the Normal School are granted by the State Board of Education a normal document, which is in effect a life certificate to teach in the elementary schools of California.

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

The Normal School stands in close relation to the institutions of higher education in California. After completing the normal school course, either immediately or following a brief experience in teaching, many ambitious students continue their studies at these institutions. This custom receives the approval and encouragement of colleges and universities as well as of the Normal School.

Under arrangements heretofore 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 the State University, Stanford University, or the University of Southern California with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the same institutions have been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

The provision concerning major work in modern languages, stated on page 17, is designed to meet the purpose above indicated.

It will be noted that a fully recommended student, by shaping his course in accordance with this plan, may obtain his diploma from the Normal School, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

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

The Part of the Normal School in the Preparation of High School Teachers Who Hold University Degrees

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

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half-year of graduate study.
2. Evidence of graduation from a California State Normal School, or from any other normal school officially recognized by the State

Board of Education as of equivalent rank, will be accepted in lieu of one half-year of graduate study.

3. Until otherwise provided, the practice teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester, provided the graduate studies are pursued in a university whose first semester closes in December (as in the University of California or in Stanford University); in case the first semester closes at a later date (as in the University of Southern California), schedules should be made in both University and Normal School at the time of enrollment in the University, so as to obviate conflicts in programs in the two institutions for the overlapping period at the beginning of the calendar year.

RECOMMENDATION OF GRADUATES.

An Appointment Secretary serves as a medium of communication between school officials and normal school graduates. The purpose of this service is twofold: First, to foster a spirit of interest and co-operation between the Los Angeles State Normal School and public school officials. Upon requests of superintendents, principals, and trustees we recommend teachers who, in our judgment, will be able to meet, in the most efficient manner, the situations for which their services may be required. To do this intelligently it is necessary that the Appointment Secretary have detailed information concerning the vacancies to be filled. It is also the policy of the office to keep in touch with the work of the graduate teachers by means of personal visits, whenever possible.

Second, to assist each graduate to secure the kind of position for which he is best fitted by education, training, and personality. To do this to the best advantage a personal acquaintance is necessary; to this end the students are urged to call at the office of the Appointment Secretary throughout their entire course—not waiting until their final term.

There is no expense to students or to school officials for this service.

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REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Applications

Applicants for admission must be at least sixteen years of age, of good personality, and of sound moral character.

In order to insure admission, applications, accompanied by the proper credentials, should be in the hands of the Secretary of the Faculty at least one week before the first date fixed for registration at the opening of each school term.

Upon request, application blanks for the use of high school graduates will be sent to high school principals or individual applicants.

Health

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

Declaration of Purpose

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

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

Scholastic Requirements

I. The minimum requirement for admission to any course is graduation from a high school offering four years of work in advance of the eighth grade, including at least 6 units of English and 3 units of American History and Civics. At least 36 units of this work must be recommended. (After July 1, 1915, 45 units of recommended work will be required).

For statement of additional requirements for admission to

The General Department, see page 25.

The Department of Arts, see page 42.

The Department of Home Economics, see page 45.

The Kindergarten Department, see page 49.

The Department of Manual Arts, see page 51.

The Department of Music, see page 55.

II. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states qualifications fully equivalent to the stated requirements.

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 deficiency 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. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

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

Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Professional Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.

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

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

General Information Relative to Admission and Classification

1. A payment of \$2.00 will be required of any student who fails to register at the beginning of any term on the days designated in the calendar. 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 at the required time, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

2. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations required for admission to the State University, or by work done under circumstances approved by the President.

3. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

4. The standing of all students shall be probationary for the first term. Any student found unfitted to become a successful teacher may be excluded from the privileges of the school by the Board of Trustees.

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

6. To insure freedom from entrance conditions, students who expect to enter the General Course should, in their high school courses, pursue the subjects named in Scholastic Requirements for Admission, pages 14 and 25.

Those who expect to fit themselves for high school teaching should, in addition, take in the high school four years of foreign language or languages, ancient or modern.

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

8. Advanced standing is not given upon credits received in four-year high school courses, but subject to the regulations concerning substitutions, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

9. Students are admitted to the General Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. Students are admitted to the other courses at the beginning of the school year only unless they present credits covering the work of that portion of the course preceding the date of admission.

10. 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.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

Students' Programs.

The regular term program of students consists of 18 units of work per week. No student's program for any term shall exceed 20 units without the approval of a committee consisting of the President, the student's group teacher, and a representative of the department in which his major is taken.

GRADUATION

A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IV above) is entitled to a diploma when he has met the requirements of the course he is pursuing as to units of credit and standards of proficiency.

(A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

The minimum requirement for graduation from any course is 108 units.

OUTLINE OF COURSES

I. GENERAL DEPARTMENT

General Course for the Training of Elementary Teachers:

a. Professional Courses, 38 units required.

Psychology I	5 hours	5 units
Psychology II	5 hours	5 units
Education I	5 hours	5 units
Education II, or Education III, or Education IV	5 hours	5 units
Education V	1 hour	1 unit
Observation I, II	2 hours	2 units
Practice Teaching I, II, III	15 hours	15 units

b. Basal Courses,* 35 units required.

Art	5 hours	3 units
English I	5 hours	5 units
English II	5 hours	5 units
Geography I	5 hours	5 units
Handwork I	5 hours	3 units
History I	5 hours	5 units
Mathematics I	5 hours	5 units
Music I	5 hours	3 units
Physical Education I	5 hours	3 units
Physiology	5 hours	5 units
Reading I	5 hours	5 units
Science III	5 hours	5 units
Sewing I	5 hours	3 units

If more than 73 units be chosen from above courses, the additional units will be credited as electives.

c. Electives, 35 units required.

To be made up of courses not included in above requirements. These courses may be chosen from any of the several departments, provided all prerequisites are satisfied. These courses must be chosen in accordance with the following plan:

Major: 20 units chosen from one department or closely related departments.

(A student whose high school course has included four years of language, and who is recommended in at least 45 units of high school work, may take his major work in modern languages to the extent of 25 units.)

Minor: 15 units chosen so that no work from a department in which the student is taking his major shall be included.

*Since "the State Normal Schools have for their object the education of teachers for the public schools of the State," every student, before graduation, will be required to furnish evidence, by credentials, tests, or completion of appropriate courses, of adequate preparation for giving instruction in the subjects required by law to be taught in the elementary schools.

Evidence of satisfactory fulfillment of the requirements in English language and composition may be furnished either by examination or by satisfactory class work in English I. At the beginning of each term an examination, open to any student who has not failed in a previous test, will be given. Students not admitted with advanced standing should complete this subject during their junior year, and those of senior standing on admission should complete it during their first term.

II. DEPARTMENT OF ART

Course in Art for the Training of Departmental Teachers and Supervisors.

a. Required professional work.....	36 hours	36 units
b. Required departmental work.....	107 hours	60 units
c. Supplemental work	18 hours	12 units

Total 161 108

FIRST YEAR

SECOND YEAR

		Hours	Units			Hours	Units
<i>First Term</i>				<i>First Term</i>			
Art Appreciation and History I.....	1	1	Psychology II.....	5	5		
Criticism I.....	1	0	Art Appreciation and History IV.....	1	1		
Drawing and Painting I.....	5	3	Criticism IV.....	1	0		
Composition and Design I.....	5	3	Drawing and Painting IV.....	5	3		
Perspective.....	2	1	Costume Design.....	4	2		
Outdoor Sketching I.....	4	2	Methods II.....	1	1		
Mechanical Drawing I.....	5	3	Teaching I.....	5	5		
Supplemental.....	5	5	Supplemental.....	5	3		
			Conference I.....	1	0		
Total	28	18	Total	28	20		
<i>Second Term</i>				<i>Second Term</i>			
Psychology I.....	5	5	Education I.....	5	5		
Art Appreciation and History II.....	1	1	Art Appreciation and History V.....	1	1		
Criticism II.....	1	0	Criticism V.....	1	0		
Drawing and Painting II.....	5	3	Drawing and Painting V.....	4	2		
Composition and Design.....	5	3	Art Crafts II.....	5	3		
Supplemental.....	4	2	Interior Decoration I.....	4	2		
Mechanical Drawing II.....	5	3	Teaching II.....	5	5		
			Methods III.....	2	2		
			Conference II.....	1	0		
Total	26	17	Total	28	20		
<i>Third Term</i>				<i>Third Term</i>			
Art Appreciation and History III.....	1	1	Teaching III.....	5	5		
Criticism III.....	1	0	Art Appreciation and History VI.....	1	1		
Drawing and Painting III.....	5	3	Criticism VI.....	1	0		
Composition and Design III.....	5	3	Drawing and Painting VI.....	5	3		
Outdoor Sketching II.....	4	2	Outdoor Sketching III.....	4	2		
Art Crafts I.....	5	3	Illustration.....	5	3		
Observation and Methods I.....	1	1	Interior Decoration II.....	4	2		
Supplemental.....	4	2	Methods IV.....	2	2		
			Conference III.....	1	0		
Total	26	15	Total	28	18		

III. DEPARTMENT OF HOME ECONOMICS

Courses in Home Economics for the Training of Departmental Teachers and Supervisors.

- a. Required professional work----- 33 hours 33 units
 b. Required departmental work----- 102-104 hours 63 units
 c. Supplemental work ----- 17-19 hours 12 units

Total ----- 152-154 108

A. For Elementary Diploma. Two-Year Course.

FOR HIGH SCHOOL GRADUATES

FIRST YEAR

SECOND YEAR

	Hours	Units			Units
<i>First Term</i>			<i>First Term</i>		
Psychology I -----	5	5	Education I -----	5	5
Cookery I -----	5	3	Teaching and Observation I..	4	4
Sewing I -----	5	3	Cookery IV -----	6	3
Art I -----	5	3	Millinery I -----	4	2
Textiles -----	5	4	Home Economics Education..	4	4
Total -----	25	18	Total -----	23	18
<i>Second Term</i>			<i>Second Term</i>		
Cookery II -----	5	3	Teaching and Observation II..	6	6
Sewing II -----	5	3	Cookery V -----	4	2
Art II -----	5	3	Dressmaking I -----	6	3
Food Production and Manu- facture -----	2	2	Supplemental -----	7-9	7
Home Management -----	2	2			
Supplemental -----	5	5			
Total -----	24	18	Total -----	23-25	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II -----	5	5	Teaching and Observation III..	4	4
Cookery III -----	5	3	Dietetics I -----	4	3
Sewing III -----	5	3	House Furnishing and Deco- ration -----	4	2
Food Chemistry I -----	6	3	History of Home Economics..	2	2
Costume Design -----	4	2	Bacteriology -----	4	2
Nursing -----	2	2	Supplemental -----	5	5
Total -----	27	18	Total -----	23	18

B. For Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR ELEMENTARY COURSE OR ITS EQUIVALENT

	Hours	Units		Hours	Units
<i>First Term</i>			<i>Second Term</i>		
Teaching I	2	2	Teaching II	4	4
Dressmaking II	6	3	Sociology	5	5
Cookery VI	6	3	Nursing	3	2
Chemistry II	6	3	Millinery II	6	3
History of Costume	3	2	Cookery VII	6	3
Hygiene and Sanitation	4	2	Bacteriology	4	2
Total	27	17	Total	28	19
Hours Units					
<i>Third Term</i>					
Teaching III				4	4
Chemistry III				6	3
Dietetics II				6	3
Interior Decoration				3	2
Laundry				2	2
House Plans				4	2
Total				25	18

IV. KINDERGARTEN DEPARTMENT

Course for the Training of Kindergarten Teachers.

a. Required professional work	41 hours	40 units
b. Required departmental work	62 hours	48 units
c. Supplemental work	22 hours	20 units

Total

125

108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Science I	5	5	Education I	8	3
Art I	5	3	Teaching I	10	10
Theory I	2	2	Program I	3	3
Games I	2	1	Hygiene	2	2
Handwork I K	5	3	Departmental Elective	2	2
Story Work I	2	2			
Piano	2	1			
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education III	5	5
Music I K	5	3	Teaching II	5	5
Theory II	2	2	Program II	3	3
Games II	2	1	Theory IV	2	2
Handwork II K	5	3	Games IV	2	1
Story Work II	2	2	Supplemental	2	2
Observation K	2	1			
<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Education V	1	1
Theory III	2	2	Teaching III	5	5
Games III	2	1	Program III	3	3
Handwork III K	5	3	Theory V	2	2
Story Work III	2	2	Handwork IV K	3	2
Supplemental	5	5	Supplemental	5	5

V. DEPARTMENT OF MANUAL ARTS.

Courses in Manual Arts for the Training of Departmental Teachers and Supervisors.

A. For Elementary Diploma. Two-Year Course.

Required professional work.....	32 hours	32 units
Required departmental work.....	97 hours	59 units
Supplemental work.....	25 hours	17 units

Total 154 108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5
Science I	5	5	Drawing	5	3
Wood Shop I.....	5	3	Teaching I	5	5
Handwork I or Bookbinding.....	5	3	Wood Shop IV, or Handwork III	5	3
Mechanical Drawing II.....	5	3	Leather I	5	3
Total	25	17	Total	25	19
<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5
Mechanical Drawing II.....	5	3	Teaching II	5	5
Wood Shop II.....	10	6	Wood Shop V, or Clay II, or Textiles II	10	6
Clay I	5	3	Metal Craft I.....	5	3
Industrial Materials	2	2	Total	25	19
Total	27	17	Total	25	19
<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5
Education IV	2	2	Organization of Courses.....	5	3
Applied Design	5	3	Wood Shop V, or Metal Crafts II, or Leather II.....	10	6
Mechanical Drawing III or Elective	5	3	Textiles I, or Elective.....	5	3
Wood Shop III or Handwork II and Textiles I.....	10	6	Total	25	17
Total	27	19	Total	25	17

B. For Secondary Diploma. Three-Year Shop Course.

Required professional work..... 53 hours 53 units
 Required departmental work..... 147 hours 89 units
 Supplemental work..... 26-30 hours 20 units

Totals..... 226-230 162

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Hours	Units	Hours	Units	Hours	Units
<i>First Term</i>					
5	3	5	5	5	5
5	5	5	5	10	10
5	3	10	6	10	6
5	3	5	3		
5	3				
25	17	25	19	25	17
Total		Total		Total	
<i>Second Term</i>					
5	3	5	5	5	5
5	3	5	5	10	10
10	6	10	6	10	6
5	3	5	3		
2	2				
27	17	25	19	25	17
Total		Total		Total	
<i>Third Term</i>					
5	5	5	5	5	5
5	3	5	3	1	1
5	3	10	6	5	5
10	6	5	3	10	6
2	2			5	3
27	19	25	17	25	20
Total		Total		Total	

C. For Secondary Diploma. Three-Year Craft Course.

Required professional work..... 53 hours 53 units
 Required departmental work..... 137 hours 83 units
 Supplemental work..... 84-60 hours 26 units

Totals..... 224-230 162

	FIRST YEAR		SECOND YEAR		THIRD YEAR			
	Hours	Units	Hours	Units	Hours	Units		
<i>First Term</i>								
Art I.....	5	3	Psychology II.....	5	5	Teaching IV.....	5	5
Science I.....	5	5	Teaching I.....	5	5	Architectural Drawing IV.....	10	6
Mechanical Drawing I.....	5	3	Drawing.....	5	3	Shop Elective.....	10	6
Wood Shop I.....	5	3	Leather I.....	5	3	Art Appreciation I.....	1	1
Handwork I.....	5	3	Bookbinding I.....	5	3			
Total.....	25	17	Total.....	25	19	Total.....	26	18
<i>Second Term</i>								
Art II.....	5	3	Education I.....	5	5	Teaching V.....	5	5
Mechanical Drawing II.....	5	3	Teaching II.....	5	5	Shop Elective.....	10	6
Wood Shop II.....	10	6	Leather II.....	10	6	Elective.....	10	6
Clay I.....	5	3	Metal Craft I.....	5	3	Art Appreciation.....	1	1
Industrial Materials.....	2	2						
Total.....	27	17	Total.....	25	19	Total.....	26	18
<i>Third Term</i>								
Psychology I.....	5	5	Teaching III.....	5	5	Teaching VI.....	5	5
Applied Design.....	5	3	Organization of Courses.....	5	3	Education II.....	5	5
Education IV.....	2	2	Metal Craft II.....	10	6	Shop Elective.....	10	6
Clay II.....	10	6	Textiles I.....	5	3	Art Appreciation.....	1	1
Mechanical Drawing III.....	5	3				Education IX.....	1	1
Total.....	27	19	Total.....	25	17	Total.....	22	18

VI. DEPARTMENT OF MUSIC

Course in Music for the Training of Departmental Teachers and Supervisors.

a. Required professional work.....	40 hours	35 units
b. Required departmental work.....	64 hours	55 units
c. Supplemental work	18 hours	18 units

Total 122 108

FIRST YEAR			SECOND YEAR		
	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Harmony I	5	5	Psychology II	5	5
History of Music I.....	2	2	Teaching I	5	5
Ear Training I.....	2	2	Method I	3	2
Supplemental	10	10	Chorus Conducting I.....	2	2
			Study of Songs I.....	2	2
Total	19	19	Total	17	16
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education I	5	5
Harmony II	5	5	Teaching II	5	5
History of Music II.....	2	2	Method II	3	2
Ear Training II.....	2	2	Chorus Conducting II.....	2	2
Melody Writing I.....	1	1	Study of Songs II.....	2	2
Music Appreciation I.....	5	3	Supplemental	1	1
Total	20	18	Total	18	17
<i>Third Term</i>			<i>Third Term</i>		
Harmony III	5	5	Teaching III	5	5
History of Music III.....	2	2	Method III	2	0
Music Appreciation II.....	3	3	Study of Songs III.....	2	0
Ear Training III.....	4	2	Chorus Conducting III.....	2	1
Melody Writing II.....	2	2	Supplemental	5	5
Supplemental	2	2			
Observation I	2	1			
Total	20	17	Total	16	11
Junior Year Voice.....	6	4	Senior Year Voice.....	6	6

COURSES OF STUDY

I. GENERAL DEPARTMENT

Requirements for Admission

In addition to the minimum requirement for admission to any course, as explained on page 14, candidates for admission to the General Course must present credentials showing credit in 3 units of Biological Science and 3 units of Algebra or Geometry. The list of high school credits presented shall include only such as are accepted by the State University.

EXPLANATION OF THE COURSES

ART

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, subordination, opposition and transition, through simple exercises in line, notan and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Landscape composition. Color scales and schemes.

Five hours. Three units.

Art II

Art appreciation. Principles and elements of art. Lettering. Still-life. Drawing and painting from birds and animals. Bird and animal compositions. Color harmony. Wood-block printing. Methods of teaching art.

Five hours. Three units.

Art III

Art appreciation. Principles and elements of art. Adaptation of design to material, as designs for clay, metal, and weaving. Color harmony. Figure sketching and composition. Out-door sketching.

Five hours. Three units.

For additional courses in Art, see pages 43, 44.

ENGLISH

English I: Grammar and Composition

A course dealing with the fundamentals of correct written expression, from the constructive point of view. The grammatical principles essential to a proper use of the language are studied. Clear organization of thought and correct technical form in written discourse are given particular attention. Daily practice in the making of outlines and briefs, in letter writing and in other practical forms of written composition is provided.

Five hours. Five units.

English II: Literature in the Elementary School

Nature and function of literature; its educational values. Types of literature adapted to grade work; the story, and its uses in education. Story-telling; dramatization; the elementary literature course. Peda-

gological principles involved in the teaching of literature. Open to students who have attained Junior A standing.

Five hours. Five units.

English III: Oral English

Principles of spoken discourse; relation of oral to written composition. Daily practice in oral expression; informal and extemporaneous discussion of current topics. Debates and parliamentary drill. Adaptation and presentation of stories suited to the elementary grades.

Five hours. Three units.

English IV: Advanced English Grammar

Structure and logic of the sentence. Parts of speech, and their functions. English inflection, historic and current. Grammatical analysis. Grammatical foundation for elementary language teaching.

Five hours. Five units.

English V: Advanced Composition

Practical constructive work in the various literary forms, particularly those of the greatest utility to the grade teacher. The writing of the short story. Planning, outlining, and writing themes in exposition and description. Self-cultivation in English.

Three hours. Three units.

English VI: History of English Literature

Outline sketch of the historic development of literature in English, with illustrative readings and study in the successive periods.

Five hours. Five units.

English VII: The Shakespearian Drama

A reading of a number of Shakespeare's plays, and a careful study of two or more. Elements of dramatic technique. Sketch of the English drama before Shakespeare.

Five hours. Five units.

English VIII: Victorian Poetry

An interpretative study of typical selections from the poetry of Wordsworth, Tennyson, Browning, and other poets of the period. Appreciation, rather than formal analysis and criticism.

Five hours. Five units.

English IX: Nineteenth Century Prose

Careful reading of several essays chosen from Carlyle, Arnold, Froude, Pater, Newman, or other representative essayists, for interpretation of thought and appreciation of literary qualities.

Five hours. Five units.

English X: Elementary Language Teaching

A study of the problems and principles of teaching constructive English in the grades. Particular attention is given to the use of the State Text Books in English, open to students who have attained Junior A standing.

Three hours. Three units.

GEOGRAPHY

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

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

Geography I: Elementary Physiography

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

Five hours. Five units.

Geography II: World Geography

This course presents some of the most important geographical facts and conditions of the leading countries of the world. Reference is made to the relationship between vital current events and geographic environment. The following areas are studied: the United States, the British Isles, France, Germany, Russia, Italy, Austria-Hungary, India, China, Japan, Africa, Australia and South America. The State Series of geographies and methods of using them.

Prerequisite, Geography I or equivalent.

Five hours. Five units.

Geography III: General Geography

This course consists of an intensive study of North America in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Prerequisite, Geography I or equivalent.

Spring term. Five hours. Five units.

Geography IV: General Geography

The study of Europe, following the above plan.

Prerequisite, same as for Geography III.

Winter term. Five hours. Five units.

Geography V: General Geography

The study of Asia, following the above plan.

Prerequisite, same as for Geography III.

Winter term. Five hours. Five units.

Geography VI: General Geography

The study of South America, following the above plan.

Prerequisite, same as for Geography III.

Spring term. Five hours. Five units.

Geography VII: General Geography

The study of Africa and Australasia, following the above plan.

Prerequisite, same as for Geography III.

Spring term. Five hours. Five units.

Geography VIII: Economic Geography

In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend "the factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Prerequisite, same as for Geography III.

Fall term. Five hours. Five units.

Geography IX: Advanced Physiography

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

Prerequisite, same as for Geography III.

Winter term. Five hours. Five units.

Geography X: Geography of the Pacific Coast

In this course a somewhat detailed study of position, coast line, surface, drainage, climate and natural resources is made. This is followed by a consideration of the influence of physical environment upon human conditions. Spanish influence in the early history of California, the western trails, mining, the petroleum industry, lumbering, agriculture, the development of manufacturing, the building of roads, the improvement of harbors, the influence of the Panama canal and the growth and character of the population are topics which are given particular attention.

Prerequisite, same as for Geography III.

Spring term. Five hours. Five units.

Geography XI: Special Method in Geography

In this course the fundamental purpose of geography as an instrument of education, its place in the course of study and its relation to other subjects in the curriculum are discussed. The principles of geography as applied to the actual observation of lessons in the Training School and to printed courses of study are considered. The course of study as followed in the Training School is taken up grade by grade. The most prominent elementary geographies, and especially the State

Series, are critically examined. The value, selection and use of maps, globes, models, charts, diagrams and pictures receive attention. A selected bibliography for the use of the teacher is worked out.

Prerequisite, Geography I and III.

Spring term. Five hours. Five units.

HISTORY

History I

This course is a review of the important phases of American History, with organization of some of the materials suitable for the seventh and eighth grades. Emphasis is placed upon the value of practical application of material, as well as upon the aims, methods and problems of the grammar grade teacher. Use of the State Series of histories.

Five hours. Five units.

History II: Primary History Methods and Materials

This course is intended to give the student an insight into the possibilities of history teaching in the elementary grades. The development of the child regulates the choice of material to be offered, and the demand that may be made in return.

Winter and Spring terms. Five hours. Five units.

History III

Course includes a brief study of the principles of government—national, state and local. The work is made as practical as possible by the investigation and application of current problems.

Prerequisite, High School United States History and Civics or its equivalent.

Fall term. Five hours. Five units.

History IV: Economic and Industrial History of the United States

This is an elective course open to the students having had High School United States History or its equivalent.

Winter term. Five hours. Five units.

History V: Pacific Coast History

In this course, so far as possible, source material is used. The work consists of the history of California, the acquisition, settlement and organization of Alaska, the Oregon territory and Utah, along with problems of current interest to citizens of the Pacific coast states.

Prerequisite, History I or II or an equivalent.

Spring term. Five hours. Five units.

History VI

This course includes a survey of the institutions and conditions of Medieval Europe. It is of value to the student as a means of understanding many institutions of our own time. May not be offered during 1914-'15.

Fall term. Five hours. Five units.

History VII

This is a study of English History in which especial emphasis is laid upon nineteenth and early twentieth century England.

Prerequisite, History VI.

Winter term. Five hours. Five units.

HOME ECONOMICS

In the course in cookery theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from recipes. 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 given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery I

Five hours. Three units.

Sewing I

Five hours. Three units.

For description of these and other courses in Home Economics open to election by students of the General Course, see pages 45-48.

LIBRARY METHODS

This course is intended as an introduction to the use of books and the library, also to the organization and management of school libraries. The course deals with two phases of the subject:

(a) Use of the Library—The book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

(b) Library Management—Book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Three periods or more a week for a term of twelve weeks is assigned each pupil. One period each week is given to lecture work and the other periods are devoted to practice work in the library, under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to select, accession, classify, shelf-list and catalog a small collection of books before the term closes. An extensive bibliography is also required. This is, in a measure, review work covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed.

Three hours. Two units.

Five hours. Three units.

MANUAL ARTS

General Course students may elect any Manual Arts courses for which they have the requisite preparation.

For description of courses see pages 52-54.

Students wishing to take their major in Elementary Manual Arts are advised to select from the following group: Handwork I, II, III; Clay I, Bookbinding, Textiles, Wood Shop I, Sewing, and Cookery I.

MATHEMATICS

Mathematics I

A review of the entire subject, including the development of number, its practical applications, and its pedagogy. Special emphasis is placed upon local arithmetic as illustrated in the banks, factories, offices, etc. of the city. Original problems and graphs based upon observed data.

Five hours. Five units.

Mathematics II: Primary Arithmetic

A practical study of subject matter and methods of instruction appropriate to the lower grades of the elementary school. The course is designed particularly for those who intend to specialize in primary teaching.

Five hours. Five units.

Mathematics III: Business Arithmetic

A more detailed study of the subject in its application to business of all kinds. The course is intended for those who expect to specialize as teachers of arithmetic in higher grammar grades or in the intermediate school. Prerequisite, Mathematics I.

Five hours. Five units.

Mathematics IV: Elementary Algebra

Open to the same class of students as Mathematics III.

Five hours. Five units.

Mathematics V: Elementary Geometry

Open to the same class of students as Mathematics III.

Five hours. Five units.

Mathematics VI: Bookkeeping

The purpose of this course is to furnish the student sufficient knowledge of the subject to meet the requirements of grammar schools. It is intended to enable teachers to impart to their pupils valuable knowledge of business and accounts—knowledge which the pupil should gain while in school and which he can acquire after he has discontinued school only at great expense and disadvantage.

The work offered will include "single ledger" direct entry method, the cash account, bank account, account with persons, ranches, etc.; statements of resources and liabilities according to the single entry plan. Many of the transactions of everyday life are taken up, discussed, and entered in proper form in books of account.

Five hours. Five units.

MODERN LANGUAGES

Two years' courses in beginning French and German are offered. Students who have had four years of foreign languages, ancient or modern, and who are fully recommended in their high school subjects, may take their major work in modern languages to the extent of 25 units. Those who expect to enter college should take the full two years' course in French or German, in order to meet the college requirement

of six years of languages; one year's work in a language will not be accepted in college. Both the French and German courses must be begun in the Fall term.

French I

Beginning, or first year French. This course includes grammar, reading, composition, daily conversation, songs, study of various phases of French life, as the geography and history of the nation, government, schools, social customs, etc.

Fall term. Five hours. Five units.

French II

Continuation of preceding course.

Winter term. Five hours. Five units.

French III

Continuation of preceding course.

Spring term. Four hours. Four units.

French IV

Second year French. This course includes advanced grammar, reading, and composition, study of literary style of various authors, sight translation, current events in French, daily conversation, articles from French magazines, art, music, places of interest, etc.

Fall term. Three hours. Three units.

French V

Continuation of preceding course.

Winter term. Four hours. Four units.

French VI

Continuation of preceding course.

Spring term. Five hours. Five units.

German I

Beginning or first year German. This course includes grammar, reading, writing, composition, sight reading, daily conversation, songs, games, and poetry, study of the geography, history and government of Germany, schools, social customs, traveling, places of interest, etc.

Fall term. Five hours. Five units.

German II

Continuation of preceding course.

Winter term. Five hours. Five units.

German III

Continuation of preceding course.

Spring term. Three hours. Three units.

German IV

Second year German. This course includes advanced reading, grammar, composition, daily conversation, current events in German, magazine articles, study of literary style of various authors, drama, art, music, poetry, ancient mythology, famous operas by German composers, sight translation, Sprachgefühl, etc.

Fall term. Four hours. Four units.

German V

Continuation of preceding course.

Winter term. Three hours. Three units.

German VI

Continuation of preceding course.

Spring term. Five hours. Five units.

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 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 training children's voices is to keep them alive with interest, and make them able to express the various moods suggested by the songs. The unconscious, light tone, which naturally belongs to the child, must always be preserved. 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, but must be subordinate to the art side.

The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

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

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

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

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

Music I: Elementary

Sight singing and dictation. Study of songs and song materials. Outline of Music in Elementary Schools.

Five hours. Five units.

Music II: Theory

Construction of scales and chords. Terminology. Method of sight singing and dictation.

Five hours. Five units.

Music III: Songs and Song Material

Three hours. Two units.

Music IV: Chorus Conducting *Two hours. Two units.*

Music V: Music Appreciation I *Five hours. Three units.*
For description of this course see page 55.

Music VI: Music Appreciation II *Three hours. Three units.*
See page 56.

Music VII. Four units selected from Department of Music.
Prerequisite, Music I, II, III, IV, and V.

Students who take their major work in music must first meet the requirements for admission to the Department of Music.

PENMANSHIP

The object of the course is to develop enough skill in the application of foundation principles to enable the student to continue intelligently until a good handwriting is acquired. Neatness, rapidity, and uniformity are required, the work being regarded as a manual art rather than as a fine art. The course consists of graded drills for the development of muscular movement, lines of good quality and proper slant. Particular attention is given to spacing and to the general appearance of the written page. *Two hours. One unit.*

PHYSICAL EDUCATION

Physical Education I

A practical course to meet the needs of the elementary schools.

Simple Swedish gymnastics with the principles underlying such work, tactics, methods of class arrangement and presentation of games and folk dancing for all grades.

Floor talks on personal hygiene, with special emphasis on the development of good posture and assisting the fundamental functions of the body. *Five hours. Three units.*

Physical Education II

Advanced Swedish gymnastics. Apparatus work and games.

Prerequisite, Course I. *Five hours. Three units.*

Physical Education III

Progressive plays, games and elementary folk dancing. Practice teaching. *Three hours. Two units.*

Physical Education IV

Athletics and field sports for the playground.

Prerequisite, Course III. *Two hours. One unit.*

Physical Education V

Exercises with light apparatus, such as dumb-bells, bar-bells, balls and Indian clubs. Games and rhythms.

Three hours. Two units.

Physical Education VI

Theory and practice of playground activities. Organization, equipment, supervision. Personal study of various phases of the work and working out of problems.

Five hours. Three units.

Physical Education VII

Folk dancing. A graded course in folk and national dances for the development of rhythm, self expression and the joy of the movement.

Two hours. One unit.

The work offered in Physical Education does not prepare students to become special teachers of physical education or directors of playgrounds, but it is possible for many students so to plan their course as to secure considerable preparation for such work. The general course is rich in material and methods for such purpose. This is especially true of Physical Education I, III, IV and VI, and the courses in Kindergarten Training, Manual Arts, Music, Art, and Child Study (Psychology II). In the Child Study course there is opportunity for those who so desire, to make a special study of children's plays and the playground movement.

Course VI in physical education is especially arranged to assist those who may desire summer work on the playgrounds.

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. In the gymnasium all students are required to wear gymnasium suits and shoes.

PRACTICE TEACHING**Observation I**

This course is especially preparatory to the first teaching practice. It furnishes an opportunity for acquaintanceship between members of the supervisory force of the department and students, so that the latter may be advantageously assigned to their practice teaching. It furnishes an opportunity for students to become acquainted with the training school and with some of its special problems. For the greater part of each term training teachers of the department give observation lessons daily for students ranked Junior A, or higher. Some conference teachers also give such lessons. This course furnishes an opportunity to direct students in their observation, to consider the essential elements in plans for teaching, and to impress ideals of the department.

Observation I is required in the Junior A term, or in the first term for students admitted to Senior standing.

One hour. One unit.

Observation II

In this course some of the vital schoolroom topics, such as discipline, questioning, and self-activity, are discussed in a practical way, the discussion being based upon the teaching experience of the students and upon their observation of lessons taught. An important result to be obtained is to further the personal contact begun in Observation I, so that the final assignment for the students' practice teaching may be as advantageous as possible. Observation II is required of all students in the Senior B term.

One hour. One unit.

Teaching I, II, and III

The center of the distinctly professional training is experience in teaching. Students may be assigned for practice teaching in the Normal Training School, in a Supplemental Training School (Grand Avenue or Fremont Avenue in 1913-1914), or as cadet teachers in other Los Angeles city schools. Practice in teaching is usually afforded in a lower (1-3), a middle (4-6), and an upper (7-8) grade, under constant constructive criticism. Student-teachers are urged to be self-critical and are entrusted with classes in order that they may be prepared for teaching by practice under actual schoolroom conditions.

Teaching I, II, and III are required Senior courses, each a five-hour, five-unit course.

Teaching IV

Students who wish additional practice in general teaching or who wish to specialize in teaching, either in a certain subject or in a certain grade or group of grades, may elect Teaching IV, provided there is opportunity to furnish the practice. The privilege of electing Teaching IV must always be obtained at the office of the Supervisor of Practice Teaching before the work is undertaken.

Usually there is opportunity for a limited number to obtain credit in Teaching IV in special kinds of work in Los Angeles, such as in evening schools, in continuation school work, in playground work, in gardening, at the Children's Hospital, etc.

Teaching IV is elective; number of hours and amount of credits arranged with individual student.

NOTE.—At least one half of all teaching credits obtained (teaching not accredited on credentials), must be of "recommended" grade.

PSYCHOLOGY AND EDUCATION

Since the recognized function of the Normal School is the professional training of teachers, there are included among the subjects required of all students such courses in psychology and education as are deemed indispensable. All students are required to take the courses known as Psychology I, Psychology II, and Education I. In addition to these the student taking the General Course is required to take either Education II, III, or IV.

The order in which the required courses are taken should not be varied, since each course is so planned as to be either definitely preparatory for, or dependent on, other courses preceding or following it. Thus physiology, which precedes Psychology I, gives the student a basis for the appreciation of the biological viewpoint which dominates all the work in psychology and education, and, by placing special emphasis upon the development and function of the nervous system, is distinctly preparatory to Psychology I. Psychology I should usually be taken either in the second or third term of the Junior year, Psychology II in the first term of the Senior year, Education I in the second term of the Senior year and the alternative and elective courses whenever the student has had the necessary prerequisites.

In all the courses offered by the department it is the constant purpose to articulate the study of psychology and education with life in general and with the student's work in teaching.

PSYCHOLOGY.**Psychology I: Educational Psychology**

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

Prerequisite, Science I or its equivalent.

Five hours. Five units.

Psychology II: Child Psychology

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

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

Prerequisite, Psychology I, or its equivalent, and senior standing.

Five hours. Five units.

Psychology III: Advanced Educational Psychology

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, the acquisition of motor skill, and the economy of learning. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

Prerequisite, Psychology I, or its equivalent.

Three or four hours. Three or four units.

Psychology IV: Clinical Psychology

This course is a continuation of Psychology III, and may be elected by students who have had sufficient training in psychological methods to justify specialization in the subject. The work will consist of a study of the literature, the observation of clinical work, and the direct study of individual problems.

Prerequisites, Psychology I and III, or equivalent courses.

Hours and units by individual arrangement.

EDUCATION

Education I: Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on text-books. The work presupposes a knowledge of the established facts of educational psychology and child study, attention being directed to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts, and interests of children; the media of education, and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office.

Prerequisites, Psychology I and II.

Five hours. Five units.

Education II: History of Education

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

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice.

Prerequisite, senior standing.

Five hours. Five units.

Education III: Primary Education

The purpose of the course in primary education is to acquaint the student with the nature and needs of the children in the primary grades. Problems of adjustment to each other of the child and the daily program are discussed. Definite methods of teaching all subjects in the primary grades are formulated. Demonstration lessons are also given with primary children, showing children at work, and the application of the methods formulated. Special attention is given to such subjects as, plans, programs, outlines, seat work, sources of materials, story telling, games, gardening, motivation, handwork and ethics. Special study of the kindergarten and Montessori methods is made from the viewpoint of their contribution to primary education. An effort is made to follow the children in their periods of development through the primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite, senior standing.

Five hours. Five units.

Education IV: Rural Education

The aim of the course is to present the conditions and problems of rural life and rural education, to point out the advantages, disadvantages, and present needs of the rural community, and to familiarize

the student with the industrial, economic, social, and educational interests of the country so that he may understand and appreciate rural life in all its phases.

Considerable attention is given to the organization and management of the rural school, to the means of vitalizing the school work, and to the ways by which the school may be made to meet community needs and solve community problems most effectively.

Prerequisite, senior standing.

Five hours. Five units.

Education V: School Law

In this course practice in the keeping of a school register in a legal way is given each student. Attention is also centered on the provisions of the State Constitution concerning education, and 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 financial support of our common schools.

One hour. One unit.

Education VI: School Hygiene

The work of this course consists of lectures and assigned readings, the following being among the chief topics:

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

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

The health of the teacher.

The care of the school building.

Prerequisite, Psychology I and II.

Three hours. Two units.

Education VII: Experimental Pedagogy

Students who have a sufficient basis of scholarship and practical experience may elect to take up experimental investigation of teaching problems. The course will require the reading of the literature bearing on the subject investigated, a thesis giving a detailed account of the investigation made, with its relation to other studies in the same field, and an oral examination and defense of the thesis.

Prerequisites, Psychology I and II, and Education I.

Hours and units by individual arrangement.

READING

Reading I

This is the basal course in reading. It deals with the subject matter of reading courses in the elementary schools; methods of presentation; the reading of literature used in the intermediate and grammar grades; the place and use of phonetics and dramatization.

Observation lessons, conferences and criticisms are given in connection with the teaching of reading, literature and phonetics in the Training School.

Five hours. Five units.

Reading II

This course is designed to help the students express appreciation of good literature; to improve the quality of the speaking voice; to establish a natural ease of manner and to cultivate voice projection in speaking and reading; to apply the principles of directness, clearness and force in conducting class work; debate and the presentation of current events.

Five hours. Five units.

Reading III

Advanced work in expression, vocal technique; responsive work in gesture; extemporaneous speaking, story-telling; dramatization and stage business.

Five hours. Five units.

SCIENCE**Science I: Physiology and Hygiene I**

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. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effect of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge of such matters a teacher can not arouse the interest of pupils and help them to form those habits which will insure their usefulness in life.

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 in connection with and following the course.

Five hours. Five units.

Science II: Physiology and Hygiene II

A continuation of more advanced studies in Physiology, having especial reference to the hygienic aspects of the science.

Five hours. Five units.

Science III: Nature Study

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with in such a way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim, as a means of developing an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Five hours. Five units.

Science IV: Agriculture I

The point of view of the course is that of agriculture as a human-interest subject now firmly placed upon scientific principles, and coordinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, and potting and repotting plants.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of California agriculture, as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Five hours. Five units.

Science V: Agriculture II

This course continues the agricultural science of Course IV. It comprises a study of several of the most important farm industries, including dairying, poultry raising, general farming, and orchard practice. Among the topics considered are the feeding and care of animals, the handling of products, the use of the Babcock test, and marketing. The leading farm and orchard crops are also studied, with special attention to cultural methods, cost of production, and marketing. Classroom instruction is supplemented by as large an amount as practicable of experimental work and by numerous observation trips.

Prerequisite, Science IV.

Five hours. Five units.

Science VI: Bionomics

An elective course open to students of Junior A standing. Lectures, reading, and discussions dealing with the fundamental laws governing living organisms. Designed particularly for teachers and dealing with some biological aspects of education.

Five hours. Five units.

II. DEPARTMENT OF ART

COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS.

Requirements for Admission

In addition to the minimum requirements stated on page 14, applicants for admission to the special art courses are required to submit drawings, including original designs and drawings from objects or nature.

*Art I, II and III or their equivalent are prerequisites for the one-year course for Normal graduates.

Physiology must be included in the supplemental work of the two-year course unless the subject has been pursued in the high school.

With all applications for advanced standing at entrance, the work itself, as well as the credentials upon which the application is based, must be submitted; or, in cases where this is impossible, an examination must be taken.

The purpose of the Art Department is, first, to train the appreciation of the students, and to lead them to express themselves in terms of art; and, second, to prepare them to teach the subject to other in a sequential way.

The instruction begins with the theory of structure in the space-arts, followed by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

The theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. The advanced work includes the planning of equipment and study-courses and teaching, under supervision.

These courses are planned to prepare teachers for departmental teaching of art in the grades, and a diploma for such work will be given to all students who satisfactorily complete the requirements, entitling them to a recommendation for the Special Elementary Certificate in Art.

A diploma for supervisory, high school, and normal school teaching of art will be given in exceptional cases where a student is sufficiently advanced at entrance and shows unusual ability.

To cover the cost of materials used by students, a fee of \$1.50 per term is charged.

EXPLANATION OF THE COURSES.

Art Appreciation and History of Art I, II, III, IV, V, VI.

An appreciative study of architecture, sculpture, painting, and design, and their historical development.

Each course one hour. One unit.

*See page 25.

Composition and Design, I, II, III

Theory of art structure. Principles of proportion, subordination, rhythm, etc., and elements of line, notan and color. Studied first through simple exercises, application of knowledge gained to special problems, such as tiles, stained glass, lettering, textiles, etc. Color theory, scales and schemes. *Each course five hours. Three units.*

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in work in studio and in outdoor sketching. *Two hours. One unit.*

Mechanical Drawing

Courses I and II are required of all art students. (See Department of Manual Arts.) *Each course five hours. Three units.*

Outdoor Sketching I, II, III

Study of landscape composition and technique in reproductions of masterpieces. Choice of subject. Drawing and painting from nature. Study of values, massing of dark and light, light and shadow, and color. Mediums: Charcoal, crayola, watercolor, and oil.

Each course four hours. Two units.

Illustration

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Five hours. Three units.

Criticism I, II, III, IV, V, VI

Every week the entire work of each student is put up for comparison and criticism. *Each course one hour. No units.*

Observation and Method I, II, III, IV

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with method and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study. Observation lessons will be given to illustrate certain phases of school work.

Method I and II each one hour. One unit.

Method III and IV each two hours. Two units.

Conference I, II, III

Discussion of children's work and problems arising in teaching, such as use of materials, kind of materials best suited to different problems, and ways of presentation calculated to minimize the need for discipline.

Each course one hour. No units.

Costume Design

- ✓ Study of the principles and elements of art applied to Costume Design. Sketching from figure. Discussion of colors, lines and materials in relation to the individual student. *Four hours. Two units.*

Interior Decoration I, II

- ✓ Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration.

Original design with special problems in architectural detail, house decoration, furniture, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Each four hours. Two units.

Art Crafts I, II

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving, or embroidery. Fitness of the design to the qualities and limitations of the material in each case a problem for special study. *Each five hours. Three units.*

Drawing and Painting I

Blackboard, brush and ink, and charcoal work, with special attention paid to rapid and accurate expression of form.

Five hours. Three units.

Drawing and Painting III

- ✓ Water color, still life, figure, and landscape, with reference to such work in the grades. *Five hours. Three units.*

Drawing and Painting III

Illustration, using materials and methods used in Training School.

Five hours. Three units.

Drawing and Painting IV

- + ✓ Study of color harmony from Japanese prints, using oil paints as a medium. Still life and flowers in oil. *Five hours. Three units.*

Drawing and Painting V

Studies from life and casts in charcoal and wash.

Four hours. Two units.

Drawing and Painting VI

Figure compositions in charcoal, water color, pastel, and other mediums. Studio and outdoor work. *Five hours. Three units.*

III. DEPARTMENT OF HOME ECONOMICS

COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS.

For the Training of Departmental Teachers and Supervisors

Requirements for Admission

a. Two-year Course:

The same as the minimum requirement stated on page 14, except that the credits presented must include Physiology and Chemistry.

b. One-year Course:

Graduation from the two-year course or its equivalent.

A distinctive feature of this department is the close correlation of the special work with the general professional work of the school. Students take at least one third of their work in subjects required for the general diploma. Students who enter with advanced standing or who choose to remain a longer time, may earn the general professional diploma also and be certificated for both Home Economics and general grade work. The advantage afforded by such an arrangement is the possibility for small schools of having their special work done by a trained teacher who is able to combine such work with part time teaching of the regular grade work.

Students of this course are given excellent opportunities for a great variety of practice teaching under actual schoolroom conditions and under close supervision.

EXPLANATION OF THE COURSES

For work in Psychology and Education, reference is made to the descriptions under the General Course. The teaching practice, together with observation and conferences, cover 14 hours and represent 14 units of credit. Each student is assigned to teaching under the direct daily supervision and criticism of teachers of the department and of special teachers in the city schools. They will have work with classes as follows: (a) Cooking in the Elementary School, (b) Cooking in the Intermediate School, (c) Cooking in Special Schools, (d) Sewing in the Elementary School, (e) Sewing in the Intermediate School, (f) Sewing in Special Schools, (g) Observation in Teaching of Cooking and Serving in the High School.

Home Economics Education

A study of Domestic Art and Domestic Science with special reference to laboratory equipment, cost, and care; courses of study, adaptation to time, place, and local conditions; application of educational principles and methods to specific problems in grade cooking and serving.

For each of the courses in Sewing and Millinery a charge of \$1.00 and in Cookery, of \$2.00, is made to cover actual cost of materials furnished.

Chemistry I: Food Production and Manufacture

Lectures, reading, excursions to manufacturing establishments and reports on the processes inspected. Studies of availability and cost of foods; adulteration and substitution; pure food regulations.

Prerequisite, General Chemistry.

Two hours. Two units.

Chemistry II: Food Chemistry 1

Lectures, readings, and laboratory exercises. Study and examination of carbohydrates, fats, and proteins. *Four hours. Four units.*

Chemistry III: Food Chemistry 2

Lectures, readings, and laboratory exercises, continued. (For students of the Advanced Course.) *Six hours. Three units.*

Chemistry IV: Household Chemistry

Study of water, fuels, hydrocarbons, alcohol, acids, soaps, dyes, and cleaning agents used in the household. Lectures, readings, and laboratory exercises. *Six hours. Three units.*

Bacteriology

Lectures and laboratory exercises. (Work to be given by Dr. L. C. Frost.) *Four hours. Three units.*

Hygiene I: Hygiene and Sanitation

Effect of environment upon health; sanitary control of food, air, and water; disposal of garbage and sewage; micro-organisms as cause of disease; prevention and control of communicable disease by isolation, quarantine, disinfection, inoculation and other protective measures. (To be given by Dr. L. M. Powers and assistants.)

Four hours. Four units.

Administration I: Nursing

Elementary home nursing and first aid; domestic emergencies; first aid and simple procedure in home care of the sick. (Work to be given by Miss Watson.) *Two hours. Two units.*

Administration II: Domestic Laundering

Discussion, demonstration, laboratory work; principles and processes. *Two hours. Two units.*

Administration III: Household management

Reading and discussion. The budget and its apportionment; choice of dwelling; moving and settling; house furniture, utensils, and appliances; supplies; household service; maintenance.

Two hours. Two units.

Social Science

Elements of Sociology, lectures, readings, and discussions.

Five hours. Five units.

Sewing I

Covers work of the first six grades in the Elementary School. Class demonstration and criticism in presentation of subject-matter. Prerequisite or parallel. Art I. *Five hours. Five units.*

Sewing II

Course in garment making. The use of the sewing machine and its attachments. Use of commercial patterns.

Five hours. Three units.

Sewing III

Study of fabrics, line and color. Making of wash dresses, with special attention to design and careful workmanship.

Five hours. Three units.

Sewing IV

Dressmaking. Crinoline modelling and drafting. Making of wool and silk dresses.

Six hours. Three units.

Sewing V

Dressmaking advanced. Evening dresses; draping and pattern making.

Six hours. Three units.

Millinery I

Making and covering of simple buckram and rice net frames. Elements of wire frame making.

Four hours. Two units.

Millinery II

Wire frames. Modelling in rice net. The making of several hats of different materials and types. Special attention given to design and workmanship.

Six hours. Three units.

Costume Design

Designing of costumes for the individual. Study of lines, colors and styles best suited to various types.

Four hours. Two units.

Textiles

A study of the primitive industries and their relations to the modern period. Study of the important fibres used in the manufacture of fabrics, the processes of manufacture, design, adulteration, etc. The collecting and arranging of materials for teaching various phases of the work. Three lectures and two laboratory periods per week.

Five hours. Four units.

History of Costumes

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. (May not be given in 1914-1915.)

Three hours. Two units.

House Furnishing I

The application of the principles of proportion, subordination, etc., to household art. Color harmony. Use of color in different exposures; its effect upon the eye. Spacing as applied to divisions of wall, curtains, arrangements of flowers, pottery, etc. Discussions of wall papers, draperies, damask, etc.

Four hours. Two units.

House Furnishing II

A continuation of the work done in the first course, with special emphasis on the economic selection of modern house furnishings. (To be given by Mr. L. M. Barker and departmental teachers. May not be given in 1914-1915.)

Three hours. Two units.

House Plans

Application of mechanical drawing to house plans. Study of suitable site, floor plans, elevations, heating, lighting and ventilating. To accompany the course in Architecture.

Four hours. Two units.

Architecture

Illustrated lectures on the elements and development of architecture.
(To be given by Mr. J. E. Allison.) *One hour. One unit.*

Cookery I

Elementary Cookery. Lectures and laboratory work. Study of the fundamental food principles. Special attention to methods of teaching cookery in the grades. *Five hours. Five units.*

Cookery II

Food preparation, lectures and laboratory practice in the different processes of cooking. *Five hours. Three units.*

Cookery III

Continuation of Cookery II. *Five hours. Three units.*

Cookery IV

Planning and serving of meals. Home cooking. *Six hours. Three units.*

Cookery V

Cooking for invalids and infants. Preparation and serving. *Four hours. Two units.*

Cookery VI

Institutional cookery. Lectures and laboratory exercises. *Six hours. Three units.*

Dietetics I

Lectures, recitations, laboratory work. Nutritive value of foods and the nutritive requirements of the body. Food values studied quantitatively and problems for different ages and conditions worked out concretely. *Four hours. Three units.*

Dietetics II

Continuation of Dietetics I. *Six hours. Three units.*

IV. KINDERGARTEN DEPARTMENT.

Courses for the Training of Kindergarten Teachers

Requirements for Admission

In addition to satisfying the minimum requirements for admission as stated on page 14, applicants for admission to this department must show ability to play simple melodies, songs and marches upon the piano.

EXPLANATION OF THE COURSES

This department offers to the student the general educational training necessary to all teachers, together with a broad training in the special kindergarten principles and methods.

Kindergarten Principles and Theory

Lectures, discussions, papers—a study of Froebel's philosophy and educational principles as embodied in his *Mother-Play* and *Education of Man*, and the relation of these to modern educational theory and practice.

Theory I, II and III: The Mother-Play

Each two hours. Two units.

Theory IV: The Education of Man

Two hours. Two units.

Theory V: Kindergarten literature

Two hours. Two units.

Handwork

Lectures, discussions and practical work. These courses are designed to equip the student with a practical knowledge of those materials which serve as a means of self-expression for the child, and with the principles of method which underlie their use.

Handwork I_k, II_k, III_k

The gifts and occupation-materials of the kindergarten.

Each five hours. Five units.

Handwork IV_k: Constructive Handwork

This is advanced handwork suitable for the oldest kindergarten children and the primary grades. It embraces constructive work with paper, cardboard, raffia, yarn, and simple woodwork. The problems of the doll house and its equipment, and of the making of children's simple toys, are worked out.

Two hours. Two units.

Program I, II, III

Lectures, discussions and required readings. This course aims to make application of the principles of kindergarten theory in practical work. The kindergarten materials are studied with a view to the formulation and arrangement of a kindergarten program.

Each three hours. Three units.

Story Work

Stories hold an important place in the kindergarten program. This course aims to acquaint the student with the sources of good literature for children and to give standards of selection and adaptation.

Stories I, II, III.

A study of classic myths, folklore, the fairy tale and the fable. In addition Mother Goose, finger plays, simple poems, humorous stories, Bible stories, are given. A consideration of the principles of selection, methods of presentation, and practice in story telling throughout the course.

Each two hours. Two units.

Games and Hygiene

The purpose of this course is to bring the student into greater sympathy with child life through the actual playing of children's games. Games are played which are suitable both for the indoor room and the outside gymnasium.

Aside from this, the history and psychology of play are studied and the relation of play to life is considered.

Games and Hygiene I, II, III

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

Each two hours. Two units.

Games and Hygiene IV, V

The study of the history of play; the psychology of play, with its motives and theories; play as related to physical development.

After this general knowledge is attained, the student is encouraged to develop original games. The hygienic problems of kindergarten management also are considered.

Each two hours. Two units.

Piano

A course designed to give practical knowledge of kindergarten rhythms and songs, to develop, by actual use of the piano in class, ability in spirited and rhythmical accompaniment of activities and sympathetic accompaniment of songs.

Two hours. Two units.

Music I_k. Given by the Special Music Department. Breathing exercises, voice placing, sight reading, selection of kindergarten music and study of kindergarten songs; work in phrasing and expression.

5 hrs. 2 units

Art I

See page 25.

V. DEPARTMENT OF MANUAL ARTS

COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

Requirements for Admission

The requirements are the same as the minimum requirements stated on page 14, except that the credits presented must include Plane Geometry. For high school work substitution will be allowed, but in no instance will a student be excused from all courses in any one line of work. Students who expect to complete both the General and Manual Arts Courses are advised to enroll in the Manual Arts Department upon first entering the school.

Diplomas

Two diplomas are offered by this department: (a) the Elementary Diploma, granted upon the satisfactory completion of two years of special work and including teaching in the Training School; (b) the Secondary Diploma of high school grade, granted upon the satisfactory completion of three years of special work, including teaching in the Intermediate School or the Normal School, or both.

Two, or even three years can not afford sufficient preparation to teach all of the Manual Arts subjects. Students are, therefore, expected to select, not later than the end of their first year of residence, those subjects in which they prefer to specialize, and upon graduation will be recommended to the County Board of Education for certificates in those branches of work.

For materials furnished, and for use of machinery, a charge of \$2.00 per term is made.

TWO-YEAR COURSE.

The two-year course in Manual Arts is maintained for those who intend to teach or supervise the manual arts subjects in the elementary schools. Upon the satisfactory completion of this course a diploma of elementary grade is granted.

For outline of the course see page 21.

THREE-YEAR SHOP COURSE.

This course is designed for those who wish to teach either Wood-working or Metal-working and Instrumental Drawing in intermediate or secondary schools. At the completion of the course the student is granted a secondary diploma.

For outline of the course see page 22.

THREE-YEAR CRAFT COURSE.

The purpose of this course is to meet the needs of those students who intend to teach the Art Crafts, Instrumental Drawing, and Design in intermediate and secondary schools. Completion of this course entitles the student to a diploma of secondary grade.

For outline of the course see page 23.

EXPLANATION OF THE COURSES**Organization of Manual Arts Courses**

A brief history of the development of the Manual Arts movement in this country, followed by a discussion of the theory and economics of the present course of study.

Five hours. Three units.

Industrial Materials

A study of the distribution of forest products, textile materials, minerals, etc.; their transportation to manufacturing centers, and preparation for use.

Two hours. Two units.

Teaching

The teaching assignments will usually be for five periods, but may be varied to suit the requirements of the different lines of work.

HANDWORK

These courses deal with those forms of Manual Arts which are practical in the first five grades of the Elementary School.

Handwork I

Introduction to materials and processes used in the Elementary School.

Five hours. Three units.

Handwork II

Emphasis is placed on simple cardboard and thin wood construction.

Prerequisite, Handwork I.

Five hours. Three units.

Handwork III

Emphasis is placed on textile materials and processes, simple sewing, crocheting, knitting and basketry.

Prerequisite, Handwork II.

Five hours. Three units.

CRAFT COURSES

Prerequisite—All craft courses must be preceded by at least one course in Art.

Bookbinding

Study of materials and processes used in Bookbinding, including portfolio and box construction, laced and sewed books.

Five hours. Three units.

Clay I

Modeling and Pottery. Emphasis is laid upon the study of form, design, decoration and technique.

Five hours. Three units.

Clay II

Continuation of Clay I, together with casting, throwing, firing and glazing.

Ten hours. Six units.

Clay III

Course and hours to be arranged with instructor.

Metal Craft I

Processes of raising, saw-piercing, etching, soldering, repoussé work and enameling. *Five hours. Three units.*

Metal Craft II

Continuation of Course I, together with chain-making, stone-setting, leaded glass and molding. *Ten hours. Six units.*

Metal Craft III

Course and hours to be arranged with instructor.

Leather I

Decoration of leather by means of tooling, modeling, incising, inlaying and coloring, and making up articles. *Five hours. Three units.*

Leather II

Continuation of Course I, together with some advanced bookbinding. *Ten hours. Six units.*

Leather III

Course and hours to be arranged with instructor.

INSTRUMENTAL DRAWING**Mechanical Drawing I**

Geometric problems, conic sections, and lettering. *Five hours. Three units.*

Mechanical Drawing II

Orthographic projections. *Five hours. Three units.*

Mechanical Drawing III

Orthographic projections continued and a brief treatment of Isometric and Cabinet projection. *Five hours. Three units.*

Architectural Drawing I

or

Machine Drawing I

Ten hours. Six units.

Architectural Drawing II

or

Machine Drawing II

Ten hours. Six units.

WOOD-WORKING COURSES**Wood Shop I**

Beginning bench work consists of work in soft and hard wood, the correct use and proper care of the common wood-working tools, and the application of stains and other finishes.

Five hours. Three units.

Wood Shop II

Joinery and cabinet work. Continuation of Course I.
Ten hours. Six units.

Wood Shop III

Cabinet and furniture design and construction.
Ten hours. Six units.

Wood Shop IV

Wood turning.
Ten hours. Six units.

Wood Shop V.

Pattern making.
Ten hours. Six units.

Wood Shop VI

Pattern making continued.
Ten hours. Six units.
Additional work in Wood Shop to be arranged for with instructor.

METAL-WORKING COURSES**Metal Shop I**

Chipping and filing; tool making and tempering.
Five hours. Three units.

Metal Shop II

Forging in iron and steel; tool making and dressing.
Ten hours. Six units.

Metal Shop III

Molding and foundry practice.
Ten hours. Six units.

Metal Shop IV

Machine shop practice.
Ten hours. Six units.

Metal Shop V

Machine shop practice continued.
Ten hours. Six units.
Additional work in Metal shop to be arranged for with instructor.

VI. DEPARTMENT OF MUSIC

COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS.

Requirements for Admission

The Two-Year Course—The requirements for admission to this course are the same as the minimum requirements, as indicated on page 14, and in addition, a thorough knowledge of the elements of music, the ability to sing at sight music of moderate difficulty, to write in good form simple music dictation, together with sufficient ability in pianoforte playing to insure the satisfactory accompanying of high school music after two years of study.

Graduation from the course will entitle the student to a diploma carrying with it a recommendation for the Special Elementary Certificate in Music. The Secondary Diploma will be granted to graduates of the two-year course who complete such additional work as shall be individually prescribed by the director of the Department of Music.

Reasonable allowance will be made in favor of students entering with acceptable high school credits in music, in the way of privileges of substituting other work for prescribed courses in music; but not in the way of shortening the time for graduation.

EXPLANATION OF THE COURSES

Voice Culture

Given throughout the entire course.

Ear Training I, II, III

Methods in sight singing and music dictation, form and analysis; choral practice.

Melody Writing I, II

Harmony I, II, III

Formation of scales, intervals and triads; study of natural tendencies of tones; harmonizing melodies; simple chord combinations will be played, recognized and written; study of the chord of the diminished seventh and the dominant ninth; modulations; passing tones, suspensions, altered chords, etc.

Music History I, II, III

Music of ancient nations; development of music notation, instruments and music forms; general development of music through the classical, romantic, and modern periods; the relation of music to other arts and to human life.

Music Appreciation I

Review of books dealing with the child's voice, psychology of music, orchestra, and similar topics. Explanatory recitals tending to stimulate the listening faculty, and to encourage correlation of music with general history and literature.

Music Appreciation II

Programs by students illustrating representative works of modern composers.

Chorus Conducting I, II, III

Use of the baton; selection and placing of voices for glee clubs, etc.

Study of Songs I, II, III**Method I, II, III****Suggested Supplemental Courses**

Education II, English II, Reading III, Physical Education VII, French or German.

THE TRAINING SCHOOL.

The Training School in its present organization is a branch of the Los Angeles city school system, and consisted, in 1913-14, of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will ensure future growth.

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

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

COURSE OF STUDY

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

The following outline indicates the work attempted in each year:

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

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are

*Besides the Normal Training School, portions of two other city schools (Fremont Avenue and Grand Avenue) are utilized as Supplemental Training Schools. In addition, a number of students are given opportunity to do Cadet Teaching in the Los Angeles city schools.

so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Manual Training, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Articulation drills. Dramatization of suitable stories read. *Phonics:* Daily systematic work correlated with reading and spelling. *Spelling:* Children are taught how to study most effectively according to their individual type of imagery. Words from their own vocabulary are taught thoroughly and used in written expression of thought. *Writing:* First grade blackboard work continued. Pencil introduced. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories of persons and events with reference to special holidays. Indian life. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. Agricultural—first grade garden work in individual plots continued. *Art*:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Constructive work in paper, clay, textile fibres, and wood, related to the industries and occupations. Much of the work is illustrative of other subjects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Scale and chords developed through songs; (b) Rhythmic exercises developing time. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Phonics:* See second grade. *Writing:* Mainly with pencil. Ink introduced. Natural slant throughout the grades. *Spelling:* See second grade. *Literature:* Mostly stories told to children. See second grade. *History:* Stories of heroes of other times and of persons and events with reference to special holidays. *Language:* Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic:* Addition and subtraction. *Nature Study:* Biological and geographical. *Art*:* Rhythm, spacing, alteration. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modelling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training:* Materials same

*The Art work in the grades accords as closely as may be with the general and special interests of each grade. The Historical Pageant in November, 1913, furnished a motif for much of the work in the autumn; throughout the year the lessons in Art are related to work in Nature Study, History, and Literature. The Art principles, problems, media, etc. are indicated under the course of study for each grade.

as for second grade. Problems longer and processes more difficult. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Expression emphasized. *Phonics*: See preceding grades. *Writing*: Muscular movement introduced and carried throughout the grades. *Spelling*: See preceding grades. *Literature*: Stories told to and read by children. See second grade. *History*: Elementary American History—exploration, colonization, development of nation; biographies prominent. Early California history, emphasizing the Missions. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. *Dramatization*. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. Synonyms, homonyms, and use of dictionary. *Arithmetic*: Multiplication and division. *Nature Study*: I. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. See beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. II. Agricultural—(a) Coöperative work with economic plants. (b) Flower studies and seed distribution. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter and transportation. *Art*: (See footnote, page 58.) Shape and proportion, rhythm, symmetry. Designs, using geometric symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modelling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Dyeing of textiles and more specific study of textiles than in preceding grades. A little basketry and pottery. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight-reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature*: Emphasis on appreciation, expression, responsiveness. Memorization of poems. *Dramatization*. Articulation, phonic, and dictionary drills. *Spelling*: Words studied are given in context dealing with topics of interest. Work is planned so that the children have constantly before them the purpose of using these

words in some form of written expression. Use of dictionary. Words of special difficulty are dealt with as in lower grades. *Writing*. *History*: Fourth grade work of development of nation continued through Civil War period; biographies prominent. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Constant and thorough review of fundamental facts and operations in this and succeeding grades. Fractions and decimals. *Nature Study*: Garden work in individual plots. Study of soils and plant needs. *Geography*: North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art*: (See footnote, page 58.) Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: For boys—Emphasis on constructive work with clay and cement; bookbinding; class projects. For girls—Work with boys, first half; sewing, second half. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room or yard, gymnastics combining arm and leg movement. In gymnasium, marching, fancy steps. Competitive games, such as relay race.

Sixth Grade. *Reading and Literature*: See preceding grades. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling*: See Fifth grade. *Writing*. *Arithmetic*: Review of fractions. Denominate numbers, subtraction of dates, aliquot parts. *Nature Study*: See fifth grade. *Geography*: Asia, South America. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Topics in Greek, Roman, Continental, and English history, that are closely related to United States history. *Art*: (See footnote, page 58.) Proportion, rhythm, transition. Pattern and landscape composition. Scales of dark-and-light and color, five tones. Color scheme. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art*: For boys—Bench work, using soft wood. Working drawings. Work begins with the use of rule, square, saw, hammer, and nails. Later work requires planes, chisels, boring tools, etc. Aim is to give practical use of the common tools. For girls—Sewing. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Simple apparatus work. Games of low organization, such as corner ball. Out of doors, when possible. Olympic games. Field sports for boys.

Seventh Grade. *Reading and Literature*: See preceding grades. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical construction of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling*: Incidental to other work. Use of dictionary.

Writing. Arithmetic: Percentage. *Nature Study:* Elements of physical and chemical science. *Geography:* Africa and Australia. Review of continents. *History:* United States history through Revolution. *Art:* (See footnote, page 58.) Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangements. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art:* For most boys—Bench work with soft wood. Working drawings. The work contains such common types of construction as dado, cross-lap, housed or ledge joints; for some boys—Printing. For girls—Sewing. *Music:* Work of previous grades strengthened. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle Songs, etc. *Physical Training:* Swedish Day's Order. Games of higher organization, such as Captain Ball and Playground Ball. Folk dances. Out of doors, when possible. Field sports for boys.

Eighth Grade. *Literature and Reading:* As in preceding grades, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of "The Vision of Sir Launfal"; "The Lady of the Lake"; "Julius Caesar"; shorter selections, including "The Man Without a Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language:* Special attention to business forms. Writing for school paper. Extemporaneous speaking and debating. Dramatization of class composition of literature studied. Correlation of language with all subjects. Oral reports and discussions. Written composition, including the elementary principles of narration, description, and exposition. Review of facts of grammar previously learned. Such additional facts as are essential to correct speech. *Spelling:* See seventh grade. *Arithmetic:* General review for B 8's. *Algebra* for A 8's. *Physiology. Geography:* The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. The United States and California in the light of this study. *History:* United States history concluded, with especial consideration of the industrial development. California history. Civics. Current events. *Art:* (See footnote, page 58.) Principles of composition in design and pictures. Color values and harmony. Color schemes for room interiors. Stencil or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Science:* For boys—Bench work with hard wood. Working drawings. Small pieces of furniture and other projects are made with emphasis on correct construction and appropriate finish. For girls—Cookery. *Music:* See seventh grade. *Physical Training:* Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Out of doors, when possible. Field sports for boys.

THE LIBRARY.

The library contains about 25,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which 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 2,000 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 library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about 1,000 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 analytical references to books the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF LAST PRE- CEDING BULLETIN

THE SUMMER CLASS—JUNE 26, 1913

GENERAL PROFESSIONAL COURSE

Eleanor W. Allen	Leah Cauthorn	Winifred L. Fullerton
Lesta Ethel Andrews	Fredrick T. Chamberlen	Minnie Gardner
Lillian O. Anderson	Verna E. Chesick	Frankie Germain
Beulah June Archer	Mattie L. Clark	Gertrude Phoebe Gilbert
Alzina Ardis, A.B.	Annie Lydia Clayton	Mary Gaspey
Annie Jennings Ardis	Myrl Colby	Edna M. Goodenow
Elsa Asher	Lulu Marguerite Collier	Bessie L. Goodhue
Gertrude Asher	B. Harriet Cook	Alida Gravers
Maude M. Ashurst	Margaret E. Corcoran	Clara Edith Green
May Atkinson, B.L.	Lillian E. Cornette	Rowena Green
Marie Louise Axtman	Ivy Victoria Crawford	Vallie Margaret Greer
Leona V. Baber	Marjorie Louise Cregar	Campbell E. Greenup,
Beatrice M. Baker	Ethel Enola Crill	Ph.B.
Mary E. Baker	Jennie Cecelia Curtin	Fredda Baskett Griffith
Ruth Lloyd Baldrige	Lucy Amy Dailey	Annie Gwilliam
Helen Amelia Ball	Jennie Marguerite Dale	Mary Agnes Hallycy
Margaret Danner Ball	Minnie Dalen	Stella Hanscomb
Elizabeth Bane	Lulu Darr	Jessie Mae Hardesty
Ethel Ree Barkelew	Ruth Dehn	Esa Elizabeth Hardison
Ida Virginia Barnes	Bernice Dern	Neva Grace Hardy
Sadie Barney	Blanche Harned De Witt	Jessie Maurine Harmon
Ruth M. Beckett	Anna Louise Dickerman	Laura Clayton Hartley
Theresa Beckett	Anna E. Dillin	Annetta Estelle Harvey
Mamie Beesley	Edith Dixon	Florence Haskell
Leila Grace Belieu	Marion E. Dodge	Jean Marie Haskell
Geneva Irene Bell	Tee Doll	Ruth Eldred Haskell
Edith M. Bemis	Lowell Stevens Donnell	Irene S. Hawkins
Jessie Claire Bender	Margaret Metcalf Dooher	Mary Margaret Hearne
Ethel M. Berrey	Myrtle A. Drachman	Valentine A. Heil
Frieda Boeckman	Anna Drill	Edna Heilemann
Bessie B. Bonham	Erma Gertrude Dunbar	Jennie Kathleen Henslee
Wayne F. Bowen	Helen Dunnington	Marie Lydia Henslin
Amy Bowerfind	Hazel Isabel Eaton	Mary Ross Hewetson*
Pansy A. Boyes	Faye White Edmiston	Lulu Klea Hinters
Olga J. Brain	Alma Ray Eliot	Esther Lydia Hofert
Annie Brim	Geneva Emmington	Anna M. Hook
Ila M. Brown	Gwen M. Evans	Katharine Adle Hoppe
Lela Mae Bruyn	Mabel Claire Everett	R. Denalda Horine
Elizabeth Estelle Bryant	Irma Exline	Rachel L. Hornaday
Anabel Buchanan	Marie C. Eymard	Maisie Ethel Howard
Anna Louise Bullard	Elsie Maud Farnham	Helen McIver Howell
Earl Bullock	Ruth I. E. Farrell	Clara Ruth Hull
Isabel Works Burritt	Margaret Ferguson	Lilian Agnes Hunt
Mildred E. Byers	Gertrude A. Finch	Sylvia Hurwitz
Hazel L. Campbell	Marie Finney	Mildred A. Hutchison
Bertha Mae Carson	Yetta Fisch	Alice Hazel Ingram
Grace L. Carter	Emma Catharine Fischer	Flora de S. Irgens
Olive L. Cassel	Agnes E. Fox	Lulu Irwin
Delia Marie Carvell	Alma A. Friedemann	Ruth Irene Jennings

*Graduate of Kindergarten Training Course.

GENERAL PROFESSIONAL COURSE—Continued

Dessa E. Jepson	Emily Montgomery	Pauline Marie Scholz
Margaret Merriman Jes- sup	Lottie D. Montgomery	Evelyn Scott
Helen J. Johnson	Mona May Moody	Lorraine Scott
Bessie Helen Jones	Elizabeth B. Morrison	Ruth Elizabeth Seely
Ruth Bedford Jordan	Dorothy M. Moses	Elizabeth SeNour
Hazel Merle Kendig	Juliet S. Mumme	E. Leanna Shaddock
Dorothy Ida Kennedy	Effie Glade Neher	Lucile Mary Shaffer
Elsie Beatrice Kerbin	Mabel A. Nesbitt	Edith Florence Sharp
Cleon Kersey	Charlotte Mary Newton	Beulah M. Shellenberger
Charlotte Kirby	Helen Newhall Newton	Blanche Evelyn Sherer
Goldsmith Kittle	Edna Nichols	Jessamine M. Short
Gladys Linnie Knight	Margaret Elinor Nicklin	Zinith C. Sinclair
Florence Louise Kratka	Marguerite M. Nimmer	Birdenia E. Smith
Margaret A. Kunny	Jessamine P. Noyes	Cleora Calista Smither
Jessie June Lackey	Lura Belle Oakley	Alma Alida Snyder
Jennie Emeline La Due	Catherine Loretta O'Donnell	Ethel M. Snyder
Elizabeth Mary Lane	Leon Baker Webster	Nora V. Spain
Ella May Lane	Olds	Juanita Sprague
Bernice Gertrude Lantz	Eunice Marguerite Orcutt	Helen M. Springer
Anna Mae Lanyon	Eva Pearl Osborn	Ethel May Spry
Lillie M. Larson	M. Louise Young Paglia	Juanita Wickliffe Stack
Dorothy Leach	Pearle M. Palmer, A.B.	Bertha Lucile Stahl, A.B.
Birdie Alice Leake	Nora Frances Pangborn	June Stevens
Helen Lettow, A.B.	Lillian Anna Park	Bessie Sutton
Margaret Leu	Ethel Mae Pascoe	Louise Brier Tantau
Eunice Irene Levj	Grace Patterson	Emma Louise Taverner
Lela E. Lewis	Ruth Alma Peabody	Edith W. Thayer
Mattie E. Linfesty	Kathleen Peelor	H. Lillian Thomas
Anna Elizabeth Lloyd	Elma M. Petersen	Dora Neal Thompson
Ruth Loughboro	Gladys Phelps	Margaret Thompson
Vivian A. Loyd	Rebecca May Pitman	Florence H. Thornton
Florence Elizabeth Mc- Carthy	M. Lucile Platt	Virgil Orville Thornton
Della J. McCray	Hazel Franklin Plimley	Flora Anna Tiemann
Lulu Alameda McFat- ridge	Olive Majella Poplin	Evelyn May Torrance.
Mona Laura McHugh	Nora Cecilia Porr	Daisy Isabel Trott
Mildred Janet McKay	Alice Ranzoni	Bessie M. Turner
Irene Hazel McKenzie	Nelle Marie Remsberg	Cora Vail
Lucy M. McKinney	Helen A. Rhodes	Ella Myrtle Vail
Mamie Agnes McKnight	Glenn A. Riddlebarger	Ora Mae VanFleet
Charlotte Ann McLean	Mattie Lou Robertson	Ruth Irene Vardy
Blanche Aileen McMore	Alice Eulalee Rocker	Marie Kent Vignes
Florence Aimee Mac- donald	Marie Roe	Viola Wadewitz
Arabella Macomber	Blanche May Rogers	Jean Walden, A.B.
Mabel Murray Maher	Edna May Royce	Esther Pearl Weaver
Winnie Olivia Mansfield	Fannie Elizabeth Rucker	Helen Harriet Webster
Adrienne Marsat	Evelyn Ryan	Wilna Whitcomb Webster
Sarah Eliza Mason	Ruth St. Claire	Lavinia Nunnally Wells
Florence Eleanor Matson	Adelia M. Sallstrom	Olive West
Pauline Elizabeth Matthews	Myrtle Inez Samuels	Ruby West
Helen Rosa Mende	May B. Sanders	Myrtle Ione Wheldon
Elizabeth Meyers	Sadie Marguerite Sanders	Laura Wilber
Lora Milam	Theresa E. Saulque	Edna Benton Williams
Cora M. Miller*	Lura J. Sawyer	Faye Vivian Williams
Alice Leonor Miner	Josephine Sayers	Spencer V. Williams
Buena Mizener	Marjorie Saylor	Florence Helen Willits
	Marie Schellenbach	Jessie Beulah Wilson
	Ethel Charlotte Schmekel	Lucy Lillian Wilson
	Ida M. Schneider	Anna M. Woods
	Adeline Schooler	Ralph A. Woods
		Judith Wilkinson Wynn

*Graduate of Kindergarten Training Course.

ACADEMIC PROFESSIONAL COURSE

Edith Marjorie Anderson	Rose Hamer	Mamie Ada Northcott
Lois M. Choate	Abigail Hayes	Ruth H. Parker
Angie Crow	Alta Prudence Hislop	Robin Rapp
Anna Daeley	Edna Rae Kline	Alice M. Reed
Agnes Louise Ferguson	Helena McMillan	Helen Root
Ruth Freer	Ada Mayes	Sophie Sweet
Lillian Greenfield	Mignonette G. Miquel	Harriet Clara Ware
Dorothy Violet Gresham	Grace Margueritte Mogie	N. Blythe Webb
Hilda Haddox	Hazel Adell Morris	Nora Willis

KINDERGARTEN TRAINING COURSE.

Mary Emily Atwood	Martha Anne Hunt	Mary Rosalie Meador
Florence Blair Baker	Gladys Estelle Ingersoll	Carmelita Gertrude Michaels
Mayme C. Bauer	Hazel Jacobs	Edna Perkins
Marion Black	Georgia Johnson	Gladys Pollard
Ruth Marie Boesch	Helen R. Kennard, A.B.	Marion Pomeroy
Grace Gertrude Bowyer	Lillian Lampé	Lydia S. Reed
Lorena Frances Bragg	Margaret Irwin Mackay	Irene Webster Roberts
Clara A. Buckland	Rebekah Elizabeth Marks	Eda Schaffner
Villa Marie Burke	Leora Masters	Marion Lenore Smith
Ruth G. Daniels	Margaret Barbour Mathews	Sylvia Tischauser
Genevieve E. Garland		Mary Maude Wright

MANUAL ARTS

<i>Advanced Course</i>	<i>Elementary Course</i>
Roy W. Eller	Marjorie Wood
Ralph W. Heywood	

ART

<i>Advanced Course</i>	<i>Elementary Course</i>
Alexandra Bradshaw*	Helen Porter Candler
Victoria Irene Chrisman	Ruth Cass
Winifred Alma Sewell	Rachel Gilmore Head
	Eleanor Rutledge Sutch
	Margaret Wade Tuttle
	Mildred Wenzel VanderVort

MUSIC

<i>Advanced Course</i>	<i>Elementary Course</i>
Ethel Ardis*	Helen A. Darling
Bernice Beal	Ellen Ramona Little
Marjorie Hardy	Julia Smith
Lolila Reynolds	Grace E. Phelps

HOME ECONOMICS

<i>Advanced Course</i>
Ethel Ward Bigelow

*Graduate of General Professional Course.

WINTER CLASS—DECEMBER 12, 1914

GENERAL PROFESSIONAL COURSE

Margaret Anson	Mrs. J. Hilda Harrison	Hilda G. Oylear
Julia Baughman	Fern Helper	Marian L. Peek
Jewel Alice Beers	Lydia Hoy	Erna Pfahler
Margaret D. Best	Harriet Lorena Hunter	Elbert D. Phillips
Blanche A. Coates	Lou Verna Johnson	Arthur L. Pursell
Genevieve F. Cole	Winnie Dell Kimbrell	Mabel Carolyn Reece,
Ena M. Crumley	Therese Lloyd, A.B.	Ph.B.
Vina F. Danks	Mary Louise Long	Esther Bernice Rodier
Agnes V. Dazé	Mary Smith McGraw	Mary Beatrice Shepherd
Dorothy Arline Donaldson	Marie Merrill McMillan	Vera L. Sinclair
Leona E. Ellington	Alice Hyde Menihan	Mary Beulah Stanley
Kathrine H. Elliott	Lucile Colburn Middaugh	Estella Thompson
Tempest Fink	Iva Miller	Gertrude Elizabeth Van
Frances Vivian Forst	Florence Gerard Morrison	Aken
Pauline Annette Gaynor	Grace Day Neher	Celeste Isabel Zizick
John Eugene Harley		

ACADEMIC PROFESSIONAL COURSE

Josie Evelyn Webster	Cecile Elaine Williams
	Merle Elizabeth Young

KINDERGARTEN TRAINING COURSE

Ethel Allen Britto	Valerie Olga Mountain
Leeworthy Fraine Cooke	Stella Grace Rist
	Reine Madge Smith

ART

Advanced Course

*Helen Porter Candler	†Ida Lillian Lewis
*Ruth Louise Cass	†Josephine Seaman Roberts

MUSIC

Elementary Course

Edna Sophronia Eldred
Pansy Verne Prince
Elizabeth Alda Ross

Advanced Course

Eva May Dutton
Sue Cordelia Shenk

*Graduate of Elementary Art Course.

†Graduate of General Professional and Elementary Art Courses.

SPRING CLASS—MARCH 27, 1914

GENERAL PROFESSIONAL COURSE

Bessie Allen	Agnes May Fitzsimmons	Carrie D. Peile
Marguerite Patterson Allen	Blanche Irene Griffith	Hilda J. Pullen
Ada E. Ballou	Harvilla M. Hooser	T. Raymond Rathwell
Ruth Frances Best	Emily Houser	Edith Rhea
Ida Marie Bloemers	Ruth Hutchinson, A.B.	Sallie Clark Riley
Jennie G. Bloom	Grace Gwendolin John- son, A.B.	Ethel Rogers
Helen M. Bogue	Louise Kerbin	Elizabeth Alda Ross*
Genevieve Bostwick	Frances Kettle	Florence M. Sassman
Marguerite D. Brooks	Myla C. Landgraf	Winifred Sewell**
Marion Ruth Burg	Leila Ethlyn Lillie	Zuma E. Shawver
Katherine Caldwell, A.B.	Rose Evadel Marsh, B.S.	Effie Winifred Smith
Eva T. Cattell	Ada McGraw	Mary Aileen Stafford
Ethel May Clampitt	Grace B. Menzies	Angelina M. Tanzola
Florence Greeley Clarke, A.B.	Bernice Beth Miller	Sarah Bourne Thompson
Helen A. Darling*	Muriel Mills	Alice Waldeck
Ella Deal	Luella Z. Moore	Luella Robb Weber
Juliette DeNubila	Gladys Valerie Murray	Muriel West
Myrtle Dougherty, B.S.	Esther F. Nichols	Alice Caroline Weyse, A.B.
Helen L. Drew	Etta Nation Ooley	Ethel Jeanette White
Milton C. Drisko	Sallie Page, A.B.	Charlotte Whitney
Lois E. Duncan	Lulu May Pearson, A.B.	Alice Lank Wood

ACADEMIC PROFESSIONAL COURSE

Agnes Lester Childers	Ida May Gale
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KINDERGARTEN

Gladys E. Holmes	Ruth Gray Whytock
	Edith Hazel Waterhouse

HOME ECONOMICS DEPARTMENT

Elementary

Edith Maudine Barber	Ethel Grayce Snyder
May H. Connolly	Geneva Seville Thiry
Ruth M. Ellis	Mabel Velma Vaughan

Secondary

Gladys V. Beckett

*Graduate Elementary Music Course

**Graduate Advanced Art Course

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	53
8. Year ending June 30, 1891.....	75
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	88
11. Year ending June 30, 1894.....	77
12. Year ending June 30, 1895.....	81
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	56
15. Year ending June 30, 1898.....	89
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	127
18. Year ending June 30, 1901.....	130
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	109
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	155
24. Year ending June 30, 1907.....	138
25. Year ending June 30, 1908.....	210
26. Year ending June 30, 1909.....	243
27. Year ending June 30, 1910.....	304
28. Year ending June 30, 1911.....	398
29. Year ending June 30, 1912.....	426
30. Year ending June 30, 1913.....	511
31. Classes of December, 1913, and March, 1914.....	136
<hr/>	
Total.....	4,219
Graduated from two courses, counted twice.....	50
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Total, excluding those counted twice.....	4,169

SUMMARY OF STUDENTS ENROLLED, 1913-1914

I. General Department	
Graduates of December, 1913, and March, 1914.....	112
Candidates for graduation, June, 1914.....	294
Candidates for graduation, December, 1914, and March, 1915.....	170
Candidates for graduation, June, 1915, and after.....	451
Visiting teachers	43
Total General Department.....	1,070
II. Department of Art	
Graduates of December, 1913.....	4
Candidates for graduation, June, 1914.....	23
Candidates for graduation, June, 1915, or after.....	27
Total Department of Art.....	54
III. Department of Home Economics	
Graduates of March, 1914.....	7
Candidates for graduation, June, 1914.....	40
Candidates for graduation, December, 1914, and March, 1915.....	6
Candidates for graduation, June, 1915, or after.....	45
Total Department of Home Economics.....	98
IV. Kindergarten Training Department	
Graduates of December, 1913, and March, 1914.....	8
Candidates for graduation, June, 1914.....	31
Candidates for graduation, December, 1914, and March, 1915.....	10
Candidates for graduation, June, 1915, or after.....	47
Total Kindergarten Department.....	96
V. Department of Manual Arts	
Candidates for graduation, June, 1914.....	16
Candidates for graduation, December, 1914, and March, 1915.....	8
Candidates for graduation, June, 1915, or after.....	16
Total Department of Manual Arts.....	40
VI. Department of Music	
Graduates of December, 1913.....	5
Candidates for graduation, June, 1914.....	13
Candidates for graduation, December, 1914, and March, 1915.....	11
Candidates for graduation, June, 1915, or after.....	32
Total Department of Music.....	61
Total in Normal School, including 42 graduate students.....	1,419
Pursuing two courses, counted twice.....	14
Total, excluding names counted twice.....	1,405
Training School	
Kindergarten	89
First Grade	106
Second Grade	74
Third Grade	91
Fourth Grade	70
Fifth Grade	81
Sixth Grade	85
Seventh Grade	97
Eighth Grade	113
Total Training School	806
Total enrollment for the year, all departments.....	2,211

Los Angeles State Normal School

BULLETIN

OF THE

**Los Angeles
State Normal School**

**Containing Information Concerning Admission
Requirements and Courses of Study**

JANUARY, 1915



**CALIFORNIA
STATE PRINTING OFFICE
1915**

BULLETIN

OF THE

Los Angeles State Normal School

*Containing Information Concerning Admission
Requirements and Courses of Study*

JANUARY, 1915



CALIFORNIA
STATE PRINTING OFFICE
1915

15502

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Age

The law fixes the minimum age at which students can be admitted at sixteen years.

Personality

Sound moral character, and other personal qualities requisite for successful teaching are essential qualifications for admission.

Health

The Board of Trustees requires that no applicant be admitted who can not give evidence of good health, and of freedom from physical defects likely to interfere with teaching efficiency. Applicants are subject to physical examination, and may be required to furnish certificates of health from competent physicians.

Declaration of Purpose

Students are required to subscribe to the following declaration:

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

To Prospective Students

The growth of the normal schools of the state has resulted in a very large increase in the number of teachers available for public school work. This number is also materially augmented by teachers who, in increasing numbers each year, are coming to take up their residence and work in California. The attendance at this institution already equals, if it does not exceed, the capacity of the new buildings whose use began at the opening of the present school year. The number of graduates each year is so large that many find difficulty in obtaining teaching appointments promptly and a few suffer considerable discouragement before meeting with success in their applications for positions.

In view of these facts, it becomes a necessary duty to limit the admission of students to those whose preparation has been of the best and to retain in the school those only whose work is of high order. While it is not the purpose of the institution to direct, in detail, the preparatory work of its students, the belief of the faculty is very strong that students in the secondary schools who are preparing to enter the Normal School should shape their courses of study with reference to that purpose. Since the work of the elementary teacher necessarily touches intimately many fields of knowledge and since under the modern conception of education narrowness of interests is fatal to large success in teaching, the High School work of the prospective teacher should preserve a proper balance of subjects. Each of the standard

departments of instruction—English, history, civics, science, mathematics, art, music, and, if possible, a foreign language and a vocational subject—should have a place in the course. To neglect entirely certain of these subjects that opportunity may be afforded for marked specialization in one or two of them, is not to be recommended in case of those who are preparing to teach.

Public interest in vocational and industrial subjects has greatly stimulated the election of these subjects by students of the normal schools. The number of applicants for such work in this school, especially in Home Economics, exceeds the capacity of the department; and, what is more serious, the number of graduates from some of these special courses exceeds the demand for teachers. This fact makes it obvious, first, that only those who have marked aptitude and the best preparation for such work should attempt it; and, second, that the courses themselves should be maintained at a high level of scholarship and practical efficiency. To increase the efficiency and success of prospective teachers of the special subjects and to augment greatly the opportunities for prompt and remunerative employment, students who contemplate serving as teachers of special subjects are strongly advised to complete both the general course of study and the special course desired. If, from the beginning, work can be shaped to this end, it should be possible to complete those courses in a very satisfactory way in three years.

SCHOLASTIC REQUIREMENTS

Minimum Requirement

I. The minimum requirement for admission to any course is graduation from a high school offering four years of work in advance of the eighth grade, including at least six units of English and three units of American History and Civics. Prior to July 1, 1915, at least thirty-six units of high school work must be of such grade as will warrant the student's being recommended to the State University; after that date, all high school work must be so recommended. Exceptions to these requirements will be made only upon permission, which may be granted by the president, after the receipt of a special communication from the secondary school, giving necessary assurance of the applicant's ability and promise and upon the definite understanding that the completion of the course of study entered upon may require more than the usual time scheduled for such course.

Admission to General Department

In addition to the minimum requirement for admission to any course, candidates for admission to the General Course must present credentials showing credit in three units of Biological Science and three units of Algebra or Geometry. The list of high school credits presented shall include only such as are accepted by the State University for admission to its non-technical colleges.*

Admission to Department of Art

In addition to the minimum requirements stated above, applicants for admission to the special art courses are required to submit drawings, including original designs and drawings from objects or nature.

Admission to Department of Home Economics

a. Two-year Course:

The same as the minimum requirement stated, except that the credits presented must include Physiology and Chemistry.

b. One-year Course:

Graduation from the two-year course or its equivalent.

Admission to Kindergarten Department

In addition to satisfying the minimum requirements for admission as above stated, applicants for admission to this department must show ability to play simple melodies, songs and marches upon the piano.

Admission to Department of Manual Arts

The requirements are the same as the minimum requirements of the other courses mentioned, except that the credits presented must include Plane Geometry. For high school work substitution will be allowed, but in no instance will a student be excused from all courses in any one

*The colleges of Letters, Social Science, Natural Science, and Commerce.

line of work. Students who expect to complete both the General and Manual Arts Courses are advised to enroll in the Manual Arts Department upon first entering the school.

Admission to Department of Music

The Two-Year Course—The requirements for admission to this course are the same as the minimum requirements, as already indicated, and in addition, a thorough knowledge of the elements of music, the ability to sing at sight music of moderate difficulty, to write in good form simple music dictation, together with sufficient ability in piano-forte playing to insure the satisfactory accompanying of high school music after two years of study.

II. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states qualifications fully equivalent to the stated requirements.

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 deficiency 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. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

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

Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.

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

In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the practice teaching prescribed by the State Board of Education, as a

prerequisite for the state high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

General Information Relative to Admission and Classification

1. A payment of \$2.00 will be required of any student who fails to register at the beginning of any term on the days designated in the calendar. 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 at the required time, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of *his expected arrival*.

2. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations of a grade required for admission to the State University, or by work done under circumstances approved by the President.

3. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

4. The membership in the school of all students shall be probationary for the first term. Any student found unfitted to become a successful teacher may be excluded from the privileges of the school by the Board of Trustees.

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

6. Students who expect to fit themselves for high school teaching should, in addition to the subjects required for the usual admission, take in the high school four years of foreign language or languages, ancient or modern.

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

8. Advanced standing is not given upon credits received in four-year high school courses, but subject to the regulations concerning substitutions, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

9. Students are admitted to the General Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. Students are admitted to the other courses at the beginning

of the school year only, unless they present credits covering that portion of the course completed prior to the date of admission.

10. 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.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

Students' Programs

The regular term program of students consists of 18 units of work per week. No student's program for any term shall exceed 20 units without the approval of a committee consisting of the President, the student's group teacher, and a representative of the department in which his major is taken.

GRADUATION

A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IV above) is entitled to a diploma when he has met the requirements of the course he is pursuing as to units of credit and standards of proficiency.

(A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

The minimum requirement for graduation from any course is 108 units.

OUTLINE OF COURSES

I. GENERAL DEPARTMENT

General Course for the Training of Elementary Teachers:

a. Professional Courses, 38 units required.

Psychology I -----	5 hours	5 units
Psychology II -----	5 hours	5 units
Education I -----	5 hours	5 units
Education II, <i>or</i>		
Education III, <i>or</i>		
Education IV -----	5 hours	5 units
Education V -----	1 hour	1 unit
Observation I, II -----	2 hours	2 units
Practice Teaching I, II, III -----	15 hours	15 units

b. Basal Courses,* 35 units required.

Art -----	5 hours	3 units
English I -----	5 hours	5 units
English II -----	5 hours	5 units
Geography I -----	5 hours	5 units
Handwork I -----	5 hours	3 units
History I -----	5 hours	5 units
Mathematics I -----	5 hours	5 units
Music I -----	5 hours	3 units
Physical Education I -----	5 hours	3 units
Physiology -----	5 hours	5 units
Reading I -----	5 hours	5 units
Science III -----	5 hours	5 units
Sewing I -----	5 hours	3 units

If more than 73 units are chosen from above courses, the additional units will be credited as electives.

c. Electives, 35 units required.

To be made up of courses not included in above requirements.

These courses may be chosen from any of the several departments, provided all prerequisites are satisfied. These courses must be chosen in accordance with the following plan:

Major: 20 units chosen from one department or closely related departments.

(A student whose high school course has included four years of language, and who is recommended in at least 45 units of high school work, may take his major work in modern languages to the extent of 25 units.)

Minor: 15 units chosen so that no work from a department in which the student is taking his major shall be included.

*Since "the State Normal Schools have for their object the education of teachers for the public schools of the state," every student, before graduation, will be required to furnish evidence, by credentials, tests, or completion of appropriate courses, of adequate preparation for giving instruction in the subjects which the law requires shall be taught in the elementary schools.

Evidence of satisfactory fulfillment of the requirements in English language and composition may be furnished either by examination or by satisfactory class work in English I. At some time during each term an examination, open to any student who has not failed in a previous test, will be given. Students not admitted with advanced standing should complete this subject during their junior year, and those of senior standing on admission should complete it during their first term.

II. DEPARTMENT OF ART

Course in Art for the Training of Departmental Teachers and Supervisors.

a. Required professional work.....	36 hours	36 units
b. Required departmental work.....	107 hours	60 units
c. Supplemental work	18 hours	12 units

Total 161 108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art Appreciation and History I	1	1	Psychology II	5	5
Criticism I	1	0	Art Appreciation and History IV	1	1
Drawing and Painting I	5	3	Criticism V	1	0
Composition and Design I	5	3	Drawing and Painting IV	5	3
Perspective	2	1	Costume Design	4	2
Outdoor Sketching I	4	2	Methods II	1	1
Mechanical Drawing	5	3	Teaching I	5	5
Supplemental	5	5	Supplemental	5	3
			Conference I	1	0
Total	28	18	Total	28	20
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education I	5	5
Art Appreciation and History II	1	1	Art Appreciation and History V	1	1
Criticism II	1	0	Criticism	1	0
Drawing and Painting II	5	3	Drawing and Painting V	4	2
Composition and Design	5	3	Art Crafts II	5	3
Supplemental	4	2	Interior Decoration I	4	2
Mechanical Drawing II	5	3	Teaching II	5	5
			Methods III	2	2
Total	26	17	Conference II	1	0
			Total	28	20
<i>Third Term</i>			<i>Third Term</i>		
Art Appreciation and History III	1	1	Teaching III	5	5
Criticism III	1	0	Art Appreciation and History VI	1	1
Drawing and Painting III	5	3	Criticism VI	1	0
Composition and Design III	5	3	Drawing and Painting VI	5	3
Outdoor Sketching II	4	2	Outdoor Sketching III	4	2
Art Crafts I	5	3	Illustration	5	3
Observation and Methods I	1	1	Interior Decoration II	4	2
Supplemental	4	2	Methods IV	2	2
			Conference III	1	0
Total	26	15	Total	28	18

III. DEPARTMENT OF HOME ECONOMICS

Courses in Home Economics for the Training of Departmental Teachers and Supervisors.

a. Required professional work.....	33 hours	33 units
b. Required departmental work.....	102-104 hours	63 units
c. Supplemental work	17-19 hours	12 units

Total 152-154 108

A. For Elementary Diploma. Two-Year Course.

FOR HIGH SCHOOL GRADUATES

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Psychology I	5	5	Education I	5	5
Cookery I	5	3	Teaching and Observation I.....	4	4
Sewing I	5	3	Cookery IV	6	3
Art I	5	3	Millinery I	4	2
Textiles	5	4	Home Economics Education.....	4	4
Total	25	18	Total	23	18
<i>Second Term</i>			<i>Second Term</i>		
Cookery II	5	3	Teaching and Observation II.....	6	6
Sewing II	5	3	Cookery V	4	2
Art II	5	3	Dressmaking I	6	3
Food Production and Manu- facture	2	2	Supplemental	7-9	7
Home Management	2	2			
Supplemental	5	5			
Total	24	18	Total	23-25	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Teaching and Observation III.....	4	4
Cookery III	5	3	Dietetics I	4	3
Sewing III	5	3	House Furnishing and Deco- ration	4	2
Food Chemistry I	6	3	History of Home Economics.....	2	2
Costume Design	4	2	Bacteriology	4	2
Nursing	2	2	Supplemental	5-7	5
Total	27	18	Total	23	18

B. For Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR ELEMENTARY COURSE OR ITS EQUIVALENT

	Hours	Units		Hours	Units
<i>First Term</i>			<i>Second Term</i>		
Teaching I	2	2	Teaching II	4	4
Dressmaking II	6	3	Sociology	5	5
Cookery VI	6	3	Nursing	3	2
Chemistry II	6	3	Millinery II	6	3
History of Costume.....	3	2	Cookery VII	6	3
Hygiene and Sanitation.....	4	3	Bacteriology	4	2
Total	27	16	Total	28	19

FOR GRADUATES OF THE TWO-YEAR ELEMENTARY COURSE—Continued.

	Hours	Units
<i>Third Term</i>		
Teaching III	4	4
Chemistry III	6	3
Dietetics II	6	3
Interior Decoration	3	2
Laundry	2	2
House Plans	4	2
Total	25	16

IV. KINDERGARTEN DEPARTMENT

Course for the Training of Kindergarten Teachers.

- a. Required professional work..... 41 hours 40 units
 b. Required departmental work..... 62 hours 48 units
 c. Supplemental work 22 hours 20 units

Total 125 108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Science I	5	5	Education I	3	3
Art I	5	3	Teaching I	10	10
Theory I	2	2	Program I	3	3
Games I	2	1	Hygiene	2	2
Handwork I K.....	5	3	Departmental Elective	2	2
Story Work I	2	2			
Piano	2	1			
Total	23	17	Total	20	20
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education III	5	5
Music I K.....	5	3	Teaching II	5	5
Theory II	2	2	Program II	3	3
Games II	2	1	Theory IV	2	2
Handwork II K.....	5	3	Games IV	2	1
Story Work II	2	2	Supplemental	2	2
Observation K	2	1			
Total	23	17	Total	19	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Education V	1	1
Theory III	2	2	Teaching III	5	5
Games III	2	1	Program III	3	3
Handwork III K.....	5	3	Theory V	2	2
Story Work III	2	2	Handwork IV K.....	3	2
Supplemental	5	5	Supplemental	5	5
Total	21	18	Total	19	18

V. DEPARTMENT OF MANUAL ARTS

Courses in Manual Arts for the Training of Departmental Teachers and Supervisors.

A. For Elementary Diploma. Two-Year Course.

Required professional work.....	32 hours	32 units
Required departmental work.....	97 hours	59 units
Supplemental work	25 hours	17 units

Total 154 108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5
Science I	5	5	Drawing	5	3
Wood Shop I.....	5	3	Teaching I	5	5
Handwork I or Bookbinding.....	5	3	Wood Shop IV, or Hand-		
Mechanical Drawing II.....	5	3	work III	5	3
			Leather I	5	3
Total	25	17	Total	25	19
<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5
Mechanical Drawing II.....	5	3	Teaching II	5	5
Wood Shop II.....	10	6	Wood Shop V, or Clay II, or		
Clay I	5	3	Textiles II	10	6
Industrial Materials	2	2	Metal Craft I	5	3
Total	27	17	Total	25	19
<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5
Education IV	2	2	Organization of Courses.....	5	3
Applied Design	5	3	Wood Shop V, or Metal		
Mechanical Drawing III or			Crafts II, or Leather II.....	10	6
Elective	5	3	Textiles I, or Elective.....	5	3
Wood Shop III or Handwork					
II and Textiles I.....	10	6			
Total	27	19	Total	25	17

B. For Secondary Diploma. Three-Year Shop Course.

Required professional work 53 hours 53 units
 Required departmental work 147 hours 89 units
 Supplemental work 26-30 hours 20 units

Totals 226-230 162
 FIRST YEAR SECOND YEAR THIRD YEAR

	Hours	Units	Hours	Units	Hours	Units	Hours	Units
<i>First Term</i>								
Art I.....	5	3	5	5	5	5	5	5
Scenes I.....	5	5	5	5	5	5	5	5
Mechanical Drawing I.....	5	3	5	3	5	3	10	6
Wood Shop I.....	5	3	5	3	5	3	10	6
Handwork I, or Bookbinding.....	5	3	5	3	5	3	10	6
Total.....	25	17	25	19	25	17	25	17
<i>Second Term</i>								
Art II.....	5	3	5	3	5	3	5	5
Mechanical Drawing II.....	5	3	5	3	5	3	5	5
Wood Shop II.....	10	6	10	6	10	6	10	6
Clay I, or Metal Shop I.....	5	3	5	3	5	3	10	6
Industrial Materials.....	2	2	5	3	5	3	10	6
Total.....	27	17	25	19	25	17	25	17
<i>Third Term</i>								
Psychology I.....	5	5	5	5	5	5	5	5
Art III.....	5	3	5	3	5	3	1	1
Mechanical Drawing III.....	5	3	5	3	5	3	5	5
Wood Shop III, or Metal Shop II.....	10	6	5	3	5	3	10	6
Education IV.....	2	2	5	3	5	3	5	3
Total.....	27	19	25	17	25	17	26	20

C. For Secondary Diploma. Three-Year Craft Course.

Required professional work 53 hours 53 units
 Required departmental work 137 hours 83 units
 Supplemental work 34-40 hours 26 units

Totals 224-230 162

THIRD YEAR

SECOND YEAR

FIRST YEAR

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Hours	Units	Hours	Units	Hours	Units
<i>First Term</i>					
Art I	3	Psychology II	5	Teaching IV	5
Science I	5	Teaching I	5	Architectural Drawing IV	10
Mechanical Drawing I	3	Drawing	5	Shop Elective	10
Wood Shop I	3	Leather I	3	Art Appreciation I	1
Handwork I	3	Bookbinding I	3		
Total	17	Total	25	Total	26
<i>Second Term</i>					
Art II	3	Education I	5	Teaching V	5
Mechanical Drawing II	3	Teaching II	5	Shop Elective	10
Wood Shop II	6	Leather II	10	Elective	10
Clay I	3	Metal Craft I	5	Art Appreciation	1
Industrial Materials	2				
Total	17	Total	25	Total	26
<i>Third Term</i>					
Psychology I	5	Teaching III	5	Teaching VI	5
Applied Design	5	Organization of Courses	5	Education II	5
Education IV	2	Metal Craft II	10	Shop Elective	10
Mechanical Drawing III	6	Textiles I	5	Art Appreciation	1
	3			Education IX	1
Total	19	Total	27	Total	23

VI. DEPARTMENT OF MUSIC

Course in Music for the Training of Departmental Teachers and Supervisors.

a. Required professional work.....	40 hours	35 units
b. Required departmental work.....	64 hours	55 units
c. Supplemental work	18 hours	18 units

Total	122	108
FIRST YEAR	SECOND YEAR	

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Harmony I	5	5	Psychology II	5	5
History of Music I	2	2	Teaching I	5	5
Ear Training I	2	2	Method I	3	2
Supplemental	10	10	Chorus Conducting I	2	2
			Study of Songs I	2	2
Total	19	19	Total	17	16
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education I	5	5
Harmony II	5	5	Teaching II	5	5
History of Music II	2	2	Method II	3	2
Ear Training II	2	2	Chorus Conducting II	2	2
Melody Writing I	1	1	Study of Songs II	2	2
Music Appreciation I	5	3	Supplemental	1	1
Total	20	18	Total	18	17
<i>Third Term</i>			<i>Third Term</i>		
Harmony III	5	5	Teaching III	5	5
History of Music III	2	2	Method III	2	0
Music Appreciation II	3	3	Study of Songs III	2	0
Ear Training III	4	2	Chorus Conducting III	2	1
Melody Writing II	2	2	Supplemental	5	5
Supplemental	2	2			
Observation I	2	1			
Total	20	17	Total	16	11
Junior Year Voice	6	4	Senior Year Voice	6	6

ELECTIVE COURSES

In addition to the courses listed in the foregoing schedules, each department of the school offers each term numerous courses dealing with the various important phases of the subjects involved, especially with the pedagogical aspects of those subjects. Among these courses students find a wide scope of choice, enabling them to follow up their individual interests to the full extent of the elective privileges indicated in the schedules referred to.

Fuller information relative to courses of study, etc., will appear in a larger edition of this Bulletin, which will be issued about July 1, 1915.

All correspondence regarding the school, its courses of study, requirements for admission, etc., should be addressed to the President.