

Catalogue 1894-95

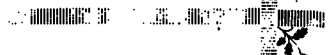


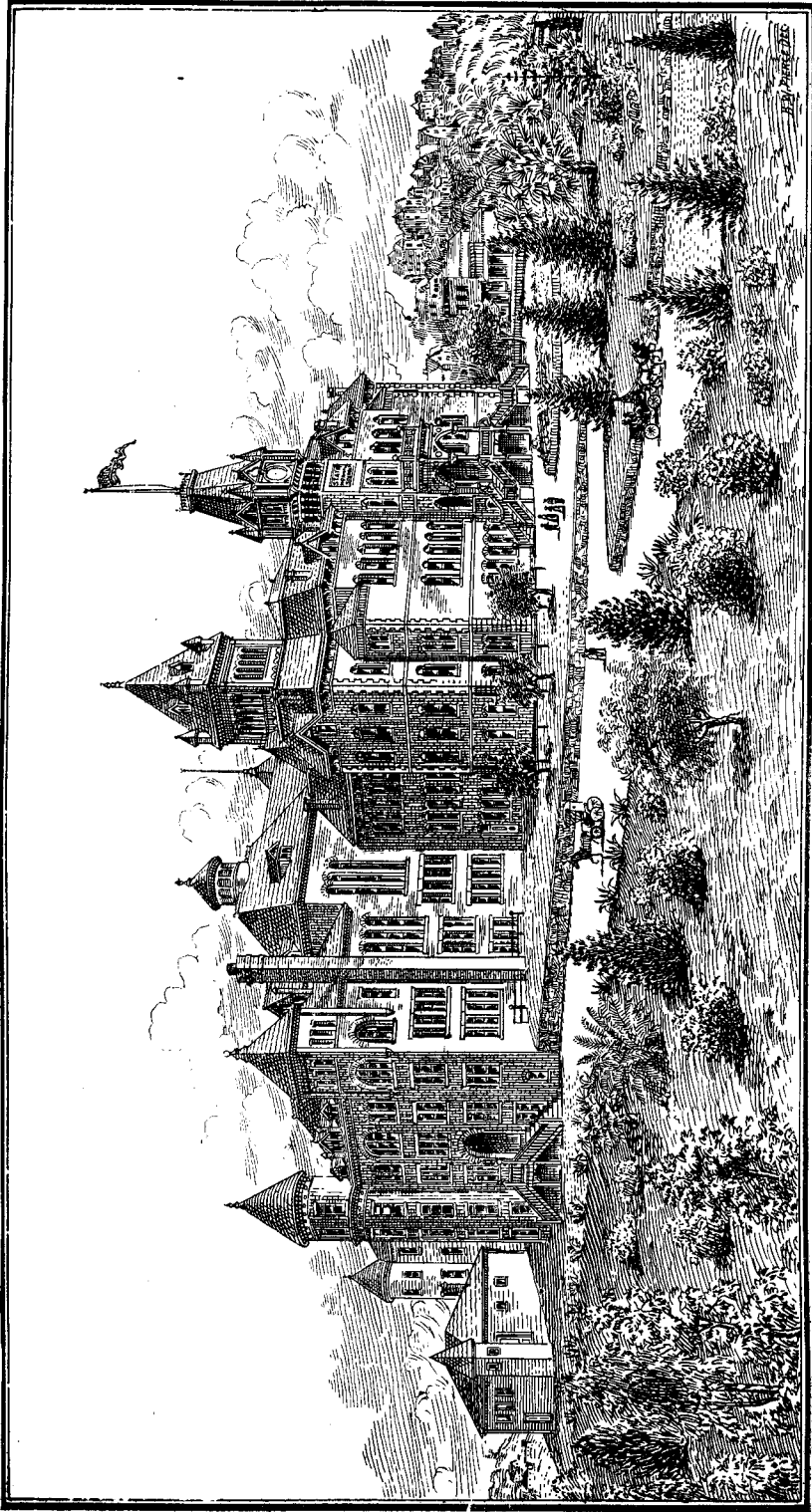
State Normal School

At Los Angeles, Cal.



Circular 1895-96





STATE NORMAL SCHOOL BUILDING, LOS ANGELES.

THIRTEENTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1895,

AND

CIRCULAR FOR 1895-96.

SACRAMENTO:

STATE OFFICE, : : : A. J. JOHNSTON, SUPT. STATE PRINTING.
1895.

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CALENDAR FOR 1895-96.

FIRST TERM.

Entrance examinations and admissions on credentials, Thursday, Friday, and Saturday, September 5, 6, and 7, 1895.

Term opens, Tuesday, September 10, 1895.

Term closes, Thursday, February 6, 1896.

Holiday vacation, December 21, 1895, to January 7, 1896.

SECOND TERM.

Entrance examinations and admissions on credentials, Friday and Saturday, February 7 and 8, 1896.

Term opens, Wednesday, February 12, 1896.

Term closes, July 2, 1896.

Mid-term vacation, April 18 to April 28, 1896.



FACULTY, 1894-95.

NORMAL DEPARTMENT.

✓EDWARD T. PIERCE, LL.B., Pd.D., Principal.....	School Law and School Economy.
✓F. B. DRESSLAR, A.M., Ph.D., Superintendent of Model and Training Department	Psychology and Pedagogy.
✓ISABEL W. PIERCE, Preceptress.....	English.
✓MELVILLE DOZIER, B.P., Mathematics, Astronomy, and Bookkeeping.	
✓CHARLES E. HUTTON, A.M.	Mathematics.
✓SARAH P. MONKS, A.M., Curator of Museum. . .	Zoölogy and Botany.
✓HARRIET E. DUNN.....	History.
✓JOSEPHINE E. SEAMAN	English.
✓ALICE J. MERRITT.....	Botany and Geography.
✓MAY A. ENGLISH	Chemistry and Physiology.
✓JAMES H. SHULTS, A.M., M.D.	Physics.
✓AGNES CRARY, A.B.	English.
✓ADA M. LAUGHLIN	Drawing and Sloyd.
✓JULIET P. RICE	Music.
✓CHARLES M. MILLER	Sloyd.
✓THEODORE BESSING	Physical Culture.
✓JAMES F. CHAMBERLAIN	Geography.
✓GRACE JONES, B.O.	Voice Culture and Reading.
✓ FRANK J. BEECH	English

MODEL AND TRAINING SCHOOL.

CRITIC TEACHERS.

✓J. B. MONLUX, A.M.	High School.
✓ALBERTINA SMITH	Eighth Grade.
✓ALICE GREGORY.....	Seventh Grade.
✓FRANC HAWKS.....	Sixth Grade.
✓KATE F. OSGOOD	Fifth Grade.
✓CLARA M. PRESTON	Fourth Grade.
FRANCES H. BYRAM, Principal.....	Third Grade.
AGNES ELLIOTT	Second Grade.
CARRIE REEVES	First Grade.

REPORT OF TRUSTEES.

CIRCULAR FOR 1895-96.

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, 1895, with the course of study, rules and regulations, etc., for the coming year.

During this, the thirteenth year of the school, changes have been more numerous and the growth has been greater than during any equal period of its history.

With the special appropriation of \$75,000 granted by the Legislature of 1893, the following changes and additions have been made:

(1) A new building of three stories and basement, 80 x 180 feet. This building contains twenty-seven recitation and class rooms for the Normal and Training School Departments, with the necessary dressing rooms, and an assembly room 80 x 100 feet.

(2) Necessary changes in the old building to make it and the new one a symmetrical whole.

(3) Heating and ventilating apparatus for the new building.

(4) A chemical laboratory 30 x 40 feet, detached from the main building.

(5) Furniture for the assembly room, two lecture rooms, several rooms in the Training School, and benches for the Sloyd Department.

The building has been entirely completed without the deficiency which is almost universally an adjunct of State buildings. All that remains to complete the equipment is to furnish several rooms, fit up the chemical laboratory with the necessary experiment tables, and provide apparatus for individual laboratory work in physics, chemistry, psychology, and biology. This will be done with the \$5,000 voted us by the last Legislature. We shall then have a building and equipment that will accommodate five hundred and fifty Normal students, and four hundred children in the Model and Training School.

Several new members have been added to the Faculty during the year. The Trustees have been fortunate in securing prominent specialists for some of the departments. It has been gratifying to the Trustees to see the unanimity with which the older teachers of the Faculty and the newer members of the force have been able to work together. All seem inspired with the ambition to make this one of the leading Normal Schools in the country.

Several conditions have made it seem important to the Trustees to require all applicants for admission to the school in the future to pass an examination. Only in this way can a measure of uniformity in

attainments be secured. Exceptions to this rule will be made in the case of High School graduates and applicants holding teachers' certificates. If it is thought necessary, in any cases, applicants will be required to present certificates from some reputable physician, certifying that they are physically strong, and that they have no impediments which would tend to affect disadvantageously their work as teachers.

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

Believing that with our new building, our generous equipment for laboratory work, and our enlarged force of willing and able workers, the school has begun a new era of prosperity that will soon make it one of the leading Normal Schools of the country,

We are respectfully,

JOHN MANSFIELD, President,

A. E. POMEROY,

T. P. LUKENS,

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 thirteenth annual circular and catalogue of the school under your charge. There have been 476 students enrolled during the year, an increase of 114 over the twelfth year. With the commodious quarters furnished by the new building we have not lacked for room, and with the additional members added to the Faculty, we have been able to do better work than heretofore. With our new Physical, Chemical, and Biological laboratories, our new Library Room, and our increased number of rooms for the Training School, our only lack has been in the way of apparatus. Classes of forty and fifty have attempted to do laboratory work with apparatus for ten. We are therefore glad that, seeing our great need, the Legislature has passed a bill, and the Governor has signed the same, giving us money enough to equip our scientific department in a way befitting a Normal School where advanced methods should be pursued.

Some of the changes in the course of study and additions to the work have aided greatly in raising the standard of the school. The Professional work under Dr. Dresslar, now takes rank with that of any Normal School in this country. The lengthening of the course one year has enabled us greatly to strengthen this important work of the school.

Great credit has also been given the school because, recognizing the necessities of the times, you gentlemen have thought it wise to equip so thoroughly a Sloyd Department. Although this work has been in operation only since February, I already see its good effect on the school. I believe that this is but one step in a newer trend of education for all elementary teachers, viz.: an education that shall send them out to their important work among the children of the State, prepared to teach the people how to live better by knowing how to do better. To this end, I believe but a few years will elapse before cooking, and cutting, and sewing, as well as Sloyd, will be in the curriculum of every Normal School in the land. We teach scientific temperance in our schools; why not teach scientific cooking? Eating unhealthful and poorly cooked food kills as many people as does the use of intoxicating liquors or narcotics. Teachers of the people should lead the people to right-living, which alone will enable them to enjoy the intellectual food so plentifully provided for them, though oftentimes with no real advantage to their health and happiness.

We teach our boys and girls to write, to measure land, to reckon interest, etc. Why not teach them to cut and make their own garments? Is not the last a phase of public economy fully as practical as the first? And would not the diffusion of this knowledge among the people be one step toward their greater self-reliance and self-respect?

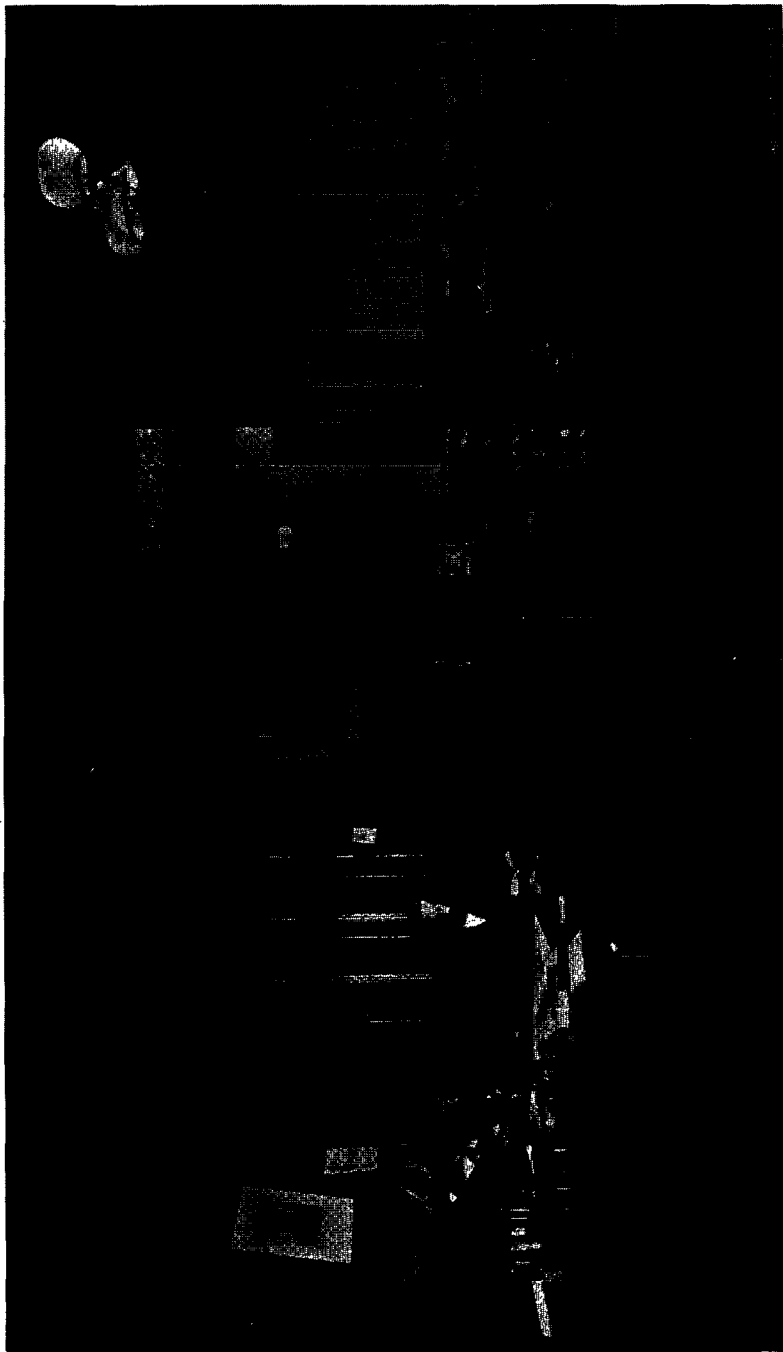
Our teachers must be educated to be leaders in all movements that will elevate the home life of the people. Hence, our Normal Schools must add to their scholastic and professional courses new departments, and, seeing what the masses most need, be prepared to send out teachers who will be to those people true guides and helpers, instead of those who think their mission is ended when they have taught reading, writing, geography, arithmetic, etc.

Believing as I do, if we had the necessary funds to equip a cooking school and a sewing school, and to employ the necessary teachers in these departments, I should ask you gentlemen to establish them at once. I hope that in the near future you will be able to do so.

Another important change has been made in beginning to work out plans for a better coördination and inter-relation of the work of the Normal Department, as well as a closer relating of that work to the work of the Training School. The purpose of a Normal School is to prepare teachers for the Primary and Grammar Schools of the State. All their preparation should tend toward this end. Every teacher in a Normal School should have an intimate acquaintance with the work and needs of the Primary and Grammar Schools of the State; and before her classes leave any subject or topic, they should be led to appreciate its place in the public school curriculum. Only when all the members of a Normal School Faculty are impressed with the importance of their work in its relation to the education of the children of the State, only when they continually bear in mind the fact that their students are to mold the habits and direct the thoughts of these children through education, only then can the institution have a reason for existence.

During the year frequent meetings of the student-teachers, the critic teachers in the Training Department, and the members of the Normal Faculty have been held for the discussion of the relation of our work to that in the public schools. These have inspired all with one purpose, viz.: to make the Los Angeles Normal School a true seminary for the training of teachers, an institution that will be fully in sympathy with public school work, and from whose halls and class-rooms will go out a body of men and women not only inspired with high ideals of their mission in the world, but with the power to impress their ideals on the people.

I am sure that great good will result from your action in April, directing the Faculty to examine students who wish to enter upon the work. Heretofore, we have been obliged to enroll all applicants presenting diplomas from the Grammar Schools, no matter how deficient in scholarship, or how feeble in body. The courses of study in the Grammar Schools of the different counties are so varied, the character of the teaching is so diverse, that there is little uniformity in the attainments of those who enter the Junior classes on diplomas. As a consequence, a large number of students are not able to do the work, and have to be sent home in a few weeks, after struggling with the impossible. I believe that the requirements for admission should be of such a character that the best students from the Grammar Schools can readily enter the Normal, and only by admitting the best can the standard of scholarship in



OFFICE OF PRINCIPAL.

the Normal be raised. I believe also that this action will have a tendency to elevate the character of the work in the public schools.

You will also be commended for requiring all applicants who show any indication of physical weakness to present a certificate of health before becoming members of the school. It is not only necessary that those who are to become teachers should be physically strong, if they are to do their duty by the State, but it is desirable that the best specimens of manhood and womanhood should stand before our children. The requirement that no one shall enter the school who has *any* physical defect seems wise, for no one can attain the highest success in the profession, and do his full duty as a teacher, who has serious defects in any of the senses, or who suffers from chronic physical weakness.

Thus, step by step our Normal Schools are improving, both in regard to those who are admitted to them and in the character of the work done. With our commodious building, with a body of earnest and capable students, with the equipment for the best scientific work in all subjects, and with a strong Faculty devoted to the interests of the public schools, the Los Angeles Normal School "should not merely keep an even pace with the educational thought of the times, but should itself be a leader in educational thought." "It should give conscious and authoritative direction to both educational theory and practice" for the whole of Southern California, and should in the future "occupy the very outposts and watch-towers of educational progress."

Thanking you, gentlemen, for your ever ready acquiescence in all plans for the uplifting of the school, and for your help in the working out of any ideals that I may have had,

I am respectfully,

EDWARD T. PIERCE,
Principal.



CONDITIONS OF ADMISSION AND GRADUATION.

For admission to any 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 of California; or (b) hold a diploma of graduation from a California High School.

Applicants presenting High School diplomas of graduation, or first grade teachers' certificates granted in other States than California, may be admitted without examination at the discretion of the Faculty. For further regulations concerning the admission of High School graduates see page 24.

(3) According to a resolution of the Board of Trustees, April 27, 1895, all other applicants must pass an examination in Spelling, Reading, Geography, Arithmetic, Grammar and Composition, United States History, and Penmanship. After 1895, they will also be required to pass an examination in Hill's Geometry for Beginners, Drawing, and Music. This examination is required that there may be more uniformity in the qualifications of those who take up the work in the Normal School. As an indication of the character of the examinations reference is made to specimen papers at the close of this circular. They are only intended to cover the work of the Grammar School. All who have thoroughly completed such work should have no trouble in entering the Normal School.

(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 School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

(5) According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and without chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they may deem it necessary, to require of any student a physician's certificate of health and lack of physical defects. This may be made out by the family physician of any student according to the following form, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults of the Faculty, also a regular physician:

Form: I, —, a physician in good and regular standing, residing at —, do certify that — is strong physically, and able to do the work of the Normal School so far as — health is concerned, and that —

has no chronic disease or physical defect of speech or hearing or appearance that would militate against — usefulness and success as a teacher. — — —, Physician.

Examinations for admission will also be held at the beginning of the term, as indicated in the Calendar, page 3. 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 Principal, 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. This will be required without fail before the student is enrolled.

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.

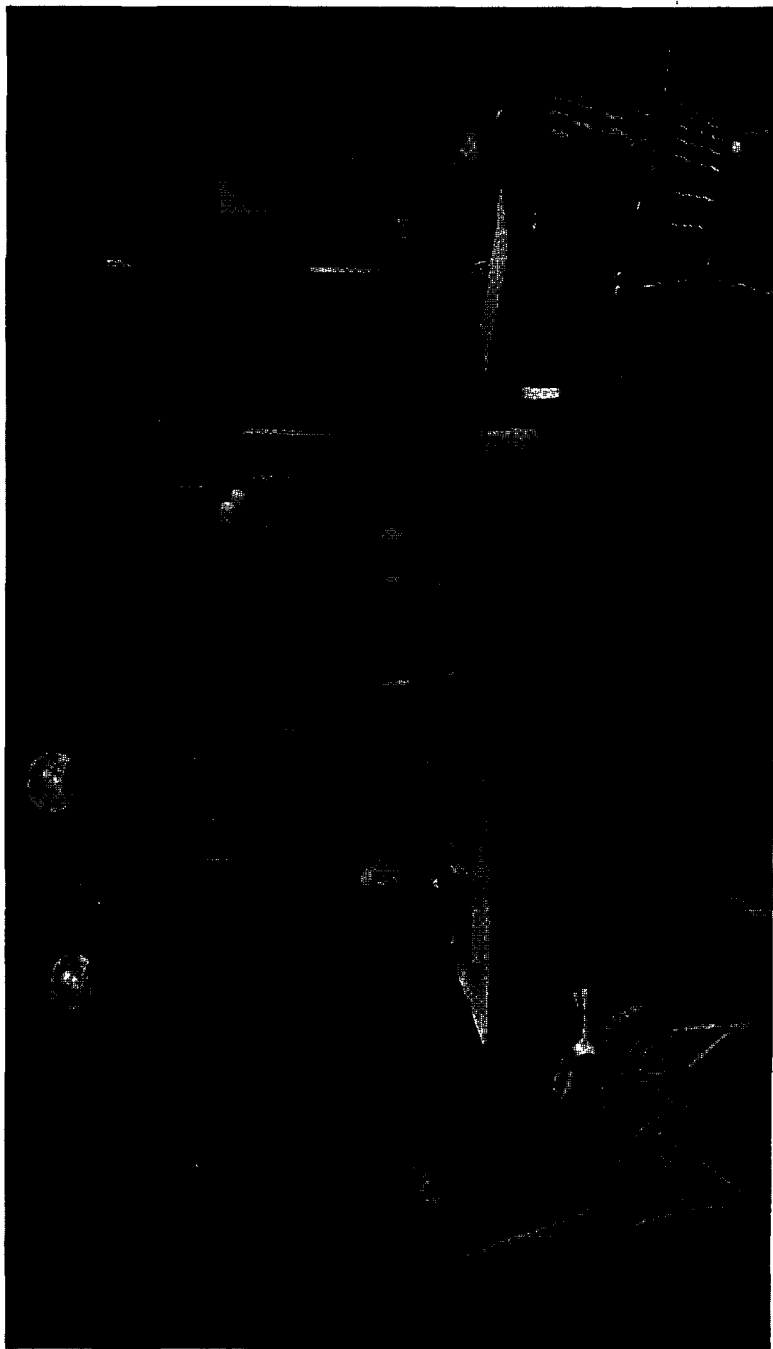
LAWS RELATING TO HOLDERS OF CALIFORNIA NORMAL SCHOOL DIPLOMAS.

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.



OFFICE OF PRECEPTRESS.
AND

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 in 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. One dollar per term will be charged for material in the Physical Laboratory work, and \$3 for the same purpose in the work in Chemistry. 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 overtaking 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 three times each week 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.

Agreement Blank.

All entering the school are required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) _____,
of _____ County, of _____.

_____, 189_____.

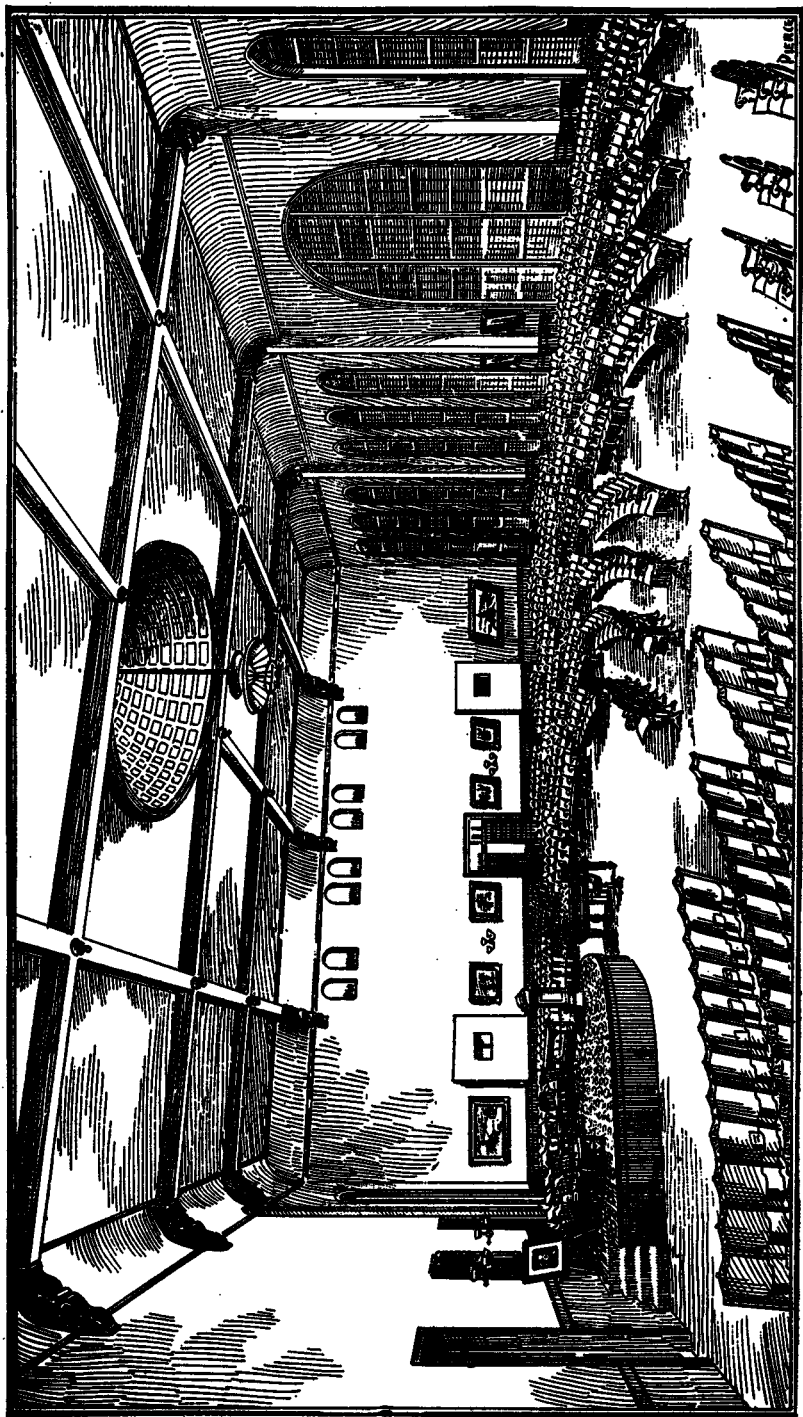
Parents and guardians will be required to sign the following:

For myself, as _____ of the student whose name is signed above, I also accept on my part the conditions specified, and upon my part agree to withdraw _____ from the school upon receiving notice from the Principal that the Faculty request the same.

(Signed) _____.

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 a half dozen suburbs and reach the school in time for the opening exercises.



ASSEMBLY HALL.

THE NEW BUILDING.

The new addition to the building is 80 x 180 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 80 x 100 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, capable of holding seven 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.

Nearly all of the rooms in the building are connected with the Principal's office by a system of electric bells. There is also a master program clock in the office that regulates a dial in the several rooms, thus making the time uniform.

COURSE OF STUDY.

At a meeting of the Joint Board of Normal School Trustees, held in the city of Los Angeles, on April 10, 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.

OLD COURSE.

(For students who have finished the work of two years.)

SENIOR YEAR.

	FIRST HALF.	SECOND HALF.
PROFESSIONAL.....	Pedagogy—Twenty weeks—4. Teaching in Training School— Twenty weeks—5.	Pedagogy—Ten weeks—4. School Law—Ten weeks—4. Teaching in Training School— Twenty weeks—5.
ENGLISH.....	Twenty weeks—4.	Twenty weeks—3.
SCIENCE.....		Chemistry—Twenty weeks—5.
✓ MATHEMATICS.....	Geometry—Twenty weeks—4.	Geometry—Twenty weeks—3.
MISCELLANEOUS..	Drawing—Twenty weeks—3.	

Gymnastics and Music during year—3.

NEW COURSE.
FIRST, OR JUNIOR, YEAR.

	FIRST HALF. <i>B</i>	SECOND HALF.
PROFESSIONAL.....	Elementary Psychology— Twenty weeks—2.	Elementary Psychology— Twenty weeks—2.
ENGLISH.....	Sentence Structure; Punctuation; Common Grammatical Forms— Twenty weeks—4.	Diction; Paragraph Structure; Composition—Twenty weeks—4.
SCIENCE.....	Botany—Twenty weeks—2.	Botany—Twenty weeks—4. Geography—Twenty weeks—4.
MATHEMATICS....	Algebra—Twenty weeks—5.	
MISCELLANEOUS..	Greek and Roman Civilization; Breaking up of the Roman Empire; Beginnings of Modern Europe—Twenty weeks—4.	Reading—Twenty weeks—2.
MANUAL TRAIN- ING.....	Drawing and Sloyd—Twenty weeks—4.	Penmanship—Twenty weeks—1. Drawing and Sloyd— Twenty weeks—4.
<i>Music</i> Gymnastics during year—Twenty weeks—4. (20-2 each)		

SECOND YEAR.

	FIRST HALF. <i>D</i>	SECOND HALF. <i>D</i>
PROFESSIONAL.....	Psychology and Child Study— Twenty weeks—2.	Psychology and Child Study— Twenty weeks—2.
ENGLISH.....	Figures; Versification; Qualities of Style—Twenty weeks—4.	
SCIENCE.....	Physiology—Twenty weeks—5.	Zoology—Twenty weeks—2. Physics—Twenty weeks—3.
MATHEMATICS....		Arithmetic—Twenty weeks—4.
MISCELLANEOUS..	Voice Culture—Twenty weeks—2. English and Related European History—Twenty weeks—4.	United States History and Gov- ernment—Twenty weeks—4.
MANUAL TRAIN- ING.....	Drawing and Sloyd—Twenty weeks—4. <i>(20-2 each)</i>	Drawing and Sloyd—Twenty weeks—4.
Gymnastics and Music during year—4.		

THIRD YEAR.

	FIRST HALF. <i>B</i>	SECOND HALF. <i>A</i>
PROFESSIONAL.....	Pedagogy—Twenty weeks—4.	Pedagogy and Teaching in Training School—Twenty weeks—5.
ENGLISH	English Grammar—Twenty weeks—4.	Great Periods of English Literature; Study of Representative Authors; Special Study of Elizabethan Verse; Shakespeare—Selected Plays; Milton—Shorter Poems—Twenty weeks—4.
SCIENCE.....	Zoology—Twenty weeks—4. Geography—Twenty weeks—4.	
MATHEMATICS.....	Algebra—Ten weeks—5. Geometry—Ten weeks—5.	Geometry—Ten weeks—5. Arithmetic—Ten weeks—5.
MISCELLANEOUS..		Voice Culture—Twenty weeks—2.
MANUAL TRAINING.....	Drawing and Sloyd—Twenty weeks—2.	Drawing and Sloyd—Twenty weeks—4.
	Gymnastics—Twenty weeks—2.	Gymnastics and Music—Twenty weeks—4.

FOURTH YEAR.

	FIRST HALF. <i>B</i>	SECOND HALF. <i>A</i>
PROFESSIONAL.....	Pedagogy and Ethics—Twenty weeks—2. Teaching in Training School—Twenty weeks—5.	History and Philosophy of Education—Twenty weeks—3. School Law and School Economy—Twenty weeks—3.
ENGLISH	Study of Literary Types—Drama, Oration, Novel—Twenty weeks—4.	Later English Poets; Uses of Literature in the Common Schools—Twenty weeks—4.
SCIENCE.....	Physics—Twenty weeks—5.	Chemistry—Twenty weeks—5. Geology or Astronomy, elective, with ten weeks in Chemistry.
MATHEMATICS.....	Bookkeeping and Commercial Arithmetic—Twenty weeks—3.	Geometry—Twenty weeks—3.
MANUAL TRAINING.....	Drawing and Sloyd—Twenty weeks—3.	Drawing and Sloyd—Twenty weeks—4.
	Gymnastics and Music during year—4.	

Spelling and Word Analysis fifteen minutes per day for three years—4. *or 1 hr. a wk.*
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.



DAILY PROGRAM.

A. M.

Music 8:45 to 9:00

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.

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 it.

Selections will be made from the following list of text-books as the needs of the class may seem to demand:

Arithmetic—California State Series, Wentworth and Hill's Exercises, Walsh.

Algebra—Wentworth's Complete, Milne, Bowser, Smith.

Geometry—Wentworth's Plane and Solid, Stewart, Bowser, Hopkins.

Speller—California State Series.

Grammar—California State Series, Whitney's Essentials, Welsh.

Word Analysis—Swinton, Kellogg and Reed's Word-building.

Composition—Lockwood, Wendell.

Rhetoric—Kellogg, Hill's Elements, Genung's Elements.

English Literature—Stopford Brooke, Pancrost, Kellogg.

Geography—California State Series.

Physical Geography—Appleton, Warren.

Botany—Gray's Lessons, Rattan, Spaulding, Campbell, Vines, Elements of Biology by Boyer.

Zoölogy—Colton, Holder, Elements of Biology.

Chemistry—Mead's Chemical Primer, Williams's Introduction to Chemical Science, Williams's Laboratory Manual of General Chemistry, Remsen's Introduction to Chemistry, Cooley's Laboratory Studies in Chemistry, Shenstone's Practical Introduction to Chemistry, Roscoe and Lunt's Inorganic Chemistry for Beginners, White.

Physics—Gage, Avery Hall, Carhart, Chute, Hall and Bergen, Shaw, Elementary Lessons in Heat, Light, and Sound, by Jones.

Physiology—California State Series, Martin's Human Body.

United States History—California State Series, Fiske.

Astronomy—Young.

Psychology—Hewett, Hill, James, Ladd, Gordy, and any others that the Faculty may select.

Pedagogy—Swett, Hewett, McLellan's Applied Psychology.

History of Education—Rosencranz, Williams, Quick's Educational Reformers.

Philosophy of Education—Rosencranz.

General History—Sheldon, Barnes, Meyer, or any book selected by the Principal.

Bookkeeping—Childs's Essentials.

Drawing—Garin, Bradfield, Prang, School.

Ethics—Holland.

United States Government—Fiske, Childs's Topical Analysis.

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 special professional work during every term, all of 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.

As has been said, it is the purpose of the Faculty to so 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, its possible correlation with other subjects, and 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.

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 and conditions of mental growth. 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 the end that any student of Psychology, especially Normal School students, may get the greatest value and help from the study of Psychology in comparison to the time spent in such study, we deem it necessary that a course in the subject should not only be sufficiently extensive in matter, but extended in time. Teachers must become habituated to thinking clearly concerning mental phenomena and their conditions, else much of their psychological training will not be of real practical value in helping them to select the best matter and methods in the daily work of the school-room. Many teachers have failed to receive due help in their daily work from their psychological knowledge, because they have studied it as a distinct subject, and have not learned the habit of applying it to their school-room problems. It requires time to develop the power to do this, for it demands not only familiarity with the laws of mind, but also original thinking coupled with careful observation.

To meet this need the subject will be carried throughout the full course of four years in a more or less modified form. At all times the subject will be looked at chiefly from the educational standpoint, and will be adapted to the needs and special work of teaching.

First Year.

The chief purpose of the first year's work, consisting of two recitations per week, will be: (1) To acquaint the students with terms and methods used in the study of Psychology. (2) To direct them toward the formation of good habits of study. (3) To early beget in them the habit of observing their own mental life and especially the development of the child mind. (4) To thoroughly saturate them with the feeling of responsibility devolving upon them in the capacity of teacher; to the end that if they see in themselves unfit subjects for this great work, they

will seek training in other lines. Some good primary text-book will be used by the class, supplemented and explained by experiments performed in the presence of the class and by the students themselves.

Second Year.

The second year's work will continue the subject from where it was left off at the end of the first year, emphasizing more and more the experimental side and the subject of child psychology and child study in general. Special work will be assigned to those whose ability will permit. The library is well provided with books covering all these departments, and correlative with the daily work, courses of reading will be planned and reported on by the students. The children in the Model School will be observed in connection with the work in child psychology and the students taught to truthfully report what they observe. Every thing possible will be done to create a scientific attitude and a spirit of truth-seeking. There will be two recitations per week throughout the year.

Third Year.

During the third year much more time will be spent in professional lines. During the first term four periods per week will be devoted to Psychology and Methodology. The students will be lead to see the wide difference between the proper study of methods and mere learning of devices. Model lessons will be planned and discussed in the class, looking toward legitimate correlation of subjects and the best methods of presentation. The special work in Methodology will be based on their knowledge of psychological principles. The attempt will not be to dictate special devices, but to search for principles upon which all true methods in teaching must be based, and to give practice and power in applying these principles. Under these conditions all legitimate methods for presentation of subjects of instruction will be studied and criticised. In this connection foreign courses of study and methods will be compared to those dominant in our own country; in this way correlating current educational history with the work in Methodology. Such books as Bain's "Education as a Science," Compayré's "Lectures on Teaching," De Garmo's "Essentials of Method," Prince's "Methods in the Schools of Germany," McMurry's "General Method," "The Report of Committee of Fifteen," Klemm's "European Schools," Lange's "Apperception," Parker's "Talks on Pedagogics," etc., will be used freely and studied in detail as far as time will permit.

The second term of the third year will be devoted to observing and teaching in the Model School, under the immediate direction of the Department of Pedagogy and the critic teachers. Two periods each week, after school hours, will be devoted to criticisms and specific directions on the part of the critic teachers to the daily work of the pupil-teachers, thus beginning the art side of their work.

Fourth Year.

The first term of the fourth and last year, in addition to their regular teaching work of five periods per week, two periods will be given to the

study of the History of Pedagogy. Some such classic as Quick's "Educational Reformers" will be used as a basis, but the educational masterpieces, as far as possible, will be read and presented by the students. Here the students will be lead to see and appreciate the influence of the lives of consecrated, thoughtful teachers, and the development of educational doctrine. The student of Pedagogy can not rise to the broader views of her subject, unless she studies its historical development and setting.

The last term of the course will be spent on a study of the Philosophy of Education, and perhaps a short course of lectures on the History of Philosophy. The purpose in this work will be to build up in the minds of the students some high and noble ideal in the work and purpose of education, so that this ideal may consciously and unconsciously work itself out in better and truer education of the children. It is designed that this last term's work should require and tend to beget the most careful systematic thought possible on the greater and fundamental problems of education, in this way focusing the entire work of the course.

In addition to the foregoing regular work, educational seminars will be held from time to time, in which the advanced students, the critic teachers, and the teachers of the Normal School will meet together to report on and discuss current educational thought and methods, and to do such other work as will tend to unify the purpose of the whole school. Recognizing the great importance to the teacher of professional growth, studious effort will be made to create in the students a thorough acquaintance with the chief current educational magazines of America and Europe, and to enkindle an abiding interest in the same, knowing that these will constantly stimulate to higher purposes and deeper professional interest.

During the last term, the School Law of the State is carefully considered, and the students are required to fill out school registers, make out reports, and perform the necessary clerical work that they will need to understand as teachers.

The course in School Economy will include lectures on such topics as: "How to Secure a School;" "Work Preliminary to the Opening of School;" "Temporary Organization;" "Permanent Organization, and Classification of Pupils;" "The Program;" "School Government and Its Purpose." Under this latter head will be considered such topics as: "The Parties Interested in a School, and Their Relations to One Another;" "The Teacher as a Legislator, and His Duties as Such;" "The Teacher as a Judge, and His Qualifications as Such;" "The Teacher as an Executive—His Power and Purpose as Such;" "Judicious and Injudicious Punishments;" "School Tactics;" "The Teacher as a Man or Woman, as a Citizen, and as a Leader."

It is hoped by all of these means: the arousal of the professional spirit, the careful study through observation and research in 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 school with as fair a share of professional

knowledge and skill as has the graduate from a school of medicine or of law.

Students will not be given diplomas until they are able to show conclusively not only that they understand the subjects to be taught in the public schools, but that they can teach them in different grades. Those who are not able to show this last most necessary qualification will not be graduated.

The Model and Training School.

The Model and Training School of the Los Angeles Normal is unique in some respects. There are 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 following schedule; 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 grammatical 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:

Irving: *The Alhambra*; selections from the *Sketch Book*.

Hawthorne: Shorter stories.

Scott: *Lay of the Last Minstrel*.

Second Term.—1. Diction; paragraph structure; composition.

2. Classic Myths.

3. Study of Whittier's *Snow-Bound*, or of poems equivalent in amount, selected from the following:

Byron: *Prisoner of Chillon*.

Gray: *Elegy in a Country Churchyard*.

Goldsmith: *Deserted Village*.

Burns: *Cotter's Saturday Night*.

Text-books for the year:

Whitney's *Essentials of English Grammar*.

Genung's *Outlines of Rhetoric*.

Gayley's *Classic Myths*.

Second Year.

First Term.—1. Figures: versification; qualities of style; composition continued.

2. Study of the following literary works:

Dickens: *Christmas Carol*.

Emerson or Carlyle: *Selected Essays*.

Poems selected from the following list:

Lowell: Vision of Sir Launfal.

Tennyson: Morte d'Arthur; Lotos-Eaters; Ulysses.

Coleridge: Ancient Mariner.

Palgrave's Golden Treasury, used for illustration throughout the term.

Second Term.—English Grammar: Study of the more difficult construction; systematic and historical study of English grammatical forms, illustrated by selections from the literature of different periods.

Text-books for the year:

Whitney's Essentials of English Grammar.

Genung's Outlines of Rhetoric.

Third Year.

*Second Term.**—1. Study of the drama—Selected plays of Shakespeare.

2. Study of the novel—Silas Marner, or a similar work.

3. Study of Milton's shorter poems.

Fourth Year.

First Term.—1. Study of selected oration: Webster or Burke.

2. Study of selected essays—Matthew Arnold or James Russell Lowell.

3. Study of representative nineteenth century poets.

Second Term.—1. Historical summary of English Literature.

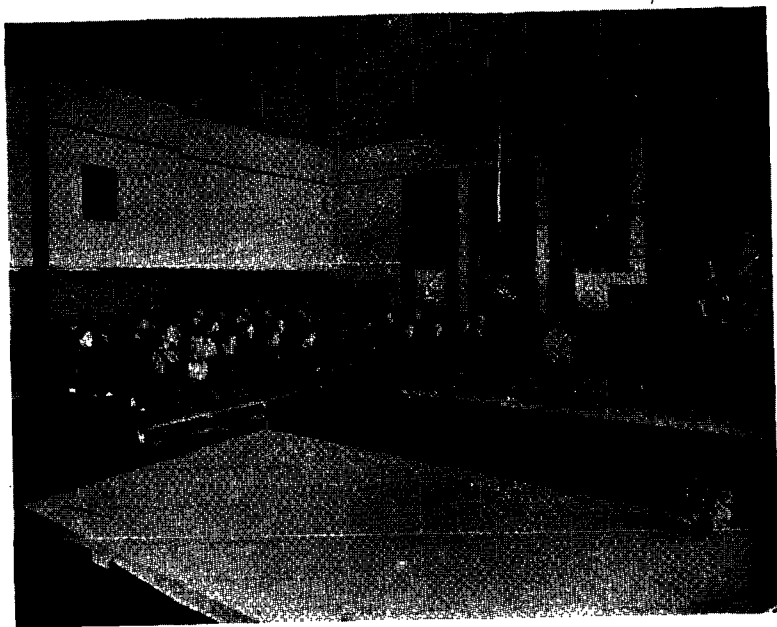
2. English language and literature in the common schools. Use of school libraries. Hints as to methods of arousing interest in good reading, both in the school and in the neighborhood.

SCIENCES.

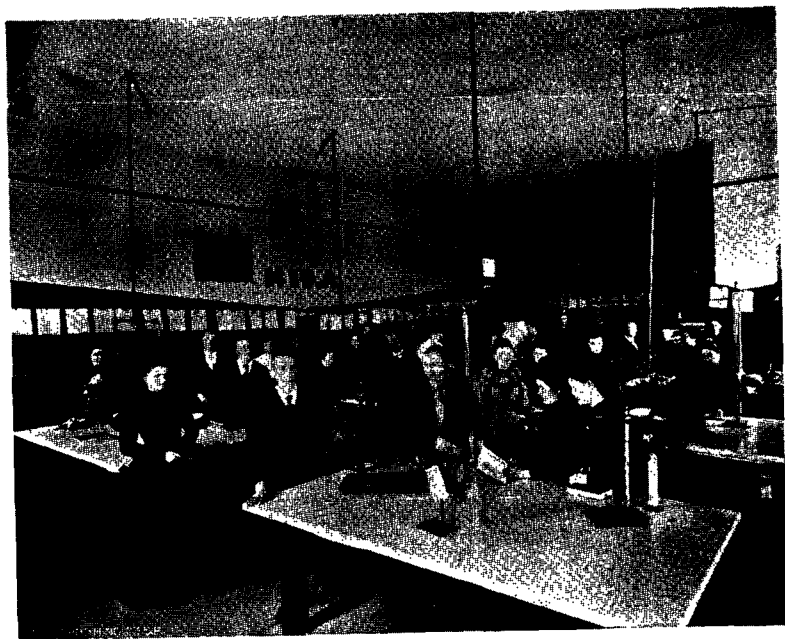
It is believed that the educational purpose of teaching science is to develop the spirit of patient, fearless investigation, the determination to see things as they really are, and the ability to express honestly and clearly what is seen. Hence, much time is spent in the Normal School in doing what may 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 gives 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

* No English during the first term of this year.



LECTURE ROOM FOR PHYSICS.



PHYSICAL LABORATORY.

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.

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.

The course consists of an elementary and an advanced one. The equivalent of five lessons per week for each semester of the school year is devoted to this subject. The programme of recitations is so adjusted as to permit two periods of one and one half hours each, weekly, throughout the year, for individual work in the laboratory; the balance of the time is spent in class-room discussion upon the results obtained from such experimentation and in topical work selected from standard authorities coördinated to the experimental results already secured.

While the methods are mainly scientific and inductive, yet it is often necessary to accept conclusions upon authority, since, from point of time the rediscovery of all the laws of physics would be an impossibility.

The one object kept prominently in view is the evolution of thought. The stimulation of the powers of observation is but a means to an end. The laboratory method requires individual work on the part of the student; by this means interest is aroused, and this is maintained by vitalizing each experiment.

The student is led to ask his questions of natural phenomena. If the proper conclusions do not follow from the results secured, he must ascertain the sources of error and make allowance for them, or re-perform the experiment. Results are not made to conform to the end sought; but conclusions are drawn from the actual data secured. Independence of thought and not the blind following of a guide, observation of phenomena and not memorization of the pages of a prescribed textbook, self-help and self-inquiry of natural phenomena and not a slavish dependence upon authority or passivity as to physical investigation, are the things sought. The work is largely quantitative, special attention being paid to the units of measurement in the different departments of physical inquiry. All measurements of mass and extension, whether linear, areal, or cubical, are based upon the gram and centimeter, and the student uses these units and thinks in them without memorization of tables; he ascertains the thickness of bodies of less than one thousandth of an inch, and finds the area of their cross-section and their mass in milligrams. A cubic decimeter of the air of the room is weighed, and the density of a cubic centimeter is found. With this as a standard, he finds the relative density of illuminating gas; the density of water is determined, and the relations of masses and volumes in the experimental determination of their specific gravities are ascertained and the best methods compared. A barometer is constructed, the height of its mercurial column measured, and the pressure of the air per square cen-

timeter calculated; and the height of the building ascertained by the aneroid barometer. In heat, the coefficients of linear and cubical expansions of solids and liquids, the melting-point of ice and other solids, the boiling-point of water under varying atmospheric pressure, the thermal capacity and specific heat of different bodies, are found. In acoustics, the number of vibrations made by each note of the scale is determined by the siren, the ratios of the notes in comparison with the first of the gamut, are ascertained; the middle scale and the octave above and below are constructed. The candle-powers of different lights in optics are calculated; the angles of incidence, reflection, and refraction are measured, and the index of refraction determined.

The use of the tangent galvanometer, the ammeter, and voltmeter in electrical measurements is made an important part of the work.

The manipulation of apparatus is a requirement in all laboratory experimentation. The range of subjects covered embraces about three hundred experiments. Brief notes of these are taken by each student at the time of the experiment. Carefully prepared mimeographic directions previously compiled, not only from typical experiments suggested by the best scientific authorities and observers, but also from those that have withstood the crucial test of the class-room, are supplied to each member, and special attention is paid to modern methods and discoveries in supplementing the list of exercises already prepared.

The students at their rooms make drawings of the apparatus used, and expand the notes already taken, paying due regard to system and scientific method and classification.

A physical library of seventy-five volumes, comprising text-books, reference works, and monographs, embodying modern and authoritative research, is placed in the lecture-room for the use of the classes pursuing this branch of study.

Originality in thought and method is encouraged, and students frequently avail themselves of the privileges of the laboratory at other than the recitation periods. A skilled machinist is connected with the school, whose services are given freely to the department when occasion requires.

Special attention is paid to coördinating the work, and to a full coöperation with other departments of school-instruction. This is especially true in the branches of music, chromatics, and physical geography.

The institution of Sloyd in the Normal is an invaluable adjunct to the Department of Physics, as by this means a knowledge and use of tools are acquired, and many of the simpler pieces of apparatus are made.

In the shaping of the new course of study, which had its inception at the opening of the present school year, especial emphasis is placed upon the elementary course in Physics. Here the work has particular reference to the wants of the country schools. Simple apparatus is used, most of which the teacher constructs, and which represents only a nominal outlay to himself or the district. The advanced course prepares for teaching in the higher schools, or for college matriculation.

A much-needed appropriation has been recently secured from the State through the recent opportune visit of a legislative committee.

This new apparatus, with the present well-selected equipment, and with the finely lighted rooms of the new building so admirably adapted to experimental work in optics; the carefully appointed tables, each furnished with gas, Bunsen burners, balances, and other furnishings; the conveniences for water and ice; the well-stocked chemical laboratories; the tower for the determination of the laws of falling bodies—all afford abundant facility for experimental investigation and instruction.

Human Physiology.

It is desirable that those who study the human body should see in it an organism whose activities are conditioned by the fundamental laws of Physics and Chemistry, and that they should also see that it has many things, both in structure and in function, in common with all other living organisms. This point of view once taken, the study of even Elementary Physiology is put upon a scientific basis; the student's previous training in Biology adds clearness to his conceptions of the processes going on within the body.

At the present time hygiene and sanitation are favorite themes for discussion, and as very diverse opinions are expressed, it is quite necessary that teachers should have some basis for distinguishing between what is and what is not scientific. This correct judgment can only come from a view of the body working as a whole—all affecting all—and for this reason the connection and coördination of the parts of the body, and of the functions thereof, is the central thought of the course.

If Physiology is a science, it should be made to yield the same training as other science studies. With this end in view, the students are brought into contact with as many objects of the study as possible, and physiological experiments and simple dissections are made by all. Breathing, the capillary circulation, the structure and action of the heart, and the action of muscle are shown by painless experiments upon living animals, and the class-room is always abundantly supplied with fresh material for the study of gross structure. The school cabinet contains a skeleton, good plaster and paper models, charts, and a large number of microscope slides for the study of human histology.

The students are led to see the benefits arising from hygienic living, and during the last half of the term, after they have obtained a fair knowledge of the anatomy and of the activities of the body, articles and monographs by noted physicians and other scientists on such subjects as ventilation, drinking water, drainage, contagious diseases, disinfection, care of the eyes, foods, their adulteration, preparation, and value, are read and discussed.

As Human Physiology is the one science study taught in all schools, the various methods by which it may be made interesting, educative, and personally helpful to the children of the primary schools are carefully considered. The Normal students are trained to see that they can do much for the happiness and well-being of their pupils by judicious and truthful presentation of the laws of health as connected with habits of study, sleep, exercise, diet, and dress.

During the past year all of the classes in the school have had the bene-

fit of a course of six lectures on matters of personal health and school sanitation by a practicing physician.

Botany.

Two lines of work are carried on in Botany throughout the Junior year: a progressive study of types of different groups of plants, and systematic field work. Those beginning the subject in September take up the work in the following order:

1. *Study of structure and physiology of typical plants*, and comparison with related forms.

First Term.

Protophytes and Algæ, fresh-water and marine.

Common Fungi, such as mold, rusts, lichens, and toadstools.

Liverworts and mosses.

Second Term.

Ferns and Club Mosses.

Types of Spermaphytes, a pine, a monocotyledon, and a dicotyledon.

Further study and classification of flowering plants.

2. *Field work*, comprising observation on living plants in relation to their environment and collection of plants for herbarium.

Before the Rains.

Collection of Algæ, and observation on their habitat, duration, and adaptation to surroundings.

Observations on higher plants that have not been dormant during the dry season, with reference to developing reasons for their survival.

Observation of typical seedlings growing in the laboratory under different conditions.

During and After the Rains.

Collection of Fungi and Archegoniatae, and observation on their duration or their altered phases as the season advances.

Observations on new growth from seeds and perennial underground parts.

Observation of leaf buds, their winter condition and time and manner of unfolding.

Collection of flowering plants and records of their habitat, duration, time of flowering, etc.

Always observations on pollination of flowers, from willow to milkweed.

Before Normal School students can be prepared to teach Botany intelligently even to children, they must acquire some comprehension of the scope of the subject and be trained in laboratory work, hence our course calls for much laboratory work with types. These types are taken from lower as well as from higher plants, not merely for the general view, but because experiments in the training school convince us that children have naturally as keen an interest in sea-mosses, mold, toadstools, and ferns as in flowering plants, and because a knowledge of lower plants aids

in the comprehension of the more complex higher forms. Such plants are selected as types as can be had in abundance and in different stages of development. They are collected by the pupils themselves and their habitat and relation to surroundings noted. There are tables and other necessary apparatus for laboratory work, and opportunities to spend study periods in the laboratories, so that drawings are always made at the tables and notes are written with the objects before students.

Gross structure and much of the plant's life-history can always be carefully studied. Compound microscopes are provided for individual work and there is as much study of minute structure as can be done thoroughly with the pupil's limited time and skill. The Thoma microtome is used occasionally when the sectioning is difficult. Every effort is made to stimulate independent investigation and to have drawings and notebooks express truthfully and clearly what is seen. Physiology is always studied in connection with structure by means of experiments in the laboratory, out-of-door observation, lectures and reference books. Much care is taken to impress Normal students with the fact that children's first interest in plants is not in their structure or classification, but in their life and habits; hence, special attention is given to growth and development from seed or spore, uses of parts and their mutual dependence, devices of plants for protection and adaptation to surroundings, plant movements, relation of size, color, fragrance, and form of flowers to insect visits, and kindred topics.

In comparing types with related forms, the number of plants assigned is adapted to the extremely varying capacity of individual pupils for this kind of work. A considerable portion of the whole time devoted to Botany is spent in comparison of flowering plants. By making two groups, early and late flowering plants, a large number of our most common and attractive species can be taken in logical order and some conception of classification is obtained. Identification by an artificial key is practiced to some extent, and herbariums are begun as devices for creating permanent interest.

Field work and study of living plants is made a special feature of our Normal School course, because it is believed that the teacher's own enthusiasm for out-of-door study is a most important factor in fostering children's interest in nature. This work is much facilitated by our plan of extending the work in Botany throughout the year, making it possible to study plants under the varying conditions of the seasons. These observations are recorded in a special series of field notes. Field work in Botany often furnishes a topic for exercises in the English classes, and is also correlated with Drawing. For instance, a student's own observations on some plant or group for a considerable period of time are made the subject of a paper, which he makes as attractive as he can in literary form, and the illustration of the paper is part of the regular class work in Drawing.

Zoology.

In Zoölogy the aim is, not to make zoölogists, but to encourage observation, emphasize application and personal endeavor, and cultivate an

appreciation of nature. It is intended to be nature study rather than scientific investigation—the adaptation of scientific methods to public school work.

The principles of Zoölogy are learned by dissections, drawing animals, field work, comparison of types, and from lectures. The work is done mainly from specimens. Especial attention is paid to a few type forms that are easily obtained, and are selected from the following list:

Protozoa.—Paramoecium; Vorticella; Amoeba.

Porifera.—Euptectella; Spongia.

Celenterata.—Campanularia; Renilla; Metridium.

Echinodermata.—Synapta; Asterias; Echinus; Holothuria.

Vermes.—Bugula; Lumbricus; Various Marine Worms.

Arthropoda.—Palanurus; Cancer; Daphnia; Cyclops; Mygalidæ;
Order of Insects.

Mollusca.—Tapes; Chione; Ranella; Limnæa; Limax; Octopus.

Vertebrata.—Amphioxus; Various Fishes; Birds.

Any animals that can be obtained are used to illustrate special characteristics, protective coloration, adaptability to surroundings, and destructive or beneficial habits, because a teacher should have a speaking acquaintance with many forms in order to teach intelligently.

The animals are drawn, examined superficially, compared with others, like and unlike, and then, if large, are dissected; if small, are examined in parts by the microscope. Protozoans and smaller crustaceans are studied entirely by means of the microscope.

Independent investigation is encouraged. Some independence is gained by having different related animals, as different orders of insects, studied in the class at the same time. This also adapts the demand to the natural supply. Pupils furnish their own specimens when possible, and thus gain some knowledge of habit, habitat, and home life of animals.

Standard works on Zoölogy are in the library and specimen room for reference at all times, so that the pupils may learn relationships, geographical distribution, and anything that cannot be obtained from specimens in the laboratory.

The plan is to begin with lower animals and work up to the higher, giving the important groups of each phylum a portion of the time; although from want of time, and material, and museum specimens, but little attention has been given to mammals.

The line of work in other groups has been more extensive than is usual in Normal Schools, because of the great abundance of available material. The work varies somewhat according to season and the supply of specimens. Small animals are kept alive in wire-cloth cages, and in jars of salt or fresh water.

Emphasis is laid on specimens easy to obtain, 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, garden and pond snails, horned-toads, common toads, and tadpoles, alive so as to study their habits and peculiarities.

As insects are interesting to children and universally available, con-

siderable time is devoted to general metamorphosis, the orders of insects, injurious insects, and the mounting of slides for the study of insect anatomy. Entomology is more easily adapted to public school work in all sections of the State than any other department of Zoölogy, and this is sufficient reason for spending extra time on insects.

Los Angeles is an ideal locality for collecting zoölogical specimens. The shallow streams and the reservoirs supply pond snails, fresh-water mussels, and small crustacea, while nearness to the sea permits a good supply of sponges, hydroids, corals, sea-anemones, starfish, sea-urchins, crustacea, worms, mollusks, and fish; the cactus patches supply land snails; and the dry hillsides are full of scorpion homes and trap-door spider towns.

Interest is aroused in embryology by the study of eggs of pond snails and the development of frogs' eggs. There is a good supply of microscopes, accessories, and mounting material for the study of microscopic forms and tissues. Thirty-six small compound, and one Crouch's binocular microscopes are in constant use, and a solar microscope is used frequently. The pupils of the ninth grade of the Training School have the use of the laboratory and microscopes, and are furnished with material by the teacher of biology. The Normal pupils are taught how to make mounts of their best dissections for permanent slides. The museum contains a good collection of zoölogical, botanical, palæontological, and geological specimens, which are used in the classes and in the Training School. It is used as a reference room in connection with the laboratory and library.

Chemistry.

The course in Chemistry consists of laboratory work 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. Some 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 study of delicate and characteristic tests and reactions, together with the analysis of simple salts and solutions, is begun as soon as the pupils have acquired some skill in manipulation and some general understanding of chemical values and reactions. 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.

It is desired that this course should be extremely practical; the graver technicalities of the science are avoided, and the students are led to use the facts and general principles learned in explaining common processes and phenomena. A knowledge of household and domestic chemistry is always of real value; it is especially valuable now, when sociologists, philanthropists, and scientists are trying to make comfortable and clean living universal. A cooking school in every town is not at present possible, but there are many reasons why a professional teacher in a common school should be able to give sound instruction in the proper and economical preparation of healthful foods and beverages. We believe that there is no branch of science which might be of more benefit to the community, if it were properly understood and applied, than domestic and household chemistry—scientific cooking and cleansing. An attempt is now being made in this school to do something in this direction, and our students are carefully instructed in the best methods of soup and bread making; of baking and boiling meats and vegetables; in the proper preparation of tea, coffee, and chocolate, and in the sterilization of milk and water; in the use of soaps, acids, and alkalis in cleaning and decolorizing, and in the choice and use of simple disinfectants. These processes are all based upon general chemical laws, and it is only rational to teach the laws and the processes together, especially as the processes are of paramount importance in the economy of society.

Astronomy.

In the brief time devoted to this subject, ten weeks, no attempt will be made to go beyond the elucidation and application of the most practical features; giving to students a clear apprehension of the general principles underlying the subject, and such a knowledge of astronomical facts as will enable them to comprehend and to explain all the important phenomena that are based upon these facts and principles.

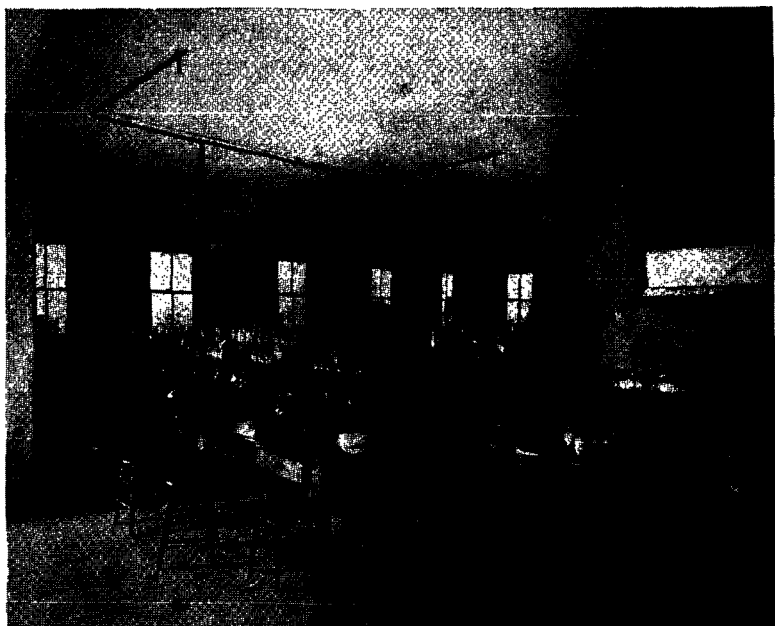
The chief attention will be given to the planetary system, with special reference to the earth's relation to other planets, to the sun, and to the moon; the causes of the tides, eclipses, transits, the seasons, precession, etc.

The principal constellations and leading stars will also be studied, and as much attention given to drawing and telescopic work as time and opportunity will permit. The everyday value of the subject and its inspiration to a higher life will be made prominent in the pursuit of the study.

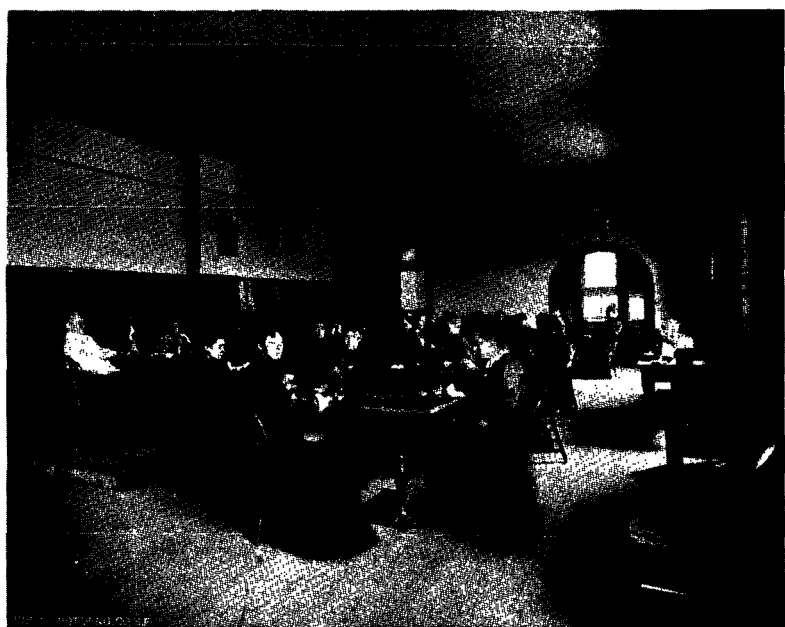
Geography.

Geography not only comprehends the study of the earth as it appears to-day, but also the study of those agencies which have shaped and are now shaping its surface.

To read intelligently the great text-book which lies ever open before us; to see in geographical and topographical position, the prosperity or weakness of a given region; to build upon the structural picture the



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appropriate life and civilization; to associate daily events with their respective places—these are some of the objects of this work.

This subject, which is one of the broadest, most instructive, and most interesting of studies, is frequently styled "dry," and indeed, the mere memorizing of names, the location of places, and the pupil's knowledge that just such and such questions will be asked, robs geography of its life and value.

Pupils before entering the Normal School have had several years' training in Elementary Geography and are well grounded in this work. They are now capable of grasping the subject in its wider application, and of appreciating the relation between geography and everyday life.

The work in the Junior year deals with Physiography and Physical Geography. Land Sculpture, or the work of erosion, in its many forms is carefully studied. The basis for this study is actual observation, supplemented by text and class-room instruction. Aside from its intrinsic value, this work fixes in the student the habit of original investigation, reasoning, and comparison.

In a geographical sense the river- or brook-basin is the unit of area. All land surface is but a repetition of drainage basins. The work performed by one stream is, in a greater or less degree, performed by all streams. The power to analyze the river-basin, and to interpret the work going on within it, gives the ability to grasp the structure of a continent. The pupil studies the relief-map of a continent, and he sees that there is a great ridge or "back-bone" extending its entire length. He sees that from this mountain system the land slopes down on either side until it meets the ocean. The continent, then, like the river-basin, is composed of two slopes; but these slopes, instead of meeting at their lower edges, meet at their upper edges, forming a continental divide. The direction of the divide determines the general direction of the rivers, while its height determines their velocity. These two great slopes are made up of countless river-basins, each consisting of two slopes.

Upon the position of these continental slopes depends their climate, soil, and civilization. If they face warm, moisture-laden winds, they will have an abundant rainfall, luxuriant vegetation, and be capable of supporting a dense population. If a great mountain barrier cuts off these winds, the slopes will be arid wastes, and will play but a small part in the history of the world.

The study of climate leads to the study of the general distribution of rainfall, plant and animal life, and races of men.

The course in the third year is planned with special reference to aiding the students in teaching the subject. The great importance of structure, soil, and climate, in determining the political, commercial, and historical prominence of a city or county, is dwelt upon. Assyria, Egypt, Palestine, Greece, Italy, and other countries which, on account of their environments, were peculiarly fitted to act as the guardians of infant civilizations, receive particular attention. No study can be pursued as an independent branch apart from all others, and the close relation between Geography and other subjects is from time to time brought

out. The order of the presentation of the subject to the children, and the arrangement of the subject-matter, are discussed in the class.

Sand-moulding and chalk-modeling are invaluable aids in the teaching of Geography, and sufficient instruction in this work is given, to enable pupils to represent rapidly and with a considerable degree of accuracy, the general surface features of any area.

Text and oral descriptions of distant places are supplemented by pictures showing the striking surface features, the vegetable and animal life, cities, and the dress and occupations of the people. Students are encouraged in the collection and classification of pictures and clippings for their own use.

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.

About 1700 photographs and illustrations from the best periodicals have been mounted, classified, and indexed by the Junior class.

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.

Every effort is made to inculcate a love of study, the power and desire to carry on original investigation, and the realization that the work done in the school-room is but the beginning of the work of the true student.

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.

Clearness in demonstration, accuracy in statement, and rapidity are essentials for the teacher. Disciplinary processes develop analytic strength. Therefore, the work in Arithmetic aims:

- I. To secure accuracy and rapidity.

2. To use as far as possible mental work.
3. To require clear methods of analysis.
4. To study the several topics by outline.
5. To develop the rule of operation by a careful analysis.
6. To use practical business methods:—as in papering, carpeting, shingling, and in the several topics in percentage.
7. To keep in mind the unity of the subject:—the operations in fractions are deduced from the principles in division; the operations in the use of rate per cent are but the repetition of what has already been developed in decimals.
8. To encourage independent investigation of original problems, to be able to see the relation of the given parts and their bearing upon the required elements, to gain power in the interpretation of a problem in order to make a correct analysis.
9. To utilize in the Senior year the work done in geometry by applying its principles to a clear, lucid demonstration of practical exercises in mensuration.
10. To have ever before the class that they will soon have this work to do in the school-room, and that it must be done in the best and clearest manner possible.

Algebra.

In view of the comparatively small use made of Algebra in the Grammar Schools, and the short time devoted to its study in the Normal course, the more complicated and speculative topics of the subject are omitted, and the time devoted to the thorough acquirement of those parts of practical value. This value is both commercial and disciplinary. *Many problems, insolvable by Arithmetic, are readily solved by Algebra, and many difficult Arithmetical problems are made easy by the application of the principles of Algebra.* 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 to 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, at the same time, is secured the larger benefit of developing mental power, as well as the ability to use the processes readily in subsequent operations.

By presenting the wonderful flexibility of the subject, together with its unerring accuracy and practical value, it may be made to lose much of its traditional dryness.

Geometry.

“Demonstrative Geometry is the most elaborate illustration of the mechanism of formal logic in the entire curriculum of the student”; therefore, the work in this subject embodies the following plan :

1. The process of reasoning, by which the truth sought is clearly developed step by step from the hypothesis.
2. In order that the individual's view may be broadened by seeing other

methods than his own, large opportunity is given for discussing the relations and principles used in the solution of the exercise.

3. The use of the text-book is reduced to a minimum. It is opportunely used in the earlier weeks for the benefit of definitions and the form in making demonstrations of the simpler theorems. Subsequently the work is based upon original exercises, for these stimulate the student to invent, to combine principles, and to examine into relations.

4. To separate in the student's mind the numerical relation from the geometric relation, the concrete from the abstract, and to impress the fact that geometry develops the principle which to be applied in the arts must receive a numerical value.

5. In order to get a clear, definite notion of the principles proven of any particular magnitude—as of the isosceles triangle, or the parallelogram—a syllabus of this is prepared, so that all the relations in the order of development are grouped into one whole.

6. In concrete geometry, the pupil makes and uses the protractor and the scale of equal parts. With the former he measures and lays off angles, and with the latter he reduces lengths and distances for making his drawing.

7. As preparatory for teaching elementary geometry in the Training Department, regular class-work is done by the pupils.

BOOKKEEPING.

To this subject is given as practical a phase as possible in the absence of the accessories of actual business life, and in view of the want of business experience of the great majority of the students.

The theory of accounts is developed along with the actual keeping of accounts in regular form, in order to deprive it, as far as possible, of that abstractness with which it would otherwise appear to minds untrained in business forms. But little attention is given to single entry book-keeping, as it, in no sense, presents the science of bookkeeping, and ought to be discouraged in practice. In this subject, the individual method of instruction is adopted as soon as the pupils have been carried together through one or two brief sets of books, and the spirit of independence encouraged and cultivated from the beginning of the individual work. A recent change in the course of study, placing this study forward several years, is in the interest of better results, as it brings to the study greater maturity, more familiarity with business terms, and a class of students who have passed through the sifting process of the lower grades.

We aim to prepare students not only to teach the subject in the schools, but to be of practical assistance to any who may need their guidance in such matters at home or in the districts.

MISCELLANEOUS.

History and Civics.

In a brief course of European history, two evils are to be avoided: that of attempting to cover too wide a field, thus leaving the student with a

mass of facts whose correlation he has no time to consider, and the opposite extreme of making too minute a study of a single country or period.

The outline given below may appear to be faulty in the former particular, but it will be seen to include only those nations whose history throws a strong light on our own, and whose institutions furnish a good basis of comparison with ours; also, that the range of subjects is limited. The aim is not so much to acquire an extended knowledge of facts concerning wars and dynasties as 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.

The same plan is followed with reference to United States history, as it is expected that a pupil entering the Normal School will be sufficiently familiar with the facts of our history to enable him to study intelligently the workings of our government, and to trace the relation of cause and effect.

The recitation hour is frequently taken for study, when one of three methods is pursued: sometimes the entire class study the same subject, each contributing what he can to the general fund; sometimes each individual devotes the hour to searching for information of special interest to himself; and sometimes the members of the class work in groups, the number in each group depending upon the supply of reference books. In the year just closed the group plan was used in studying the period immediately preceding the Revolution and that preceding the adoption of the Constitution, and such accounts as Fiske's, Bancroft's, Hildreth's, and Schouler's were read under the direction of the teacher.

Whenever practicable, original documents are used, with a view of inducing pupils to think for themselves and to discriminate as to the value of authority. Besides the Constitution and the Articles of Confederation, there were used in the past year the "Saga of Eric, the Red," "Vespucci's Account of His First Voyage," and "Verrazano's Letter."

In order to enable students to see the relation of events, the work throughout the course is arranged with reference more to logical sequence than to arbitrary divisions of time, and each term themes are assigned to individuals for special investigation.

Greek and Roman History is put into the first term of the course, for two reasons: to give the student who comes from the Grammar School something that will be fresh to him, and to prepare him for the study of "Classic Myths," in connection with the English work of the next term. English History is put immediately before American, in order that they may be connected as closely as possible.

Sheldon's "General History" is made the basis of study in European History. No text-book is prescribed for United States History, but each student should be provided with one or more good texts, not too elementary; in addition, he is expected to make free use of the reference library, which is well suited for the work required.

*Outline of Course in History and Civics.**First Year: First Term.*

Grecian, Roman, and Medieval:

Geography of Greece and adjacent lands.

Political, social, and industrial life of the Heroic Age and the Age of Pericles.

Important events and results of the Persian and Peloponnesian Wars.

Alexandrian conquests and kingdoms.

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.

The beginnings 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 Year: First Term.

English and Related European:

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 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.

Contest for possession of American territory.

Policy toward American Colonies.

Reforms of the present century.

Second Year: Second Term.

United States 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.

Drawing and Sloyd.

Drawing and Sloyd run through the entire Normal course of four years.

One hour and a half per week is devoted to each subject, except in the first half of the last two years, when the time is somewhat shortened.

The end and aim of the instruction is not to make artists nor artisans, but to cooperate with the other departments of the school in securing harmonious and all-sided development of mind and body for its students.

The two subjects are so nearly allied that much that may be said of the purpose of one is equally true of the other.

Both have come to be recognized as necessary factors in a complete moral, mental, and physical development.

When taught properly they "awaken intelligence, fix the attention, inculcate habits of order, exactness, and neatness, and train the will to an extent that makes it a powerful educational instrument."

Because from the Normal School will come the teaching force that will largely mould public opinion and meet the educational demands of this section of our State, these departments have been established; not for utilitarian purposes, but for the reason that such training is based on the soundest educational principles, and tends to make pupils more productive in thought and deed, better balanced mentally and physically, and equips them with new power.

Through enlarged capability of expressing thought and feeling, both personal culture and practical usefulness are gained. Whatever be the medium used, there must be creative expression, if any great amount of culture results from this training.

Outline of Freehand Drawing Course.

First Year.

Primary work. Form study. Drawing and color.

Development of type solids from familiar objects.

Study of solids: name, action, surface, edges, corners. Clay-modeling of type forms, and objects based on them.

Principles underlying the three divisions of the subject: Construction, Representation, and Decoration, developed by the use of sticks, tablets, paper for folding, chalk, and pencil. Expression by drawing is first given at the blackboard, in the freest, broadest manner, after which paper and pencil are used. Imaginative drawing and illustrations of plant and life forms observed are encouraged from the beginning.

The cultivation of the color sense naturally accompanies the study of form, and is begun by the study of pure color, using the prism, and carried on by the aid of colored tablets and papers in the earlier years.

Order of color lessons: Observation of prism reflections; Children's choice of color; Matching colors; Laying spectrum from memory; Matching color chart; Pairing colors; Study of color relations; Naming spectrum colors; Naming intermediate hues.

Free cutting and pasting of simple decorative designs in colored paper. Intermediate grade work. Essentials of Prang's Complete Course, Books I to VI, inclusive.

Second Year.

Grammar grade work. Essentials of Prang's Complete Course, Books VII and VIII.

Object drawing and illustrations of nature study, in pencil, pen and ink, showing light and shade. The purpose here is to connect the drawing more closely with the work of other departments, especially Botany, Zoölogy, and Physics.

Historic ornament will be taken up in connection with English and History, and executed in various mediums, and the study of literature be aided by graphic expression.

Clay-modeling of fruit, vegetables, plant form, and ornament in relief, characteristic of the different historic styles, will occupy a portion of the time allotted to each year's work.

Third Year.

Essentials of Prang's Complete Course, Books IX and X.

Pen and ink sketching.

Modeling.

Fourth Year.

Historic ornament in water color.

Sketching from nature. Models and objects, in light and shade, executed in various mediums.

Lectures on history of art and architecture will accompany the course.

Explanation and Outline of Sloyd Course.

Sloyd is a system of educational woodwork. Such training, to be worthy of general adoption, must fill these conditions:

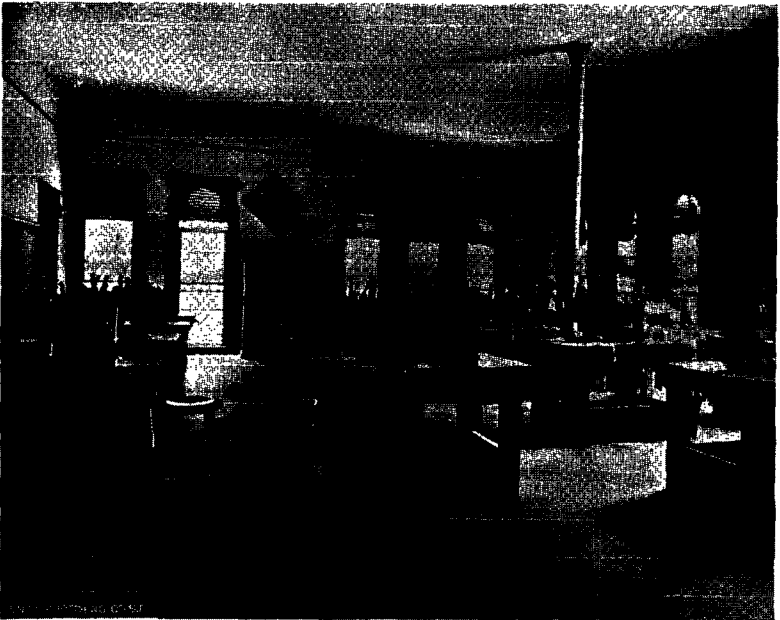
1. It must be a training of the pupil, not the teaching of a trade.
2. It must be done with available, inexpensive material that affords a strong resistance to the hand.
3. It must be a training that by methodical arrangement and accord with the best principles of education makes the teacher who learns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

Teachers and pupils who have had experience in Sloyd work, agree 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.



DRAWING ROOM.



SLOYD WORK SHOP.

"Sloyd and Drawing are co-related. They are in fact inseparable, for there is an inner organic connection between these subjects. As no methodical work in material, especially wood, can be done, except after the performance of some outline drawing, the drawing must precede the woodwork, and one of the principal aims is to combine manual instruction organically with drawing instruction. Without this organic connection the Sloyd as well as any other form of manual training will not affect mind training."

The Course in Instrumental Drawing

includes the following subjects :

1. Geometrical constructions.
2. Principles of representation.
3. Representation in reduced size by the use of scales.
4. Projections—orthographic and isometric.
5. Inking and tracing.
6. Perspective—linear.
7. Blue-printing.

The drawing involves not only inventional and descriptive geometry, but an appropriate amount of freehand drawing.

Systematic readings on the subjects of Manual Training and Sloyd are required.

Materials needed are—

1. Bradley's Drawing Kit.
2. Drawing tablet.
3. Set of drawing instruments.

The studies and manual work in this course are classified as follows:

Manual work: Mechanical Drawing; completion of thirty-six Sloyd models; sharpening and care of tools.

Theoretical work: The Psychology of Sloyd; Pedagogy of Sloyd; History of Sloyd; Mechanics of Sloyd; study of materials; botanical structure and properties of wood, etc.

An analysis of the exercises embodied in the models, showing also the interwoven application and recurrence of some exercises, is here appended. The analysis graphically illustrates the well-regulated repetition of the exercises, and that this repetition is performed under varied circumstances and on advanced work. Each model represents a certain number of exercises. The models are thus the expressions of said set of exercises, and from the analysis it is found that each model, with its set of exercises, is but a sequence of the preceding ones.

It further shows the fact that every model exists only for the purpose of introducing new cognitions, new tools, new exercises in drawing and woodwork, in an organic, progressive growth, keeping pace with the growth of the mind and body of the students.

The instruction involves both individual and class methods. The general use of tools, working positions, sharpening of tools, etc., are all illustrated by class instruction. This is also the case in the mechanical drawing which precedes the making of each model. All general principles are illustrated on the blackboard. Individual instruction is pre-

dominant, however, and each student receives individual observance, guidance, and instruction.

The director does not touch the work, which is prepared and finished entirely by the student. To Mr. Chas. A. Kunou, Director of the Sloyd Department at Throop Polytechnic Institute of Pasadena, the plan of this work is here credited, and much of the explanation of it is from the same authority.

It is desired to make the Sloyd work of Southern California a unit, so far as possible.

ANALYSIS

Showing the Inner Connection and Methodical Progression of the Exercises which make up the Models in the Sloyd Course.*

NO.	Names.	Numbers Indicating the Exercises Shown in the Synopsis.
1	Preparatory	1, 2.
2	Label	1, 2, 3, 4, 5, 6.
3	Keytag	1, 2, 3, 4, 7, 8.
4	Table mat	1, 2, 9, 10, 11, 7, 12.
5	Quarter foil	1, 2, 3, 4, 5, 9, 8, 13, 7, 12.
6	Triangle	1, 2, 3, 4, 14, 7, 12.
7	Pencil sharpener	1, 2, 3, 4, 9, 8, 15, 6, 7, 12, 16.
8	Cutting board	1, 2, 9, 10, 17, 11, 12.
9	Pentagonal mat	1, 2, 5, 14, 18, 11, 12.
10	Keyboard	1, 2, 3, 4, 9, 19, 15, 12, 20, 21, 12.
11	Bracket	1, 2, 3, 4, 9, 8, 22, 7, 3, 4, 8, 3, 4, 8, 15, 12, 16, 23.
12	Picture frame†	1, 2, 3, 4, 9, 10, 8, 15, 7, 24, 25, 26, 1, 2, 3, 4, 9, 15, 16, 23, 12.
13	Flower stick	1, 2, 37, 28, 29.
14	Penholder	1, 2, 29, 30, 31, 12.
15	Flower-pot stand	1, 2, 27, 32, 28, 33, 1, 27, 13, 23, 34, 12.
16	Flower cross	1, 2, 27, 2, 4, 33, 2, 29, 19, 13, 8, 35, 36, 12.
17	Corner bracket	1, 2, 3, 4, 9, 10, 17, 11, 7, 37, 1, 2, 27, 4, 8, 38, 31, 12.
18	Hammer handle	1, 2, 27, 28, 33, 6, 39, 6, 39, 4, 40, 12.
19	Box	1, 2, 27, 4, 12, 40a, 16, 23, 1, 2, 27, 4, 12, 23, 34, 27, 12.
20	Hatchet handle	1, 2, 27, 28, 33, 27, 4, 9, 10, 5, 6, 41, 11, 40, 12, 42.
21	Picture frame†	1, 2, 27, 28, 33, 4, 43, 36, 44, 1, 2, 27, 28, 4, 27, 11, 12, 23, 12.
22	Key rack	1, 2, 27, 32, 28, 4, 45, 46, 20, 21, 12.
23	Paper-knife	1, 2, 27, 28, 27, 4, 5, 47, 29, 8, 15, 11, 45, 46, 48, 12.
24	Ruler	1, 2, 27, 28, 33, 27, 4, 49, 40, 7, 12.
25	Mitered frame	1, 2, 27, 28, 33, 27, 50, 51, 16, 23, 34, 27, 12, 1, 2, 27, 28, 4, 11, 12, 23.
26	Pen tray	1, 2, 27, 28, 33, 27, 4, 45, 46, 52, 53, 12.
27	Towel roller	1, 2, 32, 27, 28, 33, 19, 15, 45, 46, 27, 4, 8, 5, 6, 31, 36, 28, 54, 55, 56, 57, 38, 40a, 12.
28	Hat rack	1, 2, 27, 28, 33, 27, 32, 49, 4, 58, 11, 33, 31, 12, 1, 2, 27, 28, 33, 4, 35, 19, 8, 60, 59, 16, 61, 12.
29	Cake spoon	1, 2, 27, 28, 33, 27, 9, 39, 9, 41, 17, 11, 15, 62, 7, 24, 15, 52, 53, 40, 12.
30	Frame	1, 2, 27, 28, 33, 27, 63, 64, 2, 1, 36, 2, 65, 36, 1, 2, 66, 1, 5, 36, 67, 60, 27, 12.
31	Lamp bracket§	1, 2, 27, 32, 28, 27, 9, 22, 9, 8, 7, 45, 46, 1, 2, 27, 28, 4, 68, 12, 16, 69, 23, 27, 12.
32	Shelf	1, 2, 27, 32, 4, 28, 70, 5, 36, 9, 10, 8, 15, 71, 46, 16, 72, 40a, 38, 12, 1, 2, 27, 28, 33, 40a, 38, 12.
33	Scoop	1, 2, 27, 28, 4, 9, 10, 73, 53, 12, 5, 6, 62, 17, 8, 15, 48, 12.
34	Book rack	1, 2, 27, 28, 32, 27, 4, 1, 2, 27, 28, 32, 27, 4, 9, 74, 8, 15, 75, 12, 77, 76, 48, 45.
35	Knife box	1, 2, 27, 28, 32, 33, 27, 4, 33, 78, 79, 7, 24, 15, 8, 9, 10, 17, 11, 12, 16, 1, 2, 27, 33, 27, 49, 11, 12, 23, 34.
36	Tray	1, 2, 27, 28, 33, 27, 4, 49, 1, 2, 27, 28, 33, 27, 4, 9, 10, 17, 11, 7, 24, 8, 15, 30, 12, 80, 81, 57, 38, 12, 77.
37	Hanging cabinet A	1, 2, 27, 28, 33, 27, 4, 49, 1, 2, 27, 28, 33, 27, 4, 9, 10, 17, 11, 7, 24, 8, 15, 30, 12, 80, 82, 83, 84, 85, 86, 87, 89, 90.
38	Tool chest B	} Completed pieces involving all the foregoing exercises.
39		
40		

*Sloyd Exercise—A manipulation with a tool, involving mental and physical efforts.
 † First year's course. ‡ Second year's course. § Third year's course. ¶ Fourth year's course. The figures indicate the exercises involved in making each model, and are explained in the columns following. For example: 1 means rip sawing; 2, crosscut sawing; 4, cross planing; 7, boring, etc.

KEY TO NUMBERS USED IN ANALYSIS.

- | | | |
|---------------------------------------|--|--|
| 1. Rip sawing. | 30. Modeling with knife. | 61. Wedging. |
| 2. Crosscut sawing. | 31. Boring (perpendicular). | 62. Cutting with drawing-knife. |
| 3. Length planing (edge). | 32. "To joint" a surface (winding sticks). | 63. Mortise gauging. |
| 4. Cross planing (end). | 33. Gauging. | 64. Halved corner joint. |
| 5. Oblique sawing. | 34. Nail sinking. | 65. Open mortise and tenon joint. |
| 6. Oblique planing. | 35. Halved-together joint. | 66. Half blind haunched mortise and tenon. |
| 7. Boring (horizontal). | 36. Chiseling. | 67. Double mortise and tenon with miter. |
| 8. Curve filing (convex curve). | 37. Counter sinking. | 68. Dovetailing. |
| 9. Curve sawing. | 38. Screwing. | 69. Mitering (miter box). |
| 10. Spoke shaving. | 39. Modeling with spoke shave (symmetric). | 70. Slotting (router planing). |
| 11. Modeling with flat file. | 40. Scraping. | 71. Dovetailing. |
| 12. Sandpapering. | 40a. "Flush joint." | 72. Straight edge beveling. |
| 13. Filing right angles (exterior). | 41. Modeling with spoke shave (non-symmetric). | 73. Gouging (scooping). |
| 14. Block planing (free-hand). | 42. End filing. | 74. Contouring. |
| 15. Curve filing (concave curve). | 43. Halved lapping. | 75. Carving (bas relief). |
| 16. Glueing. | 44. Grooving with chisel. | 76. Fitting hinges. |
| 17. Modeling with spoke shave. | 45. Veining } Ornamenting. | 77. Shellacking. |
| 18. Beveling with block plane. | 46. Carving } | 78. Butt joining (housed joint). |
| 19. Straight edge filing. | 47. Oblique surface planing. | 79. Butt joining (end joint). |
| 20. Fixing metal fittings. | 48. Punching. | 80. Dovetail with miter. |
| 21. Metal filing. | 49. Beveling with jack-plane. | 81. Geometric carving. |
| 22. Filing symmetrical curves. | 50. Rabbit planing. | 82. Paneling. |
| 23. Nailing. | 51. Mitering. | 83. Half blind dovetailing. |
| 24. Compass sawing. | 52. Grooving with gouge. | 84. Fitting lock. |
| 25. Filing right angles (interior). | 53. Scraping with round scraper. | 85. Making moldings. |
| 26. Beveling with flat file. | 54. Planing octagonal prism. | 86. Plow planing. |
| 27. Length planing (surface planing). | 55. Planing round prism. | 87. Mortise and tenon (stile and rail). |
| 28. Squaring. | 56. Fitting axle. | 88. Inlaying. |
| 29. Whittling (point whittling). | 57. Clamping. | 89. Doweling. |
| | 58. Chamfering with chisel. | 90. Glueing joints. |
| | 59. Chamfering with knife. | |
| | 60. Fitting dowels. | |

Voice Culture and Reading.

The test of vocal culture, in reading, is the fidelity with which the voice reveals the state of mind. When freed from limitations the voice is a truer reporter of the state of mind; but, from a variety of causes, almost every voice has become more or less perverted. The first object, therefore, is to free the voice from its limitations: huskiness, nasality, and other impurities; give it range, fullness, volume, smoothness, flexibility, sympathy, and power. To this must be added control of the organs of speech before freedom of expression can be gained. The desired results are obtained by voice exercises which give a right direction of tone that will prevent misuse of the voice, increase of range, free articulation, knowledge of pitch, time, and tune; development of tone perception; conception of the relation of pitch and length of sound, which must precede correct utterance; and correct breathing.

The body is the servant of the mind, and should be cultivated accordingly. Man has no power of expressing thought, purpose, or emotion independent of it. The gesture drill results in the development and refinement of the entire physical person. It gives correct position, lifts the vital organs to their proper altitude, strengthens the muscles surrounding the vital organs, preserves the due balance between the energy that wastes and the energy that supplies, strengthens the nerve centers and frees the surfaces, gives freedom and elasticity to the muscles, and ease and harmony of movement.

The student's power to comprehend an author's thought and give it with true expression is developed by a thorough and systematic training under the "New Philosophy of Expression," which places the study of reading on a methodical basis.

The laws on which the progressive and graded steps in the "Evolution of Expression" rest are in harmony with accepted principles of psychology, and by these steps the student is brought to a realization of the criteria of the teacher.

The power of expression is developed by drill work upon selections from the great orators, essayists, dramatists, and poets, and by illustrations of the sixteen different steps: "animation," "smoothness," "volume," "forming of elements of speech," "slide," "vital slide," "slide in volume," "forming of pictures," "literary analysis," "vitalized pictures," "taste," "relation of values," "ellipse," "magnanimity," "benevolence," and "purpose." The individuality of the reader is of the first importance. The reader is educated not by fashioning him after a certain model, or making him a slave to arbitrary rules, but by disciplining all the agents of expression, quickening and developing the intellectual faculties, cultivating imagination, and deepening and guiding the feelings.

Music.

As students are admitted to the school without any previous training or knowledge of this subject, they will find the first year the most difficult of the course, but they will be held closely to it till they can do all that is there required. Those having previous training will be allowed, upon examination, to pass into advanced classes, or, if the hours conflict with other recitations, they will only be held responsible for chorus work until such time as they need to take up the class work.

Besides the singing at the morning exercises, there is chorus work every morning, in which the entire school participates.

In every science which unites with itself an art there are two distinct lines of training—one resulting in the power to judge, the other in the power to do.

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-reading" throughout the entire course.
- (2) Classes in which the fundamental principles of education, as applied to the teaching of music, will be studied, and the best known text-book 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 ignor-

ance of the subject-matter, ignorance of the principles of teaching, or lack of sympathy or tact.

The purpose of the work in its entirety is to train the student to listen with care, and to think about what he hears; to express in good voice that which he discovers; to train the hand to represent what he hears and discovers; to form the habit of looking for the thought expressed in every musical composition; to develop in the student a love for good music; to point out a way to impart this knowledge in a simple and easy way to children.

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.

Spelling and Word Analysis.

The orthography of words is treated with their orthoëpy, and word analysis and building are used as valuable adjuvants in simplifying complex forms. Correct spelling is largely dependent upon the sense of sight rather than upon that of hearing. The eye gives a true mental picture of a word, but the ear only phonic accuracy instead of graphical representation. Orthography, as its name indicates, is the correct writing of words; the oral naming of the letters is at best artificial, and gives too often a confused idea. In the preparation of the spelling lesson the student writes and memorizes the words by the pencil and the eye. The mere writing prolongs the mental picture and makes a deeper impression upon the mind. New words and those difficult of mastery are taught by frequent written repetition. This method is afterwards cautiously modified by oral work.

The student is given two exercises of from twenty-five to fifty words weekly during the whole course, and lists of all misspelled words are kept for repetition work. While correct spelling is aimed at, yet the enlarging of the student's vocabulary and the correct use of the words thus gained in conversational exercises is of special value. Standard dictionaries are consulted, and diacritical marks and pronunciations carefully observed and used. Attention in especial is called to the frequent mispronunciation of the vowel sounds of *o* and *a*. Spelling is simplified by the analysis and synthesis of words.

In word-building the students learn to identify roots at sight, and give some idea of their meaning by the prefixes and suffixes used, as well as by the signification of the word in the context. The root-meaning is then ascertained from an authority, and the full meaning as well, with the sequence of senses.

The word thus studied is used in a sentence to illustrate its definition. About 5,000 words are thus used in the full course.

Latin, Greek, and Anglo-Saxon roots are quickly learned at sight, or from a manual and dictionaries. Attention is also given to the use of synonyms and figures of speech, and the study of original root forms and derivatives emphasized, so that most words can be analyzed without previous study.

Penmanship.

As the style of penmanship of most students is permanently fixed before they enter the Normal School, not much can be done in the way of determining the characteristic features of the style of each; but much is done towards correcting faults in form, position, and movement. Freedom of muscular movement is the point most insisted upon in execution, and a sufficient attention is given to the analysis of letters to enable the students to teach the principles of penmanship to beginners and to criticise penmanship accurately. No attempt is made to mold the penmanship of all into one common form; but we recognize the personal peculiarities that give character to individual penmanship, and attempt to get out of these peculiarities as much of elegance as possible; laying special stress upon legibility, regularity, and neatness.

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.

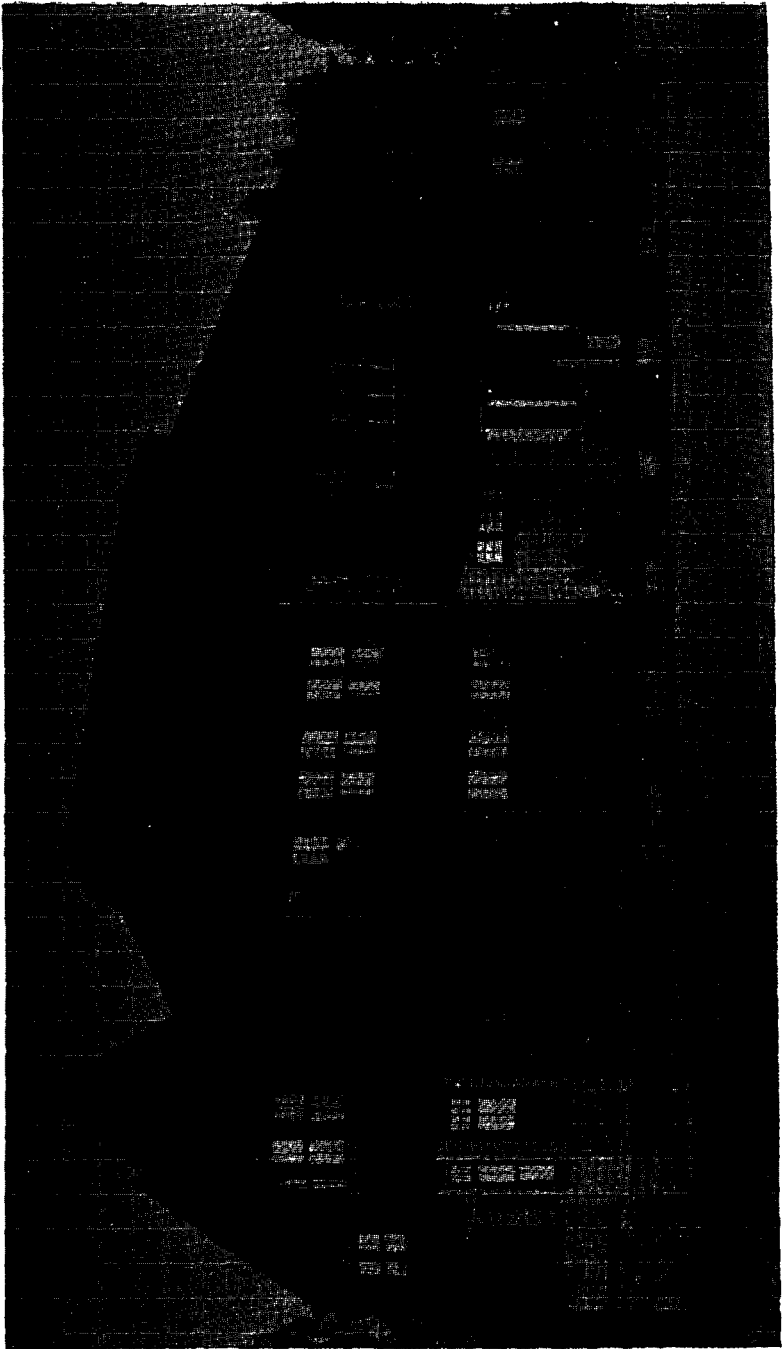
Third Year.—Lectures and discussions on the theory of gymnastics, including the principles of the Swedish, German, and Delsarte systems, the principles of gymnastic games and of out-door work.

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.

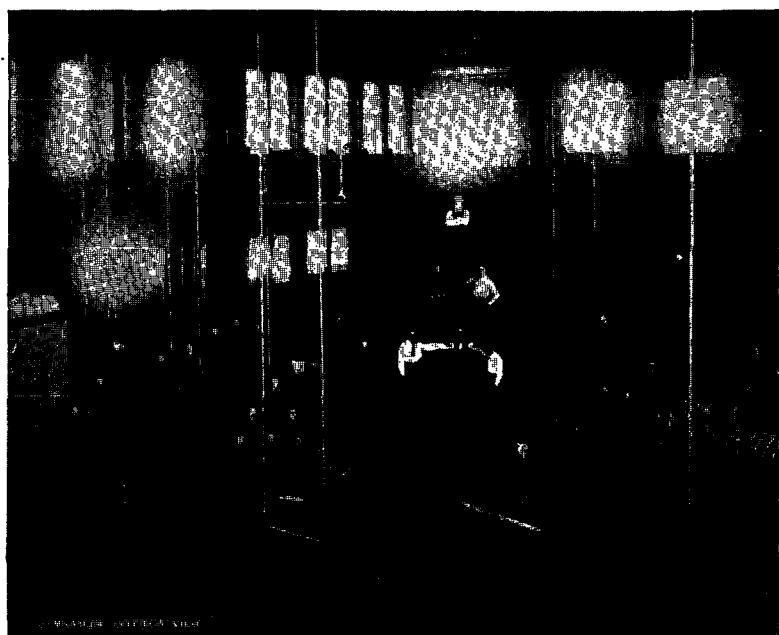
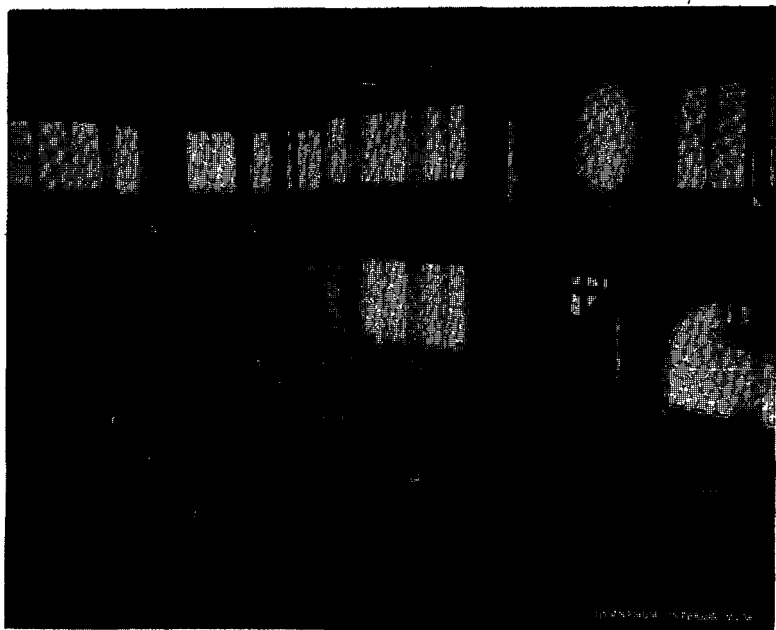
Our fine gymnasium and apparatus give us better facilities for systematic physical training than can be found in most Normal Schools. The students are thus enabled to preserve better health during their course than would otherwise be possible, and also to train themselves to teach our boys and girls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

Morals and Manners.

We recognize that an education is altogether incomplete which does not fit one to perform the duties of life with a due consideration for the rights of others, or which does not implant in one a desire to contribute



GYMNASIUM.



INTERIOR VIEWS OF GYMNASIUM.

as far as possible to the pleasure and comfort of others in all the relations of life.

Especially is this the case with the education of those who are to become teachers of the young. It is therefore eminently proper and, indeed, essential that, in a Normal School, due attention be given to the development of the ethical side of the student's character, that he may be fitted to be, both by precept and example, a suitable guide to the citizen of the future.

Heretofore, the work in this department has not been as thoroughly systematized as it will be in the future, lectures on these subjects having been confined to one or two terms of the course.

It is the purpose of the Faculty henceforth, to incorporate into the program of each class some topics on Morals and Manners, to be presented at regular intervals throughout the course.

It is intended, by this means, to present during the four years of the course, all of the leading topics which might properly fall within the classification of duties to one's self, to his fellows, to his kindred, to society, and to the State; together with such as serve to inculcate the virtues and characteristics of a thoroughly reliable and self-reliant citizen.



AIDS TO STUDENTS.

The Library.

The library, which is a pleasant, well-lighted room sixty-five feet long by eighteen wide, is fitted up with low, open shelves, so that students have free access to the books. It is open for study, during the school year, from 8 A. M. to 5 P. M. every day of the week except Sunday. In addition to this, students are permitted to draw for home use such books as are not needed in the classes.

The library contains nearly four thousand volumes, of which over four hundred were added in the school year just ended.

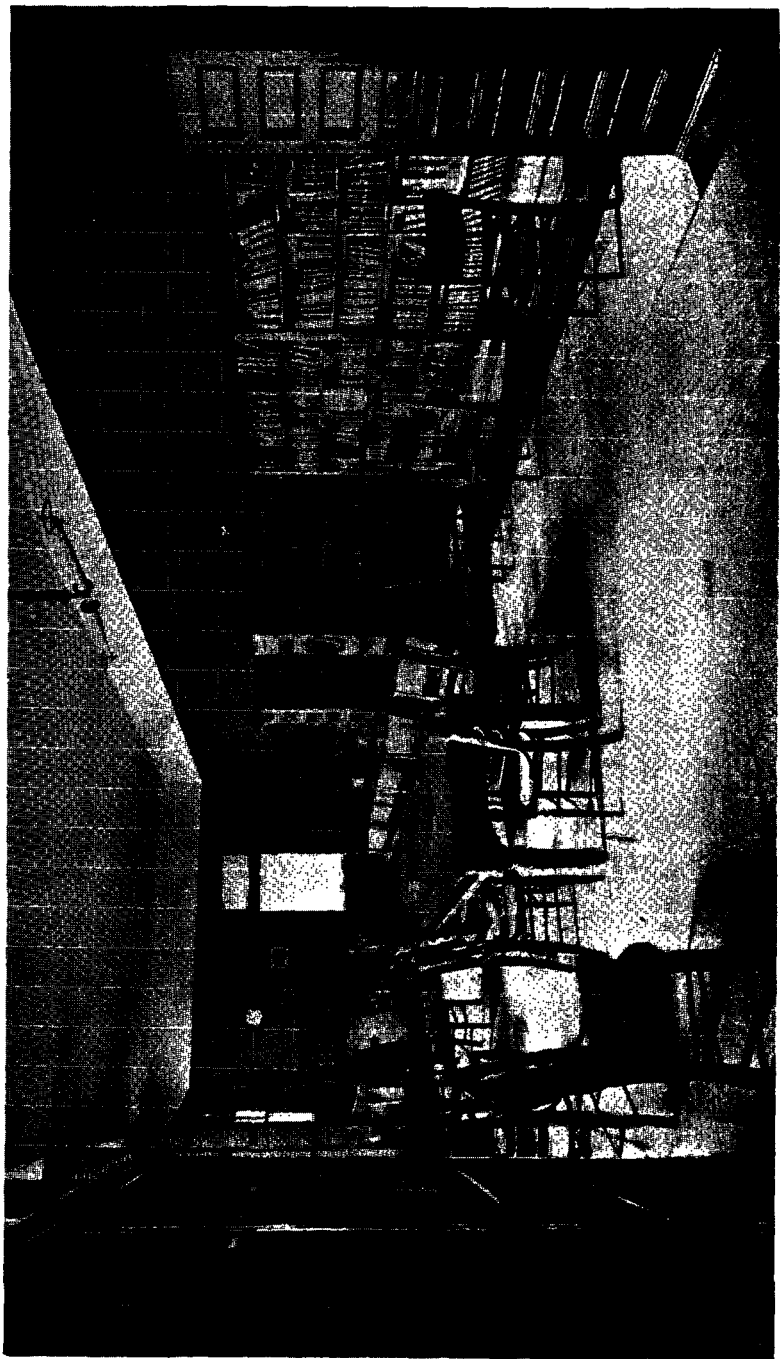
The Dewey system of classification has been in use three years, and has proved very satisfactory, the division of subjects being so accurate that one soon learns just where to look for what is wanted. The use of the library is further facilitated by a card catalogue containing, besides the title of every 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, about 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.

Pedagogical Museum.

Steps have already been taken to establish a Pedagogical Museum in the school for the benefit of the students who will go out as teachers, and also for those who are already at work, and who wish to know the best school-room aids. Several publishing houses have already promised



LIBRARY.

to supply us with all their school publications and supplementary work. We hope, also, that we shall be supplied with apparatus that may be used in the district school, such as charts, maps, globes, etc. None of these books and aids will be used even in the school. The purpose in collecting them is to direct inquiring teachers to the best there is that will help them. All will be labeled "Pedagogical Museum, State Normal School, Los Angeles, California," and will be kept in a room devoted solely to displaying and preserving them for reference by those who wish information in the best and newest appliances and aids. We therefore invite all publishing houses and manufacturers of school supplies to contribute to this Museum. As the Southern California Teachers' Association and the Los Angeles County Teachers' Institute, two of the largest bodies of teachers in the State, meet here yearly, no better opportunity could be afforded for the display of publications and apparatus for the use of those in the profession.

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. 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.

Christian Associations.

The College Young Men's and Young Women's Christian Associations are each represented by a flourishing society. The associations have an important place to fill in promoting christian fellowship and character among the members.

The young ladies conduct a class in systematic Bible study on Sunday afternoons, and hold a devotional meeting every Friday, at 3:40 P. M., in room D. At the same hour on Fridays the young men meet in room B, their meetings alternating between Bible study and devotional services. On the last Friday of each month the regular meetings give way to a joint meeting of both associations. A daily noon-hour prayer-meeting is also conducted under the joint auspices of the societies.

Special attention is called to the "Students' Hand Book," published yearly by the Christian Associations of the school. The hand book is a pocket compendium of useful information regarding common school matters of interest and value to new students upon entering. Among other things, the hand book for 1895-96 will contain a directory giving the location of public buildings and offices of importance, a city church directory, a short account of all students' organizations in the school, a blank schedule of recitations, and ample space for memoranda. A copy of the Students' Hand Book will be mailed free of charge to any person writing for it to either of the following addresses: Miss Nellie V. Hutchinson, 2613 E. Third Street, Los Angeles, Cal.; or, Mr. F. W. Shoemaker, St. James Park, Los Angeles, Cal.

The School Journal.

Our Normal School supports a monthly school journal, issued by the students.

The NORMAL EXPONENT, as this journal is called, originated in the Webster Club, the young men's literary society, in January, 1894. It began as a sixteen-page magazine, was enlarged to contain twenty pages, and again enlarged to its present size of forty pages. Notwithstanding the extra expense incurred by this larger issue, the increased number of subscribers has enabled the managers to reduce the annual subscription from \$1 to 50 cents.

The present EXPONENT staff consists of twelve students, elected for a term of five school months, whose duties are so clearly defined, and

among whom the labor in managing the journal is so well divided, that an excellent magazine is assured without overwork on the part of the editors. The editor-in-chief and the business manager are chosen by the Webster Club; the remainder of the staff are selected so that every class in school may be represented. The journal is now divided into nine departments, the names of which suggest the nature of the matter contained in them. These departments are the Literary, Professional, Editorial, Science, Music, Athletics, Christian Associations, News, Alumni, and Exchange. Each department is presided over by an editor.

The school journal makes its influence widely felt among students, graduates, and teachers. It gives to the students an extra stimulus to develop their literary talents, not only from the high standard necessarily set for their work, but by the spirit of healthful rivalry stimulated by the work of other students found in our exchanges; it unites the spirit of the school; it furnishes to the managers from their dealings with contributors and advertisers, valuable lessons in business. It gives to the graduates and teachers the news of the educational proceedings of our own city and State, and the advantages of important observations made in our Training School. More than this, it spreads the educational influence of our school by publishing the changes that, in the present stage of inquiry into theories of teaching, must be made in any progressive Normal School. In order that its readers may receive the best thought in these matters, articles are solicited not only from our own Faculty, but from other prominent educators in the country.



NAMES AND ADDRESSES OF STUDENTS, 1894-95.

SENIOR CLASS.

Abbott, Mary Virginia . . . Rivera.	Galpin, Lloy Los Angeles.
Armstrong, Amy Adele	Gillespie, Grace Laclaire
. Los Angeles.	. . . . . San Simeon.
Backus, Viola Knowles . Verdugo.	Grubb, Lewis Illinois.
Barber, Lutta Tropic.	Guard, Henrietta Brailey
Barrett, Gertrude M. Ontario.	. . . . . Los Angeles.
Beckley, Charlotte . . Los Angeles.	Hamilton, May Julia, Los Angeles.
Bennett, Grace Viola, Los Angeles.	Hastings, Ida R. Los Angeles.
Beswick, Benjamin Franklin	Heil, Caroline Euretta, Santa Ana.
. Garden Grove.	Hill, Walter B. Garden Grove.
Bixby, Alice May . . . Sierra Madre.	Horgan, Gertrude Jeannette
Boutell, Clara Ellen Pomona.	. . . . . Los Angeles.
Brown, Aline Los Angeles.	Hornbeck, Lucy Belle . . . Pomona.
Cass, Cora Los Angeles.	Hough, Edith Martin
Casteel, Luella Los Angeles.	. . . . . Los Angeles.
Catey, Minnie Louisa . . Compton.	Hutton, Ada Elizabeth
Catey, George Washington . . . . .	. . . . . Los Angeles.
. Compton.	Hyde, Olive Elizabeth
Clarke, Kate Augusta . . . . .	. . . . . Los Angeles.
. Los Angeles.	Jennings, Lulu Belle Illinois.
Conaway, Grace Adele	Johnson, Delius Oscar
. San Bernardino.	. . . . . Los Angeles.
Cook, Jeanne Holmes	Kellogg, Minnie Loretta
. Los Angeles.	. . . . . Santa Barbara.
Conchman, Harrie Hauver	Killifer, Lydia D. Orange.
. New Palz, N. Y.	King, Musadora Los Angeles.
Crandall, Rosa May	Knight, Edith Clara . Los Angeles.
. San Bernardino.	Landell, Margaret Eliza . Anaheim.
Curtin, Louise Kemper	Langbein, Lillian Elminnie
. Los Angeles.	. . . . . Los Angeles.
Cutler, Elsie Day . . . Cucamonga.	Laughlin, Clara Annie
Diffenbacher, Lulu Arnold . . . . .	. . . . . Carpenteria.
. Los Angeles.	Laughlin, Grace Aradine
Dimock, Helen Westminster.	. . . . . Carpenteria.
Eberle, Edith Fredricka	Levy, Theresa Los Angeles.
. Santa Barbara.	Lotshar, Sarah Rebecca
Fanning, Frank Norwalk.	. . . . . Los Angeles.
Feudge, Mary E. . San Bernardino.	Lotspeich, Jessie Annie
Frazier, Alice Mary Orange.	. . . . . Los Angeles.

Lyon, Annie Betsy	Artesia.	Snow, William Marcus.	Anaheim.
Mauley, Edna Teresa Helen.	Los Angeles.	Sprague, Agnes Mansfield.	Los Angeles.
McCarty, Alice Catherine.	Orange.	Starr, Florence	Tulare.
McGowan, Lucy G.	Pasadena.	Sullivan, Elizabeth Teresa	Cahuenga.
Measor, Reumah Ellena	Santa Ana.	Swain, Emma Maude.	Covina.
Meyer, Henry Christoph Her- man	Los Angeles.	Taylor, Maud Ruby.	Los Angeles.
Mitchell, Sarah Ann	Garden Grove.	Teggert, Annie.	San Diego.
Mitchell, William.	Garden Grove.	Thomas, Maude Alice.	Los Angeles.
Mohan, Rose Ellen.	Los Angeles.	Timmons, Lucretia Evelyn.	Delano.
Newby, Nelle Julia.	Ventura.	Titus, Clarice Elizabeth.	Los Angeles.
Newell, May Florence.	Illinois.	Tritt, Anna Mary.	Los Angeles.
Oman, Marguerite Elizabeth	San Pedro.	Tuttle, Leila Etta	Los Angeles.
Paine, Annie L.	Orange.	Varney, Minnie.	Toluca.
Paine, May Levina	Los Angeles.	Waite, Stella	Los Angeles.
Parker, Kate.	Los Angeles.	Watson, Helen Sarah, Los Angeles.	Los Angeles.
Raab, Martha.	South Pasadena.	West, Nella Adeline.	Los Angeles.
Reid, Vada	Burbank.	White, Charles Edward.	Rivera.
Ross, Christina Belle.	Santa Ana.	Winans, Joy Alfred.	Los Angeles.
Scollard, Dora Eleanor.	Santa Monica.	Wittich, Mary K.	Compton.
Senour, Buena Maude, Los Angeles.	Los Angeles.	Wolfe, Estelle.	Los Angeles.
Smith, Nelle Eunice.	Los Angeles.	Worm, Bertha.	Los Angeles.
Smith, Rosa Belle.	San Diego.	Young, Edward Russell.	Los Angeles.

MIDDLE CLASS.

Abbott, Walter.	Compton, Cal.	Bland, Lucy Adeline.	Santa Fe Springs.
Adair, Sabina.	University.	Bledsoe, Nelson Charles, Jr.	Los Angeles.
Alderson, Edith Whitton.	Los Angeles.	Bloom, Margaret Eleanor.	Las Vegas.
Alexander, Enos Stevens.	Los Angeles.	Booth, Nenetta May.	Vernon.
Allin, Idola May.	Pasadena.	Bradish, Mamie.	Long Beach.
Atherton, Ruth Beeson.	Los Angeles.	Brenizer, Nettie Adelaide.	Norwalk.
Babcock, Winifred.	Los Angeles.	Bristol, Blanche Eliza.	Montalvo.
Badham, Byron James.	University.	Brown, Aurther Clifton	Los Angeles.
Bagley, Agnes.	Los Angeles.	Budd, Walter.	Los Angeles.
Barnes, Lela Belle.	Escondido.	Burgess, Louise Caroline.	La Cañada.
Barron, Ida Estella.	Compton.	Butler, J. F.	Orange.
Bates, Elizabeth.	Piacentia.	Callahan, Marietta.	Los Angeles.
Beattie, Samuel Henry.	Los Angeles.	Camp, Eli Ralph.	Los Angeles.
Benley, Hattie Bellewitta.	Los Angeles.		

Campbell, George Williams	Harris, Flora
. Santa Ana.	East San Gabriel.
Carle, Estelle	Hassheider, Tillie Wilhelmina
. Los Angeles.	Jane
Case, Mary Ellen . . . . .	. . . . . Santa Ana.
. Tustin.	Heil, Frances Joanna
Chase, Lydia Mabel . . . . .	. . . . . Santa Ana.
. Santa Ana.	Hildebrant, Augusta
Clarke, Mary Jean . . . . .	. . . . .
. Westminster.	. . . . . Palmyra, Mich.
Clevinger, Hinda	Hilliard, Justina May
. Los Angeles.	. . . . . Glendora.
Clogston, Ida Belle	Hillis, M. B.
. Sage.	. . . . . Kokomo, Ind.
Cohn, Adelaide	Hughes, Minnie Elizabeth
. Los Angeles.	. . . . .
Cochran, Irene . . . . .	. . . . . Downey.
. Los Angeles.	Hutchinson, Nellie Valentine
Cokih, Frances Olive . . . . .	. . . . .
. Los Angeles.	. . . . . Los Angeles.
Cole, Anna S.	Holleran, Nora
. Los Angeles.	. . . . . Los Angeles.
Coward, Beulah Berta	Holleran, Margaret
. Norwalk.	. . . . . Los Angeles.
Crise, Lola Edith	Horrell, Margaret Rosana
. Escondido.	. . . . .
Davis, Abel . . . . .	. . . . . Los Angeles.
. Valley Center.	Houghton, Emelie Rae
Dawe, Ida Mary . . . . .	. . . . .
. Santa Barbara.	. . . . . Tulare City.
Dickson, Marie	Hunt, Bertha Rouena
. Escondido.	. . . . . Greenville.
Diffenbacher, Minnie Etta	James, Edith Anna
. . . . .	. . . . . Los Angeles.
. Los Angeles.	Johnson, Edith Marie
Dix, Cora A. . . . .	. . . . .
. Los Angeles.	. . . . . Los Angeles.
Difani, Christina Winona Cath- erine	Johnston, Katherine Courtenay
. Riverside.	. . . . .
Dolland, Grace . . . . .	. . . . . Los Angeles.
. Norwalk.	Johnston, Marie Louise
Doss, Maude Estelle Orme . . . . .	. . . . .
. . . . .	. . . . . Los Angeles.
. Los Angeles.	Johnston, Eva Miller
Dunlop, Mrs. Mignonette . . . . .	. . . . . Pasadena.
.	Kelley, Maude Lorena
. Los Angeles.	. . . . . Julian.
Embody, Mildred	Kelsey, Helen Fichter
. Los Angeles.	. . . . . Ventura.
Ensign, Olive N.	Kendig, Anna
. Los Angeles.	. . . . . San Jacinto.
Forst, Catherine Ludvina	Kerns, Mary Alma
. . . . .	. . . . . Downey.
. Savanna.	Kerns, Exa Moores
Gage, Harriet Banton . . . . .	. . . . . Downey.
.	Keyes, Lucile Emily
. Long Beach.	. . . . . Warners.
Gastrich, William	King, Emma May
. Los Angeles.	. . . . . Garden Grove.
Gaud, Margaret	Kincaid, Claude
. Chicago.	. . . . . Compton.
Gibson, Jennie A.	La Count, Marie Antoinette
. Nordhoff.	. . . . .
Gilbert, Laura Selena . . . . .	. . . . . South Pasadena.
. Modesto.	Lamb, Rose Ella
Gill, Emily S. . . . .	. . . . . Alhambra.
. San Francisco.	Langman, Emma Dawe
Grahan, Daisy Burdenia . . . . .	. . . . . Goleta.
. Downey.	Lloyd, Ina E.
Gray, Mabel . . . . .	. . . . . Eliso.
. University.	Longley, Laura Bella
Grayson, Robert Walter . . . . .	. . . . . Los Angeles.
.	Machada, Eliza Graciosa
. Los Angeles.	. . . . .
Halberstaldt, Leonore . . . . .	. . . . . Los Angeles.
.	Magee, Charlotte E.
. Los Angeles.	. . . . . Los Angeles.
Hall, Marie Elizabeth	Martin, Ina May
. El Cajon.	. . . . . Garden Grove.
Hamlin, Lizzie Grace	Martin, Ruth
. Pomona.	. . . . . Oceanside.
Hare, Annie Hewitt	Matchin, Harriet Elizabeth
. Los Angeles.	. . . . .
Harper, Clara . . . . .	. . . . . Los Angeles.
. Downey.	McDonald, Pearl
	. . . . . Rivera.

- McGowan, Lucy G. . . . Pasadena.
 Meader, Margaret Matilda
 Verdugo.
 Metcalf, Beeda Augusta. El Monte.
 McLam, Leonora . . . Los Angeles.
 McPhail, Kathleen Irene
 Lancaster.
 Mitchell, Edith Ann . . . Redlands.
 Moore, Effie Winifred, Los Angeles.
 Morrissey, Grace Theresa Fran-
 ces Majair.
 Munday, Helen Day. Los Angeles.
 Musselman, Amy Vida. Compton.
 Nichols, Wilfred Walton
 Garden Grove.
 Northcross, Ruth Tustin.
 Oswald, Tillie Marian
 Los Angeles.
 Reavis, Winfred Elmo
 Los Angeles.
 Reddy, Catherine Margaret
 Los Angeles.
 Rood, Lillian Elizabeth
 Los Angeles.
 Ronan, Julia Cecelia. Wilmington.
 Schneider, Carrie. Kingsley, Iowa.
 Shaw, Sophia E. . . . Long Beach.
 Sheaff, Jennie Lyde . . . Pasadena.
 Sidwell, Edna Estelle . . . Rivera.
 Smallwood, Claude . . . Hurdland.
 Snedden, Anna | Gorman's Station.
 Snedden, Mary Catherine
 Gorman's Station.
 Sodergreen, Amanda . . . Riverside.
- Sproul, Frank Preston . . Norwalk.
 Stanley, Eleanor Jane . . Fairview.
 Stubblefield, John S. . Los Angeles.
 Taylor, Martha Rosina
 Los Angeles.
 Teggart, Helen Elizabeth
 San Diego.
 Thompson, Elspeth Ross . . Duarte.
 Thomson, Mabel Isobel Elloit . .
 Los Angeles.
 Tombes, Annetta R. . Los Angeles.
 Tower, Emily Eiffel. Los Angeles.
 Van Alen, Elizabeth. Los Angeles.
 Vanter, Emma San Jacinto.
 Warren, Lillie Los Angeles.
 Webster, Elizabeth Estella
 Yucaipa.
 Wethern, Jennie Laura
 Los Angeles.
 Wierwille, Henry Adolph
 Terre Haute, Ind.
 Williams, Blanche May
 Los Angeles.
 Willis, Elberta May . . Long Beach.
 Willis, Hallie L. Myrtle.
 Willis, Leona Grace. Los Angeles.
 Wilson, Mabel Los Angeles.
 Worm, Otis Emmanuel
 Los Angeles.
 Wright, Samuel Bruce
 Vernondale.
 Yager, Lucy M. Colegrove.
 Young, Myron
 Arcata, Humboldt County.

JUNIOR CLASS.

- Aisenpries, Eda Louise
 Los Angeles.
 Ames, Effie E. Los Angeles.
 Armstrong, Stanley M.
 Garden Grove.
 Austin, Carrie Emilie
 Los Angeles.
 Ayer, Lillian Ernestine . . Fresno.
 Bacon, Nettie Eunice, Los Angeles.
 Bailey, Letha Lucella
 Los Angeles.
 Baker, Julia Quirk . . Los Angeles.
 Barron, Pearl Compton.
- Barron, Lillian Irene
 Los Angeles.
 Barron, Flora Minerva
 Los Angeles.
 Bartleson, Nellie N.
 Florence, Arizona.
 Bates, Alice Laura Orange.
 Beatty, George Downey.
 Bedford, Lola Salena . . Santa Ana.
 Blakeslee, Maude Russell
 Los Angeles.
 Bland, Harriet Maud
 Santa Fe Springs.

- Bleasdale, Benjamin G.
 State of Wisconsin.
 Blum, Edith Los Angeles.
 Boettcher, Lindsey Fred.
 Los Angeles.
 Bollong, Eugenie R. Los Angeles.
 Bont, Josephine Amelia
 Los Angeles.
 Boor, Edith Rosella Ventura.
 Bosbyshell, Mary Cecelia
 Los Angeles.
 Boyd, Birdie Rivera.
 Boyd, Mary Rivera.
 Bradley, James Roy Los Angeles.
 Brooker, Aurelia J. Los Angeles.
 Brooks, Ethel Daisy Los Angeles.
 Brown, Frank Whitley
 Los Angeles.
 Brown, May Corris Los Angeles.
 Buck, Nellie Santa Barbara.
 Bullis, Reina Los Angeles.
 Burke, Agnes May Rivera.
 Burns, Sarah Los Angeles.
 Burton, Katherine B. University.
 Butler, George E. Downey.
 Carpenter, Clara Belle Santa Ana.
 Caskey, Offie Irene Los Angeles.
 Chaffie, Fannie Lulu
 Garden Grove.
 Chase, Eva May Los Angeles.
 Clark, Grace Lillian Downey.
 Clark, Lena Margaret
 Los Angeles.
 Clayton, Elizabeth Corprew
 Downey.
 Chine, Alverda Los Angeles.
 Cole, Grace Harriet Los Angeles.
 Collins, Katherine V.
 Los Angeles.
 Colyer, Gertrude Pasadena.
 Conner, Myrtle Los Angeles.
 Cooper, Alice Cecilia Los Angeles.
 Curry, Abbie Rosetta Norwalk.
 Darcy, Margaret Estella
 Los Angeles.
 De Berry, Josephine Elizabeth
 Colton.
 Del Valle, Mary Ellen Neenach.
 Dezell, Iva Maude Los Angeles.
 Deyo, Bessie Los Angeles.
 Dickinson, Clarence Anson
 Los Angeles.
 Dolland, John George Norwalk.
 Durnal, Cora Lee Tehachapi.
 Dwire, Carrie Evangeline
 Los Angeles.
 Dwire, Julia H. Los Angeles.
 Dwire, Florence Belle
 Los Angeles.
 Eaton, Mabel Love Florence.
 Elliott, Elsie Gertrude
 Los Angeles.
 Embody, Thraso Los Angeles.
 Enos, Dotha Los Angeles.
 Enos, Esther Eugenia
 Los Angeles.
 Fanning, Burton Everette
 Norwalk.
 Field, Grace Glendale.
 Fish, Hester Los Angeles.
 Folks, Flora Los Angeles.
 Ford, Ada Irene Los Angeles.
 Frink, Agnes Riverside.
 Gee, Ada Delie Downey.
 Glass, Maggie Jane S. Riverside.
 Glenn, Mary Cleo Tehachapi.
 Glines, Etta Maria Santa Ana.
 Golson, Sammie Long Beach.
 Goodrich, May Olmstead
 Garvanza.
 Gough, Mattie Shaw Los Angeles.
 Graham, Ethel Pearl Downey.
 Gray, Pearl Ethel Orange.
 Green, Frances Mabel
 Los Angeles.
 Griswold, Lucy Estella Pomona.
 Groover, Addie Belle Norwalk.
 Haas, Mamie Alice Los Angeles.
 Hahne, Eloise G. Los Angeles.
 Hall, Burdette Coutts San Diego.
 Hanby, Brainerb Oaks
 Los Angeles.
 Hannon, Mary Los Angeles.
 Hanlon, Lizzie Goleta.
 Harris, Lila Amelia Los Angeles.
 Hassler, Clara Phillips Artesia.
 Hawley, Agnes Genevieve
 Los Angeles.

Hill, John Wesley Anson	Macomber, Clara	Tustin.
..... Garden Grove.	Macy, Margaret	Los Angeles.
Hillis, M. A.	Macy, Irene	Los Angeles.
Hilton, Edith Bernice	Marden, Reo	Los Angeles.
..... Los Angeles.	Marden, Leo	Los Angeles.
Hinman, Gertrude Mae	Marion, Mazie Odette	
..... Los Angeles.	.....	South Los Angeles.
Holcomb, Grace F.	Massey, Malin MacMillan	
Holmsley, Carrie May .....	.....	Garden Grove.
..... South Los Angeles.	Matheo, Sue May	Los Angeles.
Houser, Jennie May	Matthewson, William	Monrovia.
Howlett, Ada Anna	Maxfield, John Arthur	San Diego.
Hubbard, Adele Reynolds	Maxwell, Olive	San Luis Obispo.
..... Los Angeles.	McCarthy, Lizzie Carroll	
Hudspeth, Daisy Ida .....	.....	Garvanza.
Hunt, Barta	McPherson, Zoe	Los Angeles.
Jamison, Edith Amelia	McEachin, Mamie Warren	
..... Santa Monica.	.....	Los Angeles.
Jenkins, E. Adaline	Meyers, Charles Clarence	
Jones, Alice Mabel .....	.....	Los Angeles.
Keith, Jessie Duke	Mitchell, Richard Philip	
Kerns, Fannie Maria .....	.....	Garden Grove.
Keyers, Edwin Everett	Moore, Alice Pauline	
Kimble, Lee .....	.....	Los Angeles.
Langman, Nellie Andrews	Mooser, Leah Beatrice	
..... Santa Barbara.	.....	Los Angeles.
Laughlin, Stewart	Morris, Libbie Mary	Orange.
Lauler, Gertrude	Mosseman, Adele	Los Angeles.
Lawrence, William Elmer	Murphy, Alice	Compton.
..... Norwalk.	Myers, Kathrene	Los Angeles.
Leach, Pauline	Netz, Joseph	Los Angeles.
Lemon, Nellie Jane	Newsom, Benjamin	
Lenton, Lavinia .....	.....	Garden Grove.
Lewis, Mary Etta	Nichols, Francis	Los Angeles.
Lietzan, Emily Antonia	Normand, Grace Eva	Escondido.
..... Los Angeles.	Orr, Clara Eliza	
Lindsay, Ruby Vachel .....	.....	South Los Angeles.
..... Los Angeles.	Owen, Martha Pitt	San Jacinto.
Lisk, Lucina E.	Pankey, Dora Junia	Santa Ana.
Loomis, Lula Rebecca	Pettis, Maud Melisia	
..... Watsonville.	.....	Santa Barbara.
Lopez, Ramon Estan	Pfeninger Leila Ida	Fullerton.
Loring, Grace Mai	Preper, Martha J. E.	Los Angeles.
Lovejoy, Muriel Margaret	Rehart, Minnie Belle	Ventura.
..... Los Angeles.	Rehbock, Elsie Wilma	
Mackenzie, Bella Margaret .....	.....	Los Angeles.
..... Los Angeles.	Roberts, Clara Belle	Hollywood.
Mackenzie, Mary Dolina	Roberts, Cora Wells	San Diego.
..... Los Angeles.	Rogers, Mary	Garvanza.

- Riddell, Ione Los Angeles.
 Savage, Margaret Cecelia
 San Pedro.
 Sayre, Annie Lydia
 South Los Angeles.
 Schwab, Charley Fred
 Los Angeles.
 Schwab, Gertrude... Los Angeles.
 Schwarzschild, Virginia
 San Francisco.
 Schimieding, Pauline Louise...
 Los Angeles.
 Shoemaker, Frederick Willcox.
 Los Angeles.
 Skinner, Ada Madge M.
 Los Angeles.
 Slatter, Beatrice Ella
 Los Angeles.
 Smart, Georgia Downey.
 Smith, Edna V. Pasadena.
 Smith, Maude Downey.
 Southworth, Metta Augusta...
 Fresno.
 Spence, Grace Fresno.
 Spence, John Fresno.
 Spencer, Jennie V. Nordhoff.
 Spencer, Julia Helen... Manzana.
 Spring, Roland Fenton
 Montecito.
 Stahmer, Ella Margaret
 Los Angeles.
 Stearns, Cecil Bertie. Wilmington.
 Stephens, Albert Lee... Compton.
 Stewart, Fred Augustus . Whittier.
 Stewart, Jessie Anna
 Highland Park.
 Stockton, Mary Isabel . Stockton.
 Stratton, Edith Olive... Arizona.
 Stroup, Adah McLaughlin
 Los Angeles.
 Tate, Lillian Pearl . Los Angeles.
 Terry, Lillie May Colton.
 Thompson, Ella Jeanette. Tropic.
 Thompson, Mary Elizabeth ...
 Los Angeles.
 Townsend, Mattie May
 Vernondale.
 Van Dampselaar, Theresa
 Los Angeles.
 Van Deventer, Rose... Redlands.
 Van Patten, Grace Nelle
 Los Angeles.
 Vansant, Annie Millia
 Los Angeles.
 Venning, Gertrude Francella...
 Los Angeles.
 Wachtel, Fannie Vineland.
 Waite, Winifred Wilton. Ventura.
 Wallop, Harriet Adelia. Anaheim.
 Ward, Anna Louise... San Pedro.
 Warren, William Mark. Glendale.
 Washburn, Ethan Allen
 Los Angeles.
 Weise, Charles Arthur. Norwalk.
 Wheeler, Amy Los Angeles.
 White, Carrie Elizabeth
 Los Angeles.
 White, Katie Pearl... San Diego.
 White, Mildred Edith
 Los Angeles.
 White, Stella Los Angeles.
 Williams, Althea Belle. Pasadena.
 Williams, Iza Anita. Los Angeles.
 Wilson, Bessie Mary Ventura.
 Wilson, Dollie Ellen. Los Angeles.
 Wilson, Frances May. Los Angeles.
 Withers, Catherine Ludlow
 Los Angeles.
 Wood, Miunie Margaret
 Los Angeles.
 Wood, Orville V. Artesia.
 Woodwarth, Nellie Sarah
 Los Angeles.
 Wright, Ella May... Vernondale.
 Yarnell, Sadee Los Angeles.
 Young, Jessie May. Los Angeles.

SUMMARY.

Number of students in Senior Classes	98
Number of students in Middle Classes	152
Number of students in Junior Classes	226
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Total number of students in Normal Department	476

Model and Training School.

Average number of pupils in High School Grade.....	49
Average number of pupils in Eighth Grade	49
Average number of pupils in Seventh Grade	48
Average number of pupils in Sixth Grade	48
Average number of pupils in Fifth Grade.....	48
Average number of pupils in Fourth Grade	48
Average number of pupils in Third Grade	48
Average number of pupils in Second Grade	47
Average number of pupils in First Grade	48
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Total number of pupils in all grades	433
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Total number of students in Normal Department and of pupils in Model and Training School	919



GRADUATING CLASS OF 1894.

George D. Abrams,	Helena F. Flood,	Esther Norton,
Ella A. Adams,	Marian Folsom,	Mina A. Norton,
Laura S. Adams,	Robert L. Fraisher,	Sophronia F. Peckham,
Josephine Alexander,	Charles J. Fox,	Roy Porter,
Grace Anderson,	Mary E. Hall,	Hattie M. Reece,
Jennette Armstrong,	May Hartley,	Vada Reid,
Anne M. Baker,	Jessie E. Hawkins,	Daisy C. Reeves,
Estelle J. Barden,	Henry J. Hess,	Flora Schopback,
Isabel Bethune,	Lulu Huber,	Clara Schroeter,
Richard N. Bird,	Myrtella Huyck,	George M. Sheldon,
Helen A. Bradley,	Amanda V. Johnson,	Myrtle E. Small,
Joseph E. Brand,	Lydia Killifer,	Bettie E. Smith,
Emily A. Buckham,	Musadora King,	Clara Estelle Smith,
Ida E. Carrick,	Vesta Lindley,	Lulu M. Stedman,
Brancie Carter,	Christina J. Matthew-	Carrie B. Stone,
Gussie Carter,	Mattie May, [son,	Mary E. Swain,
Annie E. Chase,	Alice G. McCaldin,	Jessie L. Thomson,
Orabel Chilton,	A. Maude McDowell,	Susie I. Thompson,
Adah Z. Coleman,	Minnie McEuen,	Edwin L. Vaughn,
May L. Colgan,	Lizzie McFadden,	Helen P. Vinyard,
Belle Cooper,	Maud A. McKusick,	Sadie J. Walkem,
Lulu E. Crow,	Elsé E. Milner,	Adele Weil,
Eva M. Depue,	Jessie Moore.	Agnes R. Woodcock,
Nannie H. Downing,	Rosa J. Nevell,	Kate L. Woodford,
Lizzie M. Field,	Lizzie G. Newkirk,	Roy J. Young,
	Elmer E. Nichols,	

Total 76

The names of those graduating in 1895 will be printed in the Catalogue for 1896, and the names of all graduates about once in five years.



TYPICAL EXAMINATION QUESTIONS

FOR APPLICANTS WISHING TO ENTER THE JUNIOR CLASS.

Arithmetic.

Solve one of each of the groups:

1. (a) Reduce $\frac{2}{3}$, $\frac{3}{4}$, $\frac{5}{6}$ to fractions having a common denominator.
(b) Multiply $\frac{5}{6}$ by $\frac{3}{4}$.
(c) Divide $\frac{3}{4}$ by $\frac{2}{3}$. Explain the solution and give reason for each step.
2. (a) Find product of $2\frac{1}{4}$ hundredths and $\frac{1}{8}$ of a millionth.
(b) Divide 14 ten-millionths by 7 hundredths.
(c) Reduce .0075 to a common fraction. Explain.
3. (a) Find cost of 25 scantling 18 ft. long, 2 in. by 4 in., at \$18 per M.
(b) What will be the cost of building a brick wall 20 ft. long, 6 ft. high, 16 in. thick, if the bricks cost \$12 50 per M, laid in the wall?
4. (a) If 15 men do a piece of work in $9\frac{3}{4}$ days, in what time can 36 men do the same?
(b) Divide \$140 among A, B, and C into parts proportional to 3, 5, and 6.
5. (a) A grocer bought sugar at 10 cents a pound, and sold it at a loss of 15 per cent; find selling price.
(b) Sold a horse for \$364, gaining 12 per cent on cost; find cost.
(c) Bought muslin at 10 cents a yard, and sold it at $12\frac{1}{2}$ cents a yard; find gain per cent.
6. (a) The interest on \$380 for 1 year 4 months is \$22 80; find the rate.
(b) Find the time in which the interest on \$980 at 6 per cent will be \$44 10.
7. (a) An auctioneer sold property for \$26,750 on commission of $1\frac{1}{2}$ per cent; find his commission.
(b) An agent receives \$3,825 to invest in flour on a commission of 2 per cent; find his commission.
8. (a) A field containing $93\frac{3}{4}$ acres is 200 rods long. What is its width?
(b) A tank is 8 ft. long, $6\frac{1}{2}$ ft. wide, and $3\frac{1}{2}$ ft. deep. How many gallons will it hold, allowing $7\frac{1}{2}$ gallons to the cubic foot?

English.

Requirements for Entrance.

The applicant for examination should be able to distinguish readily the various parts of speech in their usual construction. He should analyze quickly simple prose or verse, giving the various kinds of sentences and

the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thought rather than memory of technical details. The composition must be reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

List of Required Readings.

- I. (a) "Alhambra"; (b) "Sleepy Hollow Legend"; (c) "Rip Van Winkle."
- II. (a) "Evangeline"; (b) "Miles Standish"; (c) "Hiawatha."
- III. (a) "Lady of the Lake"; (b) "Lay of the Last Minstrel."
- IV. (a) "Snow-Bound"; (b) "Tent on the Beach."

Every student must be prepared on *one* work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he has studied.

Specimen Examination.

In this way matters went on for some time, without producing any material effect on the relative situation of the contending powers. On a fine autumnal afternoon, Ichabod, in pensive mood, sat enthroned on the lofty stool whence he usually watched all the concerns of his little literary realm. In his hand he swayed a ferrule, that sceptre of despotic power; the birch of justice reposed on three nails, behind the throne, a constant terror to evil-doers; while on the desk before him might be seen sundry contraband articles and prohibited weapons, detected upon the persons of idle urchins: such as half-munched apples, popguns, whirligigs, fly-cages, and whole legions of rampant little paper game-cocks. Apparently there had been some appalling act of justice recently inflicted, for his scholars were all busily intent upon their books, or silly whispering behind them with one eye kept upon the master; and a kind of buzzing stillness reigned throughout the school-room. It was suddenly interrupted by the appearance of a negro, in tow-cloth jacket and trousers, a round-crowned fragment of a hat, like the cap of Mercury, and mounted on the back of a ragged, wild, half-broken colt, which he managed with a rope by way of halter. He came clattering up to the school-door with an invitation to Ichabod to attend a merry-making or "quitting frolic," to be held that evening at Mynheer Van Tassel's; and having delivered his message with that air of importance, and effort at fine language, which a negro is apt to display on petty embassies of the kind, he dashed over the brook, and was seen scampering away up the Hollow, full of the importance and hurry of his mission.

1. Select from the above paragraph four dependent clauses. (a) Classify them as to use. (b) Name the connective and the word modified.

2. Select two infinitives; state their use. Select two participles; state their use. Select two prepositional phrases; state their use.

3. Summarize the thought from the selection given. (Selections will be given from current magazines.)

4. Write a paper of about two hundred words on one of the following subjects:

- (a) Pen Picture of Ichabod Crane.
- (b) An Arcadian Household.
- (c) Hiawatha's Wooing.

Geography.

1. Name and locate five of the great cities of the world, and tell for what each is noted.
 2. Locate the great deserts, forests, and plateaus of the globe.
 3. In what respects are North America, South America, and Eurasia alike? How different?
 4. Name at least five elements determining climate.
 5. Compare in size, population, and commercial importance: France, Italy, and New England.
 6. What would be the result if a great mountain system extended from north to south, along the eastern coast of South America?
 7. Where do the vertical rays of the sun fall on June 21st? December 21st? September 22d? Give comparative length of days at the Arctic Circle on two of these dates.
 8. What countries export the following: Wheat, corn, citrus fruits, cotton, lumber, meats, coal, iron, watches, cutlery?
 9. Sketch a map of California, indicating surface, drainage, and chief cities.
 10. Locate the following and give a point of interest in regard to each: Gibraltar, Odessa, Volga, Titicaca, Pameer, Bosphorus, Corea.
 11. Compare plant and animal life of Brazil and Chile. To what is the difference due?
 12. How do the habits and occupations of the people of Scandinavia differ from those of the people of India?
 13. Compare the climate of San Francisco with that of Kansas City.
 14. Describe route in traveling by water from Chicago to Philadelphia.
 15. Where are the areas of great rainfall in Africa and Australia.
- Answer ten of the above questions.

History.

1. State nationality and give brief account of discoveries made by any five of the following: Verrazzano, De Soto, Magellan, Balboa, De Gama, Sebastian Cabot, Drake, Diaz, La Salle, Cartier.
2. Attempted settlements and first permanent settlements made by any three of the following: The Dutch, the Swedes, the English, the Spanish, the French. State purpose of settlements mentioned.
3. Name events connected with any five of the following dates: 1765, 1620, 1781, 1689, 1763, 1820, 1789, 1854, 1837, 1848.
4. Locate and name wars in which they occurred, and give results of any five of the following battles: Chattanooga, Quebec, Lunday's Lane, Gettysburg, Buena Vista, Lake Erie, Murfreesborough, Monmouth, Cold Harbor, Long Island.
5. Tell for what any five of the following were especially noted: Alexander Hamilton, James Otis, Samuel Adams, Henry Clay, Patrick Henry, Andrew Jackson, John C. Fremont, Robert Fulton, Daniel Webster, Charles Sumner.

Reading.

1. (a) Mark the following words diacritically: acoustics, almond, financier, exquisite, and ignominy.

(b) Give words which contain the sounds of the following vowels: â, â, æ, œ, ow, ô, and oi.

2. (a) Give definitions of the following words: coadjutor, convivial, amalgamation, extant, and badinage.

(b) Illustrate the use of the words by sentences.

3. Mark the following for inflections:

(a) "Must I budge?"

Must I observe you? Must I stand and crouch
Under your testy humor?"

(b) "Out of the north the wild news came,
Far flashing on its wings of flame,
Swift as the boreal light which flies
At midnight through the startled skies."

4. Express in your own words the thought contained in the following selection:

"Yet Love will dream and Faith will trust
(Since He who knows our need is just)
That somehow, somewhere, meet we must.
Alas for him who never sees
The stars shine through his cypress trees!
Who, hopeless, lays his dead away,
Nor looks to see the breaking day
Across the mournful marbles play!
Who hath not learned, in hours of faith,
The truth, to flesh and sense unknown,
That Life is ever lord of Death,
And Love can never lose its own!"

5. What is meant by a rhetorical pause?

6. What is meant by the study of Phonetics?

7. In the following selection, taken from Shelley's "The Cloud," do the figures used add to or detract from the vividness of the picture presented:

"The sanguine sunrise, with his meteor eyes,
And his burning plumes outspread,
Leaps on the back of my sailing rack
When the morning star shines dead;
As on the jag of a mountain crag,
Which an earthquake rocks and swings,
An eagle alit one moment may sit
In the light of its golden wings."

8. Give some reason for your opinion.

Part of the examination will be given orally.

Penmanship.

1. Name and construct the principles used in the formation of letters.

2. Which of these are exclusively used in the formation of capitals.

3. Analyze the first ten small letters of the alphabet.

4. Analyze the last ten capital letters of the alphabet.

5. Make and analyze two letters that are one space high, two that are one and one fourth spaces, two of two spaces, and two of three spaces.
6. Describe the proper method of holding the pen.
7. Describe one of the proper positions to be assumed while writing.
8. Write, as a specimen of your penmanship, the first stanza of "America."

Spelling.

glimpse	cygnet	metal	haul
missive	monkey	berry	cosy
globule	gruel	cellar	cider
eaves	woodbine	hoof	calico
duel	poplar	bruise	solar
currant	basalt	truly	graphic
deign	serf	cuckoo	vapor
neigh	morsel	sloop	gulch
cereal	verdure	whew	cleanly
flambeau	lurch	frigid	pantry
warrant	myrtle	fledge	pier
wry	occur	ginger	



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 14.]

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 a 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.

TRUSTEES OF CALIFORNIA STATE NORMAL SCHOOLS,

JUNE 1, 1895.

Ex Officio Members of Each Board:

JAMES H. BUDD.....Governor of California.
 SAMUEL T. BLACK.....State Superintendent of Public Instruction.

Board of the School at Los Angeles:

JOHN MANSFIELD, President...414 West Fourth Street, Los Angeles.
 A. E. POMEROY, Vice-President...619 South Hill Street, Los Angeles.
 A. S. DAVIDSON.....San Bernardino.
 T. P. LUKENS.....Pasadena.
 F. A. MOLYNEAUX.....Pomona.
 EDWARD T. PIERCE, Secretary.

Board of the School at San José.

HENRY FRENCH, President.....San José.
 MRS. EULALIA A. WILSON, Vice-President.....
534 Eighteenth Street, Oakland.
 F. ANGELL, Ph.D.....Stanford University.
 M. DINKELSPIEL.....Suisun.
 R. E. WILHOIT.....232 Main Street, Stockton.
 RUTH ROYCE, Secretary.

Board of the School at Chico.

F. C. LUSK, President.....Chico.
 JOHN BIDWELL, Vice-President.....Chico.
 A. H. CREW.....Chico.
 F. H. GREELY.....Marysville.
 N. P. CHIPMAN.....Red Bluff.
 ROBERT F. PENNELL, Secretary.