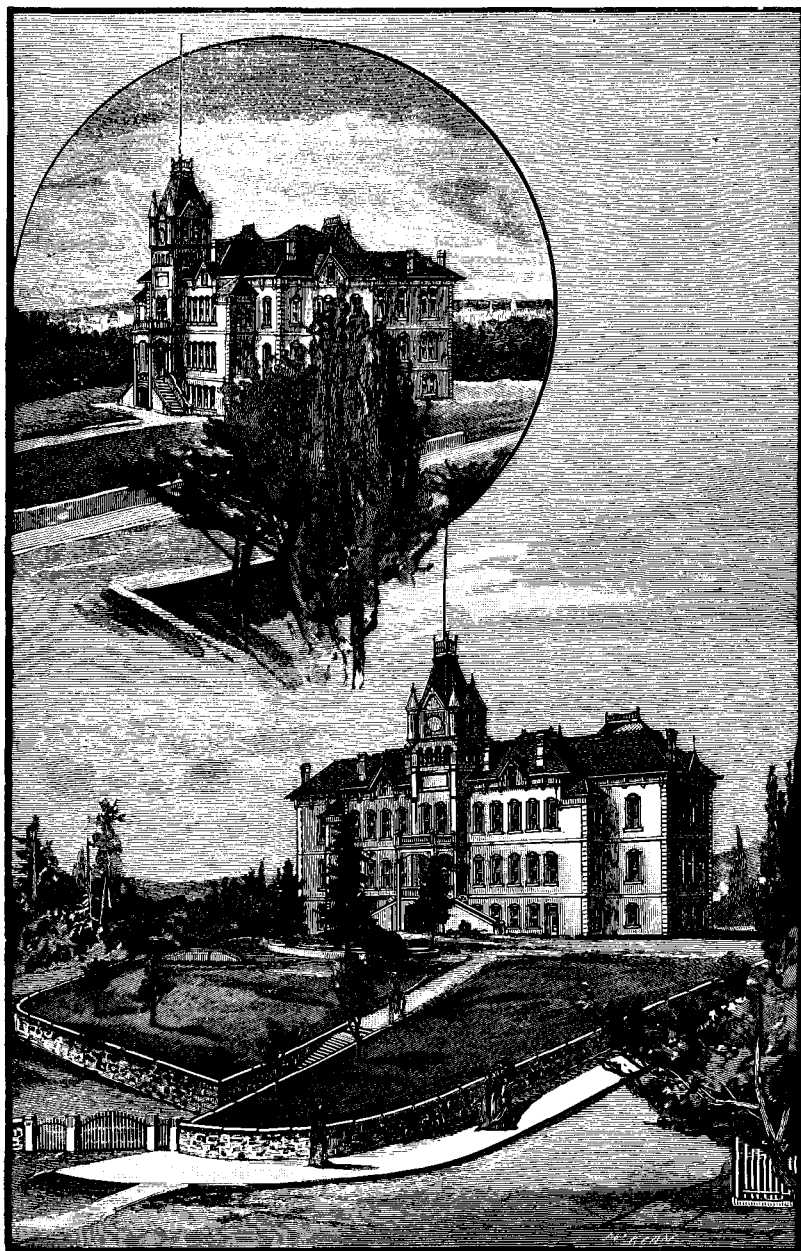


CATALOGUE 1893-94.

# State Normal School

At Los Angeles.

CIRCULAR 1894-95.



LOS ANGELES NORMAL SCHOOL,—OLD BUILDING.

TWELFTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1894,

AND

CIRCULAR FOR 1894-95.

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SACRAMENTO:

STATE OFFICE, : : A. J. JOHNSTON, SUPT. STATE PRINTING.  
1894.

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## BOARD OF TRUSTEES.

---

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<i>Ex Officio.</i>	
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T. P. LUKINS .....	Pasadena.
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JOHN MANSFIELD .....	President.
A. E. POMEROY .....	Vice-President.
EDW. T. PIERCE .....	Secretary.

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## EXECUTIVE COMMITTEE.

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T. P. LUKINS.	

BOARD OF INSTRUCTION, 1893-94.

- ✓EDW. T. PIERCE, Principal ..... Theory and Practice of Teaching.
- ✓EMMA L. HAWKS, Preceptress ..... English Literature.
- ✓MELVILLE DOZIER ..... Physics and Bookkeeping.
- ✓CHARLES E. HUTTON ..... Geometry and Algebra.
- ✓SARAH P. MONKS ..... Zoölogy and Drawing.
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- ✓JOSEPHINE E. SEAMAN ..... Grammar and Word Analysis.
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- ✓MAY A. ENGLISH ..... Chemistry and Physical Geography.
- ✓JULIET P. RICE ..... Music.
- ✓TH. BESSING ..... Physical Training.

Model and Training School.

- ✓FRANCES H. BYRAM, Principal ..... Third and Fourth Grades.
- ✓AGNES ELLIOTT ..... Second and Third Grades.
- ✓CARRIE REEVES ..... First Grade.

BOARD OF INSTRUCTION, 1894-95.

- EDW. T. PIERCE, Principal ..... Psychology and School Economy.
- ISABEL W. PIERCE, Preceptress ..... English.
- ..... Pedagogics.
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- MAY A. ENGLISH ..... Chemistry and Physiology.
- JAMES H. SHULTS ..... Physics.
- MARY A. LATHROP ..... Sloyd and Drawing.
- AGNES CRARY ..... English.
- JULIET P. RICE ..... Music.
- THEODORE BESSING ..... Physical Training.

Model and Training School.

- FRANCES H. BYRAM, Principal ..... Critic Teacher.
- AGNES ELLIOTT ..... Critic Teacher.
- CARRIE REEVES ..... Critic Teacher.
- \_\_\_\_\_ ..... Critic Teacher.
- \_\_\_\_\_ ..... Critic Teacher.
- \_\_\_\_\_ ..... Critic Teacher.
- \_\_\_\_\_ ..... Critic Teacher.
- \_\_\_\_\_ ..... Critic Teacher.

\* Resigned.

## LIST OF STUDENTS.

## SENIOR CLASS.

Abrams, Geo. D. . . . . Garden Grove.	Huyck, Myrtella B. . . . .
Adams, Ella A. . . . . Los Angeles.	..... San Luis Obispo.
Adams, Laura S. . . . . Downey.	Johnson, Amanda V. . . . .
Alexander, Josie . . . . . Santa Ana.	..... San Bernardino.
Anderson, Grace . . . . . Los Angeles.	Killefer, Lydia D. . . . . Orange.
Armstrong, Jeannette . . . . .	King, Dora . . . . . Los Angeles.
..... Los Angeles.	Knight, Edith C. . . . . Los Angeles.
Bacon, Bessie . . . . . Los Angeles.	Lindley, Vesta . . . . . Whittier.
Bailey, Alice . . . . . San Francisco.	Loveland, Nellie B. . . . . Winchester.
Baker, Anne M. . . . . Pasadena.	Lyon, Annie B. . . . . Artesia.
Barden, Estella J. . . . . Pasadena.	Matthewson, Christina J. . . . .
Baxter, Margaret C. . . . . Duarte.	..... Monrovia.
Bethune, Isabel . . . . . Los Angeles.	May, Mattie . . . . . Tipton.
Bird, Richard N. . . . . Anaheim.	McCaldin, Alice G. . . . . Pasadena.
Bradley, Helen A. . . . . Montecito.	McDowell, A. Maude. . . . . Santa Ana.
Brand, Joseph E. . . . . Pomona.	McEuen, Minnie E. . . . . Winchester.
Buckham, Emily A. . . . . Compton.	McFadden, Lizzie . . . . . Santa Ana.
Carrick, Ida E. . . . . Los Angeles.	McKusick, Maud A. . . . . Norwalk.
Carter, Brancie . . . . . Santa Barbara.	Milner, Elsé E. . . . . Los Angeles.
Carter, Gussie . . . . . Santa Barbara.	Moore, Jessie . . . . . Los Angeles.
Chase, Annie E. . . . . Alhambra.	Neveil, Rosa J. . . . . Los Angeles.
Chilton, Orabel . . . . . Santa Ana.	Newkirk, Lizzie G. . . . . Los Angeles.
Coleman, Adah Z. . . . . Glendale.	Nichols, Elmer E. . . . . Garden Grove.
Colgan, May L. . . . . Los Angeles.	Norton, Esther . . . . . Los Angeles.
Cooper, Belle . . . . . Los Angeles.	Norton, Mina A. . . . . Los Angeles.
Cooper, Floribel . . . . . Eureka.	Peckham, Sophronia F. . . . .
Craw, Lulu E. . . . . South Riverside.	..... Los Angeles.
Cuff, Lillie E. . . . . San Diego.	Porter, Roy . . . . . Oceanside.
Cuff, Rebecca . . . . . San Diego.	Prince, Lily E. . . . . Los Angeles.
Depue, Eva M. . . . . Montecito.	Reece, Hattie M. . . . . Oceanside.
Dimock, Helena . . . . . Westminster.	Reeves, Daisy C. . . . . Pomona.
Downing, Nannie H. . . . . Wilmington.	Reid, Vada . . . . . Burbank.
Field, Lizzie M. . . . . Los Angeles.	Ross, Belle . . . . . Santa Ana.
Flood, F. Helena . . . . . Pomona.	Schopbach, Flora M. . . . . Pasadena.
Folsom, Marian . . . . . Los Angeles.	Schroeter, Clara . . . . . Los Angeles.
Fox, Charles J. . . . . Los Angeles.	Small, Myrtle C. . . . . Olive.
Gifford, Wilhelmine. . . . . Los Angeles.	Smith, Bettie E. . . . . Downey.
Hall, Mary E. . . . . Santa Ana.	Smith, Clara Estelle. . . . . Los Angeles.
Hartley, May . . . . . Colton.	Smith, Rosa B. . . . . San Diego.
Hawkins, Jessie E. . . . . Downey.	Stedman, Lulu M. . . . . Los Angeles.
Huber, Lulu . . . . . Los Angeles.	Stone, Carrie B. . . . . Mesa Grande.

Swain, Mary E. .... Covina.	Vinyard, Helen P. . Santa Monica.
Teggart, Anna ..... San Diego.	Walkem, Sadie J. ....
Thomas, Margaret C. .... Verdugo.	..... South Riverside.
Thompson, Jessie L. Westminster.	Weil, Adele. .... Los Angeles.
Thompson, Susie I. Westminster.	Wittich, Mary ..... Compton.
Tuttle, Leila E. .... Los Angeles.	Woodcock, Agnes R. .... Oakland.
Varney, Minnie. .... Burbank.	Woodford, Kate L. .... San Diego.
Vaughan, Edwin L. . Los Angeles.	Young, Roy J. .... Santa Ana.

## MIDDLE CLASS.

Abbott, Mary V. .... Rivera.	Galpin, Lloy. .... Los Angeles.
Alderson, Edith. .... Los Angeles.	Grubb, Lewis .... State of Illinois.
Allen, Margery. .... Menifee.	Guard, Hattie B. .... Los Angeles.
Babbitt, Adelaide G. .... Pasadena.	Hamilton, May J. .... Los Angeles.
Backus, Viola ..... Eagle Rock.	Hastings, Ida R. .... Los Angeles.
Barber, Leetta ..... Tropico.	Hay, M. Florence. . Los Angeles.
Barrett, Gertrude M. .... Ontario.	Heil, Caroline E. .... Santa Ana.
Barron, Ida E. .... Compton.	Hill, Walter B. .... Garden Grove.
Beckley, Charlotte . Los Angeles.	Holden, Jessie L. .... Sierra Madre.
Bennett, Grace V. .... Pomona.	Holleran, Maggie. .... Los Angeles.
Bixby, Alice M. .... Sierra Madre.	Holleran, Nora. .... Los Angeles.
Booth, Menetta M. . Los Angeles.	Horgan, Gertrude J. . Los Angeles.
Boutell, Clara E. .... Pomona.	Hornbeck, Lucy B. .... Pomona.
Brenizer, Nettie A. .... Norwalk.	Hough, Edith M. .... Pasadena.
Brown, Aline ..... Los Angeles.	Hughes, Minnie E. .... Downey.
Brown, Eddie L. .... Los Angeles.	Hyde, Olive E. .... Los Angeles.
Butler, John F. .... Orange.	Jennings, Lulu B. State of Illinois.
Casteel, G. Luella. . Los Angeles.	Johnson, Delius O. . Los Angeles.
Catey, George W. .... Compton.	Kellogg, Minnie L. .... Goleta.
Catey, Minnie L. .... Compton.	Kendig, Anna ..... San Jacinto.
Chandler, Clara E. .... Dundee.	Lamb, Rose E. .... Alhambra.
Clarke, Kate A. .... Ione.	Landell, Margaret E. . Anaheim.
Cokin, F. Olive ..... Los Angeles.	Langbein, Lillian E. . Los Angeles.
Conaway, Grace A. . Santa Ana.	Laughlin, Grace A. . Carpenteria.
Cook, Jeanne H. .... Los Angeles.	Levy, Therese. .... Los Angeles.
Coward, Beulah B. .... Norwalk.	Longley, Laura B. . Los Angeles.
Crandall, Rosa M. San Bernardino.	Lotshar, Sarah R. .... Los Angeles.
Diffenbacher, Lulu . Los Angeles.	Lotspeich, Jessie .... Los Angeles.
Diffenbacher, Minnie E. ....	Manley, Edna T. .... Los Angeles.
..... Los Angeles.	McCarty, Alice C. .... Orange.
Dix, Cora A. .... Pasadena.	McGowan, Lucy G. .... Pasadena.
Dolland, Ella. .... Norwalk.	McLam, Lena. .... Santa Barbara.
Doughty, May ..... Lordsburg.	Meador, Margaret M. .... Verdugo.
Eberle, Edith F. . Santa Barbara.	Measor, Reumah E. . Santa Ana.
Embody, Mildred. . Los Angeles.	Mitchell, Sarah. . Garden Grove.
Englehardt, Clara B. . Glendora.	Mitchell, William. Garden Grove.
Fanning, Frank ..... Norwalk.	Mohan, Rose E. .... Los Angeles.
Feudge, Mary E. . San Bernardino.	Newby, Nellie J. .... Ventura.
Frazier, Alice M. .... Orange.	Newell, May F. . San Bernardino.



Oman, Marguerite E. . . . . San Pedro.  
 Paine, Annie L. . . . . Orange.  
 Paine, May L. . . . . Los Angeles.  
 Parker, Kate . . . . . Los Angeles.  
 Prentiss, Luella R. . . Los Angeles.  
 Robinson, Bertha. . . Garden Grove.  
 Scollard, Dora E. . . . Santa Monica.  
 Senour, Buena M. . . . Los Angeles.  
 Snow, William M. . . Garden Grove.  
 Sprague, Agnes M. . . . Fullerton.  
 Sullivan, Elizabeth T. . . . .  
 . . . . . Los Angeles.  
 Swain, Emma M. . . . . Covina.  
 Sylvester, Evelyn . . . Los Angeles.

Taylor, Martha R. . . . Los Angeles.  
 Taylor, Maud R. . . . . Los Angeles.  
 Thomas, Maude A. . . Los Angeles.  
 Timmons, Eva L. . . . . Delano.  
 Titus, Clarice . . . . . Los Angeles.  
 Tombes, Annetta R. . Los Angeles.  
 Tritt, Anna Mary . . . Los Angeles.  
 Watson, Nellie S. . . . Los Angeles.  
 White, Charles E. . . . . Rivera.  
 Williams, Ida F. . . . .  
 . . . . . Arizona Territory.  
 Winans, Joy A. . . . . Los Angeles.  
 Wolfe, Stella . . . . . Los Angeles.  
 Young, Edward R. . . Los Angeles.

### JUNIOR CLASS.

Abbott, Walter O. . . . . Compton.  
 Adair, Sabina . . . . . Los Angeles.  
Allin, May . . . . . Pasadena.  
 Ashman, Emile . . . . . Downey.  
 Atherton, Ruth B. . . . Los Angeles.  
 Austin, Carrie E. . . . Los Angeles.  
 Badham, Byron J. . . . Los Angeles.  
 Barnes, Lela . . . . . Escondido.  
 Beatty, George C. . . . . Downey.  
 Beswick, Benjamin F. . . . .  
 . . . . . Garden Grove.  
 Bewley, Hattie B. . . . Jenny Lind.  
 Bland, Adeline L. . . . .  
 . . . . . Santa Fe Springs.  
 Bland, Harriet M. . . . .  
 . . . . . Santa Fe Springs.  
 Bledsoe, N. Charles. . Los Angeles.  
 Bloom, Ella M. . . . . New Mexico.  
 Bond, Alice . . . . . Pomona.  
 Bradish, Mamie . . . . Los Angeles.  
 Bristol, Blanche E. . . . Ventura.  
 Brooks, Estelle . . . . . Colton.  
 Brown, Arthur C. . . . Los Angeles.  
 Brown, Carlton B. . . . Azusa.  
 Buell, Matie . . . . . Escondido.  
 Burgess, C. Louise. . . La Cañada.  
 Butler, George E. . . . . Downey.  
 Callahan, Marietta . . Los Angeles.  
 Camp, E. Ralph . . . . Westminster.  
 Campbell, W. George. . Santa Ana.  
 Carle, Estella . . . . . Los Angeles.  
 Case, M. Ellen . . . . . Tustin.  
 Cass, Cora M. . . . . Los Angeles.

Clark, Mary J. . . . . Westminster.  
 Clevenger, Hinda . . . Los Angeles.  
 Clogston, Belle . . . . . Sage.  
 Cochran, Irene . . . . Los Angeles.  
 Cohn, Addie . . . . . Los Angeles.  
 Cole, Anna S. . . . . Los Angeles.  
 Collins, Katherine V. . Los Angeles.  
 Cranston, Kate E. . . . Downey.  
 Crise, Lola E. . . . . Escondido.  
 Curry, Daisy S. . . . . Santa Fe Springs.  
 Curtin, Louise K. . . . Los Angeles.  
 Davis, Abell . . . . . Escondido.  
 Davis, R. Corinne . . . Murrietta.  
 Dawe, Ida M. . . . . Santa Barbara.  
 Dickson, Marie . . . . . Escondido.  
 Dixon, Mary . . . . . Los Angeles.  
 Dolland, Grace . . . . . Norwalk.  
 Dryden, M. Loreta. . . . .  
 . . . . . Coronado Beach.  
 Ensign, Olive L. . . . . Los Angeles.  
 Forst, Catherine L. . . . Savanna.  
 Gage, Harriet B. . . . Long Beach.  
 Glass, Jennie A. . . . . Los Angeles.  
 Goldsmith, Lulu B. . . Los Angeles.  
 Graham, Daisy B. . . . . Downey.  
 Gray, Mabel . . . . . Los Angeles.  
 Grayson, Robert W. . Los Angeles.  
 Greenleaf, Katie . . . . Santa Ana.  
 Halberstadt, Leonore . . . . .  
 . . . . . Los Angeles.  
 Hamlin, Lizzie G. . . . . Pomona.  
 Hancock, Mabel . . . . .  
 . . . . . Arizona Territory.

Hanlon, Lizzie . . . . .	Goleta.	Milligan, Eva M. . . . .	Los Angeles.
Hannon, Mamie V. . . . .	Los Angeles.	Mitchell, Edith A. . . . .	Redlands.
Hare, Annie H. . . . .	Los Angeles.	Moody, Alice L. . . . .	Los Angeles.
Harper, Clara. . . . .	Downey.	Moore, Effie W. . . . .	Los Angeles.
Harris, Flora. . . . .	San Gabriel.	Moores, Edwin B. . . . .	Downey.
Hassheider, Tillie. . . . .	Santa Ana.	Morrissey, Grace T. . . . .	Mohave.
Heil, Frances J. . . . .	Santa Ana.	Munday, Helen D. . . . .	Los Angeles.
Hilliard, Justine M. . . . .	Glendora.	Musselman, Amy V. . . . .	Compton.
Hood, Nellie M. . . . .	Los Angeles.	Neidig, Grace . . . . .	Los Angeles.
Horrell, Maggie R. . . . .	Los Angeles.	Nichols, Estelle. . . . .	Lompoc.
Hunter, V. Lee. . . . .	Arizona Territory.	Nichols, Wilford W. . . . .	..... Garden Grove.
Hutchinson, Nellie V. . . . .	..... Los Angeles.	Northcross, Ruth . . . . .	Tustin.
Hutton, Ada E. . . . .	Los Angeles.	Olson, Josephine S. . . . .	Alhambra.
James, Edith A. . . . .	Alhambra.	Oswald, Tillie M. . . . .	Los Angeles.
Johnson, Abbie L. . . . .	Naples.	Padfield, Ida. . . . .	Los Angeles.
Johnson, Bessie L. . . . .	Naples.	Patterson, Hattie M. . . . .	Carlsbad.
Johnson, Edith M. . . . .	Los Angeles.	Phelan, Nellie. . . . .	Los Nietos.
Johnston, Eva M. . . . .	Pasadena.	Platner, Nellie B. . . . .	Los Angeles.
Johnston, K. Courtenay. . . . .	..... Los Angeles.	Prouty, Olive N. . . . .	El Monte.
Johnston, M. Louise. . . . .	Los Angeles.	Reavis, W. Elmo. . . . .	Los Angeles.
Justice, Mand. . . . .	Escondido.	Ronan, Julia C. . . . .	Wilmington.
Kelly, Maude L. . . . .	Julian.	Rood, Lilian E. . . . .	Los Angeles.
Kelsey, Helen F. . . . .	Ventura.	Ross, Bertha I. . . . .	Los Angeles.
Kerns, Eva M. . . . .	Downey.	Reuss, William R. . . . .	Los Angeles.
Kerns, M. Alma. . . . .	Downey.	Sargent, Effie E. . . . .	Pasadena.
Kerr, Sallie D. . . . .	San Jacinto.	Shaw, Sophie E. . . . .	Long Beach.
Kincaid, Claude E. . . . .	Compton.	Sheaff, Jennie L. . . . .	Pasadena.
King, Emma M. . . . .	Los Angeles.	Sherwin, Harriet. . . . .	Escondido.
La Count, Mary. . . . .	Pasadena.	Sidwell, Estella E. . . . .	Rivera.
Langman, Emma D. . . . .	Goleta.	Smith, Nellie E. . . . .	Los Angeles.
Lee, Helen A. . . . .	Covina.	Snedden, Anna. . . . .	Gorman's Station.
Lee, Retha A. . . . .	Villa Park.	Snedden, Mary C. . . . .	..... Gorman's Station.
Loomis, Eda. . . . .	Santa Barbara.	Sodergreen, Amanda. . . . .	Winchester.
Lucas, Blanche E. . . . .	Los Angeles.	Sproul, Frank P. . . . .	Norwalk.
Machado, Lizzie G. . . . .	Los Angeles.	Stanley, Eleanor J. . . . .	Fair View.
Magee, Charlotte E. . . . .	Los Angeles.	Stubblefield, John S. . . . .	Los Angeles.
Marden, Leo W. . . . .	Los Angeles.	Stubbs, Sallie. . . . .	State of Mississippi.
Marden, Reo B. . . . .	Los Angeles.	Teggart, Helen E. . . . .	San Diego.
Martin, Ina M. . . . .	Garden Grove.	Thompson, Lydia. . . . .	Santa Barbara.
McDonald, Pearl . . . . .	Rivera.	Thomson, Elspeth R. . . . .	Duarte.
McGuire, Lottie H. . . . .	Los Angeles.	Thomson, Mabel I. E. . . . .	..... Los Angeles.
McHenry, Eleanore. . . . .	Los Angeles.	Todd, Ethel M. . . . .	Los Angeles.
McKenzie, Marjorie B. . . . .	..... Los Angeles.	Tower, Emily E. . . . .	Los Angeles.
McPhail, Rena . . . . .	Lancaster.	Udell, Alta Rose. . . . .	Pasadena.
Metcalf, Beeda A. . . . .	El Monte.	Van Alen, Bessie . . . . .	Santa Monica.
Meyer, Henry H. . . . .	Anaheim.	Vawter, Emma . . . . .	San Jacinto.

Wagner, Margaret... Los Angeles.	Willis, Elberta M.... Long Beach.
Ward, Minnie H.... Los Angeles.	Willis, Hallie L. .... Palmdale.
Warren, Lillie ..... Los Angeles.	Wilson, Mabel E. .... Los Angeles.
West, Nella A. .... Los Angeles.	Woods, Nellie C. .... Serena.
Wethern, Jennie L... Los Angeles.	Worm, Bertha. .... Los Angeles.
White, Georgia R. . . Los Angeles.	Worm, Otis E. .... Los Angeles.
Williams, Blanche May .....	Wright, S. Bruce .... Vernondale.
..... Los Angeles.	Yager, Lucy M. .... Colegrove.

**SUMMARY.**

Senior Class .....	92
Middle Class .....	103
Junior Class .....	167
Total in Normal Classes .....	362

**MODEL AND TRAINING SCHOOL.****THIRD AND FOURTH GRADES.**

FRANCES H. BYRAM, Teacher.

Alexander, Louise	Harbeson, James	Phelps, Mary
Alles, Chesley	Hartzell, Georgia	Phillippi, Beatrice
Ausmus, Almeda	Harris, Lucia	Rampe, Otto
Bailey, Linton	Hauser, Herman	Rampe, Walter
Bartlett, Bessie	Hauser, Lewis	Rice, George
Bigham, Frank	Hege, Henry	Ritter, Mabel
Bigham, Lena	Henry, Leslie	Robinson, Isaiah
Bills, Frank	Henderson, Willie	Rogers, Spencer
Bloeser, John	Hopkins, Nellie	Ross, Eddie
Bradley, Roy	Kelley, Bessie	Simpson, Frank
Butrick, Addie	Knapp, Fletcher	Smith, Clyde
Butrick, Lona	Koster, Callie	Stewart, Alexander
DeBarr, Rex	Lawson, Edwin	Stamps, Perry
Dennis, Fred	Lockwood, George	Thompson, Hattie
Dominguez, Arthur	McDonald, Hannah	Thompson, Jessie
Dooley, Joseph	McLean, Ella	Torrey, Leon
Ferrell, Louis	Murch, John	White, Clayton
Fortune, Guy	Nittenger, Vernnen	Widney, Arthur
Galpin, Hazel	Packard, Frank	Wight, George
Garnier, Mary	Peaseley, Alden	Wood, Geraldine
Hand, Manette		
Total .....		61

**SECOND AND THIRD GRADES.**

AGNES ELLIOTT, Teacher.

Alen, Fred	Baldwin, Ray	Bradford, George
Alen, James	Bradford, Lillie	Bradshaw, Myrtle
Bacon, Ada	Bradford, Warine	Butrick, Lily

Buttner, Gertrude	Hege, Walter	Phelps, George
Cole, John	Hildreth, Geraldine	Potts, William
Cole, Edith	Hise, Roxy	Rice, Marguerite
Copper, Charles	Hopkins, Bernie	Robinson, Birdie
Couley, Jay	Hunt, Carl	Saunderson, Irene
Couts, James	Junger, Lulu	Seligman, Lottie
Couts, Robert	La Sage, Eva	Sepulveda, Pio
De Groot, Allie	Lithold, Louis	Smith, Myrtle
Edwards, Charles	Lockwood, Emma	St. John, Frances
Emerick, Geneva	Lothrop, Frank	Terrace, James
Fraisher, Edna	Maxfield, Blaine	Thomas, May
Gibbs, Louis	Mitchell, Florence	Thompson, Ollie
Groves, Chester	Murch, Everett	Varcoe, Wilna
Guinn, Howard	Nittinger, Florence	Walker, Ethel
Guinn, Edna	Payne, Ella	Woollacott, Albert
Harris, Bessie		
Total .....		55

**FIRST GRADE.**

CARRIE REEVES, Teacher.

Adolph, Nellie	Hauser, Franklin	Olcott, Enid
Alexander, Harry	Hege, Rosa	Olcott, Ethel
Barris, Joe	Henry, Ada	Phillippi, Myrtle
Bendel, Wilhelm	Hopkins, Louis	Rampe, Howard
Brugman, Emily	Harwitz, Leon	Rannels, Evelyn
Budinger, Hazel	Illingsworth, Myra	Ream, Mae
Butrick, Charlie	Jeppson, Arthur	Reuman, Clifford
Cadwalder, Theodore	Judd, Ruth	Ritter, Lee
Cartwright, May	Knapp, Emmat	Robinson, Earl
Casenave, Arthur	Knott, Proctor	Rose, Martha
Clarke, Florence	Kuley, May	Russill, Ysidora
Cohn, Alec	Leithold, June	Sens, Cora
Cohn, Louis	Lobdell, Karl	Shepherd, Ruth
Cox, Don	Lumbard, Glenn	Stamps, Mabel
Cox, Banks	Markus, Fredrica	St. John, Anna
De Barr, Alfred	Mathiason, Gertrude	Tenant, Alice
Dooley, Zemula	Maxfield, Robert	Todd, Monette
Edquist, Carl	McDonald, Mollie	Waterson, Earl
Fitch, Lizzie	Mitchell, Russell	Weber, Olive
Garnier, Abel	Moore, Earl	Wescott, Bessie
Gibbs, Claude	Moore, Nina	Woollacott, Margaret
Graham, Robert	Murch, Irene	Wood, Lowell
Griffiths, Blanche	Murphy, Alvin	
Total .....		68
Total in Training School .....		184

**TOTAL SUMMARY.**

Total in Normal classes .....	362
Total in Model and Training School .....	184
Total in Normal School .....	546

## CIRCULAR FOR 1894-95.

The Trustees of the California State Normal School at Los Angeles herewith present the Catalogue of the School for the school year ending June 30, 1894, with the course of study, rules and regulations, etc., for the coming year.

This is the twelfth year of the school. It has been a period of work and responsibility for all connected with the institution. The resignation of Prof. Ira More, who had served as Principal so long and honorably, made it necessary for the Board to choose his successor. As many new and important duties must, owing to circumstances and the growth of the school, soon devolve upon the Principal, the importance of making a wise selection was fully realized by the Board. It was unanimously decided to call Mr. Edw. T. Pierce, who had for the four years past been at the head of the Normal School at Chico in this State.

The Trustees have also during the year had the responsible duty of spending to the best advantage the \$75,000 voted by the last Legislature for the enlargement of the Normal building. After many consultations among themselves and with the newly elected Principal, it was finally decided to construct the addition adjoining and just back of the old part, and thus, by a few changes in the latter, make of the whole one complete and symmetrical building, well adapted for all of the departments of the Normal and Model Schools. A description of the completed building will be found on page 13.

The Trustees believe they are safe in saying that no building owned by the State has been better constructed, while at the same time they point with much satisfaction to the fact that the addition has cost the State much less than many other buildings not as large. They invite inspection of it, and the character of construction, by all interested in the expenditure of the funds of the State. It is believed that the new building, together with the gymnasium, will make one of the most complete Normal School equipments for 500 students to be found in this country.

It is gratifying to the Trustees also, to be able to state that notwithstanding the difficulties incident to the enlarging of the building during the past year, energetic and successful work in all departments of the school has been kept up, that reflects great credit upon the Principal and Faculty of the institution.

The Trustees receive with regret the resignation of Miss Emma L. Hawks as Preceptress. She has faithfully served the school in that capacity since its organization, and carries with her as she retires from the school, the best wishes of all who have ever been connected with it.

For a fuller statement of the work of the school, and the plans for the future, we call attention to the report of the Principal and to the explanations contained in this Circular and Catalogue.

JOHN MANSFIELD, President,  
A. E. POMEROY,  
T. P. LUKINS,

Executive Committee.

## REPORT OF THE PRINCIPAL.

*To the Trustees of the State Normal School at Los Angeles:*

GENTLEMEN: I have the honor of submitting to you the twelfth annual circular and catalogue of the State Normal School under your charge. When you elected me Principal one year ago I accepted the trust with a full understanding of the great responsibility that would rest upon me. I had not lived for a number of years in this part of the state without being impressed by the spirit of energy, push, and intelligence manifested by the people gathered here from all parts of the world. I knew that a Normal School which prepared well-qualified teachers for the children of such a community must stand side by side with the best institutions of a like kind in the country; that here the most advanced educational thought of the country must be at home, and that the Los Angeles Normal School should be a Mecca for teachers from all parts of this grand section termed Southern California. I also realized that it would be no easy task to follow such a man as my honored predecessor, who had spent more years in teaching and Normal School work than fall to the lot of most men. I felt that could I by years of hard work gain as much love and respect as he would carry with him into his retirement from the active duties of a teacher, I should be gratified. Then, too, the fact that the capacity of the building was about to be doubled, and that I should doubtless be called upon to advise with you gentlemen in regard to plans and arrangements that would affect the whole future well-being of the school, added not a little to the responsibility that must necessarily come with the regular work, especially as with the enlargement of the building there must be an enlargement of the Faculty.

While the work during the year has been as trying as I had every reason to expect, it has been exceedingly pleasant. I cannot express my appreciation of the confidence and helpfulness that you gentlemen of the Board have shown me during this critical period of the history of the school. The members of the Faculty, without exception, have been considerate, helpful, and earnest in all their efforts to advance the interests of the institution. The students have been courteous, studious, and ready to take kindly any advice that has been given them in the effort to lead them to grow into scholarly men and women, and earnest and devoted teachers. Not only have all connected with the school done much to make this first year of work pleasant, but the teachers of this county, many of whom were my co-workers for eight years of pioneer work in this part of the state, have cordially welcomed me back to their midst with a friendliness that has been very gratifying and encouraging.

With all of these facts to aid and inspire me, it is not surprising that I look forward to the future of the school with bright anticipations. The beautiful and commodious addition to the building is nearing com-

pletion, and we shall no longer have to work in cramped quarters; the lengthening of the course of study for which I have earnestly worked during the past four years, has been at last accomplished; several teachers of high standing have been added to the Faculty. Thus, with a larger and better equipped building, with a stronger course of study, with an enlarged Faculty, with a climate and surroundings unsurpassed in the United States, and with a class of students whose intelligence and powers of work are marked characteristics of peculiar fitness for their chosen profession, we look into the future with confidence, believing that the State Normal School at Los Angeles is destined to become one of the most prominent professional schools in this country.

EDW. T. PIERCE,  
Principal.

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## LOCATION OF SCHOOL.

The school is finely located, almost in the center of the city, at the intersection of Grand Avenue and Fifth Street, on an elevation of 50 feet above the business part of the town. The grounds cover five acres, beautifully laid out and improved with drives, walks, and shrubbery. A magnificent view of the city and surrounding country may be obtained from the east entrance to the school, or from any one of the several towers that grace the building. The eye wanders from the beautiful city, situated on its hundred hills, to green fields and orange groves that shade into the distance, while, keeping guard over all, is the grand mountain wall on the north, with its summit covered with snow during many months of the year. The main lines of street cars run within three blocks of the school, making it more easy of access than most Normal Schools are. Rapid transit trains connect with all the surrounding towns, and this makes it possible to live in any one of half a dozen suburbs and reach the school in time for the opening exercises.

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## THE NEW BUILDING.

The new addition to the building is 80x180 and three stories high. From its commanding situation and the beauty of the exterior it is one of the most noticeable and attractive architectural features of Los Angeles.

The new assembly room is one of the finest to be found in any school building. It is 80x100 feet in size, and is finely lighted. Twelve hundred people may be seated in the room without crowding.

It will be used for lectures and entertainments, under the auspices of the school, as well as for regular morning exercises.

At either end of the new part of the building are broad staircases, 10 feet wide, extending from the lower floor to the third story. These,

together with those in the old part, make four exits from every story, and leave no chance for crowding in moving from one part of the building to another.

There are forty-five class-rooms and recitation-rooms devoted to the Normal and Model School Departments. Besides these, are a large museum room on the fourth floor; a library room 65 feet long, with a gallery on one side, and capable of holding twelve thousand volumes; large public and private offices for the Principal; a pleasant reception room connected with a large office for the Preceptress; an office for the teacher of Pedagogy; an office for the Principal of the Model School; laboratories for Biology, Physics, and Chemistry; large, airy, and well-lighted and well-ventilated cloak-rooms and closets, and all the other conveniences necessary for a Normal School building. It is designed to accommodate five hundred students and an equal number of children in the Model Department.

The new building is heated and ventilated by the fan system, which gives to each student 25 feet of fresh air every minute. It is expected that the system will be extended into the old part of the building during the coming year.

Nearly all of the rooms in the building are connected with the Principal's office by a system of electric bells and local telephones. There is also a master programme clock in the office that regulates a dial in the several rooms, thus making the time uniform. The Normal building is to be connected with the gymnasium by a covered bridge extending from the second floor of the former to the gallery of the latter, thus making it unnecessary to be exposed to the wet or to the heat of the sun in going from one to the other.

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## COURSE OF STUDY.

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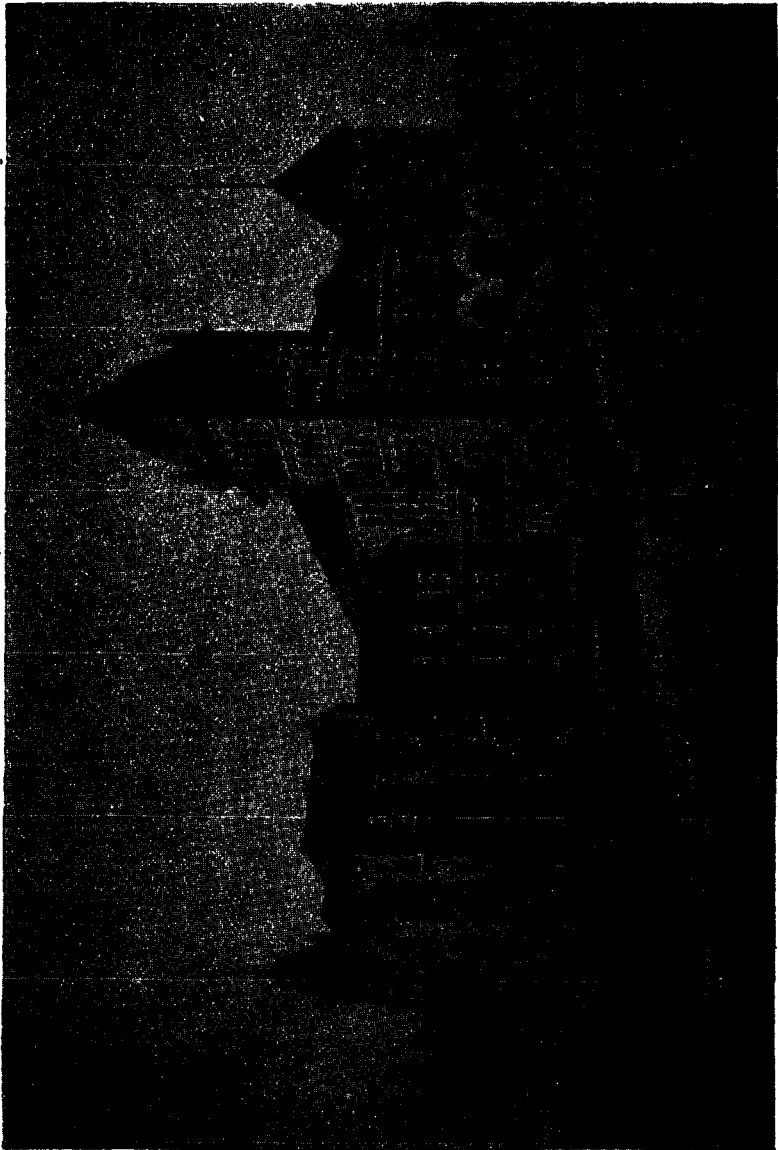
At a meeting of the Joint Board of Normal School Trustees, held in the city of Los Angeles, on April 10th, 1894, the following resolution was adopted by a unanimous vote:

*Resolved*, That the Course of Study shall occupy the period of four years. Any student who shall accomplish the work prescribed in the Course of Study shall be graduated on the recommendation of the Faculty of the particular school."

Pupils who make a satisfactory record in all the studies of the regular, or four years' course, either upon examination or by class work in the school, and who are recommended by the Faculty of the school as in every way entitled to the same, shall be granted the diploma of the schools; *provided*, that one entire year must be passed in the school giving the recommendation.

The number of terms in the year, the time of opening and closing of terms, the arrangement of vacations, the time of graduation, and the order of succession of studies in the prescribed course, shall be fixed for each school by its local Board of Trustees.





LOS ANGELES NORMAL SCHOOL—THE NEW BUILDING.

OLD COURSE.

(For students who have finished the work of the first year.)

MIDDLE YEAR. *777-A*

	FIRST HALF.	SECOND HALF.
PROFESSIONAL .....		Pedagogy and Observation in Training School—Twenty weeks—3.
ENGLISH .....	Twenty weeks—5.	<del>Reading—Ten weeks—2</del> <del>English—Ten weeks—3</del>
SCIENCE .....	Physics—Twenty weeks—5. Zoology—Twenty weeks—4.	Physics—Ten weeks—5. Physiology—Ten weeks—5.
MATHEMATICS .....	Algebra—Twenty weeks—4.	Algebra—Ten weeks—1. <i>20 weeks—2</i>
MISCELLANEOUS ..	History and Civics—Twenty weeks—3.	History and Civics—Twenty weeks—4. Drawing—Ten weeks—3. <i>20 " 3</i>

Gymnastics and Music during year—4.

*So-B* SENIOR YEAR. *So-A*

PROFESSIONAL .....	Pedagogy—Twenty weeks—4. Teaching in Training School—Twenty weeks—5.	Pedagogy—Ten weeks—2. School Law—Ten weeks—2. Teaching in Training School—Twenty weeks—5.
ENGLISH .....	Twenty weeks—4.	<del>Reading—Ten weeks—3</del>
SCIENCE .....		Chemistry—Twenty weeks—5.
MATHEMATICS .....	Geometry—Twenty weeks—4.	Geometry—Ten weeks—1. <i>20 " 3</i>
MISCELLANEOUS ..	Drawing—Twenty weeks—3.	Drawing—Twenty weeks—3.

Gymnastics and Music during year—3.

NEW COURSE.

*So-B* FIRST OR JUNIOR YEAR. *So-A*

	FIRST HALF.	SECOND HALF.
PROFESSIONAL .....	Elementary Psychology—Twenty weeks—2.	<i>Psychol 20-2</i>
ENGLISH .....	Sentence Structure; Punctuation; Common Grammatical Forms—Twenty weeks—4.	Diction; Paragraph Structure; Composition—Twenty weeks—4.
SCIENCE .....	<del>History, Geo., &amp; Math.</del> Geography—Twenty weeks—4. Botany—Twenty weeks—2.	Geography—Twenty weeks—4. Botany—Twenty weeks—4.
MATHEMATICS .....	<i>Algebra</i> Algebra—Twenty weeks—5.	Bookkeeping—Ten weeks—5.

First or Junior Year—Continued.

	FIRST HALF.	SECOND HALF.
MISCELLANEOUS ..		Penmanship. 20-1 Reading— <del>Ten weeks</del> 20 + 2
MANUAL TRAINING .....	Drawing and Sloyd during year—4.	
Gymnastics and Music during year—4.		

*M-B* SECOND YEAR. *TB-L*

PROFESSIONAL .....	Psychol. 20-2	Psychol. 20-2
ENGLISH .....	Figures; Versification; Qualities of Style—Twenty weeks—4.	<del>English Grammar—Twenty weeks—4.</del>
SCIENCE .....	Physiology—Twenty weeks—5. Physics—Twenty weeks—4	Physics 20-5 Zoölogy—Twenty weeks—2
MATHEMATICS .....		<del>Algebra</del> Algebra—Twenty weeks—4
MISCELLANEOUS ..	<del>Reman. of Medieval History—Twenty weeks—4.</del> Lower Cult 20-2	<del>U.S. Hist. &amp; Govt.</del> English—History—Twenty weeks—4.
MANUAL TRAINING .....	Drawing and Sloyd during year—4.	
Gymnastics and Music during year—4.		

THIRD YEAR. *M-A*

PROFESSIONAL .....	<i>M-B</i> Psychology—Twenty weeks—4	Pedagogy and Observation in Training School—Twenty weeks—4
ENGLISH .....	Comp. Gram. 20-4	Great Periods of English Literature—Study of Representative Authors. Special study of Elizabethan verse. Shakespeare—Selected Plays. Milton—Shorter Poems—4.
SCIENCE .....	<del>Zoölogy—Ten weeks—4.</del> <del>Physics—Ten weeks—4.</del> Geog. 20-4	Physics—Twenty weeks—4
MATHEMATICS .....	Algebra—Ten weeks—4 Geometry—Ten weeks—4	Geometry—Twenty weeks—5 <del>Trig.</del> 10 " 5
MISCELLANEOUS ..	United States History and Government—Twenty weeks—4 Voice Culture and Elocution—Twenty weeks—2	
MANUAL TRAINING .....	Drawing and Sloyd during year—4	
	<i>Dr + Sl</i> 20-2	<i>Dr + Sl</i> 20-4
	Gymn. 20-2	Gymnastics and Music—Twenty weeks—4.

## FOURTH OR SENIOR YEAR.

	FIRST HALF.	SECOND HALF.
PROFESSIONAL	Pedagogy and Ethics—Twenty weeks— <del>2</del> Teaching in Training School— Twenty weeks—5.	History and Philosophy of Education—Twenty weeks—4. School Law— <del>2</del> weeks— <del>2</del> Teaching in Training School— Twenty weeks—5.
ENGLISH	Study of Literary Types— Drama, Oration, Novel— Twenty weeks—4.	Later English Poets. Uses of Literature in the Common School—Twenty weeks—4.
SCIENCE	Chemistry—Twenty weeks— <del>5</del> Either Geology or Astronomy may be studied ten weeks, as elec- tive with the same length of time in Chemistry. <i>Physics 20-5</i>	<i>Chem. 20-5</i> <i>(Advanced)</i>
MATHEMATICS	<i>Book kept 20-3</i>	Arithmetic—Ten weeks—5. <i>Geom. 20-3</i>
MANUAL TRAINING	Drawing and Sloyd during year—3.	
	Gymnastics and Music during year— <del>20-3</del> <i>20-4</i> The figures above represent the number of recitations per week.	

## A SHORT COURSE.

## For High School Graduates.

In order to encourage students to complete the High School course before entering the Normal School, the Faculty will, under the following conditions, so arrange the work of pupils graduating from accredited California High Schools as to enable them to complete the Normal course in two or two and a half years:

1. Each applicant must present a recommendation from the Principal of the school from which he comes as to his ability as a student, and a statement from the teacher of each subject from which he wishes to be excused, as to how long the subject has been pursued, the ground covered, and his proficiency in that branch of study.

2. Every student shall be required to take all elementary subjects, such as Arithmetic, Grammar, Geography, and Reading, and to do the full work of the professional course.

3. The Faculty reserve the right to assign to the regular course any student whose work in the school for any term or terms is not such as, in their judgment, justifies them in permitting such student to take the shorter course.

## For Holders of First Grade Certificates.

Teachers holding first grade certificates from any county in California will be given an opportunity to shorten their course to such an extent as, in the opinion of the Faculty, the standing on their certificates and their experience in teaching will justify. Such shortening shall not reduce the time to less than one year of work in the school.

## CALENDAR FOR 1894-95.

### FIRST TERM.

Entrance examinations and admissions on credentials, Tuesday, September 4, 1894. Term opens, Wednesday, September 5, 1894. Term closes, Friday, February 1, 1895. Holiday vacation, December 22, 1894, to January 8, 1895.

### SECOND TERM.

Entrance examinations and admissions on credentials, Tuesday, February 5, 1895. Term opens, Wednesday, February 6, 1895. Mid-term vacation, April 12 to April 23, 1895. Term closes, June 27, 1895.

## DAILY PROGRAM.

### A. M.

Opening exercises .....	9:00 to 9:15
Change.	
Spelling and Word Analysis, in all classes except the Senior .....	9:20 to 9:35
Change.	
Recitations .....	9:40 to 10:25
Change.	
Recitations .....	10:30 to 11:15
Change.	
Recitations .....	11:20 to 12:05
Noon intermission, 12:05 to 1:05.	

### P. M.

Recitations .....	1:05 to 1:50
Change.	
Recitations .....	1:55 to 2:40
Change.	
Recitations .....	2:45 to 3:30

As will be observed from an examination of the Course of Study, each student who does the regular work of a class will have twenty-five periods of each week occupied. Eight periods per week during most of the course require physical in excess of brain work. One of the six periods each day is expected to be devoted to work in the library, and the program will be so arranged that not more than two classes will be in that room at the same time.

## TEXT-BOOKS.

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We aim to teach subjects, not books; to make of books not masters, but servants; but experience shows that in most subjects the student will do better work and make more rapid advancement with the aid of a text-book than without.

The following is a list of the principal text-books needed by the student:

- Arithmetic—California State Series, Wentworth and Hill's Exercises.
- Algebra—Wentworth's Complete, Milne's.
- Geometry—Wentworth's Plane and Solid, Stewart's.
- Speller—California State Series.
- Third Reader—California State Series.
- English Grammar—California State Series, Whitney's.
- Word Analysis—Swinton; Kellogg and Reed's Word-building.
- Rhetoric—Kellogg, Hill's Elements, Genung's Elements.
- English Literature—Stopford Brooke's.
- Geography—California State Series.
- Physical Geography—Appleton, Warren.
- Botany—Gray's Lessons, and Rattan.
- Zoölogy—Colton, Holder.
- Chemistry—Meade's Chemical Primer, Williams' Introduction to Chemical Science, Williams' Laboratory Manual of General Chemistry.
- Physics—Gage's Introduction to Physical Science, Avery's Natural Philosophy.
- Physiology—California State Series.
- Methods in Education—Swett.
- Pedagogy—Hewett.
- Psychology—Hewett, Hill, and any others that the Faculty may select.
- History of Education—Compayré.
- Philosophy of Education—Rosenkranz.
- Childs' Topical Analysis of United States Government and History.
- Childs' Essentials of Bookkeeping.
- United States History—California State Series.
- General History—Books selected by Principal.
- Drawing—Garin, Bradfield, Prang, Schoof.

## BRIEF EXPLANATION OF THE COURSE OF STUDY AND THE METHODS PURSUED.

Believing that the true object of education is mental development as well as the acquisition of knowledge, the teachers of the Normal School seek in their work to accomplish this purpose. Although the students make use of text-books in the study of some subjects, they are led to see that this is only one of many useful helps. Our large and growing library is constantly made use of in getting a knowledge of the best that has been given to the world on any subject. All subjects admitting of such a course are studied and recited topically, and original research along special lines is encouraged.

The class work consists of discussions and comparisons of the results of individual research. Much written work is required, thus testing exactness of expression and thoroughness of study.

The members of the Faculty never lose sight of the fact that the students are fitting themselves to become teachers, and their work in all of the subjects has this important end in view. While there is no special professional work during some of the terms, the teachers are in touch with the Pedagogical Department, and continually present subjects in such a light that students may see them from both points of view—the learner's and the teacher's. The students, as embryo teachers, are required to illustrate topics, to explain to their classmates, to question, and to develop subjects logically, even before they begin their work in the Training School.

### PROFESSIONAL WORK.

It is the purpose of the Faculty so to present every subject of study as to emphasize it from the teacher's point of view. As Superintendent Henry Sabin says of Normal Schools that do effective work: "The science and art of education will be taught during every exercise. Each lesson will be taught as based upon educational principles; the student will be required to study it with two ends in view—as he would desire his pupils to study it, and as he himself would study if he were preparing to teach it. Arithmetic or Geography should be just as much a professional study in a Normal School as Psychology or the History of Education. Every exercise should have a school-room side." Each teacher is expected to understand the psychological principles governing the learning of the subjects which he teaches. He is not only to exemplify these principles in his own teaching as a model for students, but from time to time call their attention to special points that need emphasizing, and to the proper way to present them to classes when they themselves become teachers. Before a subject is dropped, the teacher is expected to sum up its important points, as it were, and give some special work that will

call the attention of students to its importance in the public school curriculum, and to some of the best methods for presenting it to primary and grammar grade pupils.

Each subject will again be considered in the special time devoted to Pedagogics.

#### Special Professional Work.

This work will have several phases, and will be commenced in the first half of the first year. Students should be made to feel, as soon as they begin their work in a Normal School, that it is to be along professional lines. They should look forward every day during the four years of their preparation to the time when they are to become teachers, and should begin at the very outset to observe the different phases of mental activity. They should be led to study not only their own mental processes in acquiring a knowledge of a given subject, but should early in their course learn to take note of the way in which children learn. Thus, the spirit of every student will be that of an earnest seeker after knowledge, and of one who is inquiring how she, as a teacher, may best lead children to acquire knowledge and to grow in mental strength. It is only by such a spirit that the atmosphere of a Normal School can become distinctive and professional.

To this important end, students will receive, during their first term in school, an elementary course in Psychology, embracing a few simple principles that govern mental development. Observations will be taken and classifications made which will lead them to become interested in their own mental processes, and will inspire in them a desire to observe children whenever possible, and to make use of the knowledge thus obtained when they come to teach. During every term each student will be required to present an abstract of some assigned work on pedagogy, for the approval of the teacher of Pedagogics.

A more exhaustive study of Psychology will be made in the third year. In the last half of the third year there will be a study of Systematic Pedagogy, which study will be helped by observation in the Training School. This will prepare students for a detailed consideration in the first half of the Senior year of the special ways in which different subjects should be taught, or the application of the pedagogical knowledge already acquired to the subjects included in the curriculum of the public schools. During the last half of the Senior year there will be a study of the History and Philosophy of Education as exemplified in some of the leading nations of the past and present. Especial note will be taken of the work of a few of the great educational reformers and the results of their labors.

Ten weeks will be devoted to the study of the School Law of the State and the Principles of School Organization and School Government. One period each day during the Senior year will be devoted to practice in our large Training School. As there will be a larger corps of critic teachers than in most practice schools, students will be able to derive great help from this work. During this period there will be individual criticisms, grade meetings of the student teachers directed by the critics, and general meetings under the charge of the Principal of the Normal School and the Professor of Pedagogics. No student will be given a diploma until



she is able to show conclusively not only that she understands the subjects to be taught in the public schools, but that she can teach them in different grades. Those who are not able to show this last qualification will not be graduated.

It is hoped by all of these means, the arousal of the professional spirit, the careful study through observation and research of Psychology and the Science of Education, observation and teaching in the Training School, and criticisms of their work by those competent to judge, that the students will go out from the school with as fair a share of professional knowledge and skill as has the graduate from a school of medicine or law.

#### The Model and Training School.

The Model and Training School of the Los Angeles Normal will be unique in some respects. There will be twenty-two rooms devoted to this department. Nine of these are regular class-rooms that will seat fifty pupils each, and either connected with these rooms immediately or situated just across the hall, are thirteen recitation-rooms. Thus we shall be able to have nine full grades, presided over by nine competent critic teachers. Each grade will be divided into two sections. When student teachers take charge of the rooms, one section will remain in the class-room, and one go to a recitation-room. As the sections will average as large as those in the regular public schools, students will have a greater trial of proficiency in the art of teaching than they have in most Normal Schools. They will, at the same time, receive more aid and criticism, as each critic teacher will have fewer students than heretofore. Besides the regular Principal, who has general supervision over the details of government, reports, etc., the teacher at the head of the Pedagogical Department of the Normal School will supervise the whole of the method work, directing and inspecting the practice not only of the critic teachers, but through them the work of the students. It is hoped that by all of these means we shall not only be able to give more real help to students in their apprenticeship, but that we shall be able more thoroughly to test their work than heretofore. As nearly all of the theoretical professional work will precede the actual teaching, it is believed that students will have a reasonably clear conception of what they should accomplish before they undertake this most important part of the school course.

#### ENGLISH.

The object of this course is, (1) to enable the student to comprehend thoughts expressed by others, and to express with ease and accuracy his own; and (2) to lead him to a knowledge and to an appreciation of good literature. To the attainment of these ends, much practice in oral and written expression is required throughout the course, and literature is made the immediate basis of study.

The special bearing of each year's work is shown in the schedule (p. 23), but it may be well to say that the student is held to the work of the first year until he can read distinctly and with intelligent expression, can eliminate from his speech and writing the common errors in gram-

matical construction and form, and can show a reasonable degree of accuracy in the use of words.

The work of the second year applies the essential principles of rhetoric to the pupil's practice in composition, furnishes him with the necessary "apparatus for analysis and criticism" to be used in his further study of literature, and gives him some systematic knowledge of the history, growth, and grammar of the language.

The work of the later years deals with the growth of our literature; with its great periods, the tendency of each and the relation it bears to the whole; and with the study of important literary types. Above all, it seeks to instill into the heart of the student a genuine love for that which is noble in human thought and action.

A part of the school library has been carefully selected as an aid to the English course, and a collection of fine photographs and stereopticon slides is being made, to illustrate the readings.

Since the State provides money for the purchase of a library in every district school, it is the teacher's duty to be prepared to carry out the purpose of the State in making such provision. With a view to this preparation, we devote a part of the last term to a careful consideration of practical plans for making the common-school library an efficient factor both in the daily work of every school, and in cultivating a taste for good literature among the children.

#### Outline of Work.

##### *First Year.*

*First Term.*—1. Sentence structure; punctuation; use of common grammatical forms.

2. Study of the following literary works, with especial reference to the points noted above:

Irving: Selections from the "Sketch Book."

Hawthorne: Shorter stories.

Longfellow: "Evangeline."

Scott: "Lady of the Lake," or "Lay of the Last Minstrel."

*Second Term.*—1. Diction; structure of paragraphs; composition.

2. Study of the following: "The Alhambra," "Classic Myths."

##### *Second Year.*

*First Term.*—1. Figures; versification; qualities of style.

2. Study of the following works:

Whittier: "Snow-Bound."

Lowell: "Vision of Sir Launfal," "Commemoration Ode."

Addison or Lamb: Essays.

Dickens: "Christmas Carol."

Fouqué: "Undine."

Carlyle or Emerson: Essays.

Palgrave's "Golden Treasury;" selections used for illustration throughout the term.

*Second Term.*—English Grammar: Whitney's "Essentials."

*Third Year.*

*Second Term.*\*—Stopford Brooke's "Primer of English Literature," with special study of:

1. The Great Periods of English Literature.
2. Elizabethan Verse.
3. Shakespeare: Selected Plays; Lesser Poems.
4. Milton: Shorter Poems.

*Fourth Year.*

*First Term.*—Study of the following, as types of the departments of literature to which they belong:

1. Shakespeare: One Comedy; One Tragedy.
2. Burke or Webster: Selected Oration.
3. George Eliot: "Silas Marner."

*Second Term.*—1. Later English Poets.

2. Literature in the common schools. Plans for school libraries. Hints as to methods of arousing interest in good reading, in school and neighborhood. Courses of reading for student's further study.

**Spelling and Word Analysis.**

These two subjects will be carried together throughout the course, the first fifteen minutes of each day's morning recitation being assigned to them in every class. It is believed that by thus distributing the work, and carrying it over a longer period of time, not only will the strain of this difficult subject be lightened, but the final results will be more satisfactory.

**SCIENCES.**

It is believed that the educational purpose of teaching science is to develop the spirit of patient, fearless investigation, the determination to see things as they really are, and the ability to express honestly and clearly what is seen. Hence, much time is spent in the Normal School in doing what may some day be done for us in the Grammar and High Schools; that is, in training the pupils in thorough laboratory work. With the new building it becomes possible to equip every room in which science is taught with tables, microscopes, and other necessary apparatus. The daily program is now arranged so that throughout the course the pupils have one period per day set apart for laboratory or library work, in addition to the regular class period and time after school hours. The increased teaching force of the coming year will give the teachers more time to devote to directing individual work, and to inspecting drawings and note books.

Much use is found for the library in science work, for the writings of specialists and of the great scientists of the age, as well as for manuals and reference books. Pupils are shown that after working directly with objects it is of the greatest value to verify their own conclusions or detect their errors by comparison with the records of others, and that they may learn much of the methods of great scientific workers, and imbibe something of their spirit from their books.

\*No English during the first term of this year.

The professional side of the work is always in view. Special attention is given to the features of the subject most adaptable to children, and to discussing their educational value and natural order of development. There is always, too, actual experience in obtaining material and in devising simple appliances for work.

#### Physics.

For obvious reasons it has been thought best to allow more time in the course for this subject than for any other science. The fitting up of more commodious quarters in the new building makes more extended laboratory work now possible and an assured fact. From four to six periods per week for fifty weeks will be devoted to class-room recitation, practical work in experimentation, and constructing apparatus. Preliminary instruction will be given in the use of tools as related to the work in view. This will also be greatly aided by the instruction in Sloyd, which begins in the Junior year. Laboratory experiments will have the careful supervision of the teachers in this department, and will be supplemented by close and careful questioning. Each student will keep a record at the time of the experiment in books for the purpose. Such data shall be a record of his own observations, with the logical conclusions drawn therefrom, independent of the language of the text-book. These book-records, in connection with class recitation and oral and written examination, will determine the qualifications of the student for professional work in the public schools or for a more extended course in science in any higher institution of learning.

The desire is to arouse an interest in natural phenomena by direct contact, to stimulate scientific inquiry, and thus better prepare students for professional effort.

Manual training will be applied only so far as it bears upon the construction of apparatus illustrative of elementary principles. Each student will be expected to make a simple solar microscope, astronomical telescope, electro-magnet, electrometer, and galvanic battery, as well as other appliances for illustration of principles in other departments of Physics. Not much time allotted to the regular study of the subject will be taken up with this work, but it is thought best for students to understand how easy it is to provide, with little expense, apparatus that will illustrate principles and interest pupils in schools where little money for such purposes can be had. One object continually kept in view, is to introduce into the elementary schools the study of simple natural phenomena by experiments carried on by the pupils themselves; and, with this end in view, each Normal student will be permitted to keep the apparatus made.

The text-book will be supplemented as occasion may require by didactic instruction, and constant reference will be made to the work on the subject in the library.

Practice will also be given in physical measurements as related to volume, weight, and density of solids; the mechanics of fluids and solids; and the more simple phenomena of heat, sound, light, magnetism, and electricity. Work will be made quantitative in character and with special regard to accuracy.

The aim of the instruction, briefly epitomized, will be to give thorough professional training for teaching in the elementary schools, and at the same time lay the foundation for further scientific study. The work in the department is designed to be in sympathy and harmony with more advanced courses, and according to the latest and most approved methods of scientific research.

#### Zoology.

In Zoölogy attention is paid to a few type forms.

The principles of Zoölogy are learned by dissection, drawing objects, field work, comparison of types, and from familiar talks.

Independent investigation is encouraged. As insects are interesting and universally available, considerable time is devoted to general metamorphosis, the orders of insects, injurious insects, and to the mounting of slides for the study of insect anatomy.

In all groups, whenever possible, small creatures are kept alive in wire cloth cages, and fresh water and marine animals are made comfortable in jars and tumblers.

Emphasis is laid on specimens easily obtained, and on means of studying living animals available in any school district, and on the necessity of keeping harmless, common animals like insects, sow bugs, and garden snails alive, so as to study their habits and peculiarities.

The stream behind the Normal School buildings affords abundant hydra, protozoans, small crustaceans, and pond snails, while nearness to the sea permits a good supply of echinoderms, coelenterates, crustaceans, mollusks, and fish. Interest in embryology is aroused by the study of the development of the eggs of pond snails.

The phosphorescence of *Renilla* and some marine worms; the manner of procuring food, of eating and moving, of mollusks and sea-stars and sea-urchins; the means of self-protection of various animals, have been observed by keeping the creatures in jars and tumblers of salt water.

The new laboratory is to be fitted up with salt and fresh water aquaria.

There is a good supply of microscopes, accessories, and mounting material for the study of microscopic forms and tissues.

There are thirty-six small microscopes which the pupils use, a large Crouch's binocular microscope, a fine solar microscope, and a Thoma microtome. The microscopes and microtome were imported for the school.

Pupils use the instruments in class work, and are taught to make permanent mounts of their best dissections.

The museum contains a good collection of sea-urchins, sea-stars, corals, mollusks, fish, reptiles, and birds, which are constantly used in the zoölogy classes and in the training school.

The museum is a reference-room. Besides the zoölogical collection there is a herbarium of several hundred specimens, a large collection of native woods, of rocks, minerals, and fossils; and there are hundreds of animals in alcohol, and a good collection of West Coast mollusks waiting for shelf room in the enlarged museum.

### Botany.

The course in Botany comprises:

1. Field work: collecting plants for class work and for herbariums, observation on habitat, development and growth from seed or spore, plant movements, insect visitors of flowering plants, etc.

2. Laboratory work, with types representing different groups of plants; plants are dissected, drawings are made from them, their growth and peculiarities are studied, and comparisons are made of the types with many selected forms, especially in the study of flowering plants.

3. Lectures on physiology of plants accompany their structure, discussing such topics as uses of parts and their mutual dependence, devices of the plant for protection and adaptation to surroundings, relations of size, color, form, and fragrance of flowers to fertilization, with reference to developing these facts in teaching children.

Our students are taught to provide themselves with abundant material for the above work, and to find out for themselves the use to a plant of its peculiar characteristics.

Microscopes are freely used, but the students are helped to observe and make the most of visible forms which can be easily obtained in school districts where the only accessory is the teacher's simple pocket microscope. It is impressed upon the student's mind that the child's first interest in natural objects is in their life and use and not in structure and classification, hence the special attention to plant physiology and the adaptation of the subject to children.

The great number of native and foreign plants in our gardens, of native flowers on the hills and in the cañons, of sea plants at the neighboring sea-coast, of ferns, liverworts, and mosses in and near the city of Los Angeles, make it possible to supply classes with all needful material for the satisfactory study of higher and lower plants. The larger facilities of the new Biological Laboratories leave nothing to be wished for in space for aquaria, dissecting-tables, growing plants, and all the necessary equipments for the complete and enjoyable study of Botany.

### Chemistry.

The work in Chemistry consists of laboratory practice by the pupils, supplemented by class-room discussions of chemical laws and theories, careful study of the works of the best modern chemists on certain topics, and a consideration of interesting articles as they appear in the scientific journals and magazines.

During the first term, about a dozen gases are studied in reference to their physical properties and chemical affinities. The common acids, bases, and salts are made and tested; a careful study of coals, illuminating gas, explosive gases, and flame is followed by a number of oxidations and reductions by flame, sufficient to illustrate the general principles of blowpipe analysis. Several weeks are spent in the study of household and domestic chemistry, methods of disinfecting, cleansing, bleaching, and in considering the main points in regard to putrefaction, fermentation, distillation, and photography.

Considerable practice is given in stoichiometrical calculations, based as

much as possible upon the experiments that the pupils have actually performed.

Because it is thought that Analytical Chemistry offers a convenient introduction to the methods of experimental science, and because it affords excellent training for many faculties not always developed by ordinary school work, the work for the second term is mainly the study of delicate and characteristic tests and reactions, together with the analysis of simple salts and solutions. This work, as far as it goes, is intended to embody the most approved methods of qualitative analysis, and aside from its educational value, it often has a direct bearing upon the practical affairs of life, as in the detection of adulterations and poisons.

Throughout the course the student is led to observe the minutest particulars in regard to every experiment, to distinguish essentials from non-essentials, to draw correct inferences and conclusions, and to express observations and conclusions concisely and rapidly in writing, and incidentally, he receives a very considerable training of eye and hand.

#### Physiology.

Anatomy, Physiology, and Hygiene, treated both separately and in conjunction.

Free use made of the human skeleton in studying the bones, and of plaster casts in studying the anatomy of the muscles and organs.

Class-room dissection of such organs of animals as can be readily handled.

Representation of the various parts of the body in drawings upon the blackboard, with special reference to anatomical structure.

Special attention given to the laws of health and to the effects of stimulants and narcotics.

The relation of Physics and Chemistry to Physiology developed as far as the preparation of students will permit.

#### Astronomy.

The course in this science being brief, the purpose will be to present in connected form the most important facts, such as an outline of the history of the science; the planetary system, with special reference to the earth's relation to other planets, to the sun, and to the moon; eclipses, transits, precession, the principal constellations and leading stars, accompanied by as much of drawing and telescopic work as time and opportunity will permit.

#### Geography.

The work of the first term deals with general elementary geography, including as much of what is commonly termed physical geography as can be mastered before special science studies are undertaken. Pupils are supposed to enter the Normal School with good grammar school training in geography; and with sufficient maturity to acquire, even in the Junior year, definite views of the educational purposes in teaching geography. The aim is then to present the subject in such a way as to enforce

by practice, as well as by precept, the necessity for observation, power of expression, imagination, and reasoning in this branch of school work. Observation of local geographical features, natural and artificial, is required. Actual out-of-door study of the river-basin and other land and water forms is made. The agents that have produced and are now modifying these surface features are noted and discussed, and the elements of modern physiography taught. Other observations leading to study of climate and clearer perception of political and commercial geography are required. It is believed that this work in local geography, besides serving as a foundation for imagining and reasoning about foreign geography, develops a life-long habit of observing geographical features and interpreting their significance. The observations are recorded in note books, or expressed by drawing or molding. Sufficient time is given to molding for the acquirement of some technical skill, and an appreciation of molding as an aid to imagination and memory.

But while type ideas of geographical facts are obtained by observation, much time must be devoted to training pupils in the use of the observations and records of others in maps and books. The school is supplied with a large relief globe, maps, and atlases, including many duplicate copies of Longman's atlas, and many exercises are given in map study. Pictures are considered indispensable and are in daily use. About 1,700 photographs and illustrations from the best periodicals have been mounted, classified, and indexed by the Junior class this year. The use and misuse of text-books is indicated. Pupils are taught the value of reference books, and use them constantly. The library is well supplied with standard geographical reference books, including "Stanford's Compendium and Reclus," "Earth and its Inhabitants." The use of such compilations as Knox's "Boy Travelers" is recognized, but much effort is made to induce pupils to read books that record geographical impressions at first hand, and with sufficient imagination and taste to constitute good literature. Geographical articles in the leading periodicals are very fully indexed in the library card catalogue; and often an essay, a chapter of history, or some excellent bit of fiction gives the desired local color.

A main purpose in making the work of the first term general, and largely in physical geography, is that this seems to be the best way to enable pupils to associate the mass of facts of descriptive geography by reasoning. Knowing the relief and latitude of any land area, the pupils should be able to deduce the climate, the kind of life and productions, the density of population, character of the people, and degree of civilization. With this foundation it is possible in the second term to study intelligently continents or smaller units in detail. The work is entirely by topics, and requires much use of the library. Special attention is given to the historical and human side. The idea of the close relation of geography and history is developed constantly. Places of literary and historical interest receive special attention. Reports on current events, with their exact location, are required. Many ways are devised to illustrate the application of geographical knowledge to other studies and to every-day life, and to develop habits of investigation that shall lead to future growth in a knowledge of the subject.



## MATHEMATICS.

The mathematics in the course of study comprises Arithmetic, Algebra, and Geometry. Clearness in demonstration, accuracy in statement, and rapidity in execution receive careful attention as requisites of great importance for the teacher's work. Disciplinary processes belong essentially to the pure mathematics; therefore, the training in these subjects by systematic and practical work develops analytic strength in the pupil. The relation which these subjects bear to one another is kept constantly in view; the generalizations in algebra aid in the solution of problems in arithmetic, and the principles in geometry are the basis for examples in mensuration.

### Arithmetic.

On account of the prominence of this subject in the schools, every effort is used to make the work thorough and practical. The training is designed to develop:

1. Accuracy and rapidity; for the ability to compute accurately and rapidly is indispensable for the teacher.
2. Continuous practice in mental operations. The purpose is to lift the teacher above a dependence upon the pencil or the crayon, and to enable him to use his mental blackboard with greater freedom.
3. Clear, definite, and accurate analysis, which not only gives a better insight into the conditions of problems, but also promotes freedom and elegance of expression.
4. Independent investigation of original problems, which strengthens the power to analyze and reinforces thought-work.
5. A practical study of the principles involved in the several topics, by means of which rules for solution are deduced.
6. In the Senior year, the subject is again taken up with special reference to the development of principles in practical exercises in mensuration, and to the work required of the teacher.

### Algebra.

This subject is given for two reasons: (1) being in the requirements for a certificate; (2) for its valuable disciplinary power. Factoring develops the ability to see combinations; the solution of the equation strengthens the power of investigation; the theory of exponents and the treatment of radical quantities stimulate to exactness; the statement of problems trains in analysis; generalization broadens the range used in arithmetical methods. The more complicated examples and problems of the text-book give place to a greater number of simpler test exercises, for rapidity and accuracy are gained, and this work secures the larger benefit of developing mental power, and the ability to use the processes readily in subsequent operations.

### Geometry.

The work in Geometry includes the following:

1. Systematic processes of reasoning. Constant attention is given to the form of the work, by which clear and definite deductions are obtained. "The very fact that demonstrative geometry is the most elaborate illus-

tration of the mechanism of formal logic in the entire curriculum of the student, makes the consideration of these elementary principles of logic more interesting and profitable in this connection than in any other."

2. Original exercises. Geometry cannot be mastered from the demonstrations of the text-book. The original exercise stimulates the attention, awakens the interest, develops the inventive power, and when the demonstration is made, it represents to the student his own thought-getting power. Therefore, original exercises form the chief work of the recitation.

3. Making and using the scale and protractor for exercises in concrete geometry. Making measurements, and drawing them to a scale, measuring and laying off angles with a protractor, calculating distances and heights, finding the areas of surfaces and the volumes of solids, are all within the scope of this work, and preparatory for a clear, systematic preparation of the subject to the class.

4. Instruction in the method of teaching elementary geometry. Regular exercises, based upon Hill's Elements, are given by the class, so that, when the subject is taken up in the Training Department, the students have had drill and practice in this branch of their work.

### MISCELLANEOUS.

#### History and Civics.

*Gregian*  
First Term.—Roman and Mediæval.

The Romans of the Republic; their country, manners, customs, form of government.

The fall of the Republic, and the establishment of the Empire.

The growth of the Empire, and the spread of Christianity.

The barbarians, and the downfall of the Western Empire.

6) The beginning of Modern Europe.

Feudalism and Chivalry.

The Crusades, and their effect on civilization.

The Saracens; their rise, their conquests, and their final expulsion from Western Europe.

The Revival of Learning, with a special study of the causes that led to the discovery of the New World.

Second Term.—English & Colonial History & Literature

Britain and its occupation by the Romans.

The Saxon conquest, and the introduction of Teutonic language, customs, and institutions.

The Norman conquest, and its effect on the language and government.

Magna Charta, and the origin and growth of parliamentary power.

The contest between Catholics and Protestants.

The reign of Elizabeth, with special reference to the literature of the period.

The struggle for civil liberty. *Colonization of America*

The age of Queen Anne.

England and her American colonies. *Policy toward them, Colonies*

The reforms of the present century.

~~American.~~

The discovery and exploration of America.

English colonization.

The contest for possession of territory.

*Third Term.—U. S. History and Government.*

The first forms of local government, in New England and in the South.

The growth of free institutions, and the development of the idea of union between the colonies.

The struggle for independence.

The Confederation, with a careful study of the causes that led to the formation and adoption of the Constitution.

The Constitution: The document itself, and the political questions growing out of its interpretation.

The Constitutional Period, with a topical study of important subjects, such as: Political and financial affairs; the contest over the extension of slavery; the material development of the country; progress in education, literature, and invention; foreign relations, and the questions of the day.

*General Observations.*

It is expected that students will enter the Normal School with a knowledge of the important facts of U. S. History, so that they will be able to study intelligently the workings of the Government, and to see the relation of cause and effect. *He will not understand, etc.*

With reference to European history, it has been thought best to give the time devoted to it mainly to those nations whose history throws the most light upon our own, and whose institutions furnish the best basis of comparison with ours. The aim will be, not simply to acquire a knowledge of facts, ~~but~~ to obtain a clear impression of the life of a people during the period under consideration, and, as far as possible, to gain an understanding of their connection with their contemporaries.

In order to enable students to see the <sup>connection</sup> relation of events, the work throughout the course will be arranged with reference more to logical sequence than to arbitrary divisions of time, and, each term, themes connected with the subjects indicated will be assigned to students for special investigation.

Whenever practicable, original documents <sup>etc.</sup> will be used, with a view of inducing pupils to think for themselves, and to discriminate as to the value of authority. *He will not understand, etc.*

No text-book is prescribed for any part of the course, but each student should be provided with one or more good <sup>histories</sup> histories, not too elementary; in addition, he will be expected to make free use of the reference library, which is well suited for the work required.

**Reading.**

The aim in the instruction in this branch is to train pupils to read with clearness and appreciation, and to give them a knowledge of expedients helpful in overcoming defects in speech not arising from a malformation of the vocal organs. Good reading depends upon two things: mechanical execution and expression. Exclusive attention to the first will produce soulless reading; but, on the other hand, it is

impossible to give proper expression without the mastery of the organs of speech, which mechanical execution is intended to imply. Our experience with pupils coming to us from the different parts of the State leads us to believe that in most reading classes not enough attention is given to the production of clear, pure tones, to enunciation, and to the development of the power to vary the voice at will. To supply this lack of early training, therefore, the first few weeks of the time allotted to this study in the Normal School are devoted to drill exercises in articulation, pronunciation, slides, and pitch.

The cultivation of expression is largely a training in analysis of the thought contained in the article, paragraph, or sentence to be read. The relative importance of each part is then easily seen, or the feeling which animated the writer, and the proper expression naturally follows. Attention is constantly directed to the different degrees of force, pitch, and rate appropriate to various styles of writing; but independence of taste is cultivated, and imitation is discouraged.

#### Penmanship.

The objects in this department are: (1) To secure a clear, legible, and rapid hand. (2) To prepare pupils to teach penmanship.

Instruction in position of body, paper, and pen, together with much practice in the arm movement.

The Spencerian principles are used as a basis of analysis of letters, and a portion of each recitation period is devoted to movement exercises, with a special view to the development of grace, ease, and rapidity. Copy books used in the latter half of the course.

#### Bookkeeping.

The purpose in this branch of study is to make the student acquainted with the practical work of the bookkeeper, and to fit him to teach it as required by the School Law.

No attention is given to single entry as a separate branch, but the student is required to write up a number of sets by double entry, with trial balance and balance sheet accompanying each set. Instruction in business forms and commercial correspondence, with practice. Definitions of business terms are chiefly developed as the terms arise in the course of the business represented. The reason for each entry is developed as far as possible from the nature of the transaction.

#### Sloyd Work.

"Manual training has come to be recognized as a necessary factor in a complete moral, mental, and physical development. If rightly planned and directed, it fixes the attention, awakens intelligence, gives habits of order, exactness, and neatness, and trains the will to an extent that makes it a powerful educational instrument. The need for this training is so generally recognized by our most intelligent and thoughtful people that its introduction in some form into general school work is certainly near at hand. This makes it necessary that the Normal Schools, from which the future teaching force is to come, should prepare their pupils for the work. The movement has been retarded by the fact that most of the manual training work tried has been more technical than educational, and that it is also impracticable in elementary schools. But during the last twenty years a system of manual training has been brought to a

high degree of completeness and educational value in different European countries, a system that by its simplicity, economy, and high aims has commanded the respect and attention of educators everywhere. To distinguish it from other systems of manual training, it has been known in England and America by an anglicized form of the name first given it in its birthplace—Sloyd.”

Such training, to be worthy of general adoption, must fill these conditions:

1. It must be a training of the pupil, not the teaching of a trade.
2. It must be done with available, inexpensive material that affords a strong resistance to the hand.
3. It must be training that by methodical arrangement and accord with the best principles of education makes the teacher who learns it a better *teacher*.

It is acknowledged by teachers and pupils who have experience in sloyd work that it fulfills these conditions. The exercises are so methodically arranged that the work is as difficult in the first model as in the last, because the development of power keeps pace with the work as it progresses. They are so varied that thinking never gives way to automatic action. Definite purpose is excited by the making of only complete objects. The work is entirely individual, cultivating self-reliance.

A modification of the system, to meet the special conditions of American schools, has been made by Mr. Larson, of the Sloyd Training School in Boston, and a number of central schools of Boston are giving a portion of the school session to the teaching of sloyd.

Sloyd has been introduced in Cook County Normal School, Ill.; South Framingham Normal School, Me.; Normal School at Westfield, Mass.; New Britain, Conn., Normal School; Colorado State Normal School, and many other Normal Schools, besides public and private schools in cities. The pioneer sloyd school of Southern California is that at Santa Barbara, in which a hundred and twenty boys are working in wood. Its success has been most decided from its opening two years ago.

The sloyd work of the Los Angeles Normal School will consist of class lessons in mechanical drawing, wood work with tools at the sloyd benches, talks on theory, principles, and methods of sloyd, and discussion of points connected with the work. The study of woods, native and foreign, and the construction and use of familiar tools, will also be a part of the course. The objects made will be almost entirely without ornament, and will be things familiar and useful in house and school.

A course in knife work, for school-rooms where sloyd benches cannot be introduced, will also be given to those who desire it. Students having decided talent and liking for primary work may work out a course in “thin wood” for primary grades, and those showing high artistic feeling may supplement the sloyd by work in clay modeling and wood carving during the time given to historic ornament in the drawing course.

#### Drawing.

The work in drawing will be, as closely as possible, related to the other work of the school, and will begin with the freehand representation in broad outline of the primal, or type forms, and of natural forms derived from or based upon them. Freehand construction drawing will take up

a portion of the course, and the work in decoration will include a study of historic ornament, analysis of ornament, and application of the best principles of decorative art to original design from natural forms found in Southern California.

The work in Manual Training and Drawing will run through the entire Normal course of four years, the time devoted to these subjects being three hours each week during the first three years, and two and one fourth hours each week during the last year.

#### A Short Course of "Knife Work."

To be done in an ordinary school-room.

A special cover is provided for each desk, to be put on while the period of work lasts. This "cover" contains a block of paper,  $7\frac{1}{2} \times 8\frac{1}{2}$  inches, for the drawings, a rule, a try-square, a pencil, a sloyd knife, compasses, a gimlet, and sandpaper. The principles of gradation of exercises, etc., are the same as in sloyd, and mechanical drawing alternates with the wood work. It is recommended by Mr. Larson, and is used in some Massachusetts schools.

Model 1. Sandpaper block, of pine. (Straight and cross whittling, sandpapering.)

Model 2. Key-tag, of whitewood. (New exercises: cutting to a convex line, boring with gimlet.)

Model 3. Pencil sharpener. (New exercises: oblique whittling, glueing.)

Model 4. Wedge, of pine. (New exercise: surface whittling.)

Model 5. Rule, of cherry. (New exercises: spacing, lining with knife.)

Model 6. Flour-pin, of pine. (New exercises: round and point whittling.)

Model 7. Silk-winder, of whitewood. (New exercise: cutting against grain.)

Model 8. Thread-winder, of whitewood. (New exercise: cutting concave curves.)

Model 9. Crochet needle, of cherry. (New exercise: modeling with knife.)

Model 10. Table mats, of whitewood. (New exercise: cutting quatre-foil.)

Model 11. Penholder, of pine. (New exercise: modeling symmetrical curves.)

Model 12. Paper-knife, of cherry. (New exercise: cutting to long sharp edge.)

There is also a more varied and extended system of knife work that has been used in the public schools of Springfield, Mass. A manual of drawings and exercises has been published for each series, and either could be easily given by teachers after a course in sloyd.

Individual work could be done, with so few kinds of tools and materials, with a much larger number of pupils.

Suggested for children in Training School.

### Music.

Although it is a well-known fact that the laws of California require that vocal music shall be taught in our public schools, diplomas of graduation are given from these schools, and pupils enter the Normal School with no knowledge whatever of this branch, and in many cases hoping to slip along somehow without it.

It is not necessary that one must go through a long technical drill of the vocal organs in order to appreciate and understand a musical composition, or to teach the music that is required in the public schools, any more than one need be able to manipulate the brushes of a painter in order to understand a picture. But it is necessary for one to know his subject in order to teach it well, and to know more than he is "required" to teach.

That Normal students may be properly trained, three distinct lines of work must be followed. (1) "Theory and sight-singing." (2) Method classes, in which the fundamental principles of education as applied to the teaching of music will be studied, and the best known text-books reviewed. (3) An application of the foregoing in the Model School under the direction of one who can point out such errors as may occur from ignorance of the subject-matter, ignorance of the principles of teaching, or lack of sympathy or tact.

#### *Outline of Course of Study.*

*First Year.*—Voice development; tone perception; relationship of tones; rhythm; musical signs; expression; transposition of the scales, and much quick sight-reading.

*Second Year.*—Minor scales in all forms; modulation; chromatics; grammar of music; harmony and sight-reading.

*Third Year.*—Transposition continued; text-books reviewed; management of children's voices; educational principles as applied to the teaching of music; chorus work.

*Fourth Year.*—Hints upon work in Model School; composition; chorus work.

#### **Physical Training.**

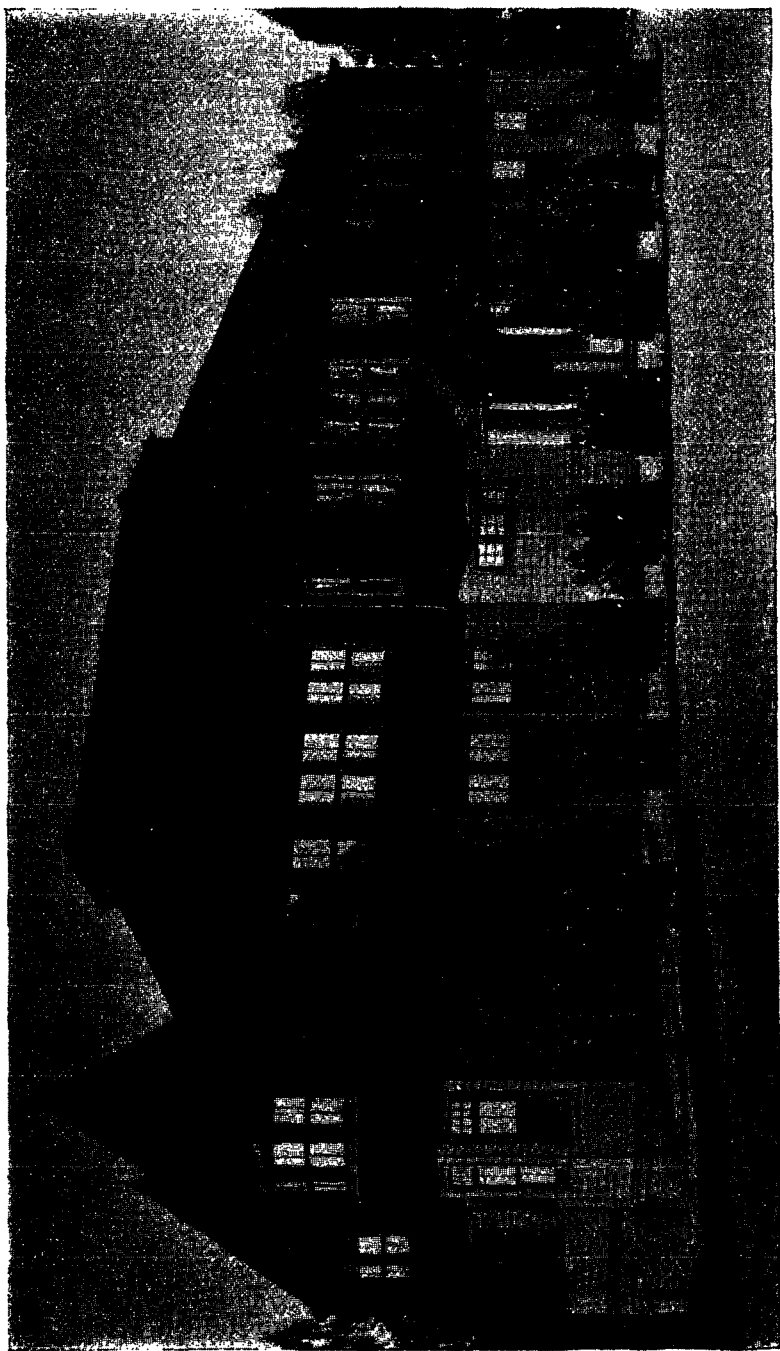
*First Year.*—The special points emphasized during this year are, anthropometry, corrective work, free gymnastics, marching, and mechanics of bodily movements.

*Second Year.*—During this year the additional work embraces light gymnastics, elements of military drill, and methods of teaching physical culture.

The work of both years is arranged with especial reference to the personal benefit of the students.

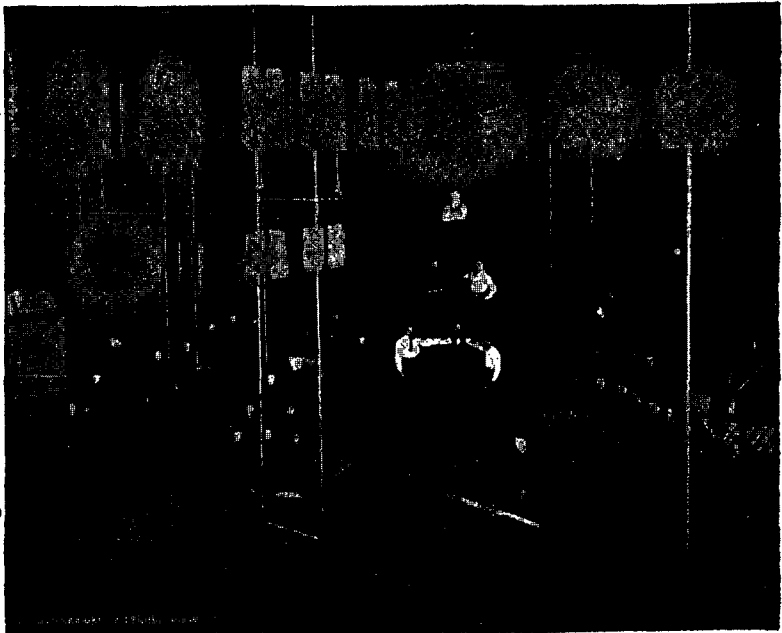
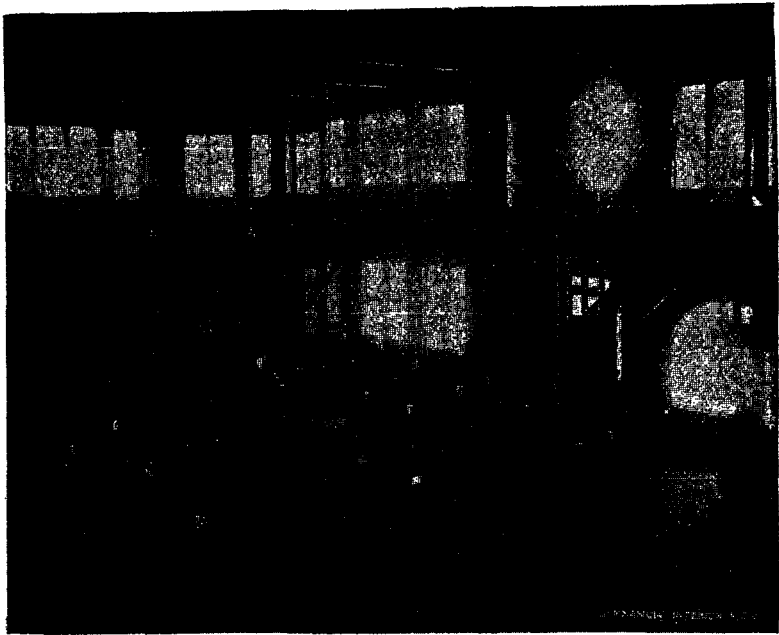
*Third Year.*—Lectures and discussions on the theory of gymnastics, including the principles of the Swedish, German, and Delsarte systems, the principles of gymnastic games and of out-door work.

*Fourth Year.*—The important work of this year is the teaching of gymnastics in the Training School. In addition to this, the gymnasium practice includes gymnastic games and heavy gymnastics.



LOS ANGELES NORMAL SCHOOL,—THE GYMNASIUM.





LOS ANGELES NORMAL SCHOOL—INTERIOR VIEWS OF GYMNASIUM.

Our fine gymnasium and apparatus give us better facilities for systematic physical training than can be found in most Normal Schools. The students are thus enabled to preserve better health during their course than would otherwise be possible, and also to train themselves to teach our boys and girls in the common schools to become stronger physically.

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## THE LIBRARY.

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The new library-room is on the first floor, and occupies the south half of the ell of the old building. It is sixty-five feet long by eighteen wide, is well lighted, and in every way attractive. It is fitted up with low, open shelves, and from 8 A. M. to 5 P. M. of every day of the week except Sunday, students have free access to the books.

The library contains three thousand three hundred volumes, five hundred of which were added in the school year just ended. The Dewey system of classification was adopted two years ago, and has proved very satisfactory, the division of subjects being so accurate that one soon learns just where to look for what is wanted. The use of the library is further facilitated by a card catalogue containing, besides the title of every book and the name of its author, about three thousand references to magazines and other works whose titles do not indicate their contents. These references are mainly on the subjects of geography, history, and literature, and have been prepared by the teachers of those subjects.

While the desirability of supplying good reading for leisure hours has not been overlooked in the choice of books, the main purpose has been to provide the means of pursuing the branches prescribed in the course of study. The subjects most fully represented are: Psychology and education, 300 volumes; science, 600; travel, 300; history and government, 550; literature, 600. In addition to the above, there are 600 volumes for supplementary reading; also files of the leading magazines and papers, including the *Atlantic Monthly*, *Californian*, *Harper's Weekly* and *Monthly*, *New England Magazine*, *Overland*, *Scribner*, *St. Nicholas*, *Arena*, *Eclectic*, *Forum*, *Popular Science Monthly*, *Scientific American*, *Education*, *Educational Review*, the *Seminary*, *Public School Journal*, *Pacific Educational Journal*, *New York School Journal*, *Primary School Journal*, and *Journal of Education*.

The growth of the library has not been rapid, the annual additions averaging only about 300 volumes, but great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended.

## LITERARY SOCIETIES.

Good literary societies indicate somewhat the standing and tone of a school. There have been for some years two societies connected with this institution—the Normal Literary Society, composed of young ladies and gentlemen, and the Webster Club, composed of young gentlemen only. Both have a large and active membership. The former having been found too large to reach all the students, a plan for class society work has been tried that is designed to reach every student at least once each month, and that seems well adapted to a large school. During one recitation period of each week, the whole school is resolved into as many literary societies as there are sections. This work takes the place of but one period from each subject once in four weeks. These sections have the regular organization of a literary society, with President, Secretary, etc. While each one is in a measure under the supervision of a teacher, there is the greatest freedom in the sections. The hour is given to the usual work of a literary society—readings, essays, debates, etc.—and as there are only thirty or thirty-five in a section, each student can take part often, and in this way the whole school is reached.

It is expected that several sections will combine next year for evening society work, and hold meetings about once each month in rooms assigned them for this purpose. Twice each year, near the close of each term, these latter societies will join in giving public literary exercises in the large Assembly Hall. While this plan takes one period in twenty from each subject, it is believed that students will be the gainers in every way because of their greater power to express their thoughts, and because of the special preparation required in discussing live questions of the day.

## LECTURE COURSE.

It is the purpose of the Principal to utilize our new and commodious assembly hall for a series of lectures and entertainments that will not only elevate the literary character of the school, but at the same time provide relaxation for the students when time can be spared from work. The school has a mission in this field as well as in that of requiring close application to study. A stereopticon will be purchased for use in the school and in illustrating public lectures.

Experience has shown that such a course of lectures can be arranged at very small expense to the students, certainly at less than half the cost of the same course not under the auspices of the school. Students are requested to come prepared to spend a small sum, not exceeding \$2 for the year, toward supporting this very effective means of intellectual culture. Either single or course tickets will be sold at reasonable rates to those who are not members of the school, and it is hoped that all students and friends of the school will take an active interest in our lecture course.

## THE CHRISTIAN ASSOCIATIONS.

The College Young Men's Christian Association and the College Young Women's Christian Association are each represented by a flourishing society. The Y. W. C. A. has a membership of about one hundred, or one third of the young women of the school; while the Y. M. C. A. has enrolled about the same proportion of young men. The associations meet separately once a week in the rooms assigned to them in the building, and once a month they hold a joint meeting.

Jointly the two Christian Associations have published for the year, 1894-95 what is termed "The Student's Hand Book," which is designed to be a pocket compendium of useful information for the new students. This hand book contains a brief sketch of the association work in the school of the literary and musical societies, and of the school journal, in addition to a church directory, and information concerning banks, city library, etc.

Those desiring such information can obtain a copy of the "Student's Hand Book" free by addressing Henry H. Meyer, President Y. M. C. A., or Grace A. Conaway, President Y. W. C. A.

## THE SCHOOL JOURNAL.

We are glad to record, among the many additions to our school, "The Normal Exponent," a monthly journal published by the students.

A few months before the close of the last school year, The Webster Club (a literary society of the young men of the school) appointed a committee to consider the feasibility of publishing a school paper. In accordance with their report the Club decided to begin the publication of a four-page monthly at the opening of this school year. Upon suggestion of the Faculty, it was afterward decided to change the plan and issue a larger paper by the entire school. The result was the establishment of a sixteen-page monthly magazine, "The Normal Exponent," the first number of which appeared in January, 1894. It was enlarged to twenty pages with the third issue. From the first it was well received, and it is gaining a firm foothold not only among the students but among the alumni.

This paper is issued in the interests of students and teachers. For the student it furnishes an excellent opportunity to develop his literary talent, and brings exchanges from other schools and colleges all over the land, the product of the labor of other students in other States.

To the teacher it brings news of the educational proceedings of our own city and State, and gives him the advantage of important observations in our Training School. The professional and literary departments are well worth the attention and interest of all wide-awake teachers, and the entire paper is tinged with the spirit of the Normal School—the spirit of educational vigor and enthusiasm.

## CONDITIONS OF ADMISSION AND GRADUATION.

For admission to the class, the following qualifications are requisite:

1. The applicant must be sixteen years of age, and strong mentally, morally, and physically.

2. To be admitted without examination, an applicant must (a) hold a valid teacher's certificate of any grade from any county or city in California; or,

(b) Hold a diploma of graduation from a California High School, a county grammar grade diploma, when it represents nine years of school work, or a certificate of promotion from the ninth year of California city schools; provided, that the applicant presents a letter of recommendation from the City Superintendent, or, in case of cities having no Superintendent, from the Principal of the school granting the certificate.

(c) Applicants presenting High School diplomas of graduation, or first grade teachers' certificates granted in States other than California, may be admitted at the discretion of the Faculty.

3. Applicants may also be admitted on examination. They must pass an examination in Spelling, Reading, Geography, Arithmetic, Grammar, and United States History. Pupils from the public schools are not admitted until they have finished the prescribed ninth grade studies. Those from other schools must show by their examinations that they have completed an equivalent of the public ninth grade school work. All new pupils may be examined for classification, and if admitted to advanced classes, must have passed creditably in all the studies of the preceding classes. For regulations relating to the admission of certain High School graduates, see page 17.

4. Every one admitted to the school must present a certificate of good moral character, signed by the County Superintendent of Schools, or by two of the School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

Pupils are admitted on the first Tuesday in September, at which time the new class for the year is formed. Examinations for admission will also be held at the beginning of the term, as indicated in the Calendar, page 18. Admissions do not take place during the term.

Experience has shown that those make the best teachers who enter the early part of the course. The elementary work of the Junior year is more needed than the higher work of the following years.

For this reason it is better that the student should enter at the commencement of the year, when the new class is formed, than that he should wait and attempt to enter a class which has already gone over some portion of the year's work. Very few are entered on the course beyond the commencement of the Second year.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all

the studies of the prescribed course, and must have shown, by actual and continued teaching in the Practice School, an ability and fitness for governing and teaching well.

Applicants for admission are required to make and sign the following declaration:

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

*A deposit fee of five dollars* is made with the school, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, buildings, or furniture.

Our object is to train students for the work of teaching in the public schools of the State. A course in the Normal School is not a ready nor an easy way to obtain a certificate to teach. For those who wish to prepare for the teachers' examination, this is no place, and any who come for that purpose are likely to be disappointed. We are always glad to welcome teachers who, in the vacation of their own schools, find some leisure to attend the Normal, to see its methods, examine its work, and perhaps gain something which may be of use to them in their own work. They may join any class, being either observers or workers, as they may choose, and remain with us just so long as their leisure shall serve.

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## LAWS RELATING TO HOLDERS OF CALIFORNIA NORMAL SCHOOL DIPLOMAS.

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*First*—Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

*Second*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of the Political Code.

*Third*—Upon presentation of the diploma and document referred to in subdivision second to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of the Political Code.

*Fourth*—Said diploma of graduation from any Normal School in this State, when accompanied by a certificate granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a high school certificate authorizing the holder to teach in any primary or grammar school, and in any high school in this State, except those in which the holder would be required to teach languages other than the English.

## GENERAL INFORMATION.

### Advice to those who Wish to Enter the School.

In the first place, thoughtfully consider the reasons why you wish to enter a Normal School. Such a step should not be taken lightly, and you should ask yourself if you have a sincere desire to help humanity by becoming a well-prepared, earnest teacher. If so, you must realize that the preparation requires not only the spirit of a student, but four years of hard work. It should also be your purpose to abide by every regulation of the school, and earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

1. Carefully examine the course of study, and decide how much of it you have thoroughly accomplished, recognizing always the difference between the knowledge required by a teacher, and by one who is merely expecting to become a general scholar.

2. Do not be too anxious to enter advanced classes. There will be no time in any class, especially the Senior Class, to *make up* back studies. Many who are admitted to the advanced classes fail to do the work well, from lack of elementary training, and regret not having begun to work here in lower grades.

3. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district.

4. Text or reference books which you may have will be useful here, and should be brought with you.

5. Come expecting to work faithfully and honestly; to make study your first and only aim while here; prepare to make any sacrifice for your own good and the good of the school. If you cannot come with this spirit, or if you lack the determination to carry you through in this spirit, you will make a mistake in entering a Normal School.

### Expenses.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. Board in private families costs from \$4 to \$5 per week. Rooms may be had by students if they wish to board

themselves. The cost of living may then be reduced to \$3 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done, it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.

#### Discipline.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is, in no sense, a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

The aim of the administration is to lead students to be self-governing, as should be all persons who are to become teachers. There are very few arbitrary restrictions or positive rules and penalties. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize Normal School students. Their bearing while in the school-room, on the street, or at public gatherings, should be beyond criticism and worthy of imitation. Character building, which should be the great aim of all school work of whatever grade, is one of the definite purposes of the school, and it is expected that those who graduate will be able to continue this much needed work in the lives of the children of the State.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both these; and offenses that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The State can afford to educate for teachers only those above the need of such work.

#### General Remarks.

It is to be hoped that County Superintendents, and other friends of the State Normal School, may be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an



examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those of whom no amount of instruction, and no thoroughness of training, can make good teachers.

Those who are fitting for teachers should begin, on their entrance to the school, the formation of those habits on which so much of the teacher's success depends. None are admitted to the school except those who pledge an intention to become teachers.

#### Punctuality.

Sickness constitutes almost the only valid excuse for absence. The pupil who allows trivial or ordinary matters to prevent his prompt attendance upon the exercises of the school and of the particular class to which he has been assigned, shows in this an unfitness for the duties of a teacher that should, and soon does, end his connection with the school. The Principal, only, grants excuses for absence or tardiness, and should be consulted before the absence occurs, if possible.

#### Promotions.

Those only who do the work of the class creditably, and show an ability to continue, will be promoted with the class. No student is allowed to pass over the work of any term more than twice. If promotion is not then secured the evidence of unfitness is sufficient. Examinations are made and the work summed up at the end of each term or oftener, and any student found standing at the head of his class, and showing an ability to do more work, is carried forward to the next class. One should seek to enter a class below rather than above his ability.

#### Boarders and Boarding.

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed:

All pupils attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Pupils must consult the Principal or Preceptress before selecting boarding places. This applies to all, whether they have been in the school before or are new pupils.
2. Pupils must board at places indorsed by the Principal and Preceptress.
3. Ladies and gentlemen shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.
4. Permission must in every case be obtained from the teacher in charge, when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permissions will be asked which conflict with the preceding regulation.
5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

6. Pupils must consult the teacher in charge before changing boarding places.

7. Boarders shall not be absent from their boarding places in the evening without permission from the teacher in charge. If compelled by unforeseen causes to be absent at the time named, without obtaining such permission, they must, before leaving, inform the people with whom they board or room, where they are going and when they shall return. Such absence must be reported to the teacher in charge at the earliest opportunity. Permission to attend suitable places at suitable times will always be granted to pupils who are doing well in their studies, but school and its requirements must be first.

8. Pupils may receive calls on Friday evenings, from 6 to 9 o'clock, or before study hours of other days of the week.

9. It shall be the duty of the Principal and the teachers in charge to satisfy themselves that all parties who either keep boarders, or rent rooms to self-boarders, exercise such supervision over such pupils as will secure a compliance with the spirit and intention of the rules of the school. Pupils shall not be allowed to continue to board where such supervision is not maintained, or where the requirements of the school are in any way disregarded.

10. All boarders are required to present semi-monthly reports of conduct, signed by the parties with whom they board or room.

#### Study Hours.

Study hours are defined to be from 7 to 9:30 P. M. of all week days except Friday.

Most pupils, in order to retain their places in their classes, will require more than the time above stated. Such additional time should be taken in the morning or the afternoon, but so as to leave time for recreation and exercise in the daytime and in the open air.

Pupils living with their parents or guardians will find it advantageous to observe these rules; but the school requires only that they do the work of their several classes, and so conduct themselves as not to bring the school into disrepute.

#### Personal Matters.

Enroll yourself with your name as it should appear upon the books and in the catalogue of the school, and retain that name in all your classes and upon all your papers.

Keep your people at home well informed as to the street and number of your Los Angeles residence, and have all telegrams and express packages directed so as to reach you there.

Should your parents or guardians change their residence while you are here, have the change at once noted upon the records of the school, that we may be able to communicate with them at once, in case of accident, sickness, or other emergency.

Have your letters directed in care of the Normal School, and they will be safely and regularly delivered to you twice every day.

Regular bodily exercise is essential to health. For this the gymnasium partially provides, giving you as it does each day an exercise carefully

adapted to your strength. Besides this you need at least an hour in the open air, devoted to the development of the muscles, whose health goes far to insure a healthy and vigorous brain.

If in any matter you need sympathy or advice, do not fail to apply to your teachers, who are certain to bring to the subject a larger experience than you can command, and to aid you to the full extent of their power.

## LAWS RELATING TO STATE NORMAL SCHOOLS.

354. The Normal Schools at San José and at Los Angeles, and any Normal School established after the first day of January, eighteen hundred and eighty-seven, by the State, shall be known as State Normal Schools, and shall each have a Board of Trustees, constituted as follows: The Governor and State Superintendent of Public Instruction shall be members of each Board, and there shall be five members, whose term of office shall be five years, who shall be appointed by the Governor; *provided*, that the Trustees of the State Normal School in office June thirtieth, eighteen hundred and eighty-seven, shall hold office until the end of the term for which they were appointed; *provided*, that no appointment made after the approval of this Act shall be for a term of more than five years, and the Trustees in office when this Act takes effect shall become members of the Board of Trustees of the Normal School located nearest to their residences, and the members of any Board of Trustees, when first appointed and organized, shall classify themselves so that the term of one Trustee shall expire annually.

1487. The State Normal Schools have for their objects the education of teachers for the public schools of this State.

1488. The State Normal Schools shall be under the management and control of Boards of Trustees, constituted as provided in section three hundred and fifty-four of the Political Code of the State of California.

1489. The powers and duties of each Board of Trustees are as follows:

*First*—To elect a Secretary, who shall receive such salary, not to exceed one hundred and fifty dollars per annum, as may be allowed by the Board.

*Second*—To prescribe rules for their own government, and for the government of the school.

*Third*—To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutes.

*Fourth*—To provide for the purchase of school apparatus, furniture, stationery, and text-books for the use of the pupils.

*Fifth*—To establish and maintain training or model schools, and require the pupils of the Normal School to teach and instruct classes therein.

*Sixth*—To elect a Principal and other necessary teachers, fix their salaries, and prescribe their duties.

*Seventh*—To issue diplomas of graduation upon the recommendation of the Faculty of the school.

*Eighth*—To control and expend all moneys appropriated for the support and maintenance of the school, and all money received from tuition or from donations. In no event shall any moneys appropriated for the support of the school, or received from tuition or donations, be paid or used for compensation or traveling expenses of the Trustees of the school, except when attending the joint meetings provided for by section one thousand four hundred and ninety-two of the Political Code of the State of California, and each Trustee attending such meetings shall receive the same mileage as is allowed by law to members of the Legislature, for not more than two meetings in each school year.

*Ninth*—To cause a record of all their proceedings to be kept, which shall be open to public inspection at the school.

*Tenth*—To keep, open to public inspection, an account of receipts and expenditures.

*Eleventh*—To annually report to the Governor a statement of all their transactions, and of all matters pertaining to the school.

*Twelfth*—To transmit with such report a copy of the principal teacher's annual report.

*Thirteenth*—To revoke any diploma by them granted, on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputedly dishonest in his dealings; *provided*, that such person shall have at least thirty days' previous notice of such contemplated action, and shall, if he asks it, be heard in his own defense.

**1490.** Each Board of Trustees must hold two regular meetings in each year, and may hold special meetings at the call of the Secretary, when directed by the Chairman.

**1491.** The time and place of regular meetings must be fixed by the by-laws of the Board. The Secretary must give written notice of the time and place of special meetings to each member of the Board.

**1492.** Joint meetings of the Boards of Trustees of the State Normal Schools shall be held at least once in each school year, alternately, at the different State Normal Schools. The first meeting shall be held at San José, and thereafter at the other Normal Schools in the order of their organization. At such meetings the Trustees shall have the power, and it shall be their duty:

*First*—To prescribe a uniform series of text-books for use in the State Normal Schools. The State series of text-books shall be used, when published, in the grades and classes for which they are adapted.

*Second*—To prescribe a uniform course of study, and time and standard for graduation from the State Normal Schools.

**1494.** Every person admitted as a pupil to the Normal School course must be:

*First*—Of good moral character.

*Second*—Of sixteen years of age.

*Third*—Of that class of persons who, if of proper age, would be admitted in the public schools of this State without restriction.

**1495.** Teachers holding State certificates of the first or second grades may be admitted from the State at large.

1496. Persons resident of another State may be admitted upon letters of recommendation from the Governor or Superintendent of Schools thereof.

1497. Every person making application for admission as a pupil to the Normal School must at the time of making such application, file with the Principal of the school a declaration that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.

1501. The Principal of each State Normal School must make a detailed annual report to the Board of Trustees, with a catalogue of the pupils, and such other particulars as the Board may require or he may think useful.

1502. The Board of Trustees of any Normal School, or its Executive Committee, may grant permission to the Principal, or any teacher of such school, to attend any County Institute, and give instruction on subjects relating to education in the public schools.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation. [See *Laws Relating to Holders of California Normal School Diplomas*, page 41.]

1504. The Boards of Trustees, or such Trustees as attend the joint meetings, shall have power to appoint a Secretary, who shall receive such compensation, not to exceed twenty dollars for each joint meeting, as the Trustees present at the meeting may order paid. The Secretary shall keep a full record of all the proceedings of the joint meetings of the Trustees, and shall notify the Secretary of each Board of Trustees of any changes made in the course of study or the text-books to be adopted in the State Normal Schools.

1505. The Superintendent of Public Instruction must visit each school from time to time, inquire into its condition and management, enforce the rules and regulations made by the Board, require such reports as he deems proper from the teachers of the school, and exercise a general supervision over the same.

1507. Each order upon the Controller of State by the Board of Trustees of the State Normal School must be signed by the President of the Board, and countersigned by the Secretary. Upon presentation of the order aforesaid, signed and countersigned as aforesaid, the Controller of State must draw his warrant upon the State Treasurer, in favor of the Board of Trustees, for any moneys, or any part thereof, appropriated and set apart for the support of the Normal School, and the Treasurer must pay such warrants on presentation.

## GRADUATES.

## CLASS OF 1884.

Elma Ball,	Nellie M. Dixon,	Frances H. Quesnel,
Hanna P. Ball,	Nellie Fitzmier,	Eliza J. Quinn,
Laura Barkla,	Cora M. Getchell,	Elise Reed,
Ada F. Barrows,	Sophia J. Gilchrist,	Spurgeon V. Riley,
Kate Brousseau,	Cora E. Lamb,	Clara Stoltenberg,
Willard R. Chandler,	Vesta Olmstead,	Adeline Verhave,
Edwin Clark,	Maria Parmelee,	Fannie Wright.
Minnie Devin,		
Total .....		22

## CLASS OF 1885.

Abby S. Barrows,	Emma Fleishman,	Mabel Rorick,
Eva Blakeley,	Georgia Freeman,	Lulu B. Scott,
Anna B. Boley,	Thomas C. Gower,	Mary Stewart,
Mary H. Buckham,	Alice C. Gray,	Joanna Stockton,
Rosa Carver,	Lizzie Hitchens,	Helen E. Swan,
Mary E. Cowan,	Eugenie Hobbs,	Charles E. Taylor,
Portia Cowan,	Ellen S. L. Huie,	A. T. Julius Voight,
Jennie L. Curtis,	Emma Jessup,	Mary E. Walker,
Nora Desmond,	Jeannette Lazard,	Alberta M. Whitney,
Amelia A. Dranga,	John C. Mahar,	Louise A. Williams,
Josephine Dryden,	Ida M. McCormack,	William H. Wright.
Florence A. Ellis,	Logan Rives,	
Total .....		35

## CLASS OF 1886.

Carrie W. Atkinson,	Ellsworth Gerry,	Corinne E. King,
Ella M. Bailey,	Sophie H. Gilbert,	Lucy I. McIlmoil,
Ida M. Bailey,	Jessie Gill,	William H. McIlmoil,
Marian E. Blake,	Ray Good,	Anna D. Morrison,
Emma V. Caleff,	Jessie C. Grow,	Christiane J. Mueller,
Peter C. Campbell,	Clotilde A. Grunsky,	Jessie F. Pease,
Joseph D. Connor,	Emily J. Hamilton,	M. Lillian Pinkham,
Alice J. Cushing,	Frances V. Harrow,	May Plank,
Olivia Day,	Leonora Hassler,	Viola Shrode,
Margie C. Downing,	Richard B. Haydock,	Alice C. Smith,
Ada Dryden,	May J. Henning,	Mary E. Smith,
Helen H. Field,	William R. Holladay,	Gertrude Taft,
Henry A. Fisk,	Lucy B. Huie,	Fred. W. Taylor,
William A. Foster,	Edward R. Kellam,	Louise L. Williamson.
Mary E. Foy,		
Total .....		43

## CLASS OF 1887.

Lillian M. Baird,	Elizabeth C. Henderson,	Elizabeth E. Reese,
Mary M. Baker,	Fannie O. Huff,	Alice Reeves,
Caroline Bergman,	Ralph W. Jepson,	Mary H. Rennie,
Hattie H. Bowles,	Venia A. Kercheval,	Emily B. Reynolds,
Luella H. Bryan,	Mary F. King,	Mary C. Swan,
Margaret M. Bryan,	Mollie Lightner,	Hattie Taylor,
Maggie S. Clark,	Mary McDonald,	Aura C. Tombes,
Frances A. Crowley,	Isabel McFadden,	Dora C. Vickery,
Kate Desmond,	Ella J. Montgomery,	Clara M. Walker,
Josephine Ellis,	Mary S. Moody,	James T. Walker,
Emma M. Granet,	Ella Morgan,	Carrie A. Walton,
Lucy M. Grant,	Lizzie B. Oliver,	Amy M. Way,
August M. Guidinger,	Josephine Pallett,	Irva I. Williams,
Mary E. Haizlip,	Martha J. Pallett,	John E. Wright,
Emma F. Hall,	Mary N. Penman,	Oona Wolf,
Franc Hawks,	Mary H. Perry,	Jennie A. Whitcomb.
Total .....		48

## CLASS OF 1888.

Matilda F. Adams,	Lillian L. Lauber-	Nancy E. Reavis,
Margaret L. Benedict,	Maud Miles, [sheimer,	Carrie Reeves,
Laura J. Campbell,	Louise F. Milner,	Hattie V. Reilly,
Estelle Cowan,	Mabel Montague,	George A. Reilly,
Florence M. Cromer,	Lucretia B. Morton,	Henry T. Shirley,
Bertha F. Fitzmier,	Caroline A. Mueller,	Frances Stark,
Annette Hamilton,	Julia A. Myers,	Rosella Stoermer,
Annie R. Hanlon,	Andrew S. Niper,	Ella L. Stoltenberg,
Mary A. Hastings,	Estelle Patten,	Helen Sullivan,
Fannie M. Hays,	Matthew R. Pendleton,	Anna M. Weir,
Clara H. Houghton,	Wilmattie Porter,	Albertina Wiseman.
Mary I. Hutchinson,	Flora Rawson,	
Total .....		35

## CLASS OF 1889.

Nellie Barraclough,	Angenette Davis,	Charles J. Huey,
Emma Barron,	Nellie L. Davidson,	Nettie E. Johnston,
Frederick H. Billings,	Susie S. Davidson,	Ella H. Kane,
Agnes M. Blakeley,	May Egan,	May King,
Laura L. Boquist,	Agnes Elliott,	Myra King,
Medora L. Brown,	Angie Farnsworth,	Sarah Laventhal,
Edward S. Butterworth,	C. Louise Foss,	Rosalie Lazard,
Jennie O. Chambers,	Susan I. Frazee,	Kate Madden,
Gertrude M. Cnopius,	Hattie Freeman,	Luella A. Marden,
Lena E. Corder,	Pliny Gregory,	Dolly B. Melvin,
Fannie Cox,	Emma L. Hahn,	Ada A. Miner,
M. Elissie Cummings,	Mary L. Hays,	Winifred M. Paine,
Maggie R. Cummins,	Frederic A. Hazzard,	Ida M. Patterson,

Annie Reynolds,	Mary E. Smith,	Minnie Taylor,
Sherman A. Roberts,	Lulu M. Snook,	Martha K. Thompson,
Alice A. Rowan,	Alda Stock,	Lewis S. Thorpe,
Jessie F. Rubottom,	Minnie L. Stout,	Arthur G. Van Gorder,
Albert N. Sheldon,	John R. Sutton,	Dora Wertz,
William T. Skilling,	H. Mary Taylor,	Ada Williams.
Total.....		57

## CLASS OF 1890.

Mary B. Alexander,	Edmund Gerry,	Florence M. Longley,
Lulu Allen,	Emma Gooch,	Clara L. Massey,
Frank C. Badham,	Washington S. Goodrich,	Philip McAnany,
Cora E. Barton,	Annie Gould,	Emma C. McClain,
J. Maud Blanchard,	Clara Haas,	Alpha O. McIlmoil,
Carrie M. Blanford,	Carrie L. Hartzell,	Grace McNoah,
Harriet B. Boquist,	Kate C. Higgins,	Clara McPherson,
Mary C. Bray,	Cora D. Johnston,	Mary E. Peter,
M. Olive Brownsill,	Dora A. Jones,	Ida Robinson,
Mattie Caruthers,	Melyania A. Jones,	William A. Sheldon,
Edith M. Clark,	Ada M. Kerlin,	Mary E. Shores,
Gertrude Clough,	Alice L. Kincaid,	Chauncey F. Skilling,
S. Ellsworth Coleman,	Mary A. Lang,	Julia F. Squires,
Bessie M. Cox,	Eldora Lee,	Julia E. Tevis,
Millie M. Cox,	Mary E. Le Van,	Ella G. Wood,
Georgia Fells,	Lola N. Long,	Joseph P. Yoder.
Jessie M. Gearhardt,		
Total.....		49

## Post Graduates.

Frederick H. Billings,	William T. Skilling,	Kate C. Wambold.
Lena E. Corder,		
Total.....		4

## CLASS OF 1891.

Ysabel V. Baca,	Minnie E. Egan,	Agnes M. Irvine,
Victoria Bateman,	Josephine Ensign,	Rachel H. Jamison,
Maud Boyle,	Jessie A. Fisher,	Olive L. Johnson,
Mary D. Boynton,	Helena Fleishman,	S. Emma Johnson,
Imelda Brooks,	May Foster,	Carrie R. Jones,
Josie A. Byrne,	Frauces H. Gearhart,	Minnie E. Jordan,
Mary E. Case,	May Gearhart,	Lou J. Keith,
M. Grace Cobb,	S. Alice D. Goodrich,	Edith M. Kellogg,
Ellen A. Cockefair,	Jennie F. Gourley,	Mary E. Kelsey,
Fred. C. Coryell,	Cora B. Haddock,	Sarah A. Kelsey,
R. Theodore Coulter,	Harriet Hanlon,	Charlotte A. Knoch,
Rosalia E. Cowan,	Caroline E. Harris,	Della E. Ledbetter,
Jennie O. Crable,	Clara M. Healy,	Noah L. Levering,
N. Louise Davis,	Charles C. Hill,	Jessie A. McCoy,



Effie B. McFadden,	Ruth M. Potter,	William H. Stearns,
Cora B. Merritt,	Sarah L. Prentiss,	Fred. W. Stein,
Amanda Meyer,	Elenor A. Prior,	Lewis R. Tarr,
Charles M. Miller,	Ada M. Quinn,	Nellie J. Taylor,
Virginia F. Newcombe,	Jennie M. Sheldon,	Josephine C. Van Slyck,
Luella Palmer,	Robert P. Skilling,	Belle Wallace,
H. Mabel Pease,	Ada E. Skofstad,	Mamie G. White,
Helen M. Perkins,	Clara H. Smith,	Ina Wright,
M. Olive Pierpont,	Emma Sovereign,	Agnes L. Young.
Lena Polhamus,	F. May Stansbury,	
Total .....		71

## Post Graduates.

Emma V. Caleff,	Charles E. Taylor,	Lewis S. Thorpe.
Georgia M. Freeman,		
Total .....		4

## CLASS OF 1892.

Carrie M. Arnold,	C. Marie Halvorsen,	Sadie T. Pepper,
Lizzie E. Batchelder,	Florence E. Hard,	Burney Porter,
Emma Boor,	Bessie E. Harris,	Clara M. Preston,
Maggie Brown,	Lizzie F. Hassheider,	Stella Price,
Minnie Campbell,	Emma E. Haughawout,	Sarah L. Putnam,
Bertha Chamberlain,	Anna L. Holmes,	Clara C. Rannels,
Katherine A. Clark,	Carrie L. Holmes,	Cora A. Reavis,
Mattie Clark,	Flora G. Howes,	Clara L. Robertson,
Louise E. Clarke,	Maud P. Howlett,	Eva A. Rockwood,
Alethea M. Cole,	Mary E. Johnston,	Carrie B. Scull,
Harriet H. Conkling,	Annie B. Keiller,	Nellie J. St. Clair,
Annicc Cook,	Henry Kerr,	Fannie P. Starbird,
Marian Cook,	Netta M. King,	M. Emma Taylor,
Nellie Davis,	Ida A. Knall,	Hadassah Thomas,
Yetta F. Dexter,	Mabelle L. Lent,	Mary E. Thompson,
Sadie Dixon,	Emma E. Lillie,	Gertrude E. Ticknor,
Edward Dolland,	Mira Lord,	Pearle Tritt,
William W. Donnell,	Clara E. Lum,	Rosa M. Tyler,
Mabel F. Doss,	Mary F. Maitland,	Emma Waglie,
Robert L. Durham,	Mary S. McCoy,	Agnes M. Wallace,
William N. Ent,	George W. Monroe,	Henrietta Welte,
Edith H. Field,	Linella Morgan,	Annie F. Williams,
Eleanor G. Finch,	Regina Nauerth,	Lillian A. Williamson,
Eunice M. Finch,	Etta V. Neibel,	Virginia B. Williamson,
Jeannette Fox,	Annie R. Noble,	Jennie D. Wylie,
Eva Griswold,	Mary G. Overman,	Stella E. Young.
Total .....		78

## CLASS OF 1893.

Mary A. Adams,	Ada I. Fraser,	Abbie L. Pratt,
Mira Ambrose,	Grace V. Fuller,	Lili C. Quinn,
Isabel F. Ardito,	Agnes Fushia,	Adah Richmond,
Cora M. Bagley,	Emily J. Gardiner,	Mabel Robinson,
Kate Bailey,	Kate L. Gray,	Clara M. Rowell,
Isabel Ball,	Delia A. Hartley,	Agnes G. Sabine,
Aura M. Beach,	Mary C. Hartley,	Ludema Sayre,
Mary E. Berkeley,	Edith A. Hitt,	A. A. Schwannecke,
Grace E. Bosley,	Rebecca Hood,	Mary G. Sexton,
Frank A. Bouelle,	Myrtle E. Johnson,	George M. Sheldon,
Margaret R. Bowen,	Grace Johnston,	Carrie E. Smith,
Mary L. Browning,	Emeline Jones,	F. Leora Smith,
Frank F. Bunker,	Carrie A. Kellogg,	Marie L. Squires,
Louisa M. Butler,	Henrietta A. Klatte,	Mattie L. Steele,
Anna B. Champlin,	Ellen F. Lang,	Annie C. Sullivan,
Mina M. Charest,	Louise Latta,	Harriet E. Taylor,
Eva H. Cole,	Bertha Logie,	Kate E. Teahan,
M. Edith Collingridge,	Jesusita F. Lopez,	Helena B. Thorpe,
Vivienne Crise,	Irene McDowell,	Virginia R. Thorpe,
Emily K. Cuff,	Belle McKenzie,	Belle Townsend,
Agnes E. Daniels,	Lola D. McLellan,	William W. Tritt,
Esther C. Daniels,	James R. Meskimons,	Marion Van Slyck,
Alice G. Devin,	Nannie E. Mock,	Louisa F. Voester,
Anna M. Dilworth,	Edna L. Moores,	Floyd R. Watson,
Birney H. Donnell,	Herbert C. Mosher,	Ava K. Way,
Irene R. Dudley,	James W. Mosher,	Sarah A. Whitehead,
Caroline Etchemendy,	Ella M. Nevell,	Florence V. Williams,
Angeline G. Everett,	Addie Newman,	Gertrude Young,
Arthur W. Everett,	Gertrude R. Norton,	Carrie D. Ziegler.
Carrie A. Fleisher,	Myrtle G. Oliver,	
Robert L. Fraisher,	Lizzie N. Pepper,	
Total .....		91

## CLASS OF 1894.

George D. Abrams,	Ida E. Carrick,	Marian Folsom,
Ella A. Adams,	Brancie Carter,	Charles J. Fox,
Laura S. Adams,	Gussie Carter,	Mary E. Hall,
Josephine Alexander,	Annie E. Chase,	May Hartley,
Grace Anderson,	Orabel Chilton,	Jessie E. Hawkins,
Jeannette Armstrong,	Adah Z. Coleman,	Henry J. Hess,
Anne M. Baker,	May L. Colgan,	Lulu Huber,
Estelle J. Barden,	Belle Cooper,	Myrtella Huyck,
Isabel Bethune,	Lulu E. Crow,	Amanda V. Johnson,
Richard N. Bird,	Eva M. Depue,	Vesta Lindley,
Helen A. Bradley,	Nannie H. Downing,	Christina J. Matthew-
Joseph E. Brand,	Lizzie M. Field,	Mattie May, [son,
Emily A. Buckham,	Helena F. Flood,	Alice G. McCaldin,

A. Maude McDowell,	Sophonra F. Peckham,	Carrie B. Stone,
Minnie McEuen,	Roy, Porter,	Mary E. Swain,
Lizzie McFadden,	Hattie M. Reece,	Susie I. Thompson,
Maud A. McKusick,	Daisy C. Reeves,	Edwin L. Vaughan,
Elsé E. Milner,	Flora Schopbach,	Helen P. Vinyard,
Jessie Moore,	Clara Schroeter,	Sadie J. Walkem,
Rosa J. Nevell,	Myrtle E. Small,	Adele Weil,
Lizzie G. Newkirk,	Bettie E. Smith,	Agnes R. Woodcock,
Elmer E. Nichols,	Clara Estelle Smith,	Kate L. Woodford,
Esther Norton,	Lulu M. Stedman,	Roy J. Young.
Mina A. Norton,		
Total .....		70

## SUMMARY.

Graduates .....	599
Post Graduates .....	8
Total .....	607

## TRUSTEES OF CALIFORNIA STATE NORMAL SCHOOLS.

*Ex Officio Members of Each Board:*

H. H. MARKHAM .....	Governor.
J. W. ANDERSON .....	State Superintendent of Public Instruction.

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PHILO HERSEY .....	Santa Clara.
RALPH LOWE .....	San José.
A. L. RHODES .....	San José.
T. S. MONTGOMERY .....	San José.
C. H. PHILLIPS .....	San Luis Obispo.
RUTH ROYCE, Secretary.	

*Board of the School at Los Angeles:*

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A. E. POMEROY .....	Los Angeles.
JOHN MANSFIELD .....	Los Angeles.
T. P. LUKINS .....	Pasadena.
F. A. MOLYNEAUX .....	Pomona.
EDW. T. PIERCE, Secretary.	

*Board of the School at Chico:*

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JOHN BIDWELL .....	Chico.
A. H. CREW .....	Chico.
J. S. CONE .....	Red Bluff.
F. H. GREELY .....	Marysville.
ROBT. F. PENNELL, Secretary.	