

Catalogue 1896-97

State Normal School

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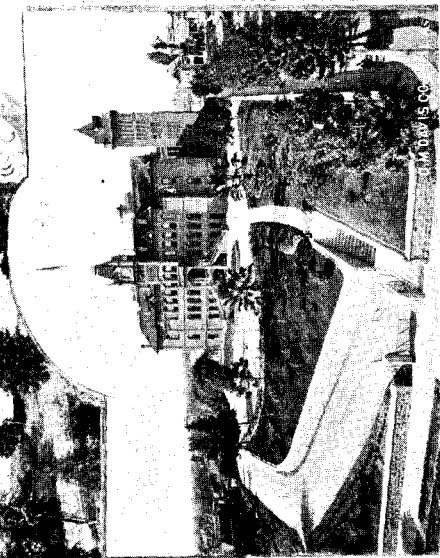
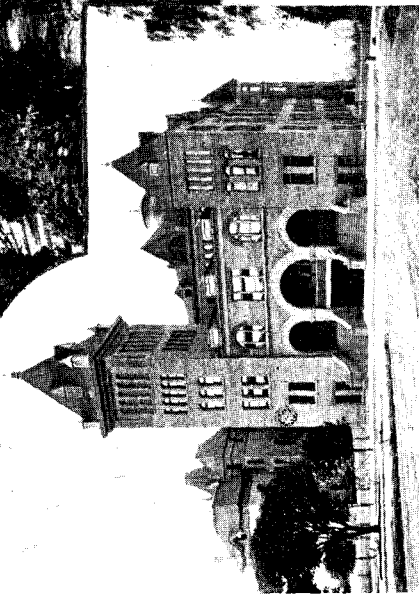
LOS ANGELES, CALIFORNIA



Circular 1897-98

STATE NORMAL SCHOOL

LOS ANGELES,
CAL.



Pullman
Photo

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FIFTEENTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1897

AND

CIRCULAR FOR 1897-98

1897



CALENDAR FOR 1897-98.

FIRST TERM.

Entrance examinations and admissions on credentials, Thursday, Friday and Saturday, September 2, 3, 4, 1897.

Term opens, Tuesday, September 7, 1897.

Term closes, Thursday, January 27, 1898.

Holiday vacation, December 24, 1897, to January 3, 1898.

SECOND TERM.

Entrance examinations and admissions on credentials, Friday and Saturday, January 28 and 29, 1898.

Term opens, Tuesday, February 2, 1898.

Term closes, June 23, 1898.

Mid-term vacation, Fiesta week.



BOARD OF TRUSTEES.

MAY 15, 1896.

JAMES H. BUDD.....	Governor.
<i>Ex Officio.</i>	
SAMUEL T. BLACK.....	Superintendent of Public Instruction.
<i>Ex Officio.</i>	
A. E. POMEROY.....	Los Angeles.
T. P. LUKENS.....	Pasadena.
PERCY R. WILSON.....	Los Angeles.
J. MARION BROOKS.....	Los Angeles.
TELFAIR CREIGHTON.....	Los Angeles.

OFFICERS OF THE BOARD.

A. E. POMEROY.....	President.
PERCY R. WILSON.....	Vice-President.
EDWARD T. PIERCE.....	Secretary.

EXECUTIVE COMMITTEE.

A. E. POMEROY,	PERCY R. WILSON,
T. P. LUKENS.	

FACULTY, 1896-97.

NORMAL DEPARTMENT.

✓ EDWARD T. PIERCE, LL.B., Pd.D., President,
Psychology, School Law, and School Economy.

✓ MELVILLE DOZIER, B.P., Vice-President,
Mathematics, Astronomy, and Bookkeeping.

✓ F. B. DRESSLAR, A.M., Ph.D., Superintendent of Training Department,
Psychology and Pedagogy.

✓ ISABEL W. PIERCE, Preceptress,
English and Ethics.

✓ SARAH P. MONKS, A. M., Curator of Museum,
Zoology and Botany.

✓ HARRIET E. DUNN, Librarian,
History.

✓ CHARLES E. HUTTON, A.M.,
Mathematics.

✓ * JOSEPHINE E. SEAMAN,
English.

✓ ALICE J. MERRITT,
Botany and History.

✓ MAY A. ENGLISH,
Chemistry and Physiology.

✓ JAMES H. SHULTS, A.M., M.D.,
Physics and Physiology.

✓ † AGNES CRARY, A.B.,
English.

✓ ADA M. LAUGHLIN,
Drawing.

✓ JULIET P. RICE,
Music.

✓ EMMA J. BRECK,
English.

* Miss Jessie Vance substituted for Miss Seaman for five months during the year.

† Miss Etta E. Moore substituted for Miss Crary for the year.

STATE NORMAL SCHOOL, LOS ANGELES.

✓ CHARLES M. MILLER,
Sloyd.

✓ JAMES F. CHAMBERLAIN,
Geography.

✓ CHAS. DON VON NEUMAYER,
Reading.

✓ EVERETT SHEPARDSON, A.M., Acting Supervisor of Training School,
Psychology and Pedagogy.

✓ SARAH J. JACOBS,
Director of Physical Training.

✓ FLORENCE LAWSON,
Director of Kindergarten Department.

 TRAINING SCHOOL.

CRITIC TEACHERS.

✓ FRANCES H. BYRAM, City Prin- ✓ AGNES ELLIOTT,
✓ ALBERTINA SMITH, [cipal. ✓ CARRIE REEVES.
✓ CLARA M. PRESTON.

ASSISTANTS IN KINDERGARTEN DEPARTMENT,

✓ GRACE BARNES, ✓ ALICE GRAY.

 EMPLOYES.

EDWIN P. CARR,
Engineer and Carpenter.

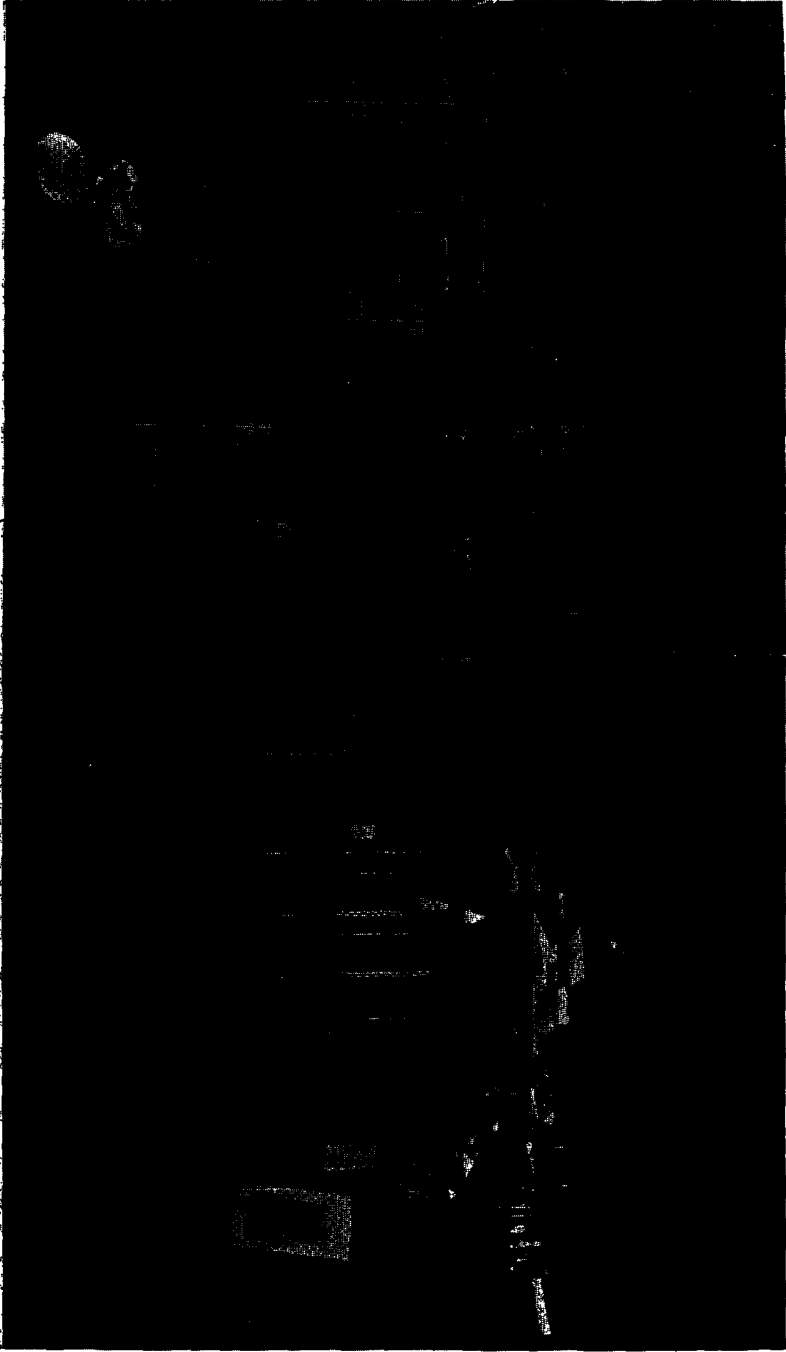
JOHN D. BARRIE,
Resident Janitor.

JOHN QUICK,
MRS. JOHN QUICK,
Janitors.

✓ GRACE RICHARDSON,
Assistant Librarian.

STANLEY E. ARMSTRONG,
Janitor of Gymnasium.

THOMAS FARNHAM,
Gardener.



OFFICE OF PRINCIPAL.

REPORT OF TRUSTEES.

CIRCULAR FOR 1897-98.

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, 1897, with the course of study, rules, regulations, etc., for the coming year.

The enrollment has very nearly reached the full capacity of the present building. Another year it will doubtless reach 600. It is believed that more students than that number cannot work together successfully in a Normal School.

Nearly one hundred students have been graduated during the year. Almost all of these have been engaged in the schools of Southern California, and, with scarcely an exception, they have shown their fitness to manage well any public school.

Additions in the way of equipment have been made to the school during the past year. A thoroughly equipped Sloyd Department has been fitted up for the Training School. Other work in the way of Manual Training has been begun and a course of study is being prepared which, it is hoped, will more nearly fit boys and girls for the duties of life than does the present curriculum of our public schools.

A Kindergarten Training Department has been organized, the first school of the kind established under the auspices of the State. In it twenty young ladies are being prepared to become Kindergarten Directors. The standard for admission to this department is high, and the course of study is strong. We believe this department will do much towards furnishing thoroughly trained Kindergartners for the service of the State.

With all departments, academic and professional, thoroughly equipped for good work, with a large gymnasium in which the physical training of the students is under competent supervision, with Manual Training in both the Normal and Training Schools, and with a Kindergarten Training School second to few in the country, the organization of the school seems to be as nearly complete as is possible at present, considering the room we have in the present buildings and the funds that are allotted to us by the State.

For further information in regard to the workings of the school, reference is made to the report of the President.

PRESIDENT'S REPORT.

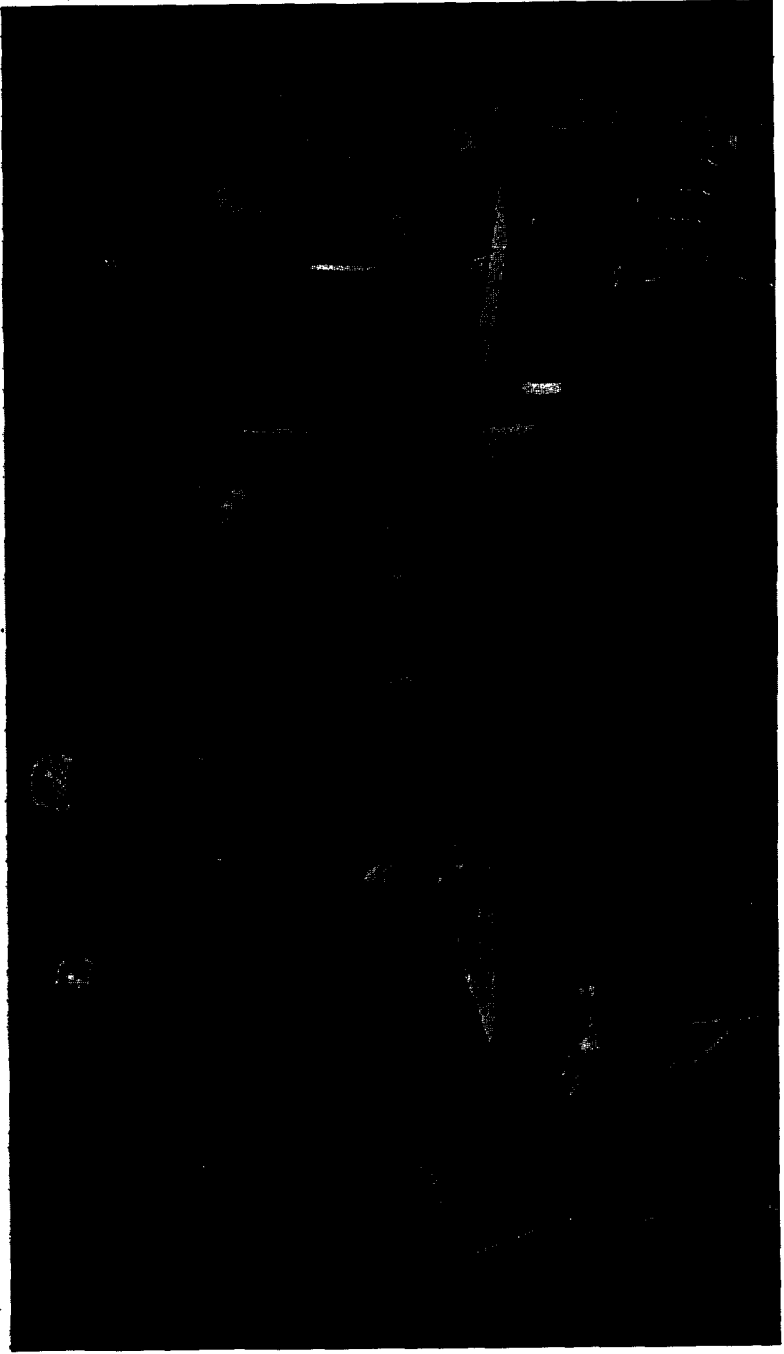
For the year ending June 24, 1897, the record of the State Normal School at Los Angeles is one of quiet, steady growth and improvement. The enrollment of students has been 567, as against 498 the previous year.

The standard for admission is being slowly but steadily raised. Nearly 50 per cent. of our new students this year are either graduates of High Schools and schools of equal rank or are teachers of considerable experience and scholarship.

A Department of Kindergarten Training has been added to the school, the work of which is now fully organized on a basis of thorough scholarship and efficient training. Its course of study requires two years for college and high school graduates and four years for graduates of the ninth year of the grammar school.

A contract, signed by the School Board of the City of Los Angeles, has allowed our Training School to formulate and pursue a special course of study, the result of which is a possible growth toward an ideal curriculum for our public schools. The first outgrowth of this change is the introduction of a systematic course of instruction in manual training throughout the grades. This includes clay modeling, drawing, sewing and Sloyd. A room has been thoroughly equipped for the last named work.

Besides the regular normal course of four years, three special courses are maintained, viz., for high school graduates, for teachers and college students, and for Kindergartners. These special courses, together with the facilities offered for visiting teachers to take special work in the school, tend to widen the field of our usefulness and to give the State Normal School at Los Angeles the equal rank it should hold among the foremost normal schools of our United States.



RECEPTION ROOM, AND OFFICE OF PRECEPTRESS.

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; (c) a diploma from the ninth year of the public schools under conditions named below; (d) 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 44.

Graduates from the ninth year of the public schools of California, will be admitted without examination when the diploma is accompanied by a statement as to standing and a special recommendation from teachers. The record must show a high standing in all the subjects. Blanks to be filled out may be obtained of the County Superintendents.

ADMISSION ON EXAMINATION.

Examinations for admission to the Junior class will be given, at the dates named in the calendar, on the following subjects: Arithmetic, English, Geography, United States History, Reading, Spelling, Penmanship and Vocal Music. The requirements in Arithmetic will include the following points: Accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement and volume; forms in analysis; applications of percentage, with special reference to the use of elemental principles.

In English 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 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.

The Geographical knowledge of students seeking to enter the Normal School should comprise an intelligent conception of the world, including location of most important countries, their chief productions and characteristics of the people. The great grain, cotton, timber, fruit, grazing and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in United States history deals chiefly with the growth and character of the government, including a careful study of the constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical system of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In Music, the student must be able to sing the major scale, and to both sing and write the diatonic intervals.

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.

(3) 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.

(4) 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 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.

Applicants should be here at 9 a. m. on the days indicated, viz., September 2d and January 28th, and go directly to the assembly room, where directions will be given.

Those entering on past examinations, credentials, or previous membership in the school, should also be here on above dates and report in Room N.

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."

All entering the school are also 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) _____."

A deposit fee of five dollars is made with the President, 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 teacher's 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, to examine its work, and perhaps to 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.

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 also four years of hard work. It should 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.

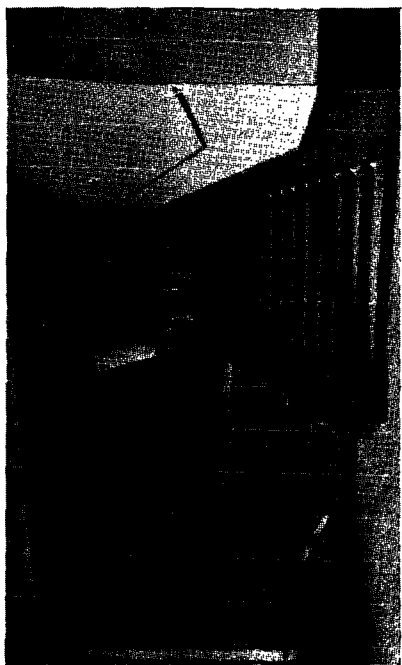
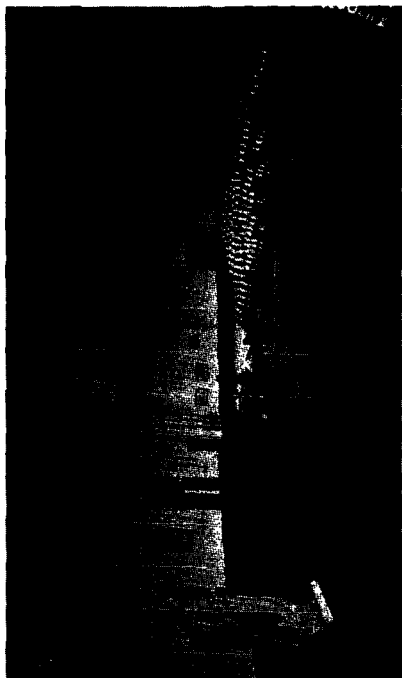
3. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student.

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 materials in the Physical Laboratory work, and \$3 for the same purpose in the work in Chemistry; fifty cents per year will be charged for material in Sloyd work, and twenty-five cents per term as a library fee to cover wear and tear and losses. Board in private families costs from \$3.50 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 \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done, it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.



VIEWS OF ASSEMBLY.

A VIEW OF ONE OF THE STAIR-CASES.
MUSEUM.

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.

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 Preceptress or Class-Teacher may grant 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. 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 President 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 endorsed by the President or 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 Preceptress, when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts 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 Preceptress 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 President 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. Evening study hours must not be extended beyond the time named.

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 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, to the room of your class teacher, and they will be safely and regularly delivered to you twice a 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.

SPECIAL REGULATIONS PASSED BY THE FACULTY.

SPECIAL STUDENTS. (a) An applicant for special classification must receive from the Committee on Special Classification a statement of the subjects from which he is excused, and of those in which he is permitted to take an examination, together with the grade to which he is assigned.

(b) The applicant must be assigned to a particular section by the committee on sectioning that grade.

(c) The applicant must receive from his class-teacher his program and folder.

(d) The class-teacher must see that the proper credits are reported for permanent record.

CHANGING PROGRAMS. All changes in the established program of any student must be made by a committee, consisting of the teachers of such pupil; the class-teacher being chairman.

CONDITIONS. (a) A student failing in subjects requiring fifteen hours per week, exclusive of Word Work and Gymnasium, shall be required to take those subjects over, and no advanced work, unless permitted by a committee consisting of his several teachers.

(b) Students desiring examinations at the opening of the fall term to remove conditions, must present their requests before a committee composed as above, on Wednesday preceding the close of the spring term; and, if such requests be granted, each such student must, at the opening of the fall term, show to the satisfaction of the committee that he has done sufficient work during vacation to entitle him to such examination.

Such examinations must be held at the same time at which examinations for admission are held.

GRADING. A student shall be graded with the lowest class with which he has twelve or more periods of recitation per week; provided that no one be graded as Senior A who has not completed all the work of the lower classes or an equivalent. A subject completed in advance of a class shall be considered as equivalent to one of a lower class not completed.

TRAINING SCHOOL. (a) No student shall be permitted to teach in the Training School who has not completed all the work of the previous classes.

(b) Whenever a student-teacher shall be reported by the critic teacher as deficient in subject-matter, a committee, consisting of the Principal, the head of the Department of Pedagogy, the acting Supervisor of the Training School, the critic teacher, and the teacher of the subject, shall take such case under consideration. Upon the recommendation of this committee, such student shall be required to discontinue his work in the Training School, and to take such class work as is best fitted to make up such deficiency.

FAILURE ON PART WORK. If a student pursues a subject a half-term or more, and fails to do satisfactory work, that fact shall be recorded on the permanent records, whether he continues to the end of the term or not.

HABITUAL DEFICIENCY. It shall be the duty of every teacher, at the close of each term, to report to the several class-teachers the names of students under his instructions who are—(a) Habitually deficient in spelling; (b) Habitually deficient in the construction of sentences, either oral or written; (c) Habitually lacking in neatness in written work. Such report should indicate the particular deficiency or deficiencies.

It shall be the duty of each class-teacher to record such deficiency or deficiencies on the folder of any student who is reported as deficient in the same point or points by two or more teachers, and also to report the same for permanent record.

In making the record on the folder, a deficiency shall be indicated by writing in red ink, across the face of the report for the term, the word or words, spelling, sentences, neatness.

Any student who shall be deficient in the same particular for four consecutive terms, or in the same two for three consecutive terms, or in the

same three for two consecutive terms, shall be considered as unfit to become a teacher, and shall be requested by the Faculty to withdraw from the school.

MID-TERM REPORTS. On the Monday following the middle of each term, each teacher must report to the several class-teachers of the students under his instruction, the standing of such students; such standing to be designated by the letters C, D, and P, for creditable, doubtful, and poor, respectively.

CLASS PARTIES. (a) No orchestra shall be permitted, except at the final class party of the Senior A class.

(b) No escort shall be invited by a student, except by permission of the Principal and Preceptress.

(c) No assessment to pay expenses, except at the final class party of Senior A, must exceed fifteen cents.

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, we cannot work miracles, and there are those out of whom no amount of instruction, and no thoroughness of training, can make good teachers.



TO SCHOOL TRUSTEES.

If Trustees who need teachers will write to the President, stating the character of the school and the peculiar qualifications required in the teacher, the place can be filled by those who are thoroughly trained. This will be done without expense to either Trustees or graduates of the school. In this way school authorities will be doing a real service to their schools, and at the same time will be encouraging professional training. A certificate to teach and a record of a few months in a cramming school is no evidence of fitness for the important work of school management.

The President will also be glad to answer any questions in regard to under-graduates who may apply for positions as teachers. The fact that a young gentleman or lady has spent one or more years in the Normal School is no evidence that the applicant is fitted to teach. It may, on the contrary, be evidence that he or she is considered unfit for the work and has been dropped from the school. Some, however, are as well prepared to teach as are those who have simply passed the examination for a certificate, and should be encouraged by receiving positions in the schools. We shall always be glad to state frankly what qualifications such young people have for the responsible work that they wish to assume.

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.

At the meeting of the Joint Board of Normal School Trustees, held at San Jose, April 11, 1896, a resolution was passed adding a Kindergarten Department to the Normal Schools of the State as soon as practicable.

TABULATED COURSE OF STUDY.
FIRST, OR JUNIOR YEAR.

	JUNIOR B.	JUNIOR A.
PROFESSIONAL	Elementary Psychology—*20—2.	Elementary Psychology—20—2.
ENGLISH	Grammar—20—4.	Composition. Classic Myths—20—4.
SCIENCE	Botany—20—3. Geography—20—4.	Botany—20—3.
MATHEMATICS	Algebra—20—5.	
MANUAL TRAINING	Sloyd—20—2. Penmanship—20—1.	Drawing—20—2. Sloyd—20—2.
MISCELLANEOUS ...	Physical Training—20—3. Music—20—1. †Word Work.	Reading—20—4. History—Greek and Roman Civilization; Breaking up of the Roman Empire; Beginnings of Modern History—20—4. Physical Training—20—3. Music—20—1. Word Work.

SECOND YEAR.

	MIDDLE D.	MIDDLE C.
PROFESSIONAL.....	Elementary Psychology and Child Study—20—2.	Elementary Psychology and Child Study—20—2.
ENGLISH	Figures. Versification—20—4.	
SCIENCE.....	Physiology—20—5.	Zoölogy—20—2. Physics—20—5.
MATHEMATICS.....		Arithmetic—20—4.
MANUEL TRAINING.....	Drawing—20—2. Sloyd—20—2.	Drawing—20—2. Sloyd—20—1.
MISCELLANEOUS ...	Reading—20—3. English and Related European History—20—4. Physical Training—20—2. Music—20—1. Word Work.	United States History and Government—20—4. Physical Training—20—3. Music—20—1. Word Work. Ethics—20—1.

* The first number refers to the number of weeks; the second, to the hours per week.

†Fifteen minutes daily four days in the week.

THIRD YEAR.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL	Psychology and Pedagogy—20—2	Pedagogy—20—4.
ENGLISH.....	Prose. Style—20—4.	Grammar, with especial reference to teaching it in the Public Schools—20—4.
SCIENCE.....	Zoölogy—20—3. Geography—20—4.	Chemistry—20—5.
MATHEMATICS	Geometry—20—5.	Algebra—10—4. Arithmetic—10—4.
MANUAL TRAINING.....	Drawing—20—2. Sloyd—20—2.	Manual Training in the Public Schools (Drawing and Sloyd)—20—4.
MISCELLANEOUS....	Physical Training—20—2. Music—20—1. Word Work.	Physical Training—20—3. Music—20—1. Word Work.

FOURTH, OR SENIOR YEAR.

	SENIOR B.	SENIOR A.
PROFESSIONAL	Observation and Teaching in Training School—20—5.	History and Philosophy of Education—20—3. School Law and School Economy—20—3. Teaching in Training School—20—5.
ENGLISH.....	Literature—20—4.	Literature: English in the Public Schools—20—4.
SCIENCE.....	Physics—20—5.	
MATHEMATICS	Bookkeeping and Commercial Arithmetic—20—3.	Geometry—20—4.
MANUAL TRAINING.....	Drawing—20—2.	Drawing—20—2.
MISCELLANEOUS....	Reading—20—2. Physical Training—20—3. Music—20—1.	Physical Training—20—3. Music—20—1.

Chorus work daily fifteen minutes throughout the course.

A SHORT COURSE.

FOR HIGH SCHOOL GRADUATES.

1. A two years' or two and one-half years' course is arranged for graduates from accredited high schools who are recommended for entrance to the State University. Applicants must present papers of the form required by the Los Angeles State Normal School, designating the subjects in which they are recommended to the University. Blanks may be had by applying to the Principals of the High Schools.

The following subjects will be most helpful in arranging a course in the Normal School: ENGLISH—full High School course; MATHEMATICS—Algebra, Plane Geometry; HISTORY—Greek and Roman, Mediæval and Modern, Civics; SCIENCE—Physics, Chemistry, Botany, Zoology.

For students accredited in all of the above subjects, and entering in September, a regular two years' course, indicated in section 5, has been arranged. Students not fully accredited will usually find it best to spend a term at the Normal School before entering upon the regular two years' course.

2. Any High School graduate not submitting these papers is admitted to the first term, and can obtain advanced standing by satisfying the teacher of a subject of his proficiency in that subject.

3. Applicants for the two years' course should present, by mail, before the first day of September, the paper required in section 1. Address Chairman of High School Committee, Room G, State Normal School, Los Angeles. The students should present themselves for classification at the same room, between the hours of nine and twelve, Thursday, September 2d.

All High School graduates from this or other States, not holding such papers, but desiring advanced standing, should apply in person to the same committee, between the hours of one and three, Thursday, September 2d.

4. A student accredited in the group of subjects under section 1 is excused from the following work: ENGLISH—Rhetoric, Literature; MATHEMATICS—Algebra, Plane Geometry (a recommendation in Geometry is not accepted, as the subject is studied in connection with its Solid application to Arithmetic); HISTORY—The work of two terms; SCIENCE—Chemistry, Physics one and a half terms, Botany one term, Zoology one term (a recommendation in Physiology is not accepted, unless the work has been done by the laboratory method).

Subjects marked with a star may be taken by examination.

An examination in the first term's English will be held on Friday, September 3d, at 1 p.m., in Room G. All entering High School students are required to take it. It will presuppose a thorough knowledge of declension, conjugation, form and use of verbals, structure of sentences, the principal rules of syntax, and punctuation and sentence structure. The examination will include a composition of 250 or 300 words on some subject assigned.

TABULATED COURSE OF STUDY FOR HIGH SCHOOL GRADUATES.

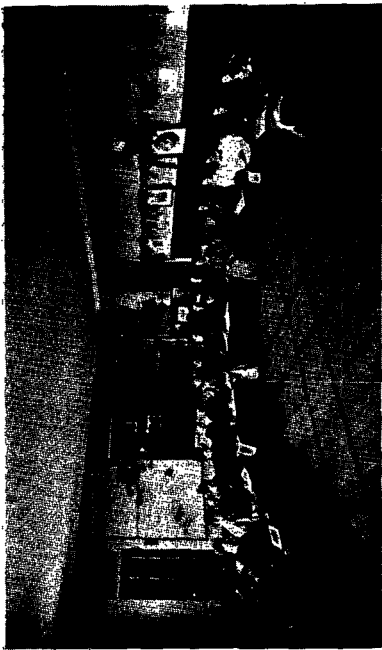
5. A student fully accredited in the group under section 1, and entering in September, takes the following work in a regular course:

FIRST YEAR.

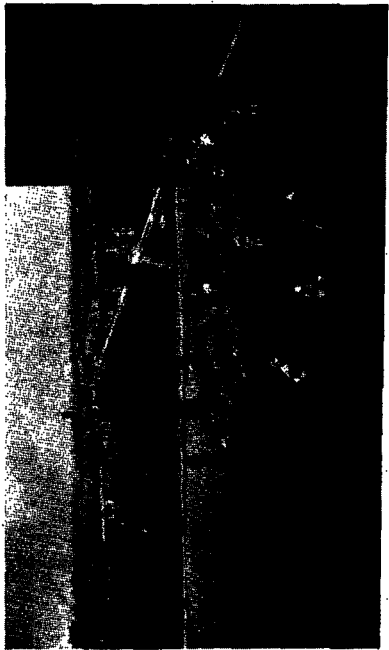
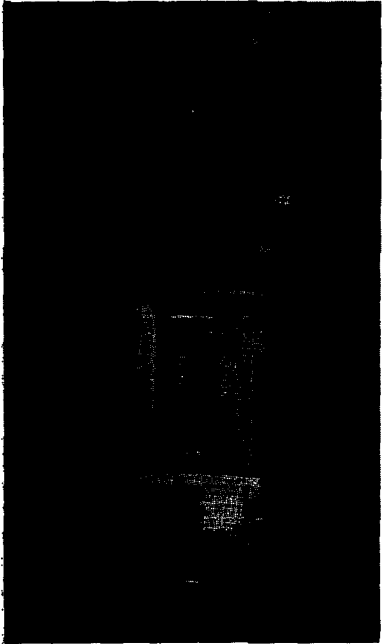
	FIRST TERM.	SECOND TERM.
PROFESSIONAL	Psychology—20—4.	Psychology—20—4.
ENGLISH	*Grammar (Junior B)—20—4.	Grammar (Mid. A)—20—4.
SCIENCE	Zoölogy—20—3. Geography (Junior B)—20—4.	Botany—20—3.
MATHEMATICS	Arithmetic—20—5.	*Bookkeeping—20—2.
MANUAL TRAINING.....	Drawing—20—2.	Drawing—20—2. Sloyd—20—3.
MISCELLANEOUS ...	Music—20—2. Physical Training—20—2.	Reading—20—4. Music—20—2. Physical Training—20—2

SECOND YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL	Pedagogy—20—5	History and Philosophy of Education—20—2. School Law and School Economy—20—3.
	Teaching—20—5.	Teaching—20—5.
ENGLISH		English in Public Schools—20—2.
	Physics (in Public Schools)—20—2.	Physiology—20—4.
SCIENCE.....		*Geography (Mid. B)—20—4.
MATHEMATICS	Geometry (Senior A)—20—2.	
MANUAL TRAINING.....	Drawing—20—2. Sloyd—20—2.	Drawing—20—2.
MISCELLANEOUS ...	Constitutional History of the United States—20—4. Music—20—2. Physical Training—20—2.	Music—20—2. Physical Training—20—2.



KINDERGARTEN TRAINING CLASS.
GARDEN FOR KINDERGARTEN.



VIEWS OF KINDERGARTEN ROOMS.

6. The Faculty reserves 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.

SPECIAL STUDENTS.

Entering students holding first grade teachers' certificates or college diplomas of other States than California, are privileged to apply for advanced standing. Such applicants must present their credentials to the Committee on Classification, in Room C, Normal building, between 10 a. m. and 3 p. m., Thursday, September 2d, and Friday, December 31st.

KINDERGARTEN DEPARTMENT.

The increasing demand for thoroughly trained Kindergartners in Southern California influenced the Board of Trustees of the State Normal School at Los Angeles, at its annual meeting in May, 1896, to establish a department for the training of Kindergarten teachers. This department was opened September 8, 1896. It will enter upon its second year September, 1897. This department is not supplementary to the regular Normal Training School, but is for the purpose of graduating efficient teachers for Kindergartens. No effort has been spared to make the training as thorough and strong as that received in two years' time in any other Training School for Kindergarten teachers.

By a law enacted by the Legislature of 1897, the special diploma from this department is made a valid license to teach in Kindergartens throughout the State. Holders of the Kindergarten diploma from the Los Angeles Normal School will be admitted without examination to the Senior year of the Chicago Kindergarten College.

CONDITIONS OF ADMISSION.

1. High school graduates will be admitted to a two years' course under the same rules and regulations governing their admission to the regular Normal Course (see page 21 of catalogue) after having passed the following examinations: Grammar, syntax; Composition, practical; General Reading, literary; Music, instrumental, ability to read simple airs with reasonable facility, in good time and with fair touch; vocal, ability to sing simple songs with accuracy and expression; Drawing, ability to draw simple objects in outline and light and shade in good perspective.

Only one class will be organized each year for the two years' course, and this will begin work in September.

2. Those who are pursuing the regular Normal course and have finished the work of its first two years, may elect the two years' Kindergarten Training course, if they show peculiar fitness for that work.

3. Students not classified in either of the above groups (sections 1 and 2) will be referred for examination to a special committee consisting of the President of the Normal School, the Director of the Kindergarten, and the Professor of Pedagogy of the Normal School. Any advanced standing in the required work for Kindergartners necessitates an examination in all the subjects completed in the first year of the special Kindergarten course. This examination covers both the academic and Kindergarten training of the year specified, in addition to the regular entrance examination. None will be admitted for less than one year's work.

4. Holders of diplomas from the four years' course of California Normal Schools may complete the Kindergarten course in one year if they are prepared in subjects for examination named in section 1.

OUTLINE COURSE OF STUDY FOR THE KINDERGARTEN DEPARTMENT.

The first and second years' work for students entering from the ninth year of the public schools is identical with that of the first two years of the regular Normal course.

The third and fourth years' work, that for College and High School graduates, is as follows:

THIRD YEAR.

1. **KINDERGARTEN THEORY**—Mother-play, Gifts, Occupations, Program, and Games (one hour per week to each subject specified), Observation in Morning Kindergarten (five hours per week).

2. **PSYCHOLOGY**—This consists of an experimental and theoretical study of mental life, with a special view to a better understanding of child life and development (four hours per week throughout the year).

3. **SCIENCE**—The first term will be devoted to the study of Botany and Zoology (three hours per week to each subject). The second term will be devoted to the study of Physiology and Hygiene (four hours per week).

4. **MUSIC**—Voice placing and development of tone; phrasing and expression; children's voices; sketches from the history of music. Transposition and modulation, in both major and minor forms, are studied, in order to sing intelligently that which must be taught the child by rote. Physical work based on the Delsartean Philosophy is given throughout the course (two hours per week throughout the year).

5. **ENGLISH**—Composition or Literature as required by the needs of the class (four hours per week for the first term).

6. **DRAWING**—The first term's work will consist in a study of perspective principles and their application to object drawing in outline; black-

board illustration; form study; drawing in color for children; free paper cutting for illustration and design; nature study, including different branches of science. The mediums used are chalk and lead pencil.

The same work will be continued during the second term. Germination and plant growth, illustrated with pen and ink; composition of groups; imaginative sketches; illustration of trades and occupations (two hours per week throughout the year).

FOURTH YEAR.

1. **KINDERGARTEN THEORY**—Mother-play, Education of Man, Gifts, Program, Supervising and Adaptation of Stories to Kindergarten Use (five hours per week). Practice work (fifteen hours per week throughout the year). This practice will be required in Kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children in Gift and Occupation work. Ample opportunity is given for the telling of stories, teaching of songs, and conducting morning circle, games and marches. Students who fall below grade in such practice work will not receive the diploma, even though their academic work be satisfactory.

2. **PEDAGOGY**—A short study in Methodology and Hygiene of instruction, especially adapted to the needs of Kindergarten workers (two hours per week throughout the year).

3. **MUSIC**—The work in this is a continuation of the work of the previous year (one hour per week throughout the year).

4. **ENGLISH**—Essentially the same work as that of the Senior A class in the regular Normal course (two hours per week, last term).

5. **DRAWING**—Object drawing will be continued; illustrating with the brush; drawing from casts; water-color work (two periods per week, first term).

KINDERGARTEN COURSE OF TWO YEARS.

FIRST YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH.....	Composition. Classic Myths—20—4.	
SCIENCE.....	Zoölogy—20—3.	Physiology—20—4. Botany—20—3.
MANUAL TRAINING.....	Drawing—20—2.	Drawing—20—2.
MISCELLANEOUS ..	Music—20—2.	Music—20—2.
KINDERGARTEN ..	Theory—20—5. Observation—20—5.	Theory—20—5. Observation—20—5.

SECOND YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL	Pedagogy—20—2	Pedagogy—20—2
ENGLISH		Essentially the same as Senior A, of Normal Course—20—2.
MISCELLANEOUS ...	Drawing—20—2. Music—20—1.	Music—20—1.
KINDERGARTEN ...	Theory—20—5. Practical Teaching—20—15.	Theory—20—5. Practice Teaching—20—15.



LIST OF TEXT-BOOKS REQUIRED.

JUNIOR B.

Psychology—Halleck.

English— { Genung's Outlines of Rhetoric;
 { Buehler's Practical Exercises in English.

Algebra—Wentworth's School.

Word-analysis—Reed & Kellogg's Word-building.

Spelling—California State Series.

Music—Common-School Course.

JUNIOR A.

Psychology—Halleck.

English—Gayley's Classic Myths.

Botany—Rattan's California Flora.

Geography—Tarr's Elementary Physical.

History—Sheldon's General.

Word-analysis—Same as Junior B.

Spelling—Same as Junior B.

Music—Natural Course.

MIDDLE D.

Psychology—James's Briefer Course.

English—Selected.

Physiology—Martin's Human Body (Briefer Course).

History—Green's Short History of the English People.

Music—Normal Third Reader.

MIDDLE C.

Psychology—Same as Middle D.

History and Government—Wilson's State and Federal Government.

Physics—Gage's Principles.

Arithmetic—California State Series.

Music—Same as Middle D.

Word-Analysis—Same as Junior B.

MIDDLE B.

English—Selected.

Geometry—Wentworth's.

MIDDLE A.

Algebra—Same as Junior B.

Arithmetic—Same as Middle C.

English—Whitney's Essentials of Grammar.

Chemistry—Richardson's.

SENIOR.

Pedagogy—Quick's Educational Reformers.

English—Selected.

Geometry—Same as Middle B.

Physics—Same as Middle C.

“The Euterpean” Music Book is required in all classes.

The following texts will be needed by students taking the Kindergarten course:

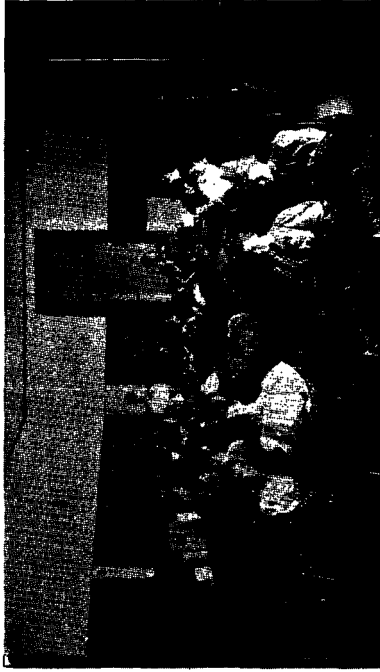
1. Education of Man—Hailman's Translation.
2. Mutter and Kose Lieder—Published by Lee & Shepard; or Mutter and Kose Lieder—Translated by Susan Blow.

3. Psychology and the Psychosis of Intellect—Denton J. Snider.
4. Study of Child Nature—Elizabeth Harrison.
5. Symbolic Education—Susan Blow.
6. Songs for Little Children—2 vols., Eleanor Smith.

In addition to the above, selections will be made from the following list, as the needs of the classes may demand:

- Arithmetic—Walsh, California State Series, Wentworth and Hill's Exercises.
- Algebra—Milne, Bowser, Smith.
- Geometry—Bowser, Hopkins, Edwards.
- Grammar—California State Series, Gow's Method of English.
- Word-Analysis—Swinton.
- Composition—Lockwood, Wendell, Newcomer, Scott and Denney.
- Rhetoric—Kellogg, Hill's Elements.
- English Literature—Stopford Brooke, Pancrost, Kellogg.
- Geography—California State Series.
- Physical Geography—Appleton, Warren.
- Botany—Gray's Lessons, Spaulding, Vines, Boyer's Elementary Biology.
- Zoology—Colton, Holder, Boyer's Elementary Biology.
- Chemistry—Mead's Chemical Primer, Remsen's Introduction, Cooley's Laboratory Studies, Shenstone's Practical Introduction, Roscoe & Lunt's Inorganic Chemistry for Beginners, White, Bartlett's Laboratory Exercises.
- Physics—Avery, Carhart, Chute, Hall, Hall & Bergen, Shaw, Jones's Elementary Lessons in Heat, Light and Sound.
- Physiology—California State Series.
- General History—Sheldon, Barnes, Meyers.
- United States Government—Fiske, Childs's Topical Analysis.
- United States History—California State Series, Fiske.
- Astronomy—Young.
- Psychology—Hewett, Hill, Ladd, Gordy, Herbart, Sully's Outlines, Sanford's Experimental.
- Pedagogy—Swett, Hewett, McLellan's Applied Psychology, De Garmo's Essentials of Method, De Garmo's Herbart and the Herbartians, Herbart's Science of Education.
- History of Education—Rosenkranz, Williams, Davidson's Education of the Greek People.
- Philosophy of Education—Rosenkranz.
- Drawing—Garin, Bradfield, Prang, School.
- Ethics—Holland.
- Bookkeeping—Childs's Essentials.





PSYCHOLOGICAL LABORATORY.
GEOGRAPHICAL LABORATORY.

MUSIC ROOM.
ONE OF THE ENGLISH ROOMS.

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.

To the end that every teacher may be interested in the work of all the departments of the school, and especially in the pedagogical side of every subject, weekly seminary meetings are held for the discussion of questions that will directly aid the Faculty in an understanding of the needs of the public schools. This knowledge is then made use of in the more thorough and practical preparation of the students for their responsible work.

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 also from time

to time to 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. 5

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 be not only sufficiently extensive in matter, but also 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

and 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. Everything 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 led 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," Compayre's "Lectures on Teaching," De Garino'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.

During the whole of the fourth and last year five periods per week will be devoted to practice-teaching in the Training School, under the immediate direction of the critic teachers and the Department of Pedagogy. In addition to the daily directions received during their teaching work, the critic teachers will devote at least two periods per week after school hours to criticisms and specific direction of the work of the teachers in training.

During the last term of the course three periods per week will be spent on a study of the History and Philosophy of Education. 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 re-

quire 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 also 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 TRAINING SCHOOL.

The Training School is organized with five class-rooms—one for the first grade, one for the second grade, one for the third and fourth grades, one for the fifth and sixth grades, one for the seventh and eighth grades. Each class-room is presided over by a competent critic teacher. Each grade consists of two half-year classes, so that there are practically sixteen grades. As there are, besides the regular class-rooms, fourteen recitation rooms, opportunity is given for division of some of these half-year classes on the basis of either advancement or numbers. The most of this subdivision is made in the first and second grades, as much more individual attention of both pupils and student-teachers is



SLOYD ROOM FOR TRAINING SCHOOL.



A ROOM IN TRAINING SCHOOL.

needed there. A large proportion of the training school work is in the primary grades, for it is seen that pupil-teachers need the observation and practice in the handling of little children, more than the work in the higher grades. The critic teachers (and occasionally teachers from the Normal Department) give, as often as is necessary, lessons to be observed by the students-in-training, and also give helpful criticisms to these practicing students.

During the past year there has been great freedom in the Training School curriculum. As a consequence, there has been better co-ordination of the work with the Normal Department and better correlation of the different subjects. It is the intention to carry on this work still more fully during the coming year. During this last year, emphasis has been put on manual helps in the impression and expression of ideas. With this in view, sewing has been introduced in the first four grades; a regular Sloyd room has been fitted with the necessary apparatus for twenty-four pupils at one time; pupils of the sixth, seventh and eighth grades take two periods of practice in the Sloyd room each week; a modification of the Prang system of drawing has been introduced throughout the grades. Several changes in the curriculum along other lines have been made, notably in literature numbers and science.

Students who are admitted to practice in the Training School devote to this work one recitation period daily during the Senior year. All work of the four-year's course, except an equivalent of twenty-six periods per week for one year, must be completed before students are admitted to practice in the Training School. They remain for teaching from eight to ten weeks in one room, under the immediate supervision of the critic teachers; the work of both critic teachers and pupils-in-training is under the general supervision of the Department of Pedagogy.

Each student-in-training has indicated to her the work to be done by her class in a certain time, and she is held responsible for results. She is required to hand to the critic teacher a General Plan for each subject she is to undertake to teach. In this General Plan she should state the purpose of the teaching of the subject in the common schools, the aim that she has for the period (generally four or five weeks) allotted to her, and the general means which she will use to accomplish her aim. She is also required, at least once each week, to write out a Special Plan for the week, for a small group of lessons, or for a single lesson. After they are approved by the critic teacher, all of the General Plans and some of the Special Plans are copied into a note-book. This book is frequently inspected by some member of the Department of Pedagogy.

As the conditions change, the nature of the points of criticism vary. During the past year questions like the following have been found very helpful for the criticism of individual lessons, for groups of lessons, or for all the practice teaching done in a grade:

I. Preparation.

1. What can you say of her preparation in text, board-work, devices and illustrations?

2. What can you say of the preparation of the class?

3. What can you say of the bond of sympathy between teacher and class?

4. Standing. [V. C., very creditable; C., creditable; X., barely passable; P., poor; V. P., very poor.]

II. Choice and Arrangement of Subject-matter.

1. Was the amount of material in proportion to the allotted time?
2. How clearly did the teacher see the different points of the lesson in relation to each other, as to proper sequence and relative importance?
3. How did the plan of her lesson fit into her general plan?
4. Standing.

III. Presentation.

1. How clear was her presentation, and how logical her development (when development was used)?
2. What was the character of her application, drill and summarizing?
3. How clearly did the pupils see the facts in their relative importance?
4. To what extent did she require of the pupils answers careful in thought, expression and pointedness?
5. What can you say of her directness?
6. What can you say of the distribution of her questions?
7. How, in other respects, was her questioning?
8. Did she talk too much, too little, just enough?
9. What use did she make of the opportunities to work for character, and what can you say of her doing of it?
10. Standing.

IV. Personality of the Teacher.

1. What was the teacher's bearing?
2. What can be said of her self-consciousness and self-abandon?
3. How fresh, stimulating and alive in her instruction was she?
4. How largely did the personal element of the teacher enter into the teaching?
5. What can you say of her tact?
6. How was her language with respect to grammatical correctness, articulation, clearness and conciseness?
7. What can be said of the modulation of her voice?
8. How do her reading, writing, spelling, etc., rank as models?
9. What can you say of her personal neatness and manner?
10. Standing.

V. Discipline.

1. Did the teacher keep the whole class busy all the time?
2. Did she obtain the attention of the different pupils, and make them share in the work in proper degree?
3. To what extent did she give them rests, opportunity to stand, movements in the room, concert recitation?
4. To what extent were her eyes and ears open for misdemeanors, and to what extent did many things happen which she did not notice or did not consider?
5. To what extent was apparent effort necessary in order to obtain results in discipline?
6. Standing.

VI. The General Impression and Success of Her Work.

1. In what is her most noticeable improvement?
2. What are her especially strong points?
3. What are her especially weak points?
4. What seems to be the prospect?
5. Other remarks.
6. Standing.

The purpose of criticism is not to find fault with the students-in-training, but to assist them to become good teachers. Criticisms are therefore made suggestive and helpful. Records of criticisms (both adverse and favorable) of individual Seniors are kept on file, so that progress or retrogression may be noted.

Not every one who can teach single classes well can teach and manage a whole room at the same time. Tests in these lines are arranged so that for at least one day an entire room is put in charge of each Senior before graduation. These tests have been very helpful to the students in giving them practical ideas of what a day's work means, in showing them their own limitations, in giving many of them more confidence in themselves than they had had before the tests.

During the year the critic teachers and members of the Pedagogical Department will willingly talk with students-in-training in regard to their fitness to become teachers; for the truth should be recognized and impressed that not every one who enrolls in the Normal School can become a good teacher, not even every one who may do good academic work. Some such are wholly lacking in the elements of a good teacher, and no work that we can do for them can supply what is wanting. Too frequently, however, some of the latter class do not listen to the advice given them, and so lose much of what might be valuable time as well as mental and physical energy in continuing to pursue a hopeless task.

Graduates will confer a favor by reporting from time to time, and by letting us know in what way it seems that the training-school work could have been made more helpful. Those who do not advance educationally should step out of the way.

OUTLINE OF WORK IN ENGLISH.

FIRST YEAR.

First Term.—Grammar.

Second Term.—1. Composition.

2. Classic Myths.

Text-books for the year:

Revised State Series Grammar.

Buehler's Exercises in English.

Gayley's Classic Myths.

SECOND YEAR.

First Term.—1. Figures; versification; composition continued.

2. Study of poems selected from the following list:

Lowell: Vision of Sir Launfal.

Longfellow: Keramos.

Lanier: Song of the Chattahoochee.

Read: Drifting; The Closing Scene.

Tennyson: Morte d'Arthur; The Lotus Eaters; Ulysses.

Shelly: The Skylark; The Cloud; To the West Wind.

No English during the second term of this year.

THIRD YEAR.

First Term.—English prose:

Emerson or Carlyle: Selected Essays.

Webster: Bunker Hill Orations.

Burke: Speech on Conciliation.

Second Term.—1. Grammar and Composition.

2. American Literature.

Text-book for the year:

Whitney's Essentials of English Grammar.

FOURTH YEAR.

First Term.—Literary Types.

Special study of the drama; selected plays of Shakespeare; the novel, and the various forms of the lyric.

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

2. English literature in the common schools; use of school libraries.

 SCIENCES.

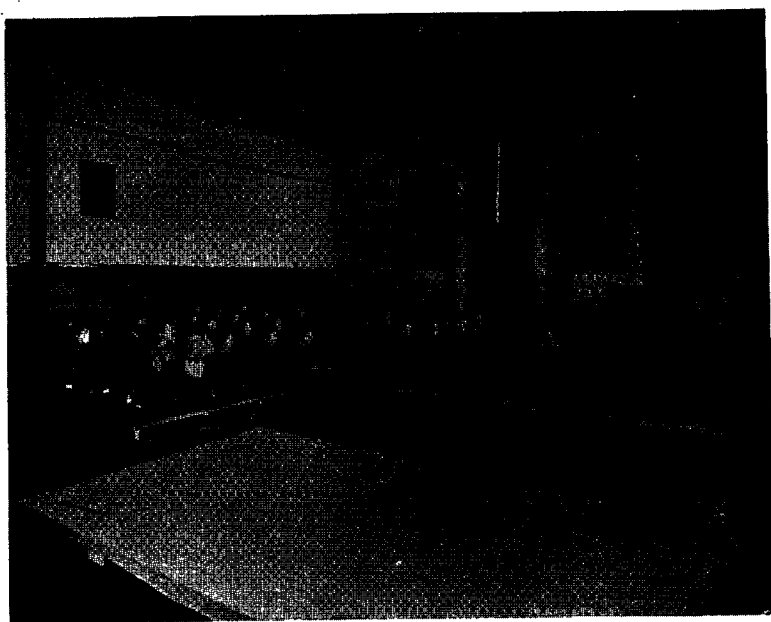
It is believed that the educational purpose of teaching science is to develop the spirit of patient, fearless investigation, the determination to see things as they really are, and the ability to express honestly and clearly what is seen. Hence, much time is spent in the Normal School in doing what may some day be done for us in Grammar and High Schools; that is, in training the students 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 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. Students are shown that after working directly with objects it is of the greatest value to verify their own conclusions or detect their own 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.

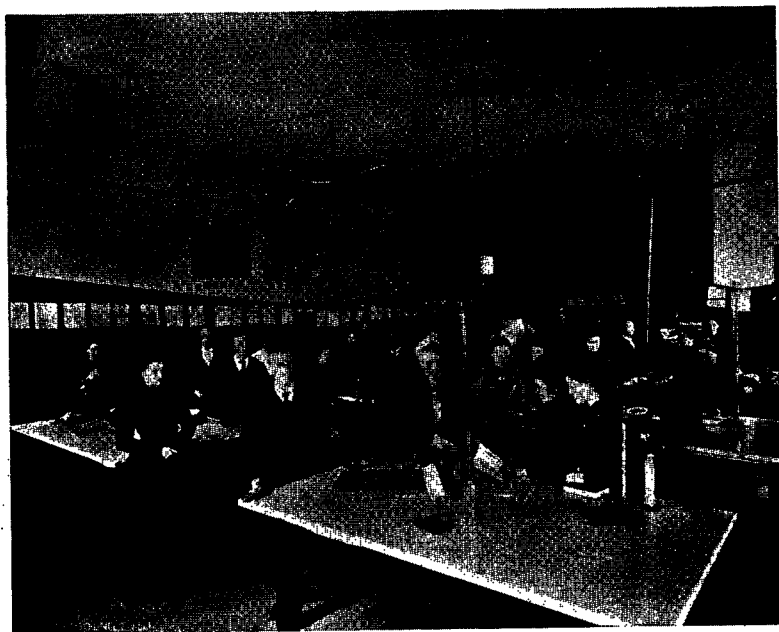
The professional side of the work is always in view. Special attention is given to the features of the subject most adaptable to children, and to discussing their educational value and natural order of development. There is always, too, actual experience in obtaining material and in devising simple appliances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



LECTURE ROOM FOR PHYSICS.



PHYSICAL LABORATORY.

mit two periods of one and one-half hours each, weekly, throughout the year, for individual work in the laboratory; the remainder of the time is spent in class-room discussion upon the results obtained from such experimentation and in topical work selected from standard authorities co-ordinated 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 re-discovery of all the laws of physics would be an impossibility.

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 co-ordinating the work and to a full co-operation 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 last 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.

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.

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 muscles 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.

OUTLINE OF WORK IN 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.—

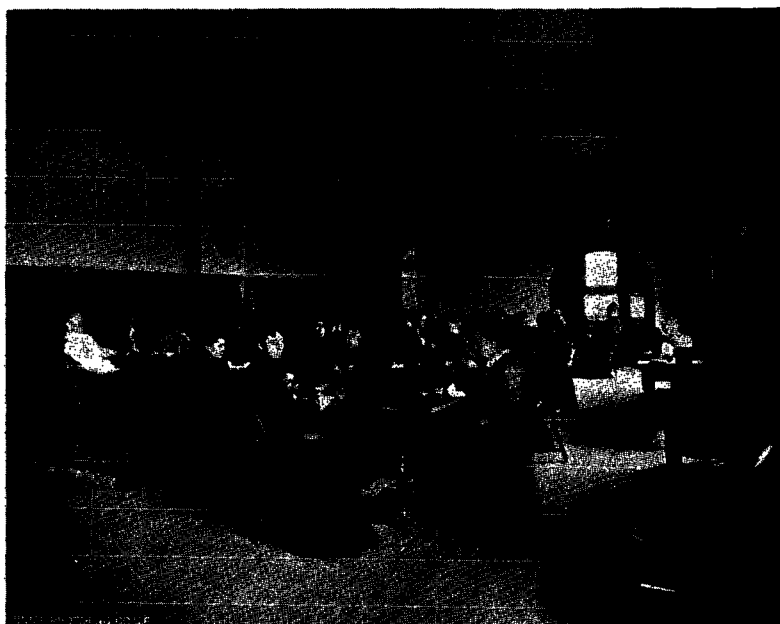
Collection of Algæ, and observations on their habitat, duration and adaptation to surroundings.

Observations in 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.



CHEMICAL LABORATORY.



BIOLOGICAL LABORATORY No. 1.

During and After the Rains.—

Collection of Fungi and Arohegoniatæ, and observations 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.

OUTLINE OF WORK IN ZOOLOGY.

In Zoology the aim is not to make zoologists, 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 Zoology 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—Paramœcium; Vorticella; Amœba.

Porifera—Euplectella; Spongia.

Cœlenterata—Campanularia; Renilla; Metridium.

Echinodermata—Synapta; Asterias; Echinus; Holothuria.

Vermes—Bugula; Lumbricus; Various Marine Worms.

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

Mollusca—Tapes; Chione; Ranella; Limnœa; 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 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.

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. Fifteen Bausch & Lomb AA B2 microscopes with $\frac{3}{8}$ and $\frac{1}{2}$ objectives and double nose piece have been added this year.

The Normal students are taught how to make mounts of their best dissections for permanent slides. The museum contains a good collection of zoological, botanical, paleontological 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 students, 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.

An attempt is now being made in this school to do something in household chemistry, 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 alkalies 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.

GEOGRAPHY.

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

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.

The course in the third year is planned with special reference to aiding the students to teach 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-molding and chalk-modeling are invaluable aids in the teaching of Geography, and sufficient instruction in this work is given to enable students to represent rapidly and with a considerable degree of accuracy the general surface features of any area.

In order to develop the human side of the subject, the text-book is supplemented by reliable books on travel, articles in the leading magazines, the Consular Reports, and pictures showing cities, the home life of the people, their dress and occupations. Students are encouraged in the collection of pictures and geographic articles for their own use. The Consular Reports, which are issued monthly, are of great value in correcting statements found in the text-books in regard to the leading industries, exports, imports, lines of travel, population, boundaries, etc.

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 are 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's "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 im-

portance 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.

In order to secure a clear, definite knowledge of Arithmetic, the following points are given special attention:

1. Accuracy and rapidity. As the teacher must be rapid in calculation, so also must he be accurate in statement, for "unrelated facts are not knowledge any more than the words of a dictionary are connected thoughts."

2. The production of vivid mental pictures, which shall be fixed by frequent repetition.

3. The development of relation, which is "the way of combining the means to reach the end the parts to make the whole." The study of mathematics is unceasingly calling forth the faculties of observation and comparison, and affords a boundless scope for the highest efforts of imagination." By developing the representative and comparative powers, we are enabled to cut loose from memory work, and to make the subject a continuous unfolding of thought.

4. The unity of the subject. The principles developed under any topic are preparatory to what follows, and thus the work is a process of building a symmetrical whole.

5. Interpretation. Certain underlying principles are in every example. These are to be studied, and are to find expression in symbolic statement. Independent investigation of original problems enables the student to see relations, and develops power for interpretation.

6. Clearness in demonstration. Dependent upon the preceding principles, which have been established, the student unfolds the relations, step by step, working from the known to the unknown, and then is enabled to formulate the rule. In such work he is to give close attention to the method, to the language used, and to the form in which the solution is presented to the class.

ALGEBRA.

The work in this subject develops: 1. The ability to see combinations; 2. The power of investigation; 3. Exactness in statement; 4. Generalization for arithmetical methods.

GEOMETRY.

The use of the text-book is merely auxiliary. The subject involves these points: 1. The process of reasoning; 2. Separating numerical relation from geometrical relation; 3. A clear, definite notion of magnitude; 4. The development of individual power.

MISCELLANEOUS.

OUTLINE OF WORK IN HISTORY.

FIRST YEAR, SECOND TERM.—Grecian, Roman and Mediæval:

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 their effects on later civilisation.

The Romans of the Republic; their character, 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 Saracens; their rise, their conquest, and their final expulsion from Western Europe.

The Beginning of Modern Europe.

Feudalism and Chivalry.

The Crusades, and their effect on civilization.

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 revival of learning, and the Reformation.

The reign of Elizabeth.

The Puritans and the Colonization of America.

The struggle for civil liberty.

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 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.

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 life 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 earliest 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.

SECOND YEAR.—Grammar grade work:

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, Zoology and Physics.

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

Clay-modeling of fruit, vegetables, plant forms, 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 Frang'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.

EXPLANATIONS 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.



VIEWS OF ART ROOMS.



SLOYD ROOM, NORMAL DEPARTMENT.

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.

"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 wood-work, 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.

FIRST YEAR.—

- (a) Order of tools, boards, etc., in the room.
- (b) Use, construction and adjustment of tools.
- (c) Drawing of models (plans only), including inventional and descriptive geometry.
- (d) Selection of materials.
- (e) Manipulation of tools in constructing the models.
- (f) Analysis and diagrams of work finished.

SECOND YEAR.—

- (a) Sharpening of tools.
- (b) Drawing of elevation, end and sectional views.
- (c) Drawing on reduced scale.
- (d) Surface planing.
- (e) Short history of Froebel, Cygnaeus and others.
- (f) Some history and theory of Sloyd.

THIRD YEAR.—

- (a) Carving and gouging.
- (b) Drawings made in ink.
- (c) Isometric and orthographic projection.
- (d) Linear perspective.
- (e) Analysis and classification of tools.
- (f) Theory continued.
- (g) Review of analysis of first models.

FOURTH YEAR.—

- (a) Blue printing.
- (b) Botanical structure and properties of woods.
- (c) Glue jointing.
- (d) Review of analysis and inner progression of models.
- (e) Methods and estimates.

The following Sloyd Models are made during the course:

1, preparatory; 2, label; 3, keytag; 4, table mat; 5, quarter foil; 6, triangle; 7, pencil sharpener; 8, cutting board; 9, pentagonal mat; 10, keyboard; 11, bracket; 12, picture frame; 13, flower stick; 14, penholder; 15, flower-pot stand; 16, flower cross; 17, corner bracket; 18, hammer handle; 19, box; 20, hatchet handle; 21, picture frames; 22, key rack; 23, paper knife; 24, ruler; 25, mitered frame; 26, pen tray; 27, towel roller; 28, hat rack; 29, cake spoon; 30, frame; 31, lamp bracket; 32, shelf; 33, scoop; 34, book rack; 35, knife box; 36, tray; 37, hanging cabinet (a); 38, 39, 40, tool chest (b).

READING.

In the reading more stress is laid upon the careful training and development of the physical powers that underlie the right use of the voice than upon the æsthetic features of expression. Great attention is given to careful drill in voice-placing, correct breathing, clear articulation and flexibility and strength of tone. In connection with this systematic, practical drill, theoretical instruction is given both in the particular principles that govern each topic mentioned and in the general principles of voice hygiene and voice building. The direct bearing of the work is toward the everyday needs of the schoolroom, and toward the thorough preparation of teachers who shall be capable of an intelligent and effective handling of the problems arising out of those needs. Opportunity is given early in the course for observation of children's voices, and for investigation of defects and bad habits of speech with a view to discovering their causes and the means of their cure.

MUSIC

The study of music runs through the entire four years' course, and is on the same basis as the other branches of study in the school.

All students are required to be present at the twenty-minute chorus practice every morning.

In the regular classroom much individual work is done.

The purpose of the work in its entirety is to train the student to listen intelligently; to form a mental picture of what he hears; to train the hand to represent what he hears and discovers; to express in good voice that which he discovers; to form the habit of looking for the thought expressed in every musical composition; to develop a taste 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.

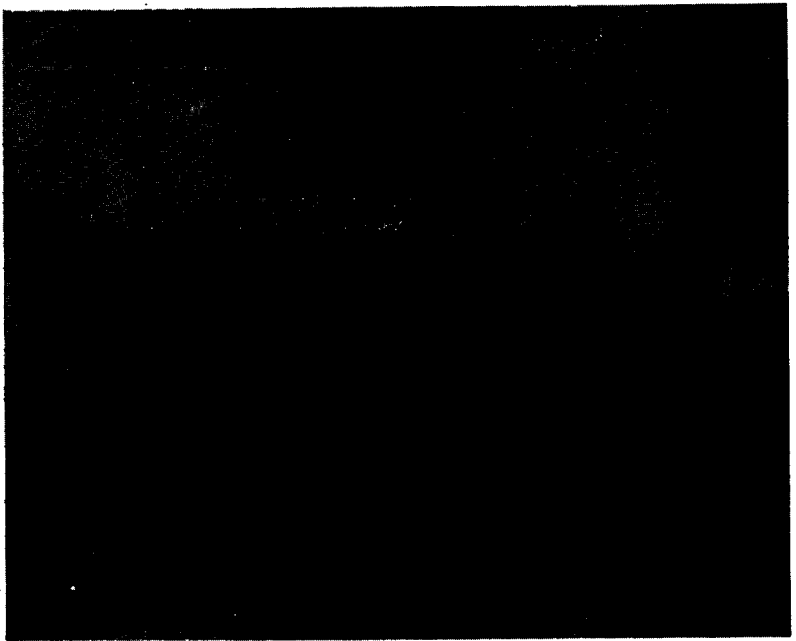
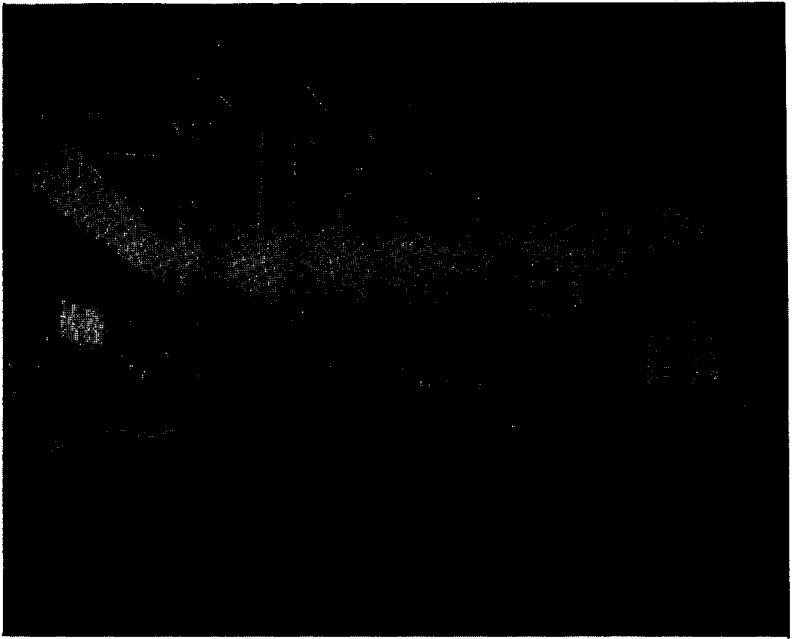
FIRST YEAR.—Voice and ear training.

SECOND YEAR.—Theory of transposition; sight reading in major and minor keys.

THIRD YEAR.—Grammar of music continued; history of music; sight reading.

FOURTH YEAR.—The fundamental principles of education as applied to the teaching of music.

Applicants to the school will be required to pass an examination in singing (ability to sing the scale), and to write the major scales.



INTERIOR VIEWS OF GYMNASIUM.

WORD WORK.

The following has been adoted as the order in which Word Work shall be taught, commencing September, 1897:

1. Junior B, Spelling and Word Analysis; two lessons each per week.
2. Junior A, Spelling and Word Analysis; two lessons each per week.
3. Middle D, Spelling and Phonic Analysis, with special reference to words often mispronounced; four lessons per week.
4. Middle C, Word Analysis; four lessons per week.
5. Middle B, Synonyms; four lessons per week.
6. Middle A, Test Speling; four lessons per week.

Spelling is always to be marked by percentage, and ninety per cent shall be required for passing in any class. The final test in Spelling shall consist of one hundred words, and shall be counted as one-third in making up the record for the term.

PHYSICAL TRAINING.

The work in Physical Training is recognized as an important branch of the regular school work, and all students are required to take the course.

Three periods each week for the first three years, and two periods a week during the Senior year are given to gymnastics.

Our fine gymnasium and apparatus give us better facilities for systematic physical training than can be found in most Normal Schools. Several pieces of apparatus of Swedish design have been ordered. Lawn tennis courts will soon be completed, and arrangements for other outdoor sports, upon our own grounds, will be made.

The object of the work is to preserve the health of the students; to train correct habits of muscular action; to develop the body syematically; to acquire a love for the study of the human form; to discriminat between useful, effective exercises and harmful, injudicious ones; and to prepare students to supervise, and to connect the physical with the mental side of the education of their classes.

Physical examinations are made upon entrance to the school, and exercises to suit the conditions are advised.

All students are required to wear gymnastic dress while in the gymnasium. For the ladies, the regulation dress consists of divided skirt, blouse and gymnasium shoes. For those pupils residing at a distance who desire to have their suits made at home, directions for making will be sent on application to the Director of Physical Training. All others must come prepared to purchase them. The expense will be from five to eight dollars, accordign to the material.

The young men have the gymnasium after school. They should provide knickerbockers, blouse, and gymnasium shoes.

COURSE OF STUDY AND WORK IN PHYSICAL TRAINING.

FIRST YEAR.—Free standing movements and simple apparatus work; marching, games, lectures on personal hygiene.

SECOND YEAR.—Free standing movements; advanced apparatus work; fancy steps; figure marching; games; methods of directing squads.

THIRD YEAR.—In connection with the practical work in the gyna-

sium, lectures will be given upon the theory of gymnastics, and discussion of the principal systems of gymnastics, gymnastic games and field sports.

FOURTH YEAR.—During this year the student, besides teaching gymnastics in the Training School without apparatus, has an opportunity to teach Normal students in a well-equipped gymnasium.

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 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.

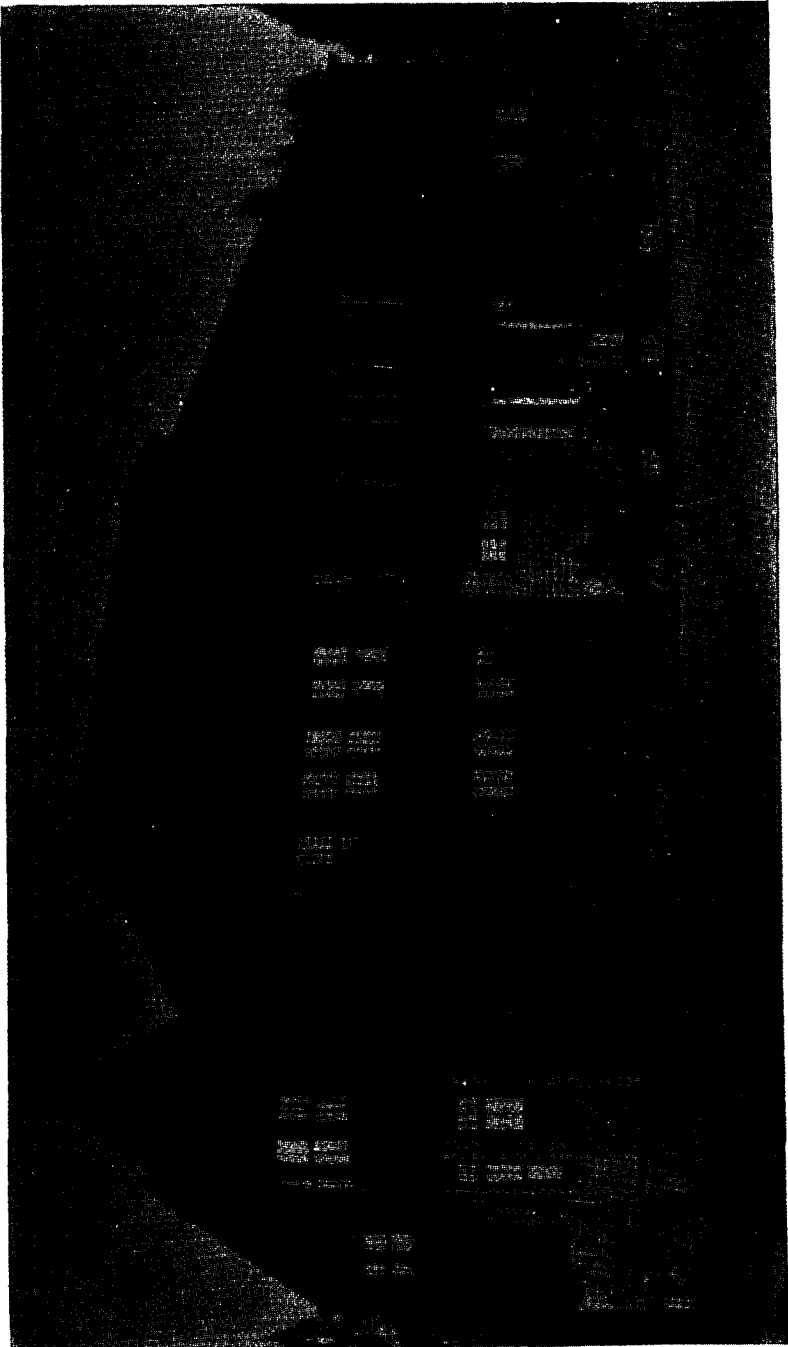
Two periods per week during the second year will be devoted to the consideration of the above questions.

AIDS TO WORK.

THE LIBRARY.

The library contains about twenty-six hundred volumes, accurately classified and arranged on low, open shelves, to which the students have free access. 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, science, travel, history and government, and literature. In addition to the above there are six hundred volumes for supplementary reading; also files of the leading magazines and papers, including the Atlantic Monthly, Harper's Weekly and Monthly, New England Magazine, Overland, Scribner, St. Nicholas, Popular Science Monthly, Scientific American, Education, Educational Review, The Seminary, Public School Journal, Pacific Educational Journal, New York School Journal, Primary School Journal, Journal of Education and Kindergarten Magazine.



GYMNASIUM.

The growth of the library has not been rapid, the annual addition, averaging only about three hundred 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.

USE OF LIBRARY.—The library is open from 8 a.m. to 5 p.m. on all school days except Friday, when it is closed at 4 p.m. It is also open on Saturdays from 1 to 5 p.m.

Students are entitled to draw books for home use, but no one must have more than two books at the same time without special permission, nor retain any book more than two weeks without renewal.

Books may be taken on Mondays and Wednesdays from 2:45 to 5 p.m., and on Fridays from 2:45 to 4 p.m. No requests should be made at other times, except for books needed temporarily for a special purpose.

Books treating of a subject under consideration in any class of the school are taken to the class-room and can be drawn only by permission of the teacher of that subject.

LECTURE COURSE.

Our commodious assembly hall has been utilized for a series of lectures and entertainments during the past year that has not only elevated the literary character of the school, but has at the same time provided relaxation for the students when time could be spared from work. The school has a mission in this field as well as in that of requiring close application to study.

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 two dollars 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. A number of fine entertainments have been held during the past year at a cost of ten cents at a time to each student.

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 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 1896-97 will contain a directory giving the location of public buildings and offices of importance, a city church directory, a short account of all student organizations in the school, a blank schedule of recitations and ample space for memoranda. A copy of the Student's Hand Book will be mailed free of charge to any person writing for it to the Secretary of the association.

THE SCHOOL JOURNAL.

Our Normal School supports a monthly school journal, issued by the students, in the interest of students and teachers and the cause of education in general.

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 twenty pages and again enlarged to its present size of forty-eight pages. Notwithstanding the extra expense incurred by this larger issue, the increased number of subscribers enabled the managers to reduce the annual subscription price 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 is selected so that every class in school may be represented. The journal is now divided into ten 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.

At the business meeting of the L. A. S. N. S. Alumni Association, held June 15, 1895, the Normal Exponent was adopted as the official organ of the association. At this meeting it was voted that in future the Secretary of the Alumni Association shall be ex officio editor of the Alumni Department.

The school journal makes its influence widely felt among the 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 to entitle it to publication, but also by the spirit of healthful rivalry stimulated by the work of other students found in our exchanges. It creates a school spirit and a school pride. It gives the managers valuable lessons in business in their dealings with printers, advertisers and contributors. 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 on any subject, articles are solicited not only from our own Faculty, but also from other prominent educators in the country.



LIBRARY.

THE WEBSTER CLUB.

The Webster Club is a literary society, exclusively for the male members of this institution. Its chief purpose, as might be supposed by the name, is to give its members practice in public speaking, and also to give them a knowledge of parliamentary law, Robert's Rules of Order being the guide.

The meetings are held every alternate Friday evening in one of the rooms of the Normal building. At each of these meetings, besides the usual business of the evening, a program is rendered consisting of debates, recitations, songs, extemporaneous talks, parliamentary practice, etc.

The officers are chosen quarterly, from the members of the society, no member being eligible to the same office twice in succession. The editor-in-chief and business manager of the Normal Exponent are chosen semi-yearly from the Webster Club.

It is a recognized fact among the Webster Club members that by their association with this organization they have received invaluable practice in overcoming the embarrassment so often occasioned by having to appear before an audience.

OFFICERS—President, Charles Weyse; Secretary, William Gastrich.

THE UTOPIA.

The Utopia is a literary society for young ladies and gentlemen, the number of members being fifty. The society was organized in November, 1896, and at once joined the Pacific Lyceum League. The fifty members entitle the Utopia to nine delegates at the semi-annual conventions. An orator from the society will take part in the oratorical contest to be held in Los Angeles at the convention of June, '97.

The aim of the Utopia is the improvement of its members in literary work, parliamentary knowledge and public speaking. As it is the one society of the school to which young ladies are admitted, it is of much value to the greater portion of our students.

The meetings are held every second Friday, alternating with the Webster Club. Debates, songs, music, parliamentary practice and the necessary business fill the meetings. By contesting with outside societies in its various lines of work the Utopia has become known to other lyceums, and is in good standing as a progressive society.

Officers are chosen quarterly, two young ladies and one young gentleman having been presidents. The term of the present officers lasts until September, 1897, the President being Stewart Laughlin; Secretary, Alma Barnett.

THE NORMAL SCHOOL GLEE CLUB.

The Normal School Glee Club is an organization which was instituted for the purpose of encouraging a growing musical interest, and for advancing the artistic side of music within the school.

The Club is composed of fifty members, who are chosen from all the classes except the Junior. When vacancies occur, they are filled by the choice of the Club itself, from the students that are capable of taking certain musical tests. The students of the Senior A class are considered as honorary members.

Two school hours of each week are at the disposal of the Club for its meetings.

The officers are elected for one school term. The present officers are as follows:

President, Wm. Warren; Vice-President, Eula Waters; Secretary and Musical Librarian, Geneva Caldwell; Treasurer, Stewart Laughlin.

The management of the Club is given to Mrs. J. P. Rice, the Director of Music in the Normal School.

THE ATHLETIC ASSOCIATION.

There is in connection with the gymnastic work an athletic association composed of the young men of the school, organized for the purpose of increasing the interest in both indoor and field sports.

The officers are a president, secretary, treasurer, manager, and captain of the team.

A track team is taken from among the most promising athletes and trained by the captain. After the preliminary trials those showing the best form and the greatest ability are sent to compete with athletes of the several high schools and colleges in this vicinity.

These interscholastic field days are looked forward to with much anticipation and anxiety, and there is no more potent factor among the students for arousing a unified school pride in and feeling of loyalty for the school.

OFFICERS—President, Burton Fanning; Manager, William Gastrich; Captain of team, Wesley Hill; Secretary, Lawrence Lindsay.

NORMAL SCHOOL ORCHESTRA.

An orchestra of ten pieces has been organized and is at present under the leadership of Mr. William Mead. It is hoped that through this students will feel encouraged to study some musical instrument, and that in time we may have a larger organization.



LIST OF STUDENTS.

SENIOR CLASS.

Alderson, Edith.....	Los Angeles.	Hunter, Lee.....	Arizona.
Badham, Byron.....	Los Angeles.	Johnson, Edith.....	Santa Barbara.
Bates, Elizabeth.....	Placentia.	Keyes, Edwin.....	San Diego.
Bates, Alice.....	Placentia.	Kerns, Alma.....	Downey.
Barnes, Lela.....	Escondido.	Keyes, Lucille.....	San Diego.
Boyd, Kate.....	Riverside.	Kincaid, Claude.....	Compton.
Bristol, Blanch.....	Ventura.	Kalliwoða, Anna.....	Los Angeles.
Burton, Katherine.....	Los Angeles.	King, Emma.....	Garden Grove.
Burgess, Louise.....	La Canada.	Langman, Emma.....	Goleta.
Case, Ellen.....	Tustin.	Layne, Evelyn.....	Pomona.
Chase, Lydia.....	Santa Ana.	Meador, Margaret.....	Verdugo.
Caldwell, Geneva.....	Santa Barbara.	Moore, Effie.....	Los Angeles.
Clark, Carrie.....	Santa Barbara.	Morrissey, Jessie.....	Mojave.
Cook, Ada.....	Santa Barbara.	Morgan, Emma.....	San Bernardino.
Cochran, Irene.....	Los Angeles.	Munday, Helen.....	Los Angeles.
Conner, Lucy.....	Los Angeles.	Musselman, Amy.....	Compton.
Crowell, Alice.....	Los Angeles.	Nichols, Wilford.....	Garden Grove.
Clogston, Belle.....	Riverside.	Northcross, Ruth.....	Tustin.
Colson, Anna.....	Illinois.	Post, Charles A.....	Los Angeles.
Cooper, Alice.....	Los Angeles.	Reddy, Katherine.....	Los Angeles.
Davis, Aleel.....	San Diego.	Rice, Nina.....	Los Angeles.
Dayo, Jennie.....	Los Angeles.	Ritchie, Florence.....	Los Angeles.
Diffenbacher, Lulu.....	Los Angeles.	Roberts, Alma.....	Los Angeles.
Doss, Maud.....	Los Angeles.	Ronan, Julia.....	Los Angeles.
Ensign, Olive.....	Los Angeles.	Shoemaker, Fred.....	Los Angeles.
Flood, Florence.....	Pomona.	Shoup, Faith.....	San Bernardino.
Fortson, Florence.....	Los Angeles.	Snedden, Anna.....	Ventura.
Forst, Catherine.....	Savannah.	Stockton, Isabel.....	Stockton.
Gastrich, William.....	Los Angeles.	Stringfield, Bertha.....	Santa Barbara.
Gray, Mabel.....	Los Angeles.	Sproul, Frank.....	Norwalk.
Grayson, Robert.....	Los Angeles.	Taylor, Martha.....	Los Angeles.
Hall, Alice.....	Los Angeles.	Tower, Emily.....	Los Angeles.
Harris, Flora.....	San Gabriel.	Vawter, Emma.....	San Jacinto.
Hazen, Lillian.....	Los Angeles.	Waters, Eula.....	Los Angeles.
Hassheider, Lillie.....	Santa Ana.	Webster, Elizabeth.....	Redlands.
Harper, Clara.....	Downey.	Whittington, Ida.....	Monrovia.
Hildebrandt, Augusta.....	Los Angeles.	Wethern, Jennie.....	Los Angeles.
Holleran, Margaret.....	Los Angeles.	Willis, Harriet.....	Clearwater.
Holleran, Nora.....	Los Angeles.	Willis, Lena.....	Los Angeles.
Houghton, Emily.....	Tulare.	Worm, Otis.....	Los Angeles.
Hodgkins, Edith.....	Los Angeles.	Young, Myron.....	Pasadena.
Total, 82.			

MIDDLE CLASS.

Abbott, Arthur.....	Compton.	Barnett, Alma.....	Los Angeles.
Adams, Romolo.....	Los Angeles.	Barron, Clara.....	Los Angeles.
Adair, Sabina.....	Los Angeles.	Barron, Flora.....	Los Angeles.
Aisenpries, Eda.....	Los Angeles.	Barron, Pearl.....	Compton.
Alexander, Jennie.....	Ventura.	Baker, Julia.....	Los Angeles.
Allen, Mary.....	Tropico.	Baker, Josephine.....	Los Angeles.
Andrews, Nina.....	Downey.	Beebe, Eva.....	Los Angeles.
Annis, Sarah.....	Los Angeles.	Berry, Vida.....	Vernondale.
Armstrong, Stanley.....	Compton.	Beam, Mae.....	San Bernardino.
Austin, Jaunita.....	Los Angeles.	Bedford, Lola.....	Los Angeles.
Ayer, Lillian.....	Fresno.	Berkey, Ethel.....	Los Angeles.
Babcock, Ernest.....	Los Angeles.	Bland, Adeline.....	Lamirado.
Bailey, Letha.....	Los Angeles.	Bland, Harriet.....	Lamirado.
Barnes, Adda.....	Los Angeles.	Bletsø, Leah.....	Los Angeles.
Barnes, Mabel.....	Los Angeles.	Blakeslee, Maud.....	Florence.

Blind, Linnean.....	Los Angeles.	Enos, Esther.....	Los Angeles.
Blum, Edith.....	Escondido.	Fanning, Burton.....	Norwalk.
Bowman, Harold.....	Ramona.	Fanning, Mamie.....	Los Angeles.
Baley, Evalyn.....	Redlands.	Fellows, William.....	Los Angeles.
Boehnocke, Gerge.....	Los Angeles.	Field, Grace.....	Glendale.
Boshyshell, Mae.....	Los Angeles.	Fish, Hester.....	Los Angeles.
Bostwick, Isabel.....	Los Angeles.	Folks, Flora.....	Los Angeles.
Boyd, Jennie.....	Riverside.	Ford, Ada.....	Los Angeles.
Bont, Josephine.....	Los Angeles.	Fowler, Mabel.....	Redlands.
Boor, Edith.....	Santa Paula.	Fraser, Jessie.....	Los Angeles.
Boden, George.....	Tehachapi.	Frazier, Elizabeth.....	Los Angeles.
Bright, Grace.....	San Bernardino.	Frink, Agnes.....	Los Angeles.
Brown, Corris.....	.....	Gill, Grace.....	San Bernardino.
.....Daices, Los Angeles county.	.....	Gillespie, Mary.....	Los Angeles.
Brown, Florence.....	.....	Glines, Etta.....	Santa Ana.
.....Daices, Los Angeles county.	.....	Graham, Pearl.....	Downey.
Breen, Nellie.....	Los Angeles.	Gray, Mary.....	Wisconsin.
Brooks, Ethel.....	Los Angeles.	Graul, Harry.....	Los Angeles.
Bryant, Louis.....	Centralia, Ill.	Graham, Daisy.....	Downey.
Bristol, Lulu.....	Pasadena.	Green, Francis.....	Los Angeles.
Brunson, May.....	Downey.	Green, Harriet.....	Perris.
Bullis, Reina.....	Los Angeles.	Green, Jennie.....	Los Angeles.
Burk, Edith.....	Toluca.	Grebe, Laura.....	Los Angeles.
Burke, Agnes.....	Rivera.	Griffith, Mabel.....	Monrovia.
Byram, George.....	Glendale.	Griswold, Estella.....	Downey.
Campbell, Frank.....	Santa Ana.	Goetz, John.....	Los Angeles.
Carpenter, Clarabel.....	Santa Ana.	Good, Sidney.....	Garvana.
Canniff, Edith.....	San Bernardino.	Gough, Mattie.....	Los Angeles.
Case, Nessie.....	Tustin.	Gunning, Alma.....	Los Angeles.
Casner, Fannie.....	Riverside.	Haas, Mamie.....	Los Angeles.
Clark, Victoria.....	Los Angeles.	Halberstadt, Loenora.....	Los Angeles.
Clayton, Elizabeth.....	Downey.	Hall, Kate.....	Los Angeles.
Clarke, Grace.....	Downey.	Hall, Maria.....	San Diego.
Chase, Eva.....	Los Angeles.	Hamilton, Myrtle.....	Pasadena.
Chaffee, Fannie.....	Garden Grove.	Hamlin, Lizzie.....	Pomona.
Christensen, Clara.....	Garden Grove.	Harris, Lila.....	Los Angeles.
Cook, Mattie.....	Santa Barbara.	Hattery, Bessie.....	San Bernardino.
Cole, Anna.....	Los Angeles.	Hawley, Agnes.....	Los Angeles.
Collins, Cicily.....	Fresno.	Hendricks, Dollie.....	Los Angeles.
Collins, Laura.....	Burbank.	Hill, Wesley.....	Garden Grove.
Collins, Alma ^{Alicia}	Los Angeles.	Hinman, Gertrude.....	Los Angeles.
Colyer, Gertrude.....	Pasadena.	Holmes, Julia.....	Los Angeles.
Cooley, Minnie.....	Pasadena.	Holmsley, Carrie.....	Los Angeles.
Cooper, Reba.....	Los Angeles.	Holcomb, Grace.....	Los Angeles.
Cooper, Ruth.....	Los Angeles.	Hoff, Clara.....	Hyde Park.
Culver, Harriet.....	Riverside.	Holmes, Olive.....	Fresno.
Curry, Abbie.....	Norwalk.	Hogan, Laura.....	Los Angeles.
Curtis, Gertrude.....	Puente.	Houser, Lela.....	Los Angeles.
Cunningham, Ida.....	Los Angeles.	Huff, William.....	Garden Grove.
Davenport, Ada.....	Chula Vista.	Hugienin, May.....	Los Angeles.
Davis, Mattie.....	Messina.	Hunt, Barta.....	Los Angeles.
DeBerry, Josephine.....	Colton.	Hutchinson, Olive.....	Downey.
Dezell, Iva.....	Los Angeles.	Hutton, Margaret.....	Los Angeles.
Dexter, Mercy.....	Los Angeles.	Jemison, Nellie.....	Los Angeles.
Dick, Ona.....	Los Angeles.	Jenkin, Bessie.....	Los Angeles.
Detrich, Edward.....	Los Angeles.	Jenkins, Anna.....	Los Angeles.
Dickson, Clarence.....	Pasadena.	Jones, Alice.....	Los Angeles.
Dickinson, Lucia.....	San Diego.	Jones, Cora.....	Riverside.
Downer, Erma.....	San Bernardino.	Jones, Zella.....	Los Angeles.
Downs, Alfred.....	Los Angeles.	Keller, Nora.....	Los Angeles.
Dwire, Belle.....	Los Angeles.	Kemp, Josephine.....	Downey.
Dwire, Carrie.....	Los Angeles.	Kerns, Fannie.....	Downey.
Dwire, Julia.....	Los Angeles.	Kingery, Fannie.....	Los Angeles.
Elliott, Elsie.....	Los Angeles.	Lacy, Laura.....	Santa Ana.
Emody, Thraso.....	Los Angeles.	Langman, Nellie.....	Goleta.
Endicott, Marietta.....	Vernondale.	Laughlin, Elmer.....	Downey.
Enos, Dotha.....	Los Angeles.	Laughlin, Stewart.....	Inglewood.

Lawrence, Elmer.....	Downey.	Post, Bessie.....	Los Angeles.
Laws, Junius.....	Los Angeles.	Rambox, Ina.....	Los Angeles.
Laws, Ovid.....	Los Angeles.	Randall, Nellie.....	Downey.
Lee, John.....	Inglewood.	Redmond, Mamie.....	Los Angeles.
Lemon, Nellie.....	Banning.	Rees, Minnie.....	Los Angeles.
Lenton, Lavinia.....	Piru City.	Rehart, Minnie.....	Piru City.
Lewis, Mary.....	Los Angeles.	Rehbock, Elsie.....	Los Angeles.
Lewis, Olive.....	Los Angeles.	Rich, Florence.....	Glendale.
Lepley, Minnie.....	Alhambra.	Richardson, Grace E.....	Los Angeles.
Leitzan, Emily.....	Los Angeles.	Riddell, Ione.....	Los Angeles.
Lindsay, Rubie.....	Los Angeles.	Robinson, Ethel.....	Los Angeles.
Lisk, Lucinia.....	Pasadena.	Rogers, Rob't J.....	Moneta.
Lisk, Susie.....	Pasadena.	Sanford, Mamie.....	Garden Grove.
Lloyd, Ina.....	Ventura.	Savage, Margaret.....	San Pedro.
Lopez, Ramon.....	Pasadena.	Schmeiding, Pauline.....	Los Angeles.
Loring, Grace.....	Los Angeles.	Seymour, Anna.....	Monrovia.
Macomber, Clara.....	Tustin.	Sheaff, Jennie.....	Pasadena.
Maxfield, Clara.....	Jamul, San Diego County.	Simon, Beatrice.....	Kern County.
Maxfield, John.....	Jamul, San Diego County.	Smith, Maud.....	Los Angeles.
Maxon, Edgar.....	Rivera.	Smith, Winnie.....	Nordhoff.
Maxwell, Olive.....	San Luis Obispo.	Simth, Maggie.....	Santa Ana.
McCarthy, Emma.....	Garvanza.	Snedden, Mary.....	Ventura.
McCarthy, Lizzie.....	Garvanza.	Stahmer, Ella.....	Los Angeles.
McDonald, Frances.....	Los Angeles.	Stebbins, Mae.....	Los Angeles.
McEchin, Mamie.....	Los Angeles.	Stewart, Jessie.....	Highland Park.
McKee, Florence.....	Garden Grove.	Stone, Mabel.....	Los Angeles.
McKenzie, Annie.....	Los Angeles.	Stratton, Edith.....	Arizona.
McKenzie, Dolina.....	Los Angeles.	Stuhlmann, Carrie.....	Los Angeles.
Mead, Josephine.....	Los Angeles.	Tate, Lillian.....	Los Angeles.
Meyer, Charles.....	San Diego.	Terry, Lillian.....	Colton.
Miller, Henry.....	Los Angeles.	Thompson, Jessie.....	Los Angeles.
Miller, Pearl.....	Indiana.	Thompson, Nellie.....	Tropico.
Mills, Sadie.....	Los Angeles.	Townsend, Mattie.....	Vernondale.
Mitchell, Richard.....	Garden Grove.	Tritt, Jessie.....	Los Angeles.
Morgan, Emma.....	San Bernardino.	Turner, Bessie.....	Los Angeles.
Morrow, Lorena.....	Los Angeles.	Turner, Frank.....	Pasadena.
Mosseman, Adele.....	Anaheim.	Turner, Leslie.....	Los Angeles.
Mutersbaugh, Emma.....	Los Angeles.	Tyler, Elsie.....	Redondo.
Myers, Katherine.....	Los Angeles.	Van de Venter, Rose.....	El Casco.
Murdock, Adelaide.....	Los Angeles.	Van Dompelaar, Theresa.....	Los Angeles.
Murphy, Alyce.....	Compton.	Van Patten, Grace.....	Bird City, Kansas.
Nauerth, Winnie.....	Los Angeles.	Wade, Mary.....	Goleta.
Neil, Melvin.....	Castaic.	Waite, Margaret.....	Los Angeles.
Neely, Robert.....	Monrovia.	Walters, Lydia.....	Los Angeles.
Nemets, Pauline.....	Anaheim.	Warren, Lillie.....	Los Angeles.
Nets, Joseph.....	Los Angeles.	Warren, William.....	Glendale.
Neuhart, Justine.....	Los Angeles.	Wallop, Addie.....	Anaheim.
Noble, Mary.....	Ontario.	Webster, Lillian.....	Redlands.
Norris, Mary.....	Redlands.	Weingarth, Helen.....	Pasadena.
Northcross, Sallie.....	Tustin.	Weise, Charles.....	Norwalk.
Olson, Josephine.....	Alhambra.	Wetherholdt, Idell.....	Los Angeles.
Olson, Ida.....	Alhambra.	Wheeler, Amy.....	Los Angeles.
Orr, Clara.....	Los Angeles.	Whitthouse, Pauline.....	Los Angeles.
Owen, Martha.....	Albuquerque.	White, Carrie.....	Los Angeles.
Pankey, Dora.....	Santa Ana.	White, Mildred.....	Los Angeles.
Papina, Josephine.....	Placerville.	White, Florence.....	Burbank.
Parcell, Zulenia.....	Los Angeles.	Wilbur, Edith.....	San Jose.
Peck, Norma.....	Los Angeles.	Williams, Althea.....	Pasadena.
Peckham, Edith.....	Los Angeles.	Williams, Belle.....	Pasadena.
Pettis, Maud.....	Goleta.	Williams, Isa.....	Los Angeles.
Pfaffenberger, Selma.....	Los Angeles.	Williams, Mattie.....	Los Angeles.
Pfeninger, Leila.....	Fullerton.	Wilkinson, Jessie.....	Rialto.
Pirtle, May.....	Los Angeles.	Willis, Bessie.....	Los Angeles.
Plummer, Connie.....	Los Angeles.	Wilson, Lena.....	Los Angeles.
Porter, Annette.....	Los Angeles.	Withers, Katherine.....	Los Angeles.

Wood, Minnie..... Los Angeles.
 Wood, Orville..... Compton.
 Woods, Mattie..... Los Angeles.
 Woodson, Meta..... San Diego.
 Total, 300.

Woody, Rose..... Los Angeles.
 Wright, Ella..... Vernondale.
 Wright, May..... Los Angeles.
 Young, Lottie..... Los Angeles.

JUNIOR CLASS.

Abbott, Emily..... Rivera.
 Adams, Rallah..... Los Angeles.
 Alexander, Eva..... Los Angeles.
 Allen, Blanche..... Los Angeles.
 Arona, Nellie..... Los Angeles.
 Ashdown, Annie..... Los Angeles.
 Atchason, Olive..... Los Angeles.
 Austermell, Bessie... Los Angeles.
 Banks, Belle..... Downey.
 Benson, Nellie..... Yolo County.
 Blanchard, Stella..... Los Angeles.
 Bodkin, Agnes..... San Gabriel.
 Boedcher, Severin... Los Angeles.
 Bowen, Stella..... Pasadena.
 Brainard, Maud..... Los Angeles.
 Brauer, Thumelda... Pasadena.
 Brubaker, Charles... Illinois.
 Brown, Maud..... Los Angeles.
 Burk, Alice..... Fresno.
 Butler, Jessie..... Downey.
 Cairns, Edith..... Tulare.
 Carlyle, Lutie..... Orange.
 Christenson, Serena. Garden Grove.
 Colby, Fannie..... Los Angeles.
 Coake, Annie..... Los Angeles.
 Cooper, Blanche..... Vernondale.
 Cooper, Mary..... Pasadena.
 Cottle, Lura..... Shermanton.
 Clarke, Emily..... Los Angeles.
 Curran, Pauline... Los Angeles.
 Dancaster, Josie... Los Angeles.
 Davenport, Edna... Los Angeles.
 Davis, Maud..... Los Angeles.
 Day, Jessie..... De Lux, San Diego County.
 Donnell, Homer... Garvanza.
 Dodge, Laura..... Los Angeles.
 Doss, Grace..... Los Angeles.
 Edmiston, Jessie... Los Angeles.
 Enos, George..... Los Angeles.
 Fanning, William... Norwalk.
 Fay, Loia..... Los Angeles.
 Ferry, Frank..... Prospect Park.
 Fister, Alton..... Pennsylvania.
 Frost, Mildred... Los Angeles.
 Frackelton, Lena... Los Angeles.
 Franklin, Geneva... Pasadena.
 Frink, Lillian..... Los Angeles.
 Foxen, Ines..... Los Alamitos.
 Galpin, Alfred..... Los Angeles.
 Glick, Margaret... Pasadena.
 Graham, Mabel..... Los Angeles.
 Graves, Ethel..... Pasadena.
 Grace, Edith..... Los Angeles.
 Greene, Grace..... Los Angeles.
 Greyson, Jessie... Pomona.
 Grover, Wilda..... Alpine County.
 Goodhart, Katherine. San Jacinto.
 Goodrich, Susan... Clearwater.

Gooch, Esther..... Rivera.
 Hackinson, Hilma... San Pedro.
 Harrington, Marion... Los Angeles.
 Hendersbott, Frances. Los Angeles.
 Hendricks, Edith... Los Angeles.
 Hoffman, Eleanor... Los Angeles.
 Holmes, Dorothy... Carpinteria.
 Holmes, May..... Sanger.
 Hopkins, Margaret... Los Angeles.
 Huff, Effie..... Garden Grove.
 Jones, Adelaide... Los Angeles.
 Jones, Mollie..... Los Angeles.
 Jones, Ora..... Los Angeles.
 Jordan, Mabel..... Los Angeles.
 Kerns, Edith..... Downey.
 Kingsley, Helen... Los Angeles.
 Kirkpatrick, Eunice. Downey.
 Lane, Robert..... Los Angeles.
 Latham, Julia..... Los Angeles.
 Lerch, Ethel..... Los Angeles.
 Lee, Lillie..... Inglewood.
 Lewis, Rosa..... Los Angeles.
 Little, Maud..... Prospect Park.
 Lindsey, Lawrence... Los Angeles.
 Logedon, Belle..... San Jacinto.
 Louis, Helen..... Los Angeles.
 Lutts, June..... Burbank.
 Lynn, Frank..... Los Angeles.
 Madison, Anna..... Los Angeles.
 Mackay, Olive..... Los Angeles.
 Martin, Mary..... San Diego.
 Maxson, Margaret... Rivera.
 McAdam, Isabel... Pasadena.
 McAnany, Nellie... Los Angeles.
 McCormack, Blanch... Los Angeles.
 McInnis, Mabel... Los Nietos.
 Merritt, Frank..... Florence.
 Millen, Pearl..... Indiana.
 Moody, Mabel..... Garden Grove.
 Morgan, Edith..... Los Angeles.
 Neal, John C..... Hanford.
 Neidig, Mary..... Los Angeles.
 Norton, Cecillia... Los Angeles.
 Noyes, Mabel..... Los Angeles.
 Olson, Henry..... Alhambra.
 Pardee, Blanch... Newhall.
 Patterson, Mabel... Glendale.
 Pearce, Pearl..... Los Angeles.
 Peter, Daisy R..... Oakland.
 Peters, Nellie..... Los Angeles.
 Petrie, Richard... Los Angeles.
 Pfaffenberger, Carrie. Los Angeles.
 Pfahler, Eda..... Capistrano.
 Phillips, Lulu..... Cambria.
 Rankin, Katherine... Colegrove.
 Raymer, Edna..... Los Angeles.
 Redmond, Ella..... Los Angeles.
 Reed, Bessie..... Ferrie.
 Reinhard, James... Prospect Park.

Robbins, Alta.....	Los Angeles.	Underwood, Evalyn.....	Highland Park.
Rolfe, Banna.....	Los Angeles.	Van Sceiver, Robert.....	Los Angeles.
Rosenthal, Helen.....	Coldwater.	Virgin, Laurena.....	Pacific Grove.
Ruddy, Mabel.....	Los Angeles.	Wells, Cora.....	Visalia.
Sams, May.....	Vernondale.	Weyrens, Joseph.....	Minnesota.
Schubert, Anna.....	Los Angeles.	Whalley, Ida.....	Anaheim.
Shorten, Laura.....	Smithfield, Utah.	Whitaker, Forest.....	Los Angeles.
Smith, Jacintha.....	Savannah.	White Gertrude.....	Los Angeles.
Smith, Stella.....	San Diego.	White, William.....	Rivera.
Steele, Josephine.....	Los Angeles.	Widney, Marie.....	Los Angeles.
Stone, Leila.....	Mesa Grande.	Wiley, Linnie.....	Los Angeles.
Stubblefield, Charles.....	Los Angeles.	Wilson, Margaret.....	La Crescenta.
Sylvia, Isabel.....	Wilmington.	Wood, Arthur.....	Los Angeles.
Taylor, Edgar.....	Rivera.	Wood, Maud.....	Los Angeles.
Thomas, Lucy.....	Los Angeles.	Woodson, Lolita.....	San Diego.
Travis, Isabel.....	Los Angeles.	Zuber, Augusta.....	Los Angeles.
Traconis, Carmelita.....	Los Angeles.		
Ulen, Hattie.....	Los Angeles.		
Total, 152.			

KINDERGARTEN SECTION—JUNIOR CLASS.

Brush, Edith.....	Pasadena.	Reed, Fannie.....	Santa Barbara.
Collins, Minnie.....	Pasadena.	Reese, Mae.....	Los Angeles.
Dunn, Emma.....	Los Angeles.	Robinson, Augusta.....	New Brunswick.
Furrey, Edith.....	Los Angeles.	Stansbury, Minnie.....	Los Angeles.
Gibson, Elizabeth.....	Los Angeles.	Stevens, Minnie.....	Los Angeles.
Knight, Agnes.....	Los Angeles.	Talmage, Mary.....	Los Angeles.
Lafin, Jessie.....	Los Angeles.	Underwood, Nettie.....	Pasadena.
Lipe, Clara.....	Los Angeles.	Visscher, Henrietta.....	Pasadena.
Livingston, Mae.....	Los Angeles.	Walker, Jennie.....	Pasadena.
McCartney, Alice.....	Pasadena.	Ward, Agnes.....	Los Angeles.
Millar, Bessie.....	Los Angeles.		
Total, 21.			

SENIOR CLASS.

Allison, Mary.....	Redding.	Harris, Marguerite.....	Los Angeles.
Carhart, Augusta.....	Los Angeles.	Johnston, Louise.....	Los Angeles.
Total, 4.			

IRREGULAR STUDENTS.

Allison, Benj. F.....	Redding.	Lawrence, Chas. L.....	Cambridge, Mass.
Armstrong, Iva H.....	Chino.	Newton, Esther M.....	Ontario.
Carter, Lucy.....	Bakersfield.	Snyder, Carrie T.....	Los Angeles.
Duncan, Nettie S.....	Glendale.		
Total, 7.			

Number of students in Senior Classes.....	82
Number of students in Middle Classes.....	300
Number of students in Junior Classes.....	152
Number of students in Kindergarten Classes.....	25
Irregular students.....	7

Total number of students in Normal and Kindergarten Departments. 566

MODEL AND TRAINING SCHOOL.

Number of pupils in Eighth Grade.....	80
Number of pupils in Seventh Grade.....	21
Number of pupils in Sixth Grade.....	22
Number of pupils in Fifth Grade.....	23
Number of pupils in Fourth Grade.....	30
Number of pupils in Third Grade.....	25
Number of pupils in Second Grade.....	43
Number of pupils in First Grade.....	46
Number of pupils in Kindergarten.....	56

Total number of pupils in Model and Training School..... 299

Total number in all Departments.....	865
Total number of students in Normal and Kindergarten Departments.....	566
Total number of pupils in Model and Training School.....	299

GRADUATES.

CLASS OF JUNE 26th, 1896.

Atherton, Ruth B.
Booth, Minetta.
Brown, Arthur C.
Bellah, Francis.
Barron, Ida E.
Bradish, Mary.
Bleasdale, Benj. G.
Brenizer, Minetta A.
Bledsoe, Nelson C. Jr.
Crise, Lola E.
Clay, Ida B.
Carle, Estelle.
Cokin, Frances O.
Campbell, Geo. W.
Coward, Beulah E.
Clarke, Mary J.
Camp, E. R.
Dix, Cora A.
Dow, Josephine M.
Dawe, Ida M.
Dickson, Marie.
Embodly, Mildred.
Gaud, Margaret.
Gage, Harriet T. B.
Gray, Mabel.
Harper, Clara.
Horrell, Margaret R.
Hughes, Minnie E.
Heil, Francis J.
Hutchinson, Nellie V.
Hunt, Bertha R.
Johnston, Eva M.
Johnston, K. Courtney.
Total, 65.

Johnston, M. Louise.
Kelsey, Helen F.
Kelley, Maud L.
Lamb, Rosa E.
Longley, Laura B.
McPhail, Kathleen I.
Mitchell, Edith A.
Martin, Ruth.
McLam, Leonore.
Mathes, Sue M.
Metcalf, Beeda A.
Oswald, Tillie M.
Rood, Lillian E.
Reavis, W. Elmo.
Raab, Martha J.
Stroup, Adah M.
Stubblefield, John S.
Smallwood, Claude.
Stanley, Eleanor.
Skinner, Ada M. M.
Teggart, Helen E.
Thomson, Espeth R.
Thomson, Mabel I. E.
Taylor, Maud.
Tate, Mignonette E.
Tower, Emily E.
Venning, Gertrude F.
Weirville, W. A.
Willis, Eberta.
Williams, May.
Worm, Otis.
Wright, S. Bruce.

CLASS OF FEBRUARY 1st, 1897.

Badham, Byron.
Bates, Elizabeth.
Burgess, Caroline L.
Case, M. Ellen.
Chase, Lydia M.
Cooper, Alice C.
Doss, Maude J.
Ensign, Olive L.
Hassheider, Tillie W.
Total, 27.

Hildebrant, Augusta.
Holleran, Margaret.
Houghton, Emilie.
Kerns, Mary.
Keyes, Edwin E.
Keyes, Lucille.
King, Emma M.
Meader, Margaret M.
Moore, Effie W.

Munday, Helen D.
Post, Charles A.
Roman, Julia C.
Shoemaker, Fred W.
Stockton, Mary I.
Taylor, Martha R.
Webster, Elizabeth E.
Wethern, Jenne L.
Young, Myron.

NUMBER OF GRADUATES SINCE ORGANIZATION OF SCHOOL.

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1889.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	91
11. Year ending June 30, 1894.....	76
12. Year ending June 30, 1895.....	84
13. Year ending June 30, 1896.....	92
	782
Post graduates.....	8
Total.....	790

LAWS RELATING TO STATE NORMAL SCHOOLS.

354. The Normal Schools at San Jose, at Los Angeles and at Chico, and any Normal Schools established by the Legislature of the State of California after the first day of January, eighteen hundred and ninety-seven, shall be known as State Normal Schools, and shall each have a board of trustees, constituted as follows: The Governor and Superintendent of Public Instruction shall be ex officio members of each board and the president of each school shall be ex officio a member of the local board of the school with which he is connected; provided, he shall have no vote upon any charges or complaints made against himself, or upon his own employment or retention in his place. There shall also be four other members of the local board for each Normal School, whose terms of office shall be four years and who shall be appointed by the Governor, by and with the advice and consent of the Senate of the State of California. It shall be the duty of the Governor on or before the first day of July, eighteen hundred and ninety-seven, to appoint four trustees as members of each of the local boards, one to serve for one year, one for two years, one for three years and one for four years, and thereafter to fill vacancies in such board, the terms of service thereafter to be for four years, and to begin July first of each fourth year.

1487. The State Normal Schools have for their object 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:

1. 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.

2. To prescribe rules of their government and the government of the school.

3. To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutions.

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

5. To establish and maintain model and training schools of the kindergarten, primary and grammar grades, and require the students of the Normal Schools to teach and instruct classes therein.

6. To elect necessary teachers upon their nomination by the President, fix their salaries and prescribe their duties; provided, that after the teachers have served successfully and acceptably for a term of two years, their appointment thereafter shall be made for a term of four years at least, unless removed for cause, as hereinafter specified.

7. To control and expend all moneys appropriated for the support and maintenance of the school, and all moneys received for tuition or donations.

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

9. To keep, open to public inspection, an account of receipts and expenditures.

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

11. To transmit with such report a copy of the President's annual report.

12. 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 ask 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. Each member shall be allowed his expenses in attending the meetings of the board, the bills to be audited the same as any bills for the maintenance of the school.

1492. There shall be a joint Board of Normal School Trustees, to be composed of the members of the local boards of the several State Normal Schools. This board shall meet on the second Friday of April of each year, alternately at the different State Normal Schools. The first meeting after the passage of this act shall be at Los Angeles; the second meeting at Chico, and the third at San Jose. Thereafter the places of meeting shall be in the order named above. A special meeting may be called by the Governor for the transaction of any urgent business affecting the welfare of any or all of the State Normal Schools. It shall be the duty of this joint board:

1. To fill a vacancy in the Presidency of any of the State Normal Schools, and to fix the salaries of the presidents of the several Normal Schools; provided, that no president of any Normal School shall participate or vote upon the selection of a President, or fix the salary of any President of any of the State Normal Schools.

2. To sit as a board of arbitration in matters concerning the management of each State Normal School that may need adjustment.

3. To dismiss a teacher from either of the State Normal Schools for good and sufficient cause after having been elected as designated under section fourteen hundred and eighty-nine of this Code.

4. To prescribe a series of text-books for use in the State Normal Schools.

5. To prescribe a uniform course of study and time and standard for graduation from the State Normal Schools.

6. To prescribe a uniform standard of admission for students entering the Normal Schools.

7. The joint board shall also have the power to pass any general regu-

lations that may be applied to all the State Normal Schools, thus affecting their well-being.

8. Members in attending the meetings of the joint board shall receive mileage while in actual attendance upon the meeting, the same to be paid out of any appropriation made by the Legislature for that purpose.

9. The Superintendent of Public Instruction shall be the secretary of the joint board. The secretary shall keep a full record of all 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.

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

First—Of good moral character.

Second—Sixteen years of age.

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

1495. Teachers holding valid certificates to teach in any county in this State may be admitted to any State Normal School in the State.

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 President 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 President 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 President or any teacher of such school to attend any county institute and give instructions 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, diplomas of graduation, either from the Normal department, the Kindergarten department, or both.

Second—Said diplomas from the Normal department shall entitle the holder thereof to a grammar grade certificate from any city, city and county, or County Board of Education in the State. One from the Kindergarten department shall entitle the holder to teach in any Kindergarten in the State.

Third—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 from the Normal department 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 of this State, valid until such time as said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this Code.

Fourth—Upon presentation of the diploma and document referred to in section fifteen hundred and three, subdivision third thereof, to any city, 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 henceforth shall be absolved from the requirements of subdivision first of section sixteen hundred and ninety-six of this Code. :

Fifth—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 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 in those in which the holder would be required to teach languages other than English.

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

1507. Each order upon the Controller of State by the Board of Trustees of the State Normal School must be signed by the president of the board and countersigned by the secretary. Upon presentation of the order aforesaid, signed and countersigned as aforesaid, the Controller of the 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.