

— LOS ANGELES —
NORMAL SCHOOL BULLETIN

ANNUAL
CATALOG



1907-1908

ANNOUNCEMENTS FOR

— 1908-1909 —

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

TWENTY-FIFTH

ANNUAL CATALOG

FOR THE SCHOOL YEAR ENDING JUNE 30, 1908

AND

CIRCULAR OF INFORMATION

FOR 1908-1909

SACRAMENTO

W. W. SHANNON

- - - SUPERINTENDENT STATE PRINTING

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CALENDAR FOR 1908-1909

FIRST TERM

Examinations for admission, removal of conditions, etc.,
Friday, August 28, 1908
Registration and classification,
Monday and Tuesday, August 31 and September 1, 1908
Class work begins - - Wednesday morning, September 2, 1908
Term closes - - - - Wednesday evening, November 25, 1908

SECOND TERM

Registration and classification - - Monday, November 30, 1908
Class work begins - - - Tuesday morning, December 1, 1908
Holiday vacation begins - - Friday evening, December 18, 1908
Class work resumed - - - Monday morning, January 4, 1909
Term closes - - - - Friday evening, March 12, 1909

THIRD TERM

Registration and classification - - - Monday, March 15, 1909
Class work begins - - - Tuesday, March 16, 1909
Spring vacation begins - - - Friday evening, April 2, 1909
Class work resumed - - - Monday morning, April 12, 1909
Commencement - - - - Thursday, June 24, 1909

BOARD OF TRUSTEES

JAMES N. GILLET, - - - - -	Governor of California
Ex Officio	
EDWARD HYATT, - - - - -	Superintendent Public Instruction
Ex Officio	
JOHN WASSON, - - - - -	Pomona
LEWIS S. THORPE, M.D., - - - - -	Los Angeles
RICHARD MELROSE, - - - - -	Anaheim
GEORGE I. COCHRAN, - - - - -	Los Angeles
ALONZO B. CASS, - - - - -	Los Angeles

OFFICERS OF THE BOARD

JOHN WASSON, - - - - -	President
J. F. MILLSAUGH, - - - - -	Secretary

EXECUTIVE COMMITTEE

JOHN WASSON	RICHARD MELROSE
LEWIS S. THORPE	

FACULTY

(1907)

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

✓ HARRIET E. DUNN,
Secretary of Faculty

✓ MAY A. ENGLISH,
Mathematics and Physiology

✓ JOSEPHINE E. SEAMAN,
English

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

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

✓ SARAH J. JACOBS,
Director of Physical Training

✓ JENNIE HAGAN,
Music

~~✓ AGNES ELLIOTT, A.B.,~~
History

(1908)
✓ Beatrice C. Patton,
Alma Bennett after

✓ JESSICA C. HAZZARD,
Domestic Science and Domestic Art

✓ ELLA G. WOOD, A.B.,
English and French

(1908)
to Nov. 25; Beatrice C. P.
to Nov. 25 to Dec. 18; she
L. Miller, after Dec.

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

✓ ~~JESSIE B. ALLEN, PH.D.,~~
Psychology

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

✓ ~~WAYNE F. SMITH, PH.D.,~~
History of Education and German

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

✓ NELLIE H. GERE,
Art

* Resigned at mid-year.

✓ # Died June 13, 1908

(1907)
✓ ~~JOHN B. CLEVELAND, A.B.,~~
Mathematics

✓ VALICE M. OSDEN,
Reading

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

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

✓ *ARNOLD L. GESELL, PH.D.,
Psychology

✓ RACHEL T. RICHARDSON,
Assistant in Manual Training

Chandler
in Art.
KINDERGARTEN TRAINING DEPARTMENT

✓ ISABEL FRENCH, *Director*

Whitlock
GAIL HARRISON, *Assistant*

TRAINING SCHOOL TEACHERS

✓ KATE F. OSGOOD, *City Principal*

✓ CLARA M. PRESTON

✓ HELEN C. MACKENZIE

✓ ELIZABETH SULLIVAN, A.B.

✓ M. BELLE STEVER

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✓ SARAH E. WOODBURY

✓ MARGARET O'DONOUGHUE,
Office Secretary

✓ ELIZABETH H. FARGO,
Librarian

✓ JENNIE E. CONBOYE,
Assistant Librarian

EDWIN P. CARR, *Engineer*
JAMES C. MAJOR, *Head Janitor*
FRED C. WILLIAMS, *Gardener*

GENERAL INFORMATION

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

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

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

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

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

Aims

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

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

Conduct of Students

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

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

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from

twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

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

Expenses

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

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

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

practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

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

Social Life and Miscellaneous Opportunities

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

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

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

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

The library contains some 17,500 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles public library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

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

of study and training diplomas of graduation, from either the normal department or the kindergarten department, or both.

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

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

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

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

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

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

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

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

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half year of graduate study.

2. Evidence of graduation from a California State Normal School or from any other normal school officially recognized by the State Board of Education as of equivalent rank will be accepted in lieu of one half year of graduate study.

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

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

GENERAL REQUIREMENTS FOR ADMISSION

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

Character

Before registration each applicant must present a certificate of good moral character, signed by the county or the city superintendent of schools, the principal under whom the high school course was taken, or any other two reputable and permanent residents of the district from which the student comes.

Health

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

Declaration of Intention to Teach in California

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

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

Scholastic Requirements for Admission and Graduation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX above) is entitled to a diploma when, according to the regulations of the school, he presents 120 units of credit, exclusive of Music IV, in either course. (A unit of credit represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

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

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

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

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

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

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

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

desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

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

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

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

COURSE OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

SECOND YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Geography I: Physical	4
Art I.....	3
<i>and Manual Training I.</i>	2
<i>or</i>	
Sewing or Cookery	5
Music I	2
Physical Training	1

Second term—Junior B

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

Third term—Junior A

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

Fourth term—Senior C

History I: Teaching Review ..	5
Physical Training IV.....	2
Music III	2
Observation II	1
Child Study.....	5
Teaching I.....	5

Fifth term—Senior B

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

Sixth term—Senior A

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

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

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

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

II. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology.....	5
Reading I.....	5
Music I \dot{k}	2*
Theory I.....	1*
Games and Hygiene I.....	1*
Hand Work I.....	3*

Second term—Junior B

English II: Literature and Composition	2*
English II \dot{k} : Literature for Children	1*
Psychology I: General	5
Nature Study I: Agricultural.	4
Art I.....	3
Music II \dot{k}	2*
Theory II.....	1*
Games and Hygiene II.....	1*
Observation I \dot{k}	2*

Third term—Junior A

Child Study.....	5
Nature Study II \dot{k} : Biological.	2
Art II.....	3
Music III \dot{k}	3*
Theory III.....	1*
Games and Hygiene III.....	1*
Hand Work II.....	3*
Observation II \dot{k}	2*

SECOND YEAR

Fourth term—Senior C

Pedagogy.....	3
Music V \dot{k}	1*
Theory IV.....	2*
Games and Hygiene IV.....	2*
Hand Work III.....	1*
Seminar I \dot{k}	1*
Teaching I \dot{k}	10*

Fifth term—Senior B

History of Education.....	5
Theory V.....	2*
English IV \dot{k}	2*
Seminar II \dot{k}	1*
Teaching II \dot{k}	10*

Sixth term—Senior A

Primary Education.....	4
School Law.....	1
Music IV.....	1
Theory VI.....	1*
Games and Hygiene V.....	1*
Hand Work IV.....	1*
Seminar III \dot{k}	1*
Teaching III \dot{k}	10*

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

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

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

List of Electives

1. Subjects of the Kindergarten Training Course not included in the General Professional Course. Each of these subjects is offered only once each year. For assignment to terms consult the schedule of courses of study.
2. Biology: One term, five recitations per week, offered every term.
3. Physiography: Five recitations per week, winter term.
4. Economic Geography: Five recitations per week, spring term.
5. History II: Method, two recitations per week, winter term.
6. History III: English, five recitations per week, spring term.
7. English V: Method in Literature, two recitations per week, winter term.
8. English VI: Shakespeare, three recitations per week, spring term.
9. English VII: Advanced Composition, three recitations per week, winter term.
10. Reading II: Advanced, three recitations per week, winter term.
11. Arithmetic II: Method, two recitations per week, spring term.
12. Manual Training: (a) Manual Training I and II and IIa, every term; (b) Manual Training III, continuation of II, spring term; (c) Manual Training IV, Special; (d) Sewing, spring term; (e) Cookery, every term. Each of these is the equivalent of one term's work, five recitations per week. In Manual Training II, two hours of laboratory work must be done under the supervision of the instructor; in Manual Training IIa the laboratory work may be done outside school hours. See regulations concerning substitutions and note that either (a), (d), or (e) is required in the General Professional Course.
13. Art III: Advanced, four recitations per week, winter term.
14. Psychology II: Advanced, four recitations per week, spring term.
15. School Hygiene: Two recitations per week, spring term.
16. Primary Education: Four recitations per week, spring term. Required in Kindergarten Training Course.
17. Teaching IV: The number of hours to be determined in individual cases, any term of senior year.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and either Botany or Zoology may substitute for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, Economic Geography, or Biology.
4. Students accredited in three years of high school English, including one half year of English Grammar, may substitute for English III; those accredited in four years of high school English may substitute for English IV, provided the substitution includes English V; and if their course has included one half year of English Grammar, they may substitute for English III also.
5. Students accredited in three years of high school history, including one year of U. S. History and Government, may substitute for History I, provided the substitution includes History II.
6. Students accredited in three years of high school mathematics may substitute freely for Arithmetic I, provided the substitution includes Arithmetic II.
7. Any student who is devoting two years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.
8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading II.
9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. In each case the Art instructor is to determine which course will be required.
10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute for all music except III and IV.
11. Students who have taught for two or more years may substitute School Hygiene for School Economy.
12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.
13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I—GENERAL PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

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

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

Psychology I: Educational Psychology

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

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

Five hours per week for one term.

Psychology II: Advanced Psychology

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

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

Four hours per week, spring term.

Child Study

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

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

Five hours per week for one term.

Pedagogy

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

Three hours per week for one term.

School Hygiene

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

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

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

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

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

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

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

Five hours a week for one term.

School Economy and School Law

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

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

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

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

Observation, Teaching, Seminar in Teaching, and Conferences

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

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

Observation and Seminar: One period, last four terms.

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

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

Teaching IV: See Electives.

Primary Education

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

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

Prerequisite: Senior standing.

Four hours per week for one term.

ENGLISH

English I and II: Literature and Composition

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

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

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

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

English III: Grammar

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

classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

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

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

Four hours per week for one term.

English V: Methods in English

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

Two hours per week for one term.

English VI: Shakespeare

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

Three hours per week for one term.

English VII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will be limited, precedence being given to those whose work in English I and II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

HISTORY

History I: Teaching Review

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

Five hours per week for one term.

History II: Methods in History

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

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

Two hours per week for one term.

History III: English

This is a course designed to give to the study of English history the interest and pleasure that naturally belong to it. It prepares for teaching in the grades, and therefore makes the student acquainted with the subject largely from the story standpoint; it emphasizes social life and customs of the people and shows the relation between English history and English literature. It thus prepares the teacher so to present the subject that interest in the schoolroom study may lead to a desire on the child's part for home reading in certain standard works of historical fiction and literature. A simple study is made of the principles of self-government as developed by the English people, and sufficient attention is given to the growth of the English constitution to make plain its influence upon American institutions. No text-book is required, the well-stocked Normal School library furnishing the material needed for the various phases of the study. English history as taught in the sixth grade of the Training School forms the basis for observation and discussion of method.

Five hours per week for one term.

READING

Reading I: General Course

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

* Five hours per week for one term.

Reading II: Advanced

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

Three hours per week for one term.

GEOGRAPHY

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

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

Geography I: Physical

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

Four hours per week for one term.

Geography II: General

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

Three hours per week for one term.

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

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

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

Five hours per week for one term.

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

Five hours per week for one term.

BIOLOGY

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

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

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

The general aims of the course are as follows:

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

(c) Practical foundation for intelligent direction of nature studies in the grades.

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

General Biology

May be elected by students who have had elementary physiology. In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological proc-

esses, factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The movement in favor of the introduction of elementary agriculture into schools has spread very rapidly, and the demand for teachers is greater than the supply. In recognition of the value of such training, already proven in many states, one term of agricultural nature study is required.

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

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

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

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

Four hours per week for one term.

Nature Study II: Biological Phase

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

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

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive

in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

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

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

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

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discus-

sion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Arithmetic I

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

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

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

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

Five hours, one term.

Arithmetic II: Method

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

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

Two hours per week, spring term.

MUSIC

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

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

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

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

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

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

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

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

The classroom work presents the following phases:

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

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

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

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

5. Criticism based upon observations in Training School.

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

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

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

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

Music I: Theory and sight reading

Two hours, for one term.

Music II: Sight reading and song presentation

Two hours, for one term.

Music III: Song presentation method

Two hours, for one term.

Music IV: Study of composers, program work

One hour, for one term.

ART

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

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

Drawing and painting from nature and objects is a necessary part of the course. The desire to express beauty of line, mass, and color in nature and objects, and the need of these forms to use as material for

creative work furnish motives to the student to master the difficulties of object drawing.

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

Art I

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

Three hours per week for one term.

Art II

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

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

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

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

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

Course I

The ground covered in this course may be briefly outlined as follows: Paper weaving, paper folding, and cardboard construction, the latter embracing drawing and lettering, cutting, scoring, folding, punching, tying or pasting, decorating, and covering with cloth or leatherette.

Two hours per week for one term.

Course II

Course II is devoted to drawing and blue printing (working drawings), knife work in thin wood, and bench work (interesting models in the construction of which the correct use and proper care of the common wood-working tools can be profitably taught).

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

Course IIa

This course is a continuation of Course I and includes: work in raffia (wound over cardboard foundation, braided and sewed into small articles, woven on loom, or over rattan or splint foundation, and basketry); and in weaving of paper, raffia, yarn, or cord (freehand and with loom).

Three hours per week for one term.

Course III

Special work in any of the following subjects: mechanical drawing (orthographic projection—objects oblique to planes, the development of surfaces, the intersection of surfaces, and the use of auxiliary planes); bench work (advanced): or sheet metal work.

Five hours per week for one term.

Special Course

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

DOMESTIC SCIENCE AND ART

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

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

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

Cookery

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

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

Food principles: Composition and nutritive value of foods.

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

Vegetables: Kinds, selection, food value, sauces.

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

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

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

Salads, sandwiches, school lunches.

Desserts.

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

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

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

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

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

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

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

Taste development.

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

Five hours per week for one term.

PHYSICAL TRAINING

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

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

Course I

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

One hour per week for one term.

Course II

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

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

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

Two hours per week for one term.

Course IV

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

Two hours per week for one term.

Course V

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

Two hours per week for one term.

The young men use the gymnasium after the daily sessions.

COURSE II—KINDERGARTEN TRAINING COURSE.

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

KINDERGARTEN THEORY

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

Theory I

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

One hour per week first term.

Theory II

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

One hour per week second term.

Theory III

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

One hour per week third term.

Theory IV

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

Two hours per week fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week sixth term.

GAMES AND HYGIENE

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

Games and Hygiene I, II, III

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

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

Games and Hygiene IV and V

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

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

HANDWORK

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

Handwork I

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

Three hours per week first term.

Handwork II

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

Three hours per week third term.

Handwork III and IV

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

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

KINDERGARTEN ENGLISH

English II $\frac{1}{2}$

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

One hour per week second term.

English IV $\frac{1}{2}$

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

Two hours per week fifth term.

KINDERGARTEN OBSERVATION

Observation I $\frac{1}{2}$, II $\frac{1}{2}$

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

Two hours per week second and third terms.

KINDERGARTEN SEMINAR

Seminar I $\frac{1}{2}$, II $\frac{1}{2}$, and III $\frac{1}{2}$

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

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

KINDERGARTEN PRACTICE TEACHING

Practice Teaching I $\frac{1}{2}$, II $\frac{1}{2}$, III $\frac{1}{2}$

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

KINDERGARTEN MUSIC

Vocal

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

Instrumental

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

KINDERGARTEN ART COURSES

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

THE TRAINING SCHOOL

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

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

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

COURSE OF STUDY

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

The following outline indicates the work attempted in each year:

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

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

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

Third Grade. *Reading:* See second grade. *Writing:* Mainly pencil in B3. Pen and ink introduced in A3. Natural slant throughout grades. *Spelling:* For B3, see second grade. State Series Speller for A3 and succeeding grades. *Literature.* *Language:* Oral composition as in second

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

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

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

Fifth Grade. *Reading*: Emphasis on expression and responsiveness in reading. Dramatization. Articulation drills. *Spelling. Writing. Literature*, first and third quarters. *History*: Current events. Second and fourth quarters, period of discovery and early colonial period. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Fractions, decimals, and denominate numbers. *Nature Study*: Garden work in individual plots. *Morals and Manners. Geography*: North America and Europe. Much attention is given to cause and consequence, and to map drawing. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: Making of working drawings and beginning of bench work, for boys. Advanced cardboard construction, work with raffia and Tilo Matting, basketry and pottery, for B5 girls; sewing, for A5 girls. Class projects. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race.

Sixth Grade. *Reading and Literature*: Emphasis on expression and responsiveness in reading. Dramatization of poems and historical events. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic*: Fractions, denominate numbers, aliquot parts, percentage. *Nature Study*: 1. Garden work in individual plots. 2. Agricultural and civics clubs for Fall A6's. *Morals and Manners. Geography*: Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Local municipal civics. Current events. Stories of Greeks and Romans, first half. English history, study recitation, second half. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood block printing. Lettering. Book or portfolio covers. Flower ar-

rangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Olympic games on playground. Games of low organization, such as Corner Ball.

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

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal." Analysis and reading of "Silas Marner" and either "Julius Cæsar" or "The Merchant of Venice." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Written composition, including the elementary principles of narration, descrip-

tion, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling* and *Word Building*. *Geometry*. *Arithmetic*: General review. *Physiology*: Laboratory and text-book study of human physiology. *History*: United States history concluded, with especial consideration of the industrial development, of California history, and of civics. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order. Games of high organization, such as Captain Basket Ball and Indoor Baseball. Boys—apparatus work additional.

THE LIBRARY

The library contains about 17,500 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

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

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

CATALOG OF STUDENTS, 1907-1908

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Aldrich, Ada.....	Huntington Park	Churchill, Isabel Lovejoy.....	Greeley, Colo.
Aldridge, Grace M.....	Lebanon, O.	Clark, Alice M.....	Pomona
Aldridge, Rhoda.....	Lebanon, O.	Clark, Amy C.....	Los Angeles
Ambrose, Gertrude.....	San Pedro	Clark, Mary (A.B.).....	Los Angeles
Amidon, La Verne Marion.....	Los A.	Colvert, Catherine R.....	Los Angeles
Arnold, Edwina M.....	Los Angeles	Cooper, Margaret I.....	Los Olivos
Arthur, Edith M.....	Fillmore	Cooper, Susan A.....	Los Angeles
Bailey, Gertrude.....	Los Angeles	Crane, Rula M.....	Monrovia
Bailey, R. Kenneth.....	Los Angeles	Creager, Mabel.....	Los Angeles
Ball, Cynthia.....	Pasadena	Crothers, Mae.....	Ventura
Barrow, Bonnie B.....	Santa Monica	Crowley, Elsie E.....	Visalia
Beck, Alice K.....	Pomona	Crump, La Veta.....	Los Angeles
Beck, Mrs. Kathleen Sue.....	Los Angeles	Crump, Mary.....	Los Angeles
Bell, Albertha.....	Somis	Cunningham, Alice.....	Tulare
Bigelow, Emma L.....	Los Angeles	Curry, Ruby.....	Los Angeles
Bliss, Ruth Rochester.....	Visalia	Curtin, Mary M.....	Santa Monica
Bond, Dorothy B.....	Los Angeles	Daniels, Mrs. Cora.....	Los Angeles
Bostwick, Florence.....	Los Angeles	Daniels, Edna E. (A.B.).....	Mitchell, S. D.
Bradshaw, Alexandra C.....	Whittier	Davids, Ina M.....	Los Angeles
Brant, Arthur D.....	Riverside	Delany, May.....	Los Angeles
Bretz, Leonie.....	Los Angeles	Dennis, Ruth M.....	Ventura
Brayton, Edna.....	Los Angeles	des Granges, Helen.....	Seattle, Wash
Brendel, Carrie.....	Duquoin, Ia.	Dinneen, Mary J.....	Los Angeles
Brendel, Ruth.....	Duquoin, Ia.	Dodge, Lillie J.....	Los Angeles
Brooke, Vera H. (A.B.).....	Los Angeles	Dolan, Teresa.....	Los Angeles
Brown, Trenna.....	Los Angeles	Douglas, Harriet I.....	Los Angeles
Bryson, John.....	Gardena	Downing, Ethel T.....	Los Angeles
Bullock, Isabel C. (A.B.).....	Chicago, Ill.	Durkee, Mae M.....	San Dimas
Burke, Georgia O.....	Rivera	Dye, Lelia E.....	Van Wert, O.
Burns, Alice E.....	Mapleton, Minn.	Eikenberry, Bright.....	Cerro Gordo, Ill.
Burr, Alice Rossabel.....	Pasadena	Eldred, Hazel W.....	Los Angeles
Burr, Marjorie.....	St. Albans, Vt.	Elwood, Roby Theresa (A.B.).....	Azusa
Cade, Edith Almera.....	De Soto, Ia.	English, Hattie J.....	Kern
Campbell, Margaret.....	Aurora, Ill.	Espey, Phoebe.....	Rising Sun, Ind.
Carlock, Mary Madeline (A.B.).....	Los A.	Evans, Emily.....	Los Angeles
Cartmill, Flora.....	Tulare	Fickas, Lulu M.....	Santa Ana
Cartwright, Maud M.....	Pasadena	Finney, Edna M.....	San Luis Obispo
Cawelti, Sadie.....	Somis	Fortune, Beatrix M. (A.B.).....	Los Angeles
Chancellor, Wilhelmina.....	Los Angeles	Freeman, Gladys.....	Santa Ana
Chandler, Carrie E.....	Orange	Fulgham, Josephine M.....	Hanford
Chrisman, Maude R.....	Ventura	Giffen, Camille M'liss.....	Los Angeles
Christen, Elisa.....	Anaheim	Giffen, Cecelia May.....	Red Bluff

Senior Classes—Continued

Gilbert, Florence.....	San Bernardino	Lee, Winona	Los Angeles
Goeddel, Frances Emma.....	Norwalk	Leebrick, Bessie	Covina
Goodrich, Fannie.....	Los Angeles	Lindley, Reba M.....	Los Angeles
Granger, Maude A.....	Ventura	Little, Margaret (A.B.).....	Los Angeles
Gray, Lillian.....	Pasadena	Lund, Hallie Wilhelmina.....	Los Angeles
Gray, M. Sidney.....	Downey	McClintock, Mamie.....	Westminster
Gray, Peryle.....	Los Angeles	McCrosen, Margaret A.....	Pasadena
Greening, Florence.....	Toledo, Ohio	McDonald, Zena.....	Lompoc
Grevé, Annie L.....	Los Angeles	McHugh, Louise.....	Los Angeles
Haan, Cicely O.....	Minneapolis, Minn.	McJohnston, Maude M.....	Los Angeles
Haettel, Lois.....	Los Angeles	McKay, Isabella G.....	Los Angeles
Hall, Mary A.....	Ventura	McManus, Violet.....	Los Angeles
Hansen, Lillie.....	Los Angeles	MacMillan, Jean.....	Los Angeles
Hardesty, Alice M.....	Los Angeles	Marbel, Ethel E.....	Los Angeles
Harris, Effie.....	Bradley	Marshall, Clara.....	Porterville
Harris, Nettie.....	Los Angeles	Mason, Annie M.....	Los Angeles
Hatch, Lois.....	Los Angeles	Mathews, Grace.....	Riverside
Helm, Mrs. Florence G.....	Los Angeles	Mauch, Frieda.....	South Bend, Ind.
Helvie, Camille.....	Long Beach	Metcalf, Marie H.....	Los Angeles
Hibben, Litta Belle.....	Tropico	Miller, Grace H.....	Los Angeles
Hillman, Porter.....	Los Angeles	Miller, Iva M. (A. B.).....	Santa Ana
Hoffman, Ethel G.....	Los Angeles	Miller, Katherine.....	Whittier
Hooker, Ora.....	Riverside	Miller, Virginia.....	Los Angeles
Hopkins, Marie A. (A.B.).....	Fullerton	Miller, Vivian.....	Norwalk
Horton, Elizabeth A. (B.L.).....	Pasadena	Milligan, Gertrude.....	St. Louis, Mo.
Hovey, Marie L.....	Rawhide, Nev.	Mitchell, M. Jeannette.....	Los Angeles
Hudson, Mabel.....	Los Angeles	Mitchell, Nora L.....	Ontario
Hund, Leonore L.....	Ventura	Mogle, Mildred E.....	Chino
Hussey, Grace E.....	Anaheim	Molique, Nellie D.....	San Gabriel
Hutton, Mary C.....	Long Beach	Montgomery, Kathleen A.....	Los Angeles
Inghram, Helen.....	Norwalk	Morgan, Lenore Edna.....	Sierra Madre
James, Grace Louise (A.B.).....	Santa Monica	Morrison, Barbara H.....	Pasadena
Jensen, Elsie.....	Los Angeles	Morrison, Daisy.....	Los Angeles
Johnson, John.....	Los Angeles	Murphy, Imogene M.....	Pasadena
Johnston, Kathleen.....	Los Angeles	Nidiffer, Myrtle Irene (B.L.).....	Lemoore
Jones, Alice.....	Corvallis, Ore.	Norris, Anna Marie.....	Los Angeles
Jones, Elizabeth A.....	Long Beach	Oakey, Mary L. (B.L.).....	San Bernardino
Jones, Harriett E.....	Pasadena	O'Connor, Julia.....	Hollywood
Jones, Laura A.....	Los Angeles	O'Donnell, Alice M.....	Los Angeles
Jones, Mary Thurston.....	Corvallis, Ore.	Olerich, Florence.....	Los Angeles
Jordan, Winifred.....	Redlands	Patterson, Lela.....	Humboldt, Neb.
Kibbie, Marjorie R.....	Pomona	Patterson, Mrs. Mary B.....	Los Angeles
Kimball, Letizia M. (A.B.).....	Eureka	Faxton, Jessie K.....	Orange
King, Fannie.....	Los Angeles	Faxton, Margaret.....	Orange
Kressen, Walter.....	Orange	Pedroarena, Ysidora.....	Los Angeles
Lacy, James S.....	Los Angeles	Peirce, Bertha T.....	Azusa
Lane, Josephine E.....	Downey	Pettingill, Tallahatchie (A.B.).....	Redlands
Larkins, Addie T.....	Visalia	Piles, Margaret E.....	Los Angeles
Larkins, Carol Letitia.....	Visalia	Pitts, Ruth H.....	Pasadena
Laughlin, Lelia.....	Los Angeles	Porter, Rose E.....	Fresno
Lee, Grace Alda.....	Orange	Pownall, Irene.....	Los Angeles
Lee, Mrs. Valeria C.....	Los Angeles	Quinn, Nita.....	El Monte

Senior Classes—Continued

Rankin, Grace L.....	Los Angeles	Taney, Mary E.....	Los Angeles
Raymond, Annie L.....	Los Angeles	Taylor, Nain.....	Los Angeles
Reavis, Lorna.....	Los Angeles	Templeton, Jessie N.....	Los Angeles
Reed, Pearl Ethelyn (A.B.).....	Pomona	Thayer, Violet M.....	Los Angeles
Rhoades, Georgia M.....	Long Beach	Thompson, Elizabeth M.....	Los Angeles
Richards, Ethel E.....	Los Angeles	Thompson, Frances.....	Hollywood
Richardson, Isabelle W.....	Anaheim	Thompson, Pearl A.....	Norwalk
Richardson, Rachel.....	Eagle Rock	Todd, Margaret.....	Fresno
Rineheart, Mary G.....	Los Angeles	Tolchard, Veda.....	Los Angeles
Robinson, Mrs. Lillian Valparaiso, Ind.		Treacy, Jennie S.....	Aurora, Ill.
Ronan, Katheryn.....	Los Angeles	Tupman, H. Elizabeth.....	Hynes
Ross, Orma R.....	Santa Ana	Unger, Maude C.....	Los Angeles
Rouse, Marie J.....	Los Angeles	Vale, Mabel Mildred (A. B.).....	Long Beach
Ruhland, Murrel.....	Alhambra	Vandegrift, Louise Robb.....	Los Angeles
St. John, Anna.....	Los Angeles	Van Sittert, Mrs. Edith.....	Los Angeles
Sanderson, Margaret.....	Whittier	Venable, Laura E.....	Los Alamitos
Satterlee, M. Grace.....	Los Angeles	von Dornum, Elsa.....	Rhyolite, Nev.
Schwarz, Florence I.....	Santa Barbara	Waters, Annie.....	Colton
Scott, Bonnie.....	Los Angeles	Watkins, Bessie S.....	Long Beach
Scay, Bessie.....	Watts	Watkins, Etta B.....	Keota, Ia.
Scay, Marion.....	Los Angeles	West, Mrs. Georgia A.....	Los Angeles
Sevier, Helen.....	Los Angeles	Watson, Mary.....	Anaheim
Shillington, Myrtle R.....	Oxnard	Weinstein, James.....	Los Angeles
Short, Lurline E.....	Hanford	Wells, Eloise G.....	Travers City, Mich.
Smith, Hilda.....	Los Angeles	Wenger, Susie E.....	Los Angeles
Smith, Margaret.....	Los Angeles	Westerfield, Agnes.....	Lankershim
Smith, Rhumah M.....	Morrisville, Vt.	Westland, Martha Zoe.....	Upland
Sollinger, Anna.....	Norwalk	Whittlesey, Lucy E.....	Altadena
Sollinger, Ethel.....	Norwalk	Wilcox, Ethel M.....	Los Angeles
Spiers, Katherine.....	Los Angeles	Williams, Elva.....	Pomona
Stanley, Lillie M.....	Orange	Williams, Mary V.....	Glendale
Steck, Georgie J. (A.B.).....	Berkeley	Williamson, M. Estella (A. B.).....	Hollywood
Stephens, Nellie Eva (A.B.).....	Long Beach	Wine, Bessie.....	Los Angeles
Stewart, Margaret.....	Los Angeles	Wonders, Lottie M.....	Downey
Strain, Lily.....	Fullerton	Woodham, Edith.....	Hollywood
Straub, Mary Lulu.....	Glenwood, Ia.	Wooley, Edna L.....	Greenfield
Stringfield, Elizabeth.....	San Luis Obispo	Wright, Nancy R.....	Los Angeles
Stull, Helene Mildred.....	Los Angeles	Wyman, Gertrude B.....	Alhambra
Swartout, Alta.....	Los Angeles	Yandell, Lura.....	Bishop
Talbert, Wilford E.....	Highgrove		
Total.....			257

Including classes graduating November 27, 1907; January 31, 1908; March 13, 1908

Junior Classes

Adams, Edith R.....	Tustin	Bliss, Helen Claire.....	Santa Cruz
Adams, Elsie.....	Monrovia	Boeckman, Eleanor Eliza.....	Hollywood
Alexander, Jean Geddes.....	Hollywood	Bond, Gertrude.....	Los Angeles
Alexander, Helen Mills.....	Mills College	Bond, Gladys.....	Los Angeles
Andrews, Myrtle Gladys.....	Redlands	Boyde, Verna.....	Santa Ana
Backus, Myrtle Elinor.....	Los Angeles	Brandt, Josephine.....	Covina
Baskett, Jettie.....	Los Angeles	Brandt, Margaret.....	Covina
Bennett, Bonnie B.....	Los Angeles	Bratt, Lois Ella.....	Downey
Biehl, Rosa.....	Los Angeles	Brayton, Martha.....	Los Angeles

Junior Classes—Continued

Brewer, Irene.....	Los Angeles	Heintz, Lola Rose.....	Los Angeles
Brewer, Lizzie Angelyn....	Los Angeles	Hepner, Minnie Alice.....	Covina
Burnett, Lillian C.	Glasco, Kan.	Herrig, Pearl Ethel.....	Pasadena
Canterbury, Ethel.....	Redlands	Hoffman, Virginia Ruth....	Los Angeles
Chancellor, Eloise.....	Los Angeles	Holt, Mary Elizabeth.....	Los Angeles
Cheney, Marion,.....	Los Angeles	Honn, Loueva M.	Visalia
Cist, Beth.....	Los Angeles	Hoover, Esther.....	Los Angeles
Clark, Irene Vinnie.....	Los Angeles	Horton, Alice.....	Redlands
Colgan, Catherine Genevieve ..	Los A.	Hovey, Leigh Nancy.....	Pasadena
Convis, Lulu Imogene.....	Los Angeles	Houk, George D.	Glendale
Cookman, Mrs. Grace Olive.....	Los A.	Hunter, Iva Fern.....	Glendale
Cookman, J. Randolph.....	Los Angeles	Jellison, Hilda Louise.....	Monrovia
Coombs, Adeline Mabel.....	San Pedro	Jenifer, Nellie.....	San Fernando
Cosner, Addie.....	Sherman	Johnson, Bertha.....	Lompoc
Covell, Florence May.....	Pasadena	Johnson, Hilda S.....	San Pedro
Coward, Freda Loretta.....	South Pasadena	Johnston, Edith.....	Los Angeles
Crane, Dorothy.....	Los Angeles	Jones, Edith Florence.....	Los Angeles
Cripe, Samuel.....	The Palms	Kallmeyer, California.....	El Monte
Cunningham, Mary T.	Los Angeles	Karnahan, Mary.....	Los Angeles
Dabney, Blanche.....	Winterset, Ia.	Keefe, Alice Marie.....	Orange
Dalglish, Margaret D.....	Santa Monica	Kidd, Ellen Fidelia.....	San Bernardino
Davies, Sophia Martha.....	Los Angeles	Kress, Nellie.....	Los Angeles
Deardorff, Annetta.....	Santa Ana	Lawrence, Leah B.....	Anaheim
de la Cuesta, Tulita.....	Santa Ynez	Layne, Vera.....	Los Angeles
Dippo, Cecile.....	Pasadena	Lockett, Lillian.....	Pasadena
Dismukes, Meekie W.....	Downey	Lockett, Octavia Bass.....	Pasadena
Duncan, Fanchon Felicia ..	Los Angeles	Lyman, Maud Lydia.....	San Fernando
Elliott, Roxy.....	Paso Robles	Lyman, Pearl.....	San Fernando
Emery, Izella Opal.....	Los Angeles	Luther, Mabel.....	Los Angeles
Evans, Gwendolyn.....	Downey	McCain, Belle.....	Pomona
Ewing, Bessie Ionia..	Los Angeles	McDonald, George J.....	Pomona
Field, Anna May.....	Los Angeles	Mast, Lola.....	Pomona
Field, Susan E.....	Highland	Mathews, DeRose.....	Los Angeles
FitzGerald, Geraldine.....	Los Angeles	Maulsby, Ruth Eleanor.....	Los Angeles
Flynn, Edith Irene.....	Los Angeles	Maurer, Clara Bess.....	Ontario
Forrest, Dorothy.....	Oceanside	Mayes, Florence Mabel.....	Downey
Freeman, Callie.....	Cucamonga	Maynard, Pearl.....	Los Angeles
French, Beryl Lorena.....	Loomis	Medbery, Mary R.....	Los Angeles
Fuller, Grace Lydia.....	Santa Ana	Miller, Susie E.....	Los Angeles
Garcia, Annie Stella.....	Wilmington	Moore, Ida Alice.....	Tulare
Gillespie, Jean.....	San Pedro	Morris, Bessie.....	Lima, Ohio
Gilmer, Lillian.....	Tipton	Morris, Kate S.....	Los Angeles
Goetz, Mae A.....	Los Angeles	Nebelung, Violet.....	Anaheim
Gough, Susanne.....	Los Angeles	Nyce, Ida May.....	Pasadena
Gray, Rachel Jane.....	Whittier	Nye, Helen Marie.....	Hollywood
Haddock, Mattie C.....	Norwalk	O'Brien, Mary C.....	Los Angeles
Hall, Helen May.....	Ventura	Olmstead, Matie C.....	Workman
Hanifan, Agnes.....	Los Angeles	Ott, Susie E.....	Corona
Hardin, Ruth M.....	Buena Park	Pauling, Hester.....	Los Angeles
Hardy, Katherine F.....	Los Angeles	Paxton, Laura E.....	Rivera
Harris, Josephine Riddock.....	Downey	Payne, Frances Delia.....	Los Angeles
Harwood, Fay.....	Santa Paula	Peters, Claire.....	Mojave
Heil, Frank L.....	Santa Ana	Platt, Lucile.....	Los Angeles

Junior Classes—Continued

Preston, Linda May.....	Los Angeles	Sturgis, Mary Elizabeth ...	Los Angeles
Prior, Marjorie Julia.....	Los Angeles	Summers, Estelle	Los Angeles
Quesnal, Regina H.....	Los Angeles	Summer, Charlotte Louise..	Los Angeles
Quinn, Gladys	El Monte	Thomas, Alma M. L.....	Los Angeles
Ratliff, Nellie Blanche.....	Colton	Thompson, Mrs. Helena....	Los Angeles
Reeves, Grace Gardner.....	Redlands	Townsend, Ruth Ann.....	Hollywood
Rice, Mrs Evelyn S.....	Pasadena	Twombly, Katherine Earle...	Fullerton
Rives, Gertrude Anna.....	Hemet	Tyler, Edith	Los Angeles
Robinson, Alice M.....	Santa Ana	Tyler, Helen Ruby.....	Moline, Ill.
Saulsbury, Edna May... ..	Arroyo Grande	Valla, Helen Henrietta	Whittier
Short, Addie G.....	Fresno	Valgamore, Ivan R.....	Pasadena
Shulman, Bertha.....	Los Angeles	Walker, Bessie Ellen.....	Los Angeles
Smith, Elizabeth Hargraves..	Redlands	Westbrook, Bertha F..	Linconville, Kan.
Smyth, Pearl	Ontario	White, Mae B.....	Los Angeles
Specht, Martha	Los Angeles	Wickersheim, Elsie Louise	Orange
Stanley, Emma.....	Orange	Wiggs, Hazel H.....	Whittier
Stewart, Blanche.....	Los Angeles	Willits, Marion Halla.....	El Monte
Stiles, Lillian May.....	Fresno	Wylie, Ruth.....	Santa Maria
Strong, Clara.....	Santa Monica	Weisbard, Florence M.....	Los Angeles
Total.....			172

ACADEMIC PROFESSIONAL DEPARTMENT

Senior Class

Blunck, Irma.....	Los Angeles	Reed, Hazel	Santa Monica
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Junior Class

Riggins, Edna B.....	Los Angeles	Seaman, Josephine A.....	Los Angeles
Total			4

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Alexander, Adeline C.....	Los Angeles	McKellar, Florence.....	Pasadena
Amis, Bonnie Ethel.....	Los Angeles	McMillan, Josephine	North Glendale
Brugman, Emily	Sierra Madre	Mabon, Olive	Ontario
Burnham, Jessie M.....	Riverside	Metcalfe, Mary E.....	Los Angeles
Clark, Hazel	Los Angeles	Nicholas, Alice A.....	Pasadena
Dey, Ermand Vinnie.....	Pasadena	Phillips, Edith	Pasadena
Dickinson, Mary.....	Los Angeles	Reynolds, Margaret.....	Pasadena
Doughty, Vivian Ellen.....	Hollywood	Swartz, Neva Retha.....	Chicago, Ill
Dunlap, Hazel A.....	Pasadena	Utley, Sarah	Los Angeles
Egbert, Marguerite.....	Pasadena	Van Deusen, Ethel	Los Angeles
Johnson, Beulah.....	Los Angeles	Waterman, Gertrude.....	Los Angeles
Lamb, Gladys Vera	Eagle Rock	Wilson, Jennie Ethel....	Soldiers' Home
Lomax, Georgia	Los Angeles	Wood, Laura L.....	Pasadena
MacKalip, Marguerite a....	Los Angeles		
Total.....			27

Including graduates of November 27, 1907; January 31, 1908; March 13, 1908

Junior Classes

Arenschield, Leola Mary.....	Glendora	le Mesneger, Louise Paz.....	Los Angeles
Boydston, Vinna K.....	Fairmount, W. Va.	Maurice, Edith Lois.....	Los Angeles
Brown, Edna Vincent.....	Los Angeles	Morris, Agnes.....	Los Angeles
Cameron, Mrs. Margaret.....	Los Angeles	Putnam, Lelia Isabelle.....	Pasadena
Carnes, Margaret Rose.....	Los Angeles	Reed, Helen.....	Monrovia
Fallis, Nannie.....	Los Angeles	Schiffman, Eulalia Irene.....	Los Angeles
Foster, Edith H.....	Los Angeles	Scott, Carrie Belle.....	Los Angeles
Greene, Gertrude Barton.....	Pasadena	Sherk, Mildred.....	Pasadena
Grove, Etta Priscilla.....	Onarga, Ill.	Snyder, Evelyn Wilson.....	Los Angeles
Hotchkiss, Lulu T.....	Santa Clara	Sturges, Caroline M.....	Oak Park, Ill.
Hurst, Edith Rosalie.....	Los Angeles	Williams, Elizabeth P.....	Avalon, C. Isl.
Jensen, Lillian Olive.....	Los Angeles	Williams, Miriam C.....	Pasadena
Lawrence, Ruth Caroline.....	Los Angeles	Wimberly, Persia.....	Los Angeles
Ledyard, Maritza Forman.....	San José	Winston, Marguerite U.....	Los Angeles
Total.....			28

SPECIAL STUDENTS AND VISITING TEACHERS

Arakawa, Tetsujiro.....	Los Angeles	Mitchell, Florence Ashby.....	Los Angeles
Avery, Rebekah Wheeler.....	Oakland	*Oakley, Elizabeth.....	Los Angeles
Bartlett, Mrs. Emma M.....	Los Angeles	Palmer, Gertrude.....	Cottage Grove, Ore.
Blewett, Myrtle.....	Los Angeles	*Parker, Phoebe L.....	Los Angeles
*Diffenbacher, Lulu A.....	Los Angeles	Phillips, Delle.....	Long Beach
Dinwiddie, Pauline.....	Los Angeles	Preston, K. Lillian.....	Santa Clara
Duclos, Mrs. Antoinette S.....	Los Angeles	Rebbe, Elizabeth.....	Los Angeles
Frank, Miss Ethel G.....	Los Angeles	Reinertson, Nellie O.....	Hazard, Neb.
Gere, Mary Belle.....	Chicago, Ill.	Routh, Mrs. Lottie E.....	Duluth, Minn.
Giffin, Mary E.....	St. Clairsville, O.	Sale, Katherine.....	Los Angeles
Hall, Ivy Bell.....	Los Angeles	*Slayden, Mrs Carrie R.....	Los Angeles
Hazen, Bessie.....	Pasadena	Snyder, Harriet A.....	Pasadena
Kimmell, Emma Marion.....	Hemet	Van Dusen, Marion S.....	Los Angeles
*Knight, Bertha.....	Los Angeles	Watkins, Mrs. Nellie.....	Los Angeles
Leonard, Eugene T.....	Los Angeles	Wilson, T. Howard (M.A.).....	Los Angeles
Logan, Inez.....	Los Angeles	Williams, Adah.....	Fulton, Ga.
Loomis, Emma.....	Meadville, Mo.	Yorker, Mrs. Nora K.....	Los Angeles
Miller, Mrs. Delphine S.....	Los Angeles		
Total.....			35

Total number of students in General Professional Department.....	429
Total number of students in Academic Professional Department.....	4
Total number of students in Kindergarten Training Department.....	55
Special students and Visiting Teachers.....	35

Total number enrolled in Normal School..... 523

*Postgraduate.

PUPILS ENROLLED IN TRAINING SCHOOL

Number of pupils enrolled in Eighth Grade.....	70
Number of pupils enrolled in Seventh Grade.....	68
Number of pupils enrolled in Sixth Grade.....	65
Number of pupils enrolled in Fifth Grade.....	45
Number of pupils enrolled in Fourth Grade.....	54
Number of pupils enrolled in Third Grade.....	61
Number of pupils enrolled in Second Grade.....	52
Number of pupils enrolled in First Grade.....	106
Number of pupils enrolled in Kindergarten.....	69
Total number enrolled in Training School.....	<u>590</u>

SUMMARY

Total number students in Normal School.....	523
Total number pupils in Training School.....	<u>590</u>
Total number enrolled, all departments.....	1,113

GRADUATES

SUMMER CLASS, JUNE, 1907.

General Professional Course

Edith E. Alsbach	M. Eleanor Fraser	L. Ada Martin
Carrie Armstrong	Edna M. George	Almira M. Mayo
Cecil E. Bemis	Sophia Gettman	Charles P. Meagher
Röwena Blackburn	Ivy Josephine Girvin	Clarice Merrill
May Bolton	Bertha M. Grant	Freda Meyer
Margaret C. Buchanan	Irene M. Green	Maude V. Moon
Lena M. Buhn	Cary Groton	Mary Morten
Emma McNear Butts	Mary E. L. Hall	Mollie Munz
Floralyn Cadwell	Mrs. Lulu L. Hansen	Elizabeth Nourse
Margaret R. Cassels	Elizabeth M. Harris	Elizabeth Oakley
*Laura Chase	Laura Louise Hayes	Norma Peck
Jennie C. Clay	Arline A. Haynes	Emily Petterson
Ethel Collins	Elva A. Henry	Grace L. Phelps
Carrie Conkle	Fidelia A. Hickox	Etta L. Post
L. May Cornwell	Myrtle H. Hickox	Faith Roberts
Rena Crinklaw	Alice B. Holmes	Maranita B. Roe
Marjorie E. Curtis	Edna Hughes	Anna Hazlitt Sale
Ella Doyle	Nicolina Johnson	Ada Alice Sloan
Dorothy Duncan	Gladys Jolliffe	Olga Mae Speer
Edith A. Eckleen	Elizabeth C. Kaiser	Muriel Tatem
Edna Rea Elliott	Lila B. McEtra	Blanche Lenore Vance
Clara B. Evans	Vera E. McMurray	Ethel M. Webb
Josephine L. Evans	Jessie A. Mahan	Frances G. Webster

Academic Professional Course

Maud A. Minthorn

Kindergarten Training Course

Frances Baker	Mary M. Cook	Mary Caro Moore
Hazel C. Brobst	Jessie Barbara Hayward	Nora K. Nagle
Una Burrett	†Mrs. Nellie Jemison Jonas	Phoebe L. Parker

AUTUMN CLASS, NOVEMBER, 1907

General Professional Course

Rhoda V. Aldridge	Grace Mathews	Alta M. Swartout
Flora L. Cartmill	Mamie McClintock	Mary Watson
Ruby Curry	Gertrude Milligan	Agnes Westerfield
Mabel Hudson		

Kindergarten Training Course

Edith Phillips

Ethel Lee Van Deusen

*Graduate. Kindergarten Course (1905).

†Graduate of General Professional Course (1899).

MIDWINTER CLASS, JANUARY, 1908

General Professional Course

Edith Arthur	Teresa M. Dolan	Murrel Ruhland
Albertha V. Bell	Lulu Fickas	Helen Sevier
Florence Bostwick	Lillie P. Hansen	*Hilda Smith
Alexandra Bradshaw	Nettie Harris	*Margaret Smith
Edna E. Brayton	Lois Hatch	Ethel A. Sollinger
Carrie Brendel	Camille Helvie	*Anna L. St. John
Ruth Brendel	Winifred A. Jordan	Lily Strain
Trenna E. Brown	Bessie Leebrick	Lulu Straub
Marjorie F. Burr	Margaret McCrossen	Frances S. Thompson
Maud Cartwright	Marie H. Metcalf	Pearl A. Thompson
Sadie Cawelti	Daisy P. Morrison	Veda Tolchard
Elsa Christen	Anna Marie Norris	Eloise Wells
Susan A. Cooper	*Rachel T. Richardson	Susie Wenger
May M. Delany	*Mary G. Rineheart (Mrs.)	Gertrude Wyman
Ruth Dennis	Katheryn N. Ronan	

Academic Professional Course

Gertrude Hazel Reed

Kindergarten Training Course

Hazel A. Dunlap

SPRING CLASS, MARCH, 1908

General Professional Course

Emma L. Bigelow	Beatrix M. Fortune (A.B.)	Myrtle I. Nidiffer (B.L.)
*Vera H. Brooke (A.B.)	*Lois Haettel	*Julia O'Connor
Cora Daniels	Marie A. Hopkins (A.B.)	Lela Patterson
Edna E. Daniels (A.B.)	Elizabeth A. Jones	Tallahatchie Pettingill (A.B.)
Roby T. Elwood (A.B.)	Letizia M. Kimball (A.B.)	Katherine Spiers

Kindergarten Training Course

Olive Mabon

Emily S. Brugman

*Returned for special work.

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. Classes of November, 1907, January and March, 1908	76
Total	2,066
Number graduating from two courses: counted twice	18
Total excluding names counted twice	2,048