

**CATALOGUE**

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1897-98

**State Normal School**

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...AT...

**LOS ANGELES, CALIFORNIA**

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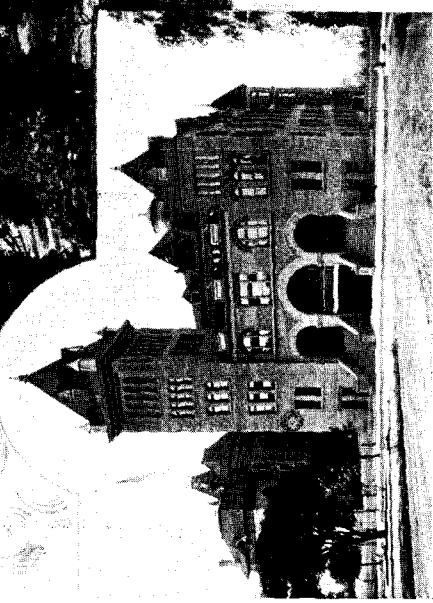


**Circular 1898-99**

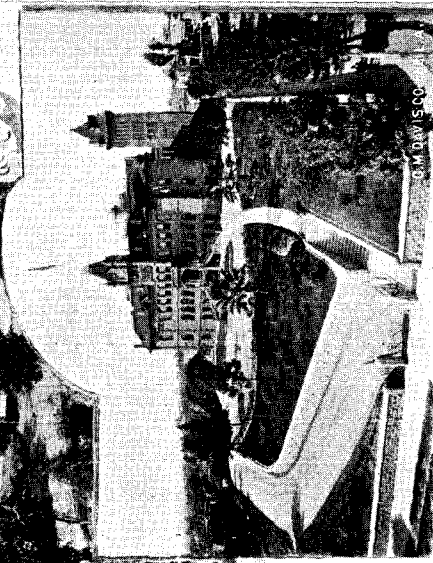
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# STATE NORMAL SCHOOL

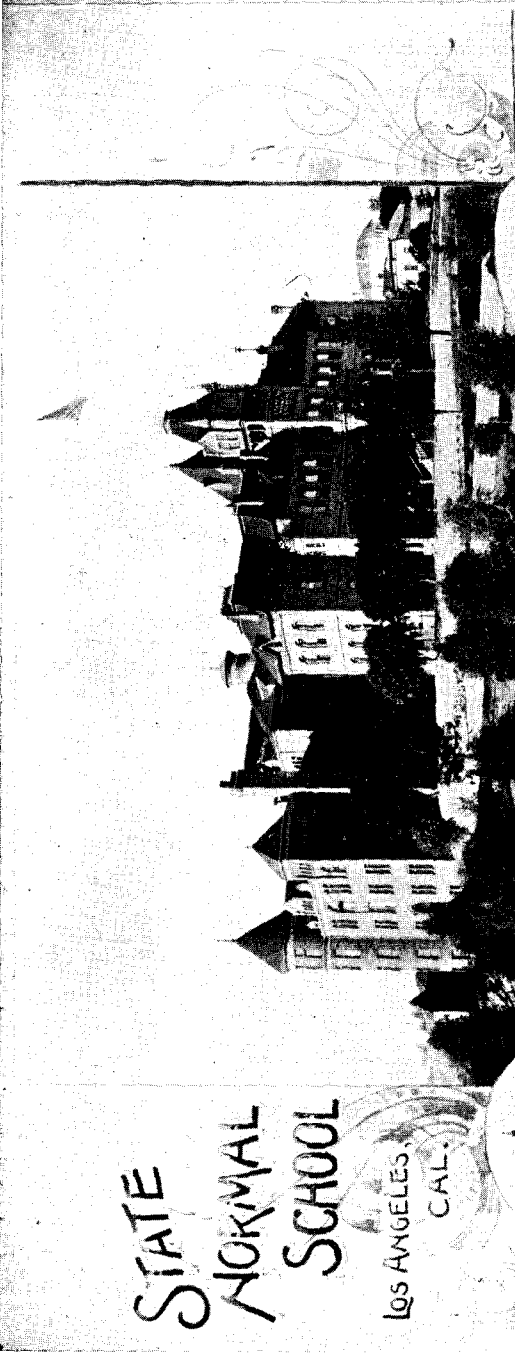
LOS ANGELES,  
CAL.



*Pittman*  
PHOTO.



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VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING

SIXTEENTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1898

AND

CIRCULAR FOR 1898-99

1898



## CALENDAR FOR 1898-99.

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### FIRST TERM.

Entrance examinations and admissions on credentials, Thursday, Friday and Saturday, September 1, 1898.

Term opens, Tuesday, September 6, 1898.

Term closes, Thursday, January 26, 1899.

Holiday vacation, December 24, 1898 to January 2, 1899.

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### SECOND TERM.

Entrance examinations and admissions on credentials, Friday and Saturday, January 27 and 28, 1899.

Term opens, Tuesday, January 31, 1899.

Mid-term vacation April 7 to 17 exclusive.

Term closes, June 24, 1899.





## BOARD OF TRUSTEES

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1897-98.

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

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### OFFICERS OF THE BOARD.

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

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### EXECUTIVE COMMITTEE.

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



## FACULTY 1897-98.

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### NORMAL DEPARTMENT.

- ✓EDWARD T. PIERCE, LL.B., PD. D., President,  
School Law and School Economy.
- ✓MELVILLE DOZIER, B. P., Vice-President,  
Mathematics and Bookkeeping.
- ✓C. C. VAN LIEW, PH. D., Professor of Psychology and Pedagogy,  
Supervisor of Training School.
- ✓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., Registrar,  
Mathematics.
- ✓\*JOSEPHINE E. SEAMAN,  
English.
- ✓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.
- ✓EVERETT SHEPARDSON, A. M.,  
Psychology and Pedagogy.
- ✓JULIET P. RICE,  
Music.
- ✓EMMA J. BRECK,  
English.
- ✓CHAS. M. MILLER,  
Sloyd.
- ✓JAMES F. CHAMBERLAIN,  
Geography.

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✓ \* R. E. Hieronymus, A. M., substituted for Miss Seaman during the year.

## Report of Trustees.

### CIRCULAR FOR 1898-99.

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, 1898, with the course of study, rules, regulations, etc., for the coming year.

The enrollment for the present year has reached 616. This is very nearly the limit of the capacity of the buildings.

The Trustees point with pride to the advancement made by the School during the past four years. When it closed in June, 1894, it had a faculty of fourteen, occupying as many rooms in the old building constructed in 1882. During the present year there has been a Faculty of thirty, occupying thirty class-rooms and laboratories in a building that commands the admiration of all who know it. Then, with the exception of a small room for Chemistry, there were no laboratories. Now the Chemical, Physical, Biological, Psychological and Geographical laboratories compare favorably in arrangement and equipment with those in the leading Normal Schools in the country.

The following departments have been established: Psychology and Pedagogy, Art, Manual Training, and Kindergarten Training.

Instead of a single course being offered, as formerly, there have been added the one for Kindergartners, one for High School graduates, and one for College graduates and teachers.

As new members have been added to the Faculty, the management has been fortunate in securing specialists, most of whom, besides being Normal School graduates, have had advanced training along the lines of work which they now teach.

The school is known for its thorough work in all departments and for the ability and success of the teachers whom it graduates.

From a small school with only a local reputation, the institution has in the short time mentioned fairly won a place in size, in equipment, and in efficiency, as one of the leading professional schools of the United States. This has been made possible by the rapid growth in population in this part of the State and by the liberality of the Legislature in voting appropriations for buildings, equipments and salaries commensurate with the needs of the school. As the leading educational institution in Southern California, we bespeak for it the interest and support of citizens.

For specific information in regard to the work of the school, reference is made to the report of the President.



## President's Report.

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To the Board of Trustees of the State Normal School, at Los Angeles—Gentlemen: I present the Catalogue of the school under your charge for the year ending June 30, 1898, and the circular stating requirements, regulations and plans for the coming year:

The year that has just closed has been one of prosperity. The number enrolled has been 616, a small increase over that of the previous year. The class that has just graduated is the first one that has taken the four years' course. I believe that their strength as teachers will justify the Board of Trustees in adding this fourth year of work to the curriculum. These young people, I believe, have a clear understanding of the science of method and a fair degree of proficiency in the art of applying it. Teaching with them will not be a hap-hazard work, but it will be planned and executed with as much system as an architect and builder plans and executes his work. They are professionally trained as truly as is the young physician who has just finished his course at a Medical School. Both require experience to test all their powers. Some may fail of success, but the greater number will show that they understand their work.

The addition of one year to the course has allowed us to greatly strengthen the professional work. The equivalent of fifteen hours per week for one year is now devoted to the Science and Art of Education. This equals the amount of work demanded in one year in our colleges. Another change will be made the coming year. Heretofore the work in teaching has been extended over the whole of the Senior year, one hour each day. This has never been entirely satisfactory. The absorbing character and importance of this work have impelled students to give more attention to it than was sometimes demanded, often to the neglect of other duties. It is intended hereafter to try the plan of having students in the Senior year devote all their time for ten weeks to teaching. They will have charge of a Primary grade for five weeks and of a Grammar grade for the same length of time. They will devote all their time and energies to the class and teach it in all of the subjects of the curriculum. This, we believe, will more nearly test their real strength as teachers, since it will allow them to carry on their work under the usual conditions of practical school-room experience. If they do not show at the end of ten weeks that they are able to handle a class well, both in the way of instruction and government, they will be required to continue their work until they prove either their ability to teach or their inability to do so.

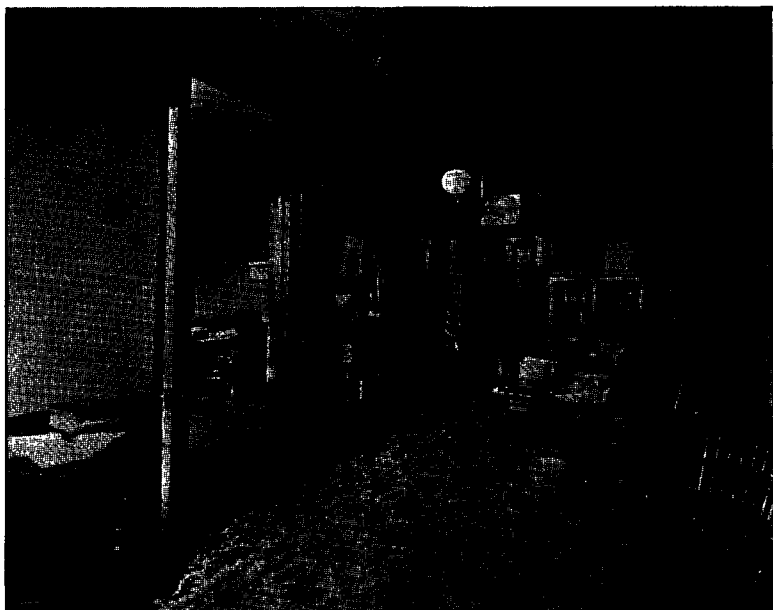
Some other changes have been made in the curriculum, notably that of concentrating the work of certain subjects, instead of having only two or three recitations on a subject each week and carrying the work through a greater number of terms. Each plan has its



OFFICE



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**OFFICE OF PROFESSOR OF PEDAGOGY**

advantages, but it is thought that power will be gained by the students if they do not have to give their attention to too many subjects at one time.

This year the first considerable class of Kindergartners has been graduated. The general interest excited by this department and the character of the work done in it have shown the wisdom of the Board in establishing it. With more room in which to work there is no reason why the Los Angeles State Normal School should not become the center for Kindergarten training in the State.

Now that the reorganization of the school is practically complete, the four years' course fully tested, the Department of Science enlarged, and the Departments of Art, Manual Training and Kindergarten added to the course of the school, with a financial support commensurate with its importance, it should be a constantly growing influence in the development of the rich and thriving territory of Southern California.



## 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 22.

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 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, beginning September 1st, for the fall term, and January 27th for the spring term. A fair knowledge of the following subjects will be required: 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 the history of the United States 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.

(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 1st and January 27th, 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 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 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.



### 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.

During the past year the students formed an organization known as "The Associated Body of Students." This organization has for its object the management of many matters that tend to the well-being of the school. They have regular meetings and discuss many questions that look to their own government and welfare as students in a Normal School. They thus aid in making the school as nearly self-governing as possible.

### 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 advance, will be promoted with the class. Examinations are made and the work summed up at the end of each term.

#### 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 rule is imperative and 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 on 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 partly 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.

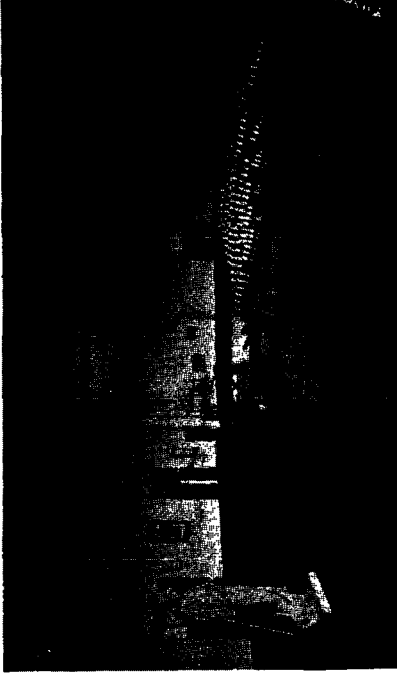
#### SPECIAL REGULATIONS PASSED BY THE FACULTY.

**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.



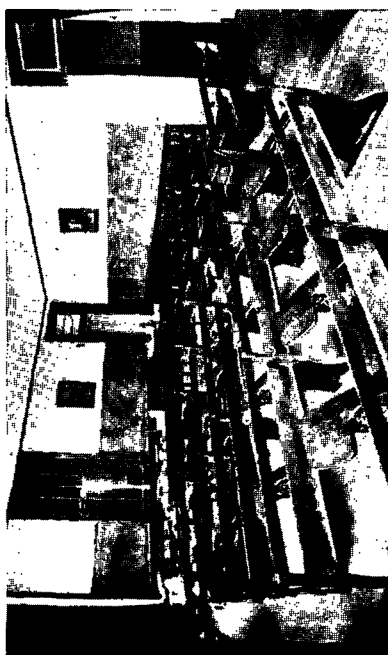
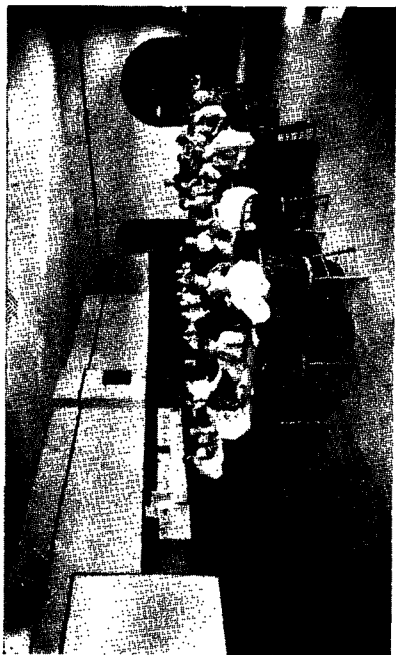
VIEWS OF ASSEMBLY



A VIEW OF ONE OF THE STAIR-CASES  
MUSEUM

VIEWS OF ART ROOMS

BIOLOGICAL LABORATORY NO. 1  
READING AND VOICE CULTURE



**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 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.

#### REGULATION CONCERNING ADMISSION TO TRAINING SCHOOL.

(a) No student, without permission from the Superintendent of the Training School after recommendation from the class-teacher for such permission, shall be permitted to teach in the Training School.

1. Who has not completed all the Psychology and Pedagogy, English, Arithmetic, Drawing, Sloyd, Music and Gymnasium of the classes of the first three and one-half years, or

2. Who lacks for graduation more than the equivalent of twenty-seven hours per week for one term.

(b) Part I. of this regulation does not apply to those pursuing the High School course.

(c) No part of this regulation applies to Kindergarten students.

(d) 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 F, 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.

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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.

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## Course of Study.

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The regular course of study occupies four years.

Any student who shall accomplish the work prescribed in the Course of Study shall be graduated on the recommendation of the Faculty.

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 school; provided, that one entire year must be passed in the school.

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 the school by its local Board of Trustees.



**TABULATED COURSE OF STUDY.  
FIRST, OR JUNIOR YEAR.**

	JUNIOR B.	JUNIOR A.
PROFESSIONAL.....	Subjects considered from the teacher's point of view.	Subjects considered from the teacher's point of view.
ENGLISH.....	Grammar—*20—4.	Composition. Classic Myths—20—4.
SCIENCE.....	Physics—20—5. Geography—20—4.	Botany—20—5.
MATHEMATICS.....	Algebra—20—5.	
MANUAL TRAINING	Sloyd—20—2.	Drawing—20—2. Sloyd—20—2.
MISCELLANEOUS...	Physical Training—20—3. Music—20—1. Word Work—20—1.	Reading—20—3. History. Roman and Mediaeval—20—4. Physical Training—20—3. Music—20—1. Word Work—20—2.

**SECOND YEAR.**

	MIDDLE D.	MIDDLE C.
PROFESSIONAL.....	Methods in all subjects pursued. Subjects considered from the teacher's point of view.	Elementary Psychology and Child Study—20—4.
ENGLISH.....	Figures. Versification—20—5.	
SCIENCE.....	Physiology—20—5.	Zoology—20—5.
MATHEMATICS.....	Arithmetic—20—4.	Geometry—20—5.
MANUAL TRAINING	Drawing—20—2. Sloyd—20—3.	Drawing—20—2.
MISCELLANEOUS...	Reading—20—3. Music—20—1. Physical Training—20—2.	English History—20—4. Physical Training—20—3. Word Work—20—2.

**THIRD YEAR.**

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

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

++ Examined  
+c By name of ...

## FOURTH, OR SENIOR YEAR.

	SENIOR B.	SENIOR A.
PROFESSIONAL.....	School Law and School Economy—20-3. Observation in Training School. Pedagogy—20-4.	History and Philosophy of Education—10-5. Teaching in Training School—10-25.
ENGLISH.....	Literature—20-5.	Literature: English in the Public Schools—10-4.
SCIENCE.....		Physics—10-10.
MATHEMATICS.....	Geometry—20-4.	
MANUAL TRAINING	Drawing—20-2.	Drawing—10-4.
MISCELLANEOUS....	Reading—20-3. Music—20-1. Physical Training—20-3. Ethics—20-1.	Physical Training—10-2. Music—10-1.

Chorus work by the whole school once each week throughout the course.

NOTE.—It will be noticed that students teach for ten weeks in the Practice School during the last term. They will have entire charge of a room and have no other work while they are doing this.

## 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, Mediaeval 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. 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 1st.

3. 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 1st.

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 Solid Geometry is not accepted, as the subject is studied in connection with its 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). Credentials as to one year's satisfactory work in Latin will excuse from Word Analysis.

An examination in Spelling and the use of synonyms will be held in Room G, Friday, September 2nd, at 1 p. m. All applicants will take this examination, and those not recommended in Latin will take, in addition, an examination in Word Analysis. All who pass this test will be excused from the course in Word Work; those who do not will be held for such part of that course as the High School Committee shall designate.

#### 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 regular course:

##### FIRST YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH.....	Grammar—20—4.	*American Literature—20—4.
SCIENCE.....	Physical Geography—20—4.	Biology—20—5.
MATHEMATICS.....	Arithmetic—20—5.	
MANUAL TRAINING	Drawing—20—2. Sloyd—20—3.	Drawing—20—2. Sloyd—20—3.
MISCELLANEOUS. ...	Music—20—2. Physical Training—20—2.	Reading—20—4. Music—20—2. Physical Training—20—2.

\*May be taken by examination.

## SECOND YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Pedagogy—20—4. School Law and School Econ.—20—3	History and Philosophy of Education—10—5.
		Teaching—10—25.
ENGLISH.....		English in Public Schools—10—4.
	Physiology—20—4.	Physics in the Public Schools—10—4.
SCIENCE.....	*Geography (Middle A.)	
MATHEMATICS.....		Geometry—10—4.
MANUAL TRAINING	Drawing—20—3.	Drawing—10—4.
MISCELLANEOUS. ...	Constitutional History of the United States—20—4. Music—20—2. Physical Training—20—2.	Music—10—3. Physical Training—10—2.

\*May be taken by examination.

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 1st, 1898, and Friday, January 27th, 1899.

### Kindergarden Training 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 Kindergarden teachers. This department was opened September 8, 1896. It will enter upon

its third year September, 1898. 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.

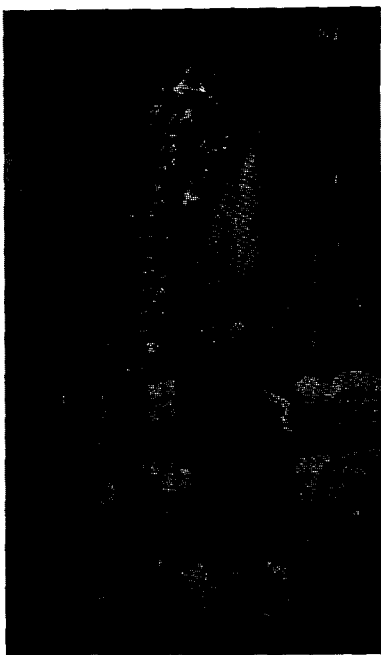
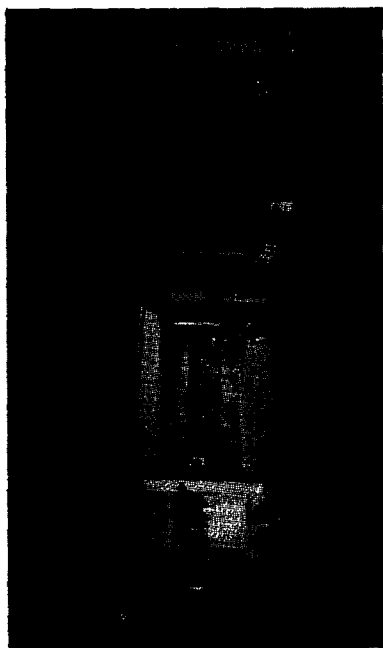
1. All students applying for admission to the Kindergarten Department must be sixteen years of age. Students who do not show some natural fitness for this work by the end of the first half term will be required to withdraw. Only one class will be organized each year, for the two years' course, and this will begin work in September. But those who can spend two years and a half, will be permitted to enter one term earlier, to take such preparatory academic work as may be deemed desirable to strengthen their course.

2. High School and College graduates will be admitted to a two years' course under the rules and regulations governing their admission to the regular Normal Course (see page 21 of catalogue) after having passed the following examinations: 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. No entrance examination in English for graduates of accredited High Schools. Graduates of other schools must satisfy the English Department unless the Kindergarten Committee consider the work they had done equivalent to High School English.

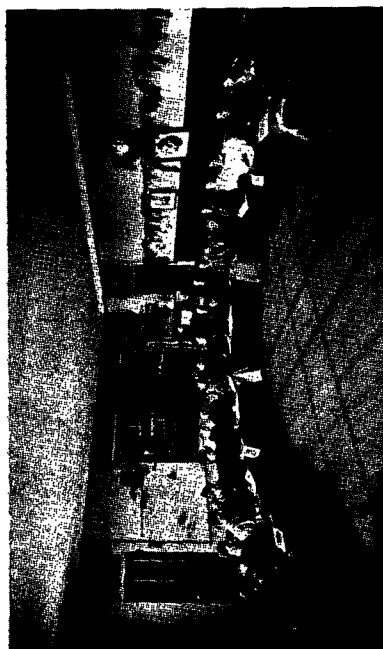
3. Those who are pursuing the regular Normal course and have finished the work of its first two years, may elect the two years' Kindergarten Training course, if they show peculiar fitness for that work.

4. 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.

5. Holders of diplomas from the four years' course of California Normal Schools may complete the Kindergarten course in one year, if they are prepared for examination in subjects named in section 1. See special course, page 26.



VIEWS OF KINDERGARTEN ROOMS



CLASSROOM AND READING CLASSES  
GARDEN: JOE KINDERGARTEN

**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. (See paragraph 3 above.)

The third and fourth years' work, and that for College and High School graduates (see paragraph 2 above), 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 and rhythm; phrasing and expression; children's voices; sketches from the history of music. Selection of music for Kindergarten uses. At least one hour's practice per day in vocal and instrumental music.

5. **ENGLISH**—All students with no higher training than High School English take thirty weeks of English in the school, first term to be training in Composition and Reading of Prose Masterpieces. (See statement under English for fourth year.)

6. **DRAWING**—The first term's work will consist in a study of perspective principles and their application to object drawing in outline; blackboard 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, lead pencil, brush and water color.

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, Blow's Symbolic Education, Gifts, Program 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 during practice hours. 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**—Short Studies in the History and Philosophy of Education. Research work in selected educational topics preparatory to graduating theme.

3. MUSIC—The work in this is a continuation of the work of the previous year.

4. ENGLISH—Study of some masterpiece. N. B. Students who have had graduate training in College or University may, upon satisfying the English Department, be excused from some or all of the English Work in either or both years.

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.....	Zoology—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. Practice Teaching—20—15.	Theory—20—5. Practice Teaching—20—15.

#### ONE YEAR COURSE.

(See Paragraph 5, Page 24).

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Pedagogy—20—2.	Pedagogy—20—2.
ENGLISH.....	Subject to needs of Practice Work.	Subject to needs of Practice Work.
MISCELLANEOUS...	Drawing and Music as required by needs of Practice Work.	Drawing and Music as required by needs of Practice Work.
KINDERGARTEN....	Theory—20—10. Practice Teaching—20—15.	Theory—20—10. Practice Teaching—20—15.



**Text-Books Required.****JUNIOR B.**

English—Revised State Series Grammar.  
 Physics—Cooley's Student's Manual, Richardson.  
 Geography—Tarr's Elementary Physical.  
 Algebra—Wentworth's School.  
 Music—Common-School Course.

**JUNIOR A.**

Psychology—Halleck.  
 English—Gayley's Classic Myths.  
 Botany—Bergen's Elements.  
 History—Sheldon's General.  
 Music—Natural Course.

**MIDDLE D.**

Arithmetic—State Series.  
 English—Waddy's Rhetoric and Selected Readings.  
 Physiology—Martin's Human Body  
 Arithmetic—State Series.  
 Music—Normal Third Reader.

**MIDDLE C.**

Psychology—James's.  
 Physics—Gage's Principle.  
 Arithmetic—State Series.  
 History and Government—Wilson's State and Federal Govern-  
 ment.  
 Music—Same as Middle D.  
 Word Analysis—Reed & Kellogg's Word Building.

**MIDDLE B.**

Psychology—Same as Middle C.  
 English—Scott & Denny's Comp. and Rhet. and Selected Readings.  
 Geometry—Wentworth's.

**MIDDLE A.**

Pedagogy—McMurry's General Method and Method of the Rec-  
 itation.  
 English—Whitney's Essentials of Grammar.  
 Chemistry—Richardson's.  
 Algebra—Same as Junior B.

**SENIOR.**

English—Pancoast's Introduction to English Literature.  
 Palgrave's Golden Treasury and Selected Readings.  
 Geometry—Same as Middle B.  
 Physics—Gage's Principles.

**KINDERGARTEN.**

Education of Man—Hailman's Translation.  
 Mutter and Kose Lieder—Published by Lee & Shepard; or Mut-  
 ter and Kose Lieder—Translated by Susan Blow.  
 Psychology and the Psychosis of Intellect—Denton J. Snider.  
 Study of Child Nature—Elizabeth Harrison.  
 Symbolic Education—Susan Blow.  
 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 States Series, Wentworth & Hill's Exercises, McLellan & Ames, Prince's Arithmetic (books 1-3, ed. 1893), Appleton's Numbers applied, Robinson's New Higher Arithmetic.
- Algebra—Smith, Stringham's Revision of Milne, Bowser, Smith.
- Geometry—Bowser, Hopkins, Edwards, Beman & Smith, Phillips & Fisher's Elements.
- Composition—Wendell, Newcomer.
- English Literature—Stopford Brooks, Brander Matthews' Introduction to American Literature, McMillan's Classics.
- Geography—California State Series, Frye's Child and Nature, Eclectic Physical, Appleton's Physical, Warren's Physical.
- Biology—Setchell, Boyer, Oliver & Kerner, Campbell, Kingsley, McMurrich, Parker, Sedgewick & Wilson.
- 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, William's Elements.
- Physics—Avery, Carhart, Chute, Hall, Hall & Bergen, Shaw, Jones' Elementary Lessons in Heat, Light and Sound.
- Physiology—California State Series, Overton's Applied.
- General History—Sheldon, Barnes, Meyers, Fisher.
- United States Government—Fiske.
- United States History—California State Series, Fiske, Thomas, Epoch Series, Channing's Students', McMaster's School.
- English History—Guest & Underwood, Green's Short History, Gardiner's Student's, Montgomery.
- Psychology—McLellan's Psychology of Number, Morgan, Hewitt, Hill, Ladd, Gordy, Herbart, Sully's Outlines, Sanford's Experimental, Roark's, Tichener's Primer.
- Pedagogy—Swett, Hewitt, McLellan's Applied Psychology, De Garmo's Essentials of Methods, De Garmo's Herbart and the Herbartians, Herbart's Science of Education, Quick's Educational Reformers, White's Elements, Stevens' Methods in History, Heath's Pedagogical Library, McMurry's Special Methods in Geography, Science, Reading and History.
- History of Education—Rosenkranz, Williams, Painter, Davidson's Education of the Greek people.
- Philosophy of Education—Rosenkranz.
- Drawing—Garin, Bradfield, Prang, School.
- Ethics—Holland.
- Vertical Writing—Natural System.

## 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 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 teachers' 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.

#### 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 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 distinctly professional.

#### THIRD YEAR.—

The chief purpose of the first term work, consisting of four recitations per week, will be: (1) to develop early the power and habit in the students of observing, by means of experiment and introspection, their own mental life and the development of the child mind. (2) To give them a systematic view of mental phenomena and of the relations of mind and body. (3) To show them the mental processes underlying the various studies. (4) To assist them in the formation of good habits of study. (5) To acquaint them with terms and methods used in the study of psychology. The class will use a text supplemented and explained by experiments.

The second term of four recitations per week will continue the subject as begun in the first term, emphasizing more and more 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 Training School will be observed in connection with the work in child psychology, and the students taught truthfully to report what they observe. Everything possible will be done to create a scientific attitude and a spirit of truth-seeking.

#### FOURTH YEAR.—

During the first term of the fourth year much more time will be spent in professional lines. During the first term four periods per week will be devoted to 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 best methods of presentation. The special work in Method-

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 law. Before graduation a professional thesis must be prepared by each student during the last year and accepted by the Pedagogical Department.

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 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 several class-rooms for each of the eight grades. Each grade consists of half-year classes, so that there are practically sixteen grades. The eight grades are grouped in five departments, each under a training teacher, as follows: First, second, third and fourth, fifth and sixth, seventh and eighth. In addition to their personal supervision of these departments in matters of discipline, management, etc., the training teachers will have charge of certain subjects for supervision throughout the grades on the departmental plan. They will also give illustrative lessons before the classes in pedagogy as the need requires.

Under the supervision of the Faculty of the Normal School, in coöperation with the Supervisor of Training, a course of study for the Training School is being developed. Special attention is being devoted to developing work suitable for the grades in Science, Literature, History and all forms of physical and manual expression.

As the conditions change, the nature of the points of criticism vary. 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?

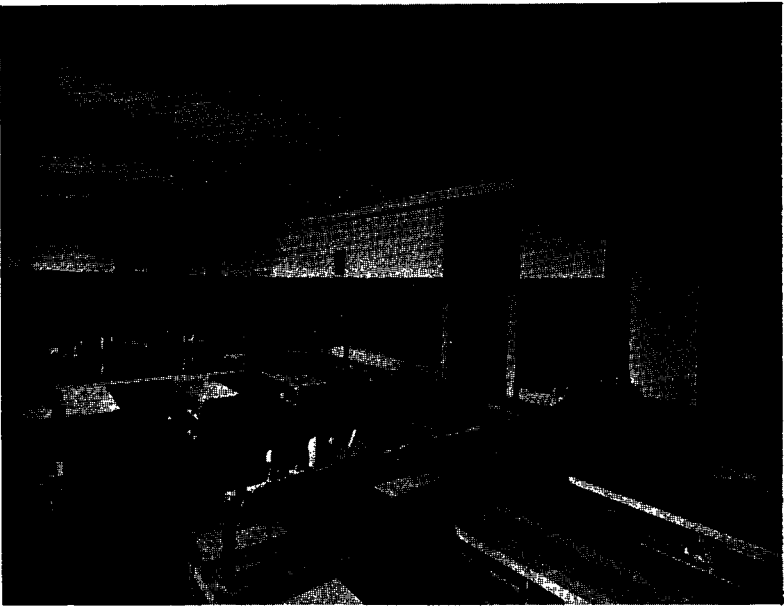
ology will be based on their knowledge of psychological principles. The texts in the hands of all students will be McMurry's "General Method" and McMurry's "Method of the Recitation." No attempt will be made to dictate special devices, but to search for principles upon which all true methods in teaching 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 critically studied. In this connection the educational ideas of Spencer, Bain, Rein, Parker, Harris and others, will be made. Among the works referred to are Spencer's "Education," Parker's "Talk on Teaching," McMurry's "Special Methods," Lange's "Apperception," and the Year Books of the Herbart Society. As the need demands, observation will be carried on in the Training School. The social idea of mutual helpfulness, as an educational ideal, will be made prominent, especially by practice in the coöperative reference and library work of the class.

During either the first or the last half of the last term each candidate for graduation will be called upon to devote his entire time to the management and instruction of two or more grades in the Training School. Since no other work is done during this half term, the candidate will be required not only to show efficiency in instruction in all necessary branches, but also a reasonable degree of skill and tact in all the details of discipline, management, planning, and the like that belong to good school-keeping. Each candidate will teach in both Primary and Grammar grades.

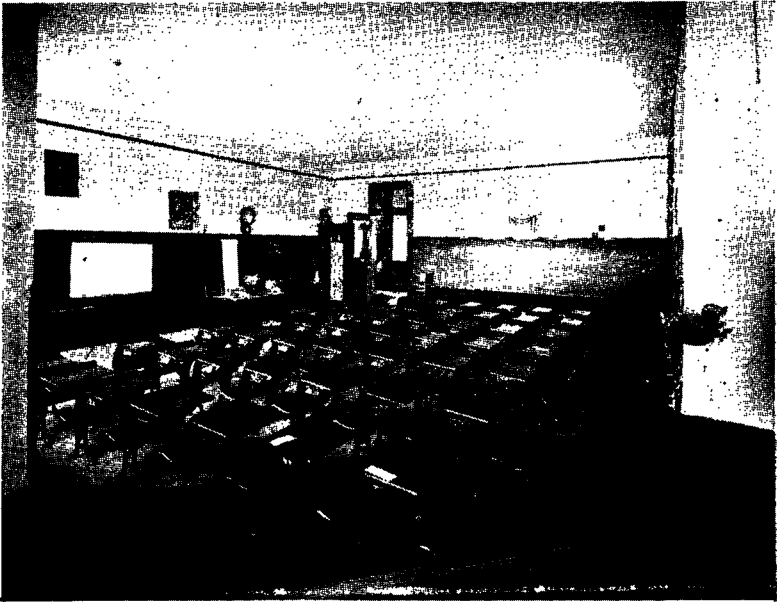
During the last term of the fourth year, when the student is not engaged in the Training School, five hours per week will be devoted to the History and Philosophy of Education. This course will aim to cover the chief movements and personalities in the development of educational theory and practice, in part through lecture and in part through the study of educational classics, and will close with a summary of educational theory and method as it seems to be shaping itself at the present time and as the outcome of past and present development through theory, research, practice and experimentation.

In addition to the foregoing regular work, educational seminars will be held weekly, 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. One of the chief features of the weekly seminars will be the critical discussion of public lessons given for that purpose in the Training School.

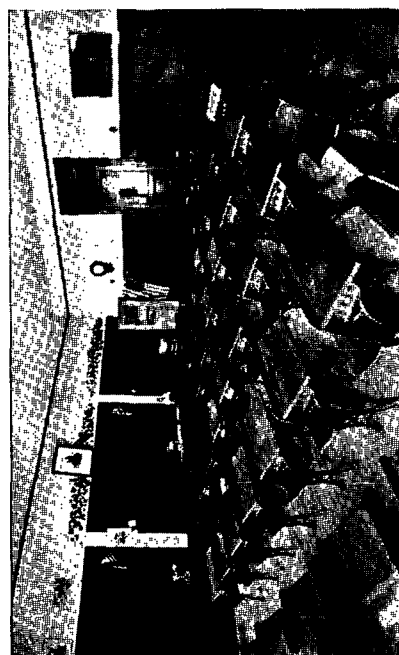
During the last term, the School Law of the State is carefully considered, and the students are required to fill out school registers,



SLOYD ROOM FOR TRAINING SCHOOL



A ROOM IN TRAINING SCHOOL



A GROUP OF ROOMS IN TRAINING SCHOOL



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

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 one another, as to proper sequence and relative importance?

3. How did the plan of her lesson fit into her general plan?

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?

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?

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?

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?

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.

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 Work in English.

#### FIRST YEAR.

First Term.—Grammar.

Second Term.—1. Composition.

2. Classic Myths.

Text-books for the year:

Revised State Series Grammar.

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.

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

Coleridge: The Ancient Mariner.

Milton: L'Allegro; Ie Pensive; Comus.

Text-book for the term:

Waddy's Rhetoric.

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-books for the year:

Whitney's Essentials of English Grammar.

Scott & Denny's Composition and Rhetoric.

## FOURTH YEAR.

First Term.—1. Special study of the drama; selected plays of Shakespeare; the novel.

2. Historical summary of English Literature.

Second Term.—English literature in the common schools; use of school libraries.

Text-books for the year:

*Pancoast's Introduction to English Literature.*

*Palgrave's Golden Treasury.*

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## Science.

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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 permit 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 topical experiments suggested by the best scientific authorities and observers, but also from those that have withstood the crucial test of the classroom, 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.

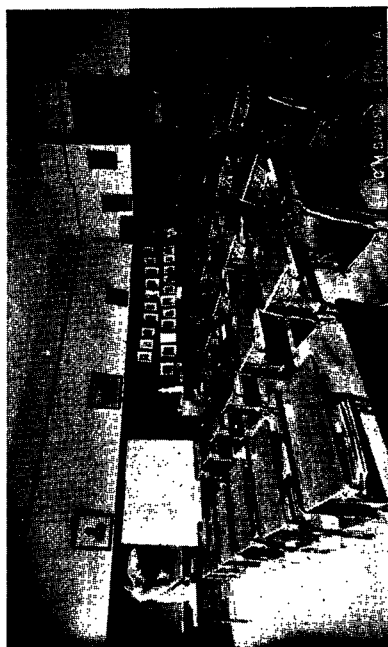
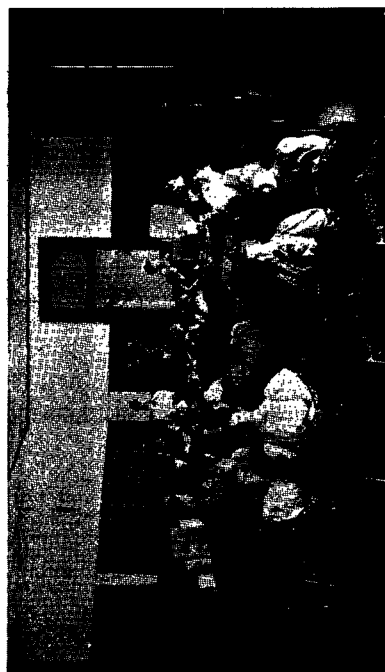
Special attention is paid to co-ordinating the work and to a full co-operation with other departments of school instruction. This is especially true in the branches of music, chromatics and physical geography.

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.



MUSIC ROOM  
ONE OF THE ENGLISH ROOMS

PSYCHOLOGICAL LABORATORY  
GEOGRAPHICAL LABORATORY

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 microscopic 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.

## BIOLOGY.

The work in this department consists of such considerations of plant and animal life as are generally included in the study of Botany and Zoology. In both phases of the subject, the aims are the same, viz.:

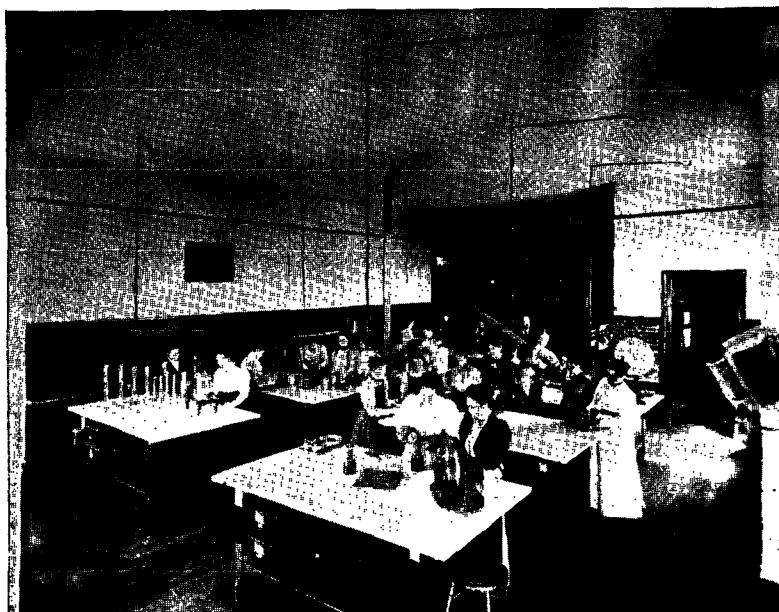
(a) Development of the powers of observation, accuracy of expression and spirit of scientific inquiry.

(b) Contribution to general culture by stimulating an interest in nature.

(c) Preparation for intelligent direction of Nature Studies in the lower grades.

This region affords a great variety of conditions, from ocean to desert, from sea level to mountain top, all within sight of the Normal building. This variety in environment offers unusually good advantages for the study of the external activities of plants and animals.

The laboratories are sufficiently well equipped to carry out any work contemplated. As indicating the character of the equipment the following may be mentioned: thirty-six small compound and one binocular Crouch microscopes, fifteen Bausch and Lomb microscopes, with 2-3 and 1-5 objectives and double nose pieces, nine dissecting microscopes, forty sets of dissecting instruments, complete



**PHYSICAL LABORATORY**



**LECTURE ROOM FOR DEPARTMENT OF PHYSICS AND PHYSIOLOGY**

set of reagents for carrying on processes of fixing, imbedding, staining, etc., in preparation of histological material. Thoma microtome, solar microscope, four aquaria, etc.

A fairly complete series of slides illustrating the most important points of minute structure of plants and animals have been prepared. These are in sets of from thirty-five to fifty, so that an entire class may examine the same object at the same time.

The museum contains a good collection of zoological, botanical, paleontological and geological specimens. These are accessible to students of this department and of the Training School. It is desired to make the museum a center of exchange with students or teachers who are interested in this work.

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

#### *Botany.*

With the seed as the starting point, the life history of the flowering plant furnishes the basis for further study. The sequence of topics as outlined in Bergen's or Setchell's *Botanies* is, in the main, followed, although some subjects are studied more thoroughly. Enough of the flowerless plants are studied to give the student some idea of the scope and variety of plant life.

Some time is spent in the study of the organisms concerned in fermentation and enough experiments are performed by the student to show the connection of this subject to sterilization and disinfection.

No herbarium is required, but sufficient time is spent in collecting and classifying plants to give the student some facility in the determination of species by use of the manual. The chief object of the field work, however, is not to learn their names, but to see how plants live and adapt themselves to their environment.

#### *Zoology.*

In the course given in this subject, representatives of the principal groups of animals are studied.

Whenever practicable specimens are studied alive under as natural conditions as possible. Many of the common forms of marine life are thus studied.

It is intended also to make the work in Zoology supplement the work in Physiology. The student is made acquainted with the processes of nutrition, respiration, circulation and excretion as found in the lower animals. It is hoped to give a broader view of animal functions and in such a way as to be helpful in teaching Physiology in the lower grades.

The minute structure of at least one animal will be worked out as completely as time will permit.

Such animals as can be easily obtained are used to illustrate special characteristics, such as protective coloration, adaptation to surroundings, habits injurious or beneficial to man, etc.

Some attention is given to embryology. Early segmentation is illustrated by the eggs of the Pond Snail and later stages by the development of the Frog or Chick.



### CHEMISTRY.

The course of Chemistry consists of laboratory work by students, supplemented by the study 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 country 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 and 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, chapter of history, or some excellent bit of fiction gives the desired local color.

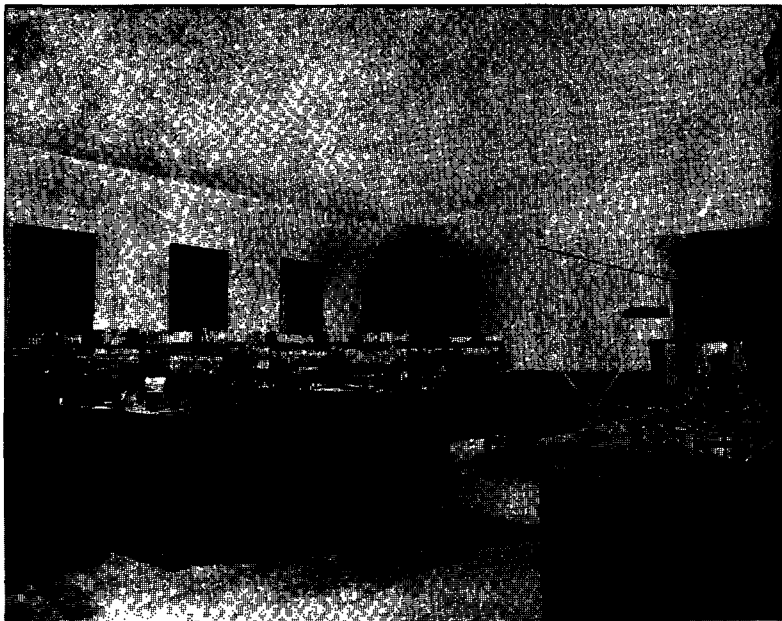
Every effort is made to inculcate a love of study, the power and desire to carry on original investigation, and the realization that the work done in the school-room is but the beginning of the work of the true student.

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## Mathematics.

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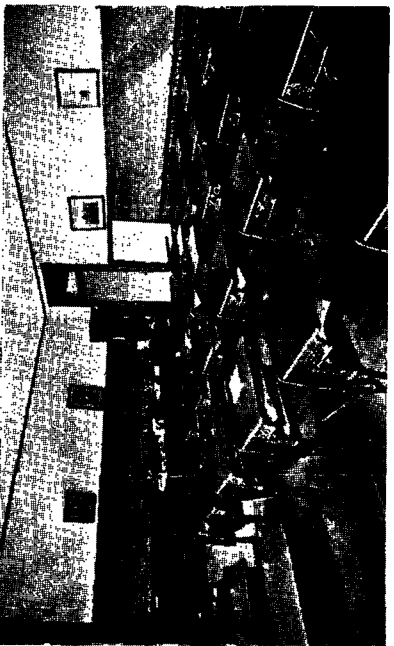
The mathematics in the course of study comprises Arithmetic, Algebra and Geometry. Clearness in demonstration, accuracy in statement, and rapidity in execution receive careful attention as requisites of great importance for the teacher's work. Disciplinary processes belong essentially to the pure mathematics; therefore, the



**CHEMICAL LABORATORY**



**SLOYD ROOM NORMAL DEPARTMENT**



ETHICS  
MATHEMATICS

A GROUP OF CLASS ROOMS

HISTORY  
ENGLISH

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.

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### OUTLINE OF WORK IN HISTORY.

#### FIRST YEAR, SECOND TERM.—Roman and Mediaeval:

- 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 beginnings of Modern Europe.
- Feudalism and Chivalry.
- The Crusades, and their effect on civilization.
- Growth of Democracy.
- The Revival of Learning and Art.
- The Reformation.

#### SECOND YEAR, SECOND 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.

#### THIRD YEAR, FIRST 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.

### 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: 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 history styles, will occupy a portion of the time allotted to each year's work.

#### THIRD YEAR.—

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

Pen and ink sketching.

Modeling.

#### FOURTH YEAR.—Historic ornament in water color.

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

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

### 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.
3. It must be a training that by methodical arrangement and accordance 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 woodwork, and one of the principal aims is to combine manual instruction organically with drawing instruction. Without this organic connection the Sloyd, as well as any other form of manual training will not affect mind training."

*The Course.*"

**FIRST YEAR.—40 wks.—2.**

- (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.—20 wks.—3.**

- (a) Sharpening of tools.
- (b) Drawing of elevation, end and sectional views.
- (c) Drawing on reduced scale.

**THIRD YEAR.—40 wks.—2.**

- (a) Carving and gouging.
- (b) Drawings made in ink.
- (c) Isometric and orthographic projection.
- (d) Blue printing.
- (e) Review of analysis and inner progression of models.
- (f) Methods and estimates.
- (g) History and Theory of Sloyd.
- (h) Cardboard work.

The following Sloyd Models are made during the course:

- 1, preparatory; 2, ruler; 3, wedge; 4, keytag; 5, table mat; 6, quarter foll; 7, triangle; 8, pencil sharpener; 9, cutting board; 10, key-rack; 11, pin tray; 12, paper file; 13, bracket; 14, flower stick; 15, pen-holder; 16, flower-pot stand; 17, flower cross; 18, corner bracket; 19, hammer handle; 20, box; 21, hatchet handle; 22, picture frame; 23, key rack; 24, paper knife; 25, mitered frame; 26, towel roller; 27, cake spoon; 28, knife box.

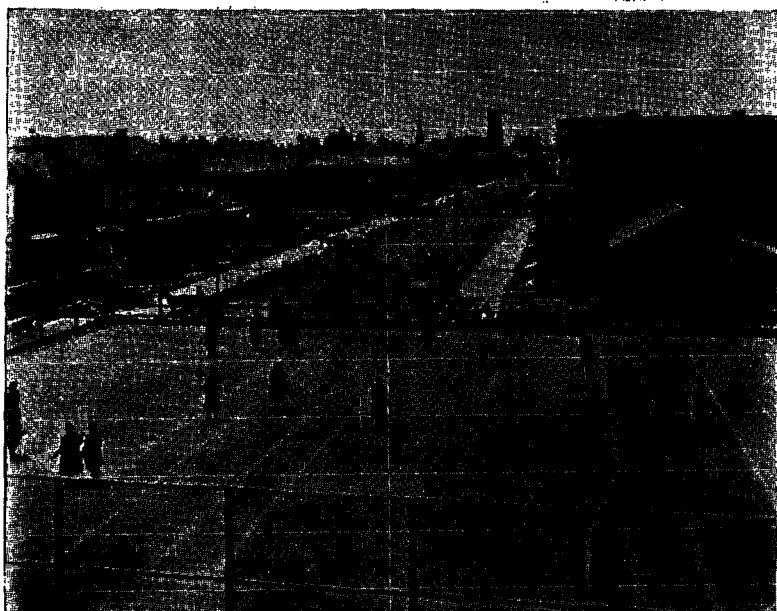
**READING.**

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 aesthetic features of expression. Great at-

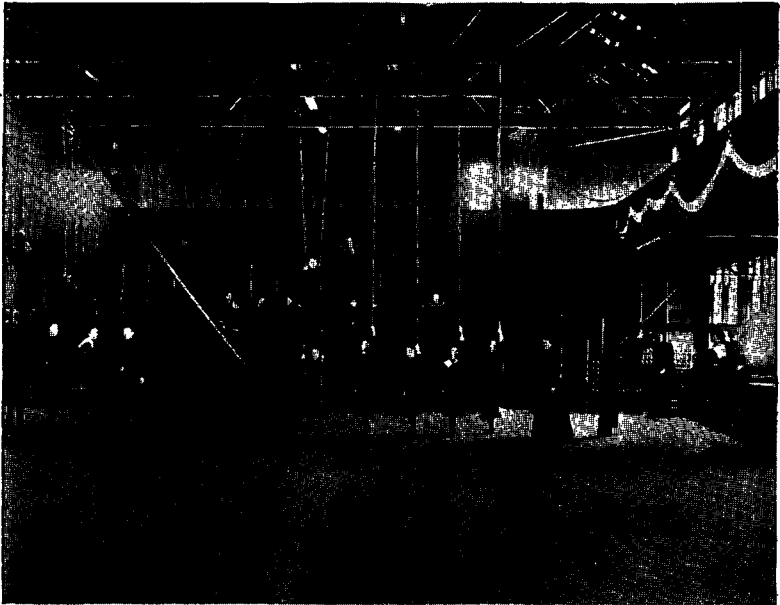
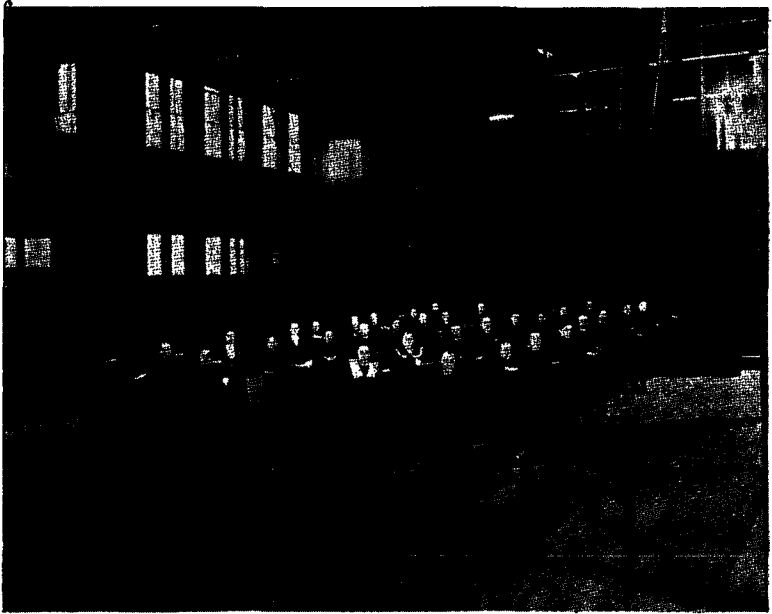




**GYMNASIUM**



**TENNIS COURTS**



VIEWS IN GYMNASIUM

tion 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 senior 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.

*Outline Course of Study.*

**FIRST YEAR.—**

Voice placing; enumeration; strengthening of voice; sight reading; correct breathing.

**SECOND YEAR.—**

Principles of vocal expression; sight reading.

**THIRD YEAR.—**

Methods and systems of teaching reading, and instruction in platform reading.

**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 drill 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 Training.*

**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.

**WORD WORK.**

1. Junior B (one hour per week), Work shall consist of writing from memory or dictation brief selections previously assigned, with occasional dictation of words or selections not previously assigned.

The record is to include errors in spelling, punctuation, capitalization, etc. Every fourth lesson shall be an exercise in spelling review; words to be selected from the work of preceding lessons.

2. Junior A (one hour per week) Work of the same character as that of Junior B, except that selections shall gradually grow more difficult.

3. Middle C, Word Analysis; two hours per week.

4. Middle B, Synonyms; two hours per week; ten weeks; Spelling, two hours per week; ten weeks.

Students who are habitually deficient in spelling, as shown by their written work in the various departments of the school, and those who fail to pass the work of Middle B, shall be assigned to special work arranged for them.

### 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 training than can be found in most Normal Schools. Several pieces of apparatus of Swedish design have been ordered. Lawn tennis courts are 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 systematically; to acquire a love for the study of the human form; to discriminate 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, according 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 gymnasium, 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.

One period per week during the fourth year will be devoted to the consideration of the above questions.

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## Aids to Work.

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#### THE LIBRARY.

The library contains over fifty-seven 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.

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. About nine hundred volumes have been added this year.

**USE OF LIBRARY.**—The library is open from 8 a. m. to 5 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 shall have more than two books at the same time without special permission, nor retain any book more than two weeks without renewal.

Books treating of a subject under consideration in any class of the school may, at the request of the teacher of that subject, be reserved from circulation, or taken to the class room for such time as they are needed.

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.

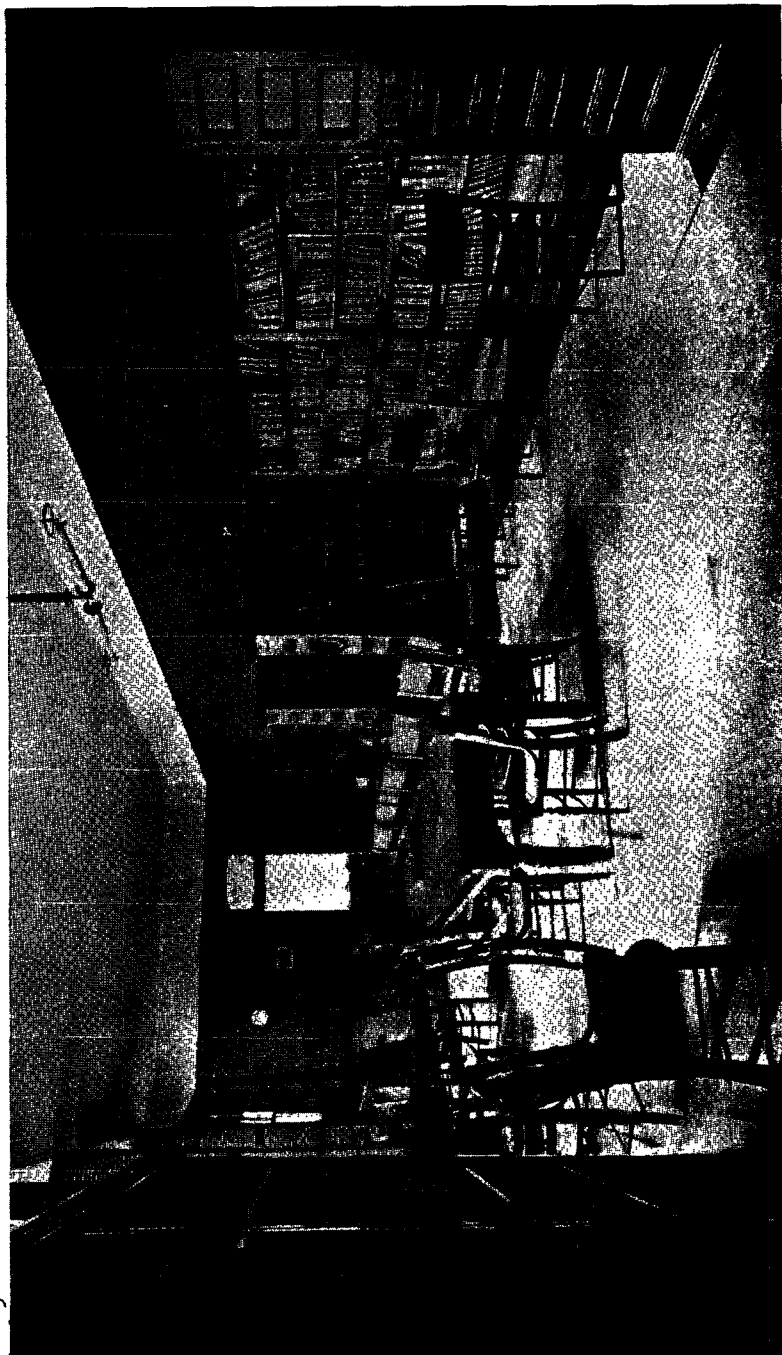
#### LECTURE COURSE.

Our commodious assembly hall has been utilized for lectures and entertainments during the past year, that have not only elevated the literary character of the school, but have 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.

#### 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.



LIBRARY

The young ladies conduct a class in systematic Bible study on Sunday afternoon 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 1898-9 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 Students' 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 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.

#### 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, Roberts' 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.

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.

#### THE DELTA SIGMA.

For more than a year the Delta Sigma, another literary and parliamentary society exclusively for male students, has been holding regular meetings. The membership is limited in numbers. Members come on the program in regular rotation. It holds no elections, every member holding office in succession in alphabetical order. It meets every week and has not missed a meeting during this past year.

#### 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.

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, 1898.

#### 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.

#### 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.

#### 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.



## List of Students.

### FOURTH YEAR—SENIOR CLASS.

Aisenpreis, Eda.....	Los Angeles	Green, Frances.....	Los Angeles
Alderson, Edith.....	Los Angeles	Griswold, Estella.....	Poway
Annis, Sarah.....	Los Angeles	Halberstadt, Leonora.....	Los Angeles
Ayer, Lillian.....	Fresno	Hall, Kate.....	Los Angeles
Babcock, Ernest.....	Los Angeles	Hall, Maria.....	San Diego
Barnett, Alma.....	Los Angeles	Hamilton, Myrtle.....	Pasadena
Bates, Alice.....	Placentia	Hamlin, Elizabeth.....	Pomona
Beam, Mae.....	San Bernardino	Harris, Lila.....	Los Angeles
Bedford, Lola.....	Los Angeles	Hawley, Agnes.....	Los Angeles
Bland, Adelina.....	La Mirada	Hilliard, Justine.....	Glendora
Bland, Harriet.....	La Mirada	Hinman, Gertrude.....	Los Angeles
Bletsco, Leah.....	Los Angeles	Holcomb, Grace.....	Los Angeles
Bont, Josephine.....	Los Angeles	Hunt, Barta.....	Los Angeles
Bostwick, Isabel.....	Los Angeles	Jemison, Nellie.....	Los Angeles
Bowman, Harold.....	Ramona	Johnson, Edith.....	Santa Barbara
Boyd, Katie.....	Riverside	Jones, Alice.....	Los Angeles
Boyd, Jennie.....	Riverside	Kerns, Fannie.....	Downey
Bright, Grace.....	San Bernardino	Lemon, Nellie.....	Banning
Brooks, Ethel.....	Los Angeles	Lenton, Lavinia.....	Piru City
Bullis, Reina.....	Los Angeles	Lewis, Mary.....	Los Angeles
Caldwell, Geneva.....	Santa Barbara	Lietzau, Emily.....	Los Angeles
Canniff, Edith.....	San Bernardino	Loring, Grace.....	Los Angeles
Casner, Frances.....	Riverside	Lovell, Olivia.....	Los Angeles
Clark, Carrie.....	Santa Barbara	Lynn, Leslie.....	Los Angeles
Clarke, Grace.....	Downey	Macomber, Clara.....	Tustin
Chaffee, Fannie.....	Garden Grove	McCarthy, Elizabeth.....	Garvanza
Chase, Eva.....	Los Angeles	McEachin, Mamie.....	Los Angeles
Clayton, Elizabeth.....	Downey	McKenzie, Dolina.....	Los Angeles
Clogston, Belle.....	Riverside	Meyer, Charles.....	San Diego
<i>Mrs.</i> Collins, Alena.....	Los Angeles	Mitchell, Richard.....	Garden Grove
Cook, Ada.....	Santa Barbara	Morgan, Emma.....	San Bernardino
Davis, Abel.....	San Diego	Mosseman, Adele.....	Anaheim
Davis, Mattie.....	Messina	Myers, Katherine.....	Los Angeles
DeBerry, Josephine.....	Colton	Nauerth, Winnie.....	Los Angeles
Dickison, Clarence.....	Los Angeles	Norris, Mary.....	Redlands
Diffenbacher, Lulu.....	Los Angeles	Northcross, Ruth.....	Tustin
Dwire, Carrie.....	Los Angeles	Orr, Clara.....	Los Angeles
Dwire, Julia.....	Los Angeles	Owen, Martha.....	Albuquerque
Elliott, Elsie.....	Los Angeles	Pankey, Dora.....	Santa Ana
Endicott, Marietta.....	Vernondale	Pettis, Maud.....	Goleta
Enos, Dotha.....	Los Angeles	Pfeninger, Leila.....	Fullerton
Enos, Esther.....	Los Angeles	Rees, Minnie.....	Los Angeles
Fanning, Burton.....	Norwalk	Robinson, Ethel.....	Los Angeles
Ford, Ada.....	Los Angeles	Schmeiding, Pauline.....	Los Angeles
Fortson, Florence.....	Los Angeles	Seymoure, Annie.....	Monrovia
Fowler, Mabel.....	Redlands	Shoup, Faith.....	San Bernardino
Frazier, Elizabeth.....	Los Angeles	Smith, Maud.....	Los Angeles
Frink, Agnes.....	Los Angeles	Stahmer, Ella.....	Los Angeles
Gastrich, J. Wm.....	Los Angeles	Stewart, Jessie.....	Highland Park
Glines, Etta.....	Santa Ana	Stringfield, Bertha.....	Los Angeles
Goodrich, J. G.....	Los Angeles	Tate, Lillian.....	Los Angeles
Gough, Mattie.....	Los Angeles		
Graham, Daisy.....	Downey		
Graham, Pearl.....	Downey		

Terry, Lillie.....	Colton	White, Mildred.....	Los Angeles
Van Domselaar, Theresa.....	Los Angeles	White, Florence.....	Burbank
Wallop, Addie.....	Anaheim	Wilber, Edith.....	San Jose
Warren, Lillie.....	Los Angeles	Wilkinson, Jessie.....	Rialto
Warren, William.....	Glendale	Williams, Belle.....	Pasadena
Webster, Lillian.....	Redlands	Willis, Bessie.....	Los Angeles
Weise, Charles.....	Norwalk	Wood, Minnie.....	Los Angeles
Wheeler, Amy.....	Los Angeles	Wood, Orville.....	Compton
White, Carrie.....	Los Angeles	Wright, May.....	Los Angeles
Total, 124.		Wright, Ella.....	Vernondale

## THIRD YEAR.

Abbott, Arthur.....	Compton	Collins, Agatha.....	Fresno
Adams, Mabel.....	Pomona	Colton, Lydia.....	Bakersfield
Allen, Mary.....	Tropico	Cooper, Reba.....	Los Angeles
Amick, Myrtle.....	Oceanside	Cooper, Ruth.....	Los Angeles
Andrews, Mina.....	Downey	Cockrell, Pearl.....	Santa Rosa
Austin, Juanita.....	Los Angeles	Cullen, Etta.....	Glendora
Bailey, Letha.....	Los Angeles	Cunningham, Ida.....	Los Angeles
Baker, Bertha.....	Santa Ana	Culver, Harriet.....	Riverside
Baker, Julia.....	Los Angeles	Curtis, Gertrude.....	Puente
Ball, Kate.....	San Bernardino	Darling, Stella.....	Pasadena
Barnes, Adda.....	Los Angeles	Dexter, Mercy.....	Los Angeles
Barnes, Mabel.....	Los Angeles	Dick, Ona.....	Los Angeles
Barron, Flora.....	Los Angeles	Dickinson, Lucia.....	San Diego
Barron, Pearl.....	Compton	Dickson, Etta.....	San Diego
Bean, Jane.....	Alhambra	Dietrich, Edward.....	Los Angeles
Beatty, Anna.....	Los Angeles	Dwire, Belle.....	Los Angeles
Beckley, Charlotte.....	Los Angeles	Embody, Thraso.....	Los Angeles
Beckley, Stella.....	Los Angeles	Fanning, Mamie.....	Los Angeles
Blakeeles, Maude.....	Florence	Fellows, William.....	Los Angeles
Blind, Linnean.....	Los Angeles	Field, Grace.....	Glendale
Blick, Kate.....	Pasadena	Fish, Hester.....	Los Angeles
Blum, Edith.....	Escondido	Fleischner, Ethel.....	Pasadena
Boehncke, George.....	Cahuenga	Fraser, Jessie.....	Los Angeles
Boden, George.....	Tehachapi	Glines, Belle.....	Santa Ana
Borthwick, Isabel.....	Ontario	Goetz, John.....	Los Angeles
Bohan, Martha.....	Los Angeles	Good, Sidney.....	Garvanza
Bowen, Cornelia.....	Pomona	Gray, Pearl.....	Orange
Breen, Nellie.....	Los Angeles	Grebe, Laura.....	Los Angeles
Brown, Corris.....	Dalces	Green, Jennie.....	Los Angeles
Brunson, May.....	Downey	Griffith, Mabel.....	Monrovia
Bryant, Louis.....	Centralia, Ill.	Gunning, Alma.....	Los Angeles
Bosbyshell, Mae.....	Los Angeles	Haas, Mamie.....	Los Angeles
Burke, Agnes.....	Rivera	Hanby, Alice.....	Los Angeles
Burnett, Grace.....	Los Angeles	Hattery, Bessie.....	San Bernardino
Campbell, Frank.....	Santa Ana	Hendricks, Dollie.....	Los Angeles
Cannon, Ella.....	Pomona	Higley, Alice.....	Pasadena
Carpenter, Claribel.....	Santa Ana	Hogan, Laura.....	Los Angeles
Carpenter, Grace.....	Pomona	Hoff, Clara.....	Hyde Park
Casey, Lorena.....	Pomona	Holmes, Julia.....	Los Angeles
Clark, Victoria.....	Los Angeles	Houser, Lela.....	Los Angeles
Claypool, Mildred.....	Santa Rosa	Huff, William.....	Garden Grove
Clevenger, Hinda.....	Los Angeles	Huginin, May.....	Los Angeles
Christensen, Clara.....	Garden Grove	Hunter, Keysey.....	San Diego
Coe, Franc.....	Porterville	Jones, Zella.....	Los Angeles
Collins, Laura.....	Burbank	Keir May.....	San Bernardino
Collins, Theresa.....	Fresno	Keller, Leonora.....	Los Angeles

Keyes, Charlotte.....	San Diego	Powell, Katherine.	Los Angeles
Kingery, Frances....	Los Angeles	Ramboz, Ina.....	Los Angeles
Kline, Odessa.....	Los Angeles	Redmond, Mamie....	Los Angeles
Knight, Emma.....	Azusa	Rehbock, Elsie.....	Los Angeles
Lambert, Mabel.....	Pasadena	Rich, Florence.....	Glendale
Langman, Nellie.....	Goleta	Richardson, Grace..	Los Angeles
Laughlin, Stewart ..	Inglewood	Riddell, Ione.....	Los Angeles
Lawrence, Elmer.....	Downey	Rehart, Minnie.....	Piru City
Laws, Junius.....	Los Angeles	Rodgers, R. J.....	Moneta
Laws, Ovid.....	Los Angeles	Sanford, Mamie....	Garden Grove
Lepley, Minnie.....	Alhambra	Savage, Margaret ..	San Pedro
Lisk, Susie.....	Pasadena	Scribner, Mary.....	San Pedro
Lopez, Lupe.....	Pasadena	Shaffer, Nannie.....	Pasadena
Lopez, Ramon.....	Pasadena	Sheaff, Jennie.....	Pasadena
Lovejoy, Lena.....	Los Angeles	Simons, Beatrice...	Kern County
Maxfield, Clara.....	Jamul	Smith, Charles.....	Bakersfield
Maxson, Edgar.....	Rivera	Smith, Maggie.....	Santa Ana
McCarthy, Emma.....	Garvanza	Smith, Winnie.....	Nordhoff
McKenzie, Anna....	Los Angeles	Stafford, Helen.....	Los Angeles
Meacham, Kate.....	Los Angeles	Stancer, Josie....	San Bernardino
Mead, Margaret.....		Stebbins, Mae.....	Los Angeles
	St. Paul, Minnesota	Stone, Mabel.....	Los Angeles
Miller, Henry.....	Los Angeles	Stratton, Edith.....	Arizona
Mills, Sadie.....	Los Angeles	Stuart, Grace.....	Los Angeles
Mitchell, Mary.....	Pasadena	Stuhlmann, Carrie..	Los Angeles
Moon, Edith.....	Riverside	Swain, Grace.....	Whittier
Morrow, Lorena....	Los Angeles	Teale, Charlotte....	Los Angeles
Motsinger, Kate....	Cucamonga	Thompson, Jessie...	Los Angeles
Murphy, Alice.....	Compton	Thompson, Nellie....	Tropico
Neel, Melvin.....	Castaic	Thorpe, Charles...	Los Angeles
Neely, Robert.....	Monrovia	Tritt, Jessie.....	Los Angeles
Nemetz, Pauline....	Anaheim	Turner, Bessie....	Los Angeles
Netz, Joseph.....	Los Angeles	Turner, Leslie.....	Los Angeles
Neuhart, Justine...	Los Angeles	Tyler, Elsie.....	Whittier
Noble, Mary.....	Ontario	Van Patten, Grace...	Kansas
Olson, Josephine....	Alhambra	Vincent, Elizabeth..	Los Angeles
Olson, Ida.....	Alhambra	Wade, Mary.....	Los Angeles
Papina, Josephine...	Placerville	Waite, Margaret....	Los Angeles
Parcell, Zulema....	Los Angeles	Walters, Lydia.....	Los Angeles
Pav, Bertha.....	Cleveland, Ohio	Ware, Agnes.....	Garden Grove
Payne, Ella.....	Los Angeles	Weatherholt, Idell..	Los Angeles
Peck, Norma.....	Los Angeles	Webb, Emily.....	Los Angeles
Peckham, Edith....	Los Angeles	Widney, Marie.....	Los Angeles
Perry, Zanita.....	Los Angeles	Williams, Matie....	Los Angeles
Pfaffenberger, Selma.....		Withers, Catherine..	Los Angeles
	Los Angeles	Woods, Mattie.....	Los Angeles
Plummer, Connie...	Los Angeles	Woodson, Meta....	San Diego
Porter, Annette....	Los Angeles	Young, Lottie.....	Los Angeles
Porter, Carrie.....	Fullerton	Young, Maude.....	Westminster
Post, Bessie.....	Los Angeles		
Total, 189.			

## SECOND YEAR.

Abbott, Emilita.....	Rivera	Atchason, Olive....	Los Angeles
Adams, Rollah.....	Los Angeles	Austermell, Bessie..	Los Angeles
Alexander, Eva.....	Los Angeles	Baker, C. W.....	Pasadena
Allen, Blanche.....	Los Angeles	Baker, Josephine...	Los Angeles
Arons, Nellie.....	Los Angeles	Banks, Belle.....	Downey
Ashdown, Anna....	Los Angeles	Barron, Clara.....	Los Angeles

Bigham, Emma.....	Los Angeles	Luttge, June.....	Burbank
Brainard, Maude.....	Los Angeles	Lynn, Frank.....	Los Angeles
Brauer, Thusnelda.....	Pasadena	Mackay, Olive.....	Los Angeles
Brown, Florence.....	Daicss	Madison, Anna.....	Los Angeles
Brown, Maud.....	Los Angeles	Martin, Mary.....	San Diego
Brubaker, Charles.....	Illinois	McCormack, Blanch.....	
Butler, Jessie.....	Downey		Los Angeles
Burke, Edith.....	Toluca	McAdam, Isabel.....	Pasadena
Carlyle, Lutie.....	Westminster	McDonald, Frances.....	Los Angeles
Christensen, Serena.....		Merrill, Frank.....	Florence
	Garden Grove	Moody, Mabel.....	Garden Grove
Clarke, Emily.....	Los Angeles	Mutersbaugh, Emma.....	
Cole, Anna.....	Los Angeles		Los Angeles
Cooper, Mary.....	Pasadena	Neidig, Mary.....	Los Angeles
Cooke, Annie.....	Los Angeles	Northross, Sallie.....	Tustin
Cottle, Lura.....	Shermanton	Norton, Cecilia.....	Los Angeles
Curran, Pauline.....	Los Angeles	Noyes, Mabel.....	Los Angeles
Davenport, Edna.....	Los Angeles	Olson, Henry.....	Alhambra
Davis, Maude.....	Los Angeles	Pardee, Blanch.....	Newhall
Day, Jessie.....	De Luz	Patterson, Mabel.....	Glendale
Doss, Grace.....	Los Angeles	Peters, Millie.....	Los Angeles
Fanning, William.....	Norwalk	Pfaffenberger, Carrie.....	
Fay, Loia.....	Los Angeles		Los Angeles
Frackelton, Lena.....	Los Angeles	Pfahler, Eda.....	Capistrano
Frink, Lillian.....	Los Angeles	Phillips, Lulu.....	Cambria
Galpin, Alfred.....	Los Angeles	Randall, Nellie.....	Downey
Gill, Grace.....	San Bernardino	Raymer, Edna.....	Los Angeles
Glick, Margaret.....	Pasadena	Redmond, Ella.....	Los Angeles
Gooch, Esther.....	Rivera	Reed, Bessie.....	Perris
Goodhart, Kate.....	San Jacinto	Reinhard, James.....	Prospect Park
Goodrich, Sue.....	Clearwater	Rolfe, Banna.....	Los Angeles
Graham, Mabel.....	Los Angeles	Rosenthal, Helen.....	Coldwater
Graves, Ethel.....	Pasadena	Ruddy, Mabel.....	Los Angeles
Hackenson, Hilma.....	San Pedro	Sams, Mary.....	Vernondale
Harrington, Marion.....	Los Angeles	Saxton, Ella.....	
Hazen, Mabel.....			Bloomngdale, Michigan
	Kansas City, Missouri	Schubert, Anna.....	Los Angeles
Hendershott, Frances.....		Shorten, Laurie.....	Utah
	Los Angeles	Smith, Jacintha.....	Savannah
Hendricks, Edith.....	Los Angeles	Spencer, Julia.....	Manzana
Hoffman, Eleanor.....	Los Angeles	Stone, Lela.....	Mesa Grande
Holmes, Dorothy.....	Carpenteria	Sylva, Isabel.....	Wilmington
Holmes, Olive.....	Reedley	Travis, Isabel.....	Los Angeles
Jones, Adelaide.....	Los Angeles	Traconiz, Carmelita.....	Los Angeles
Kerns, Page.....	Downey	Van Sciever, Robert.....	Los Angeles
Kingsley, Helen.....	Los Angeles	White, Gertrude.....	Los Angeles
Kirkpatrick, Eunice.....	Downey	White, William.....	Rivera
Lane, Robert.....	Los Angeles	Whittaker, Forest.....	Los Angeles
Latham, Julia.....	Los Angeles	Widney, Marie.....	Los Angeles
Lindsey, Lawrence.....	Los Angeles	Wilson, Margaret.....	La Crescenta
Little, Maude.....	Prospect Park	Wood, Maud.....	Los Angeles
Logsdon, Belle.....	San Jacinto	Zuber, Augusta.....	Los Angeles
Louis, Helen.....	Los Angeles		
Total, 110.			

## FIRST YEAR—JUNIOR CLASS.

Ausmus, Maida.....	Los Angeles	Barnes, Daza.....	Escondido
Bacon, Lillian.....	Pasadena	Barnett, Della.....	Gardena
Ball, Cora.....	Woodville	Beaty, Alma.....	Hollywood

Benson, Nellie.....	Yolo County	Harrington, Maggie.....	
Bligham, Leonard.....	Woodville	.....	Virginia City, Nevada
Blakeslee, Ida.....	Florence	Henderson, Jessie...	Kelyseyville
Bodkin, Agnes.....	San Gabriel	Hollman, Lura.....	Tucson, Arizona
Boehncke, Frieda.....	Cahuenga	Hopkins, Margaret...	Los Angeles
Borthick, Edna.....	Tropico	Huff, Effie.....	Garden Grove
Borthick, Nora.....	Tropico	Huff, Eymmer.....	Garden Grove
Bowen, Stella.....	Pasadena	Hull, Ida.....	Los Angeles
Bradley, Grace.....	Ontario	Inglis, Glennie.....	Florence
Brooks, Rolyet.....	Woodville	Jacobs, Maud.....	Foster
Burnett, May.....	Los Angeles	Johnson, Mabel.....	Los Angeles
Bushnell, Helen.....	Los Angeles	Johnson, Zula.....	San Diego
Butier, Brunson.....	Downey	Jones, Ora.....	Los Angeles
Cairns, Edith.....	Tulare	Jordan, Mabel.....	Los Angeles
Caldwell, Mattie.....	Los Angeles	Kaneen, Pattie...	San Francisco
Chappelow, Amy.....	Duarte	Keach, Minta.....	Los Angeles
Clark, Mamie.....	Valley Center	Kennedy, Della.....	Orange
Clarke, Lucy.....	Los Angeles	Laughlin, Grace.....	Inglewood
Clement, Effie.....	Santa Ana	Lea, Ermol.....	Los Angeles
Collins, Lulu.....	Colegrove	Lee, Maude.....	Los Angeles
Collins, Mary.....	Los Angeles	Lewis, Lizzie.....	Clearwater
Conrad, Roy.....	Springville	Lillie, Ruby.....	Hueneme
Coulter, Della.....	Niles	Lindenfeld, Carrie..	Los Angeles
Cox, Mildred.....	Colegrove	Lingfelter, Bessie..	Los Angeles
Coy, Lottie.....	Los Angeles	Lipe, Mary.....	University
Crowl, William.....	Chino	Maxfield, George.....	Jamul
Daniels, Annie.....	Pasadena	McAfee, Maud.....	Los Angeles
Davies, Grace.....	Pasadena	McClintock, Estelle	Los Angeles
Dodge, Laura.....	Los Angeles	McConnell, Harry.....	Ventura
Duckworth, Guy.....	Garden Grove	McMordie, Lula.....	Moneta
Durham, Willena.....	Fresno	Mead, Josephine....	Los Angeles
Edmiston, Jessie...	Los Angeles	Merriman, Nina....	Los Angeles
Elmendorf, May.....	Los Angeles	Miller, Mrs. C. A.....	Myrtle
Emery, Lottie.....	Los Angeles	Miller, Theresa.....	Colegrove
Enright, Ellen.....	La Cienega	Morgan, Edith.....	Los Angeles
Evans, Ava.....	Anaheim	Murphy, Grace.....	Prospect Park
Ferguson, Meta.....	Los Angeles	Noble, Amy.....	Ontario
Ferry, Frank.....	Prospect Park	Ogborn, Eva.....	Los Angeles
Finch, Laura.....	Los Angeles	Olsen, Clara.....	Los Angeles
Fishburn, Rose.....	San Diego	Pates, Clarence.....	Prospect Park
Fitzhugh, Anna.....	Los Angeles	Pendleton, Ella.....	Downey
Flickinger, Alice..	Garden Grove	Phelan, Annie.....	Whittier
Ford, Anna.....	Los Angeles	Powell, Etta.....	Los Angeles
Forst, Antoinette....	Savannah	Quinn, Edith.....	El Monte
Foxen, Inez.....	Los Alamitos	Rankin, Katherine..	Hollywood
Freeman, Ethel.....	Los Angeles	Rawson, James.....	Winchester
French, Nora.....	La Cañada	Redmond, Alice.....	Parkfield
Fultz, Alice.....	Oceanside	Redmond, Ora.....	Parkfield
Goodhue, Elsie.....	Los Angeles	Ruston, Anna.....	Los Angeles
Graham, Frances....	San Francisco	Savage, Ada.....	Los Angeles
Greene, Grace.....	Los Angeles	Scott, Bertha.....	Los Angeles
Greenwade, Goldie..	Los Angeles	Shull, Della.....	Los Angeles
Gregory, Lizzie.....	Los Angeles	Smith, Mabel.....	Los Angeles
Groce, Edith.....	San Jacinto	Sonneman, Mamie..	Los Angeles
Gunning, Mabel.....	Los Angeles	Steinart, Effie.....	Downey
Hagans, Clara.....	Springville	Stephens, Madge....	Hollywood
Haines, Alice.....	Escondido	Stewart, Mark.....	Susanville
Harlan, Browning.....		Streeter, Genevieve	Los Angeles
.....	Trenton, Tennessee	Taylor, Edgar.....	Rivera

Thomas, Lucy.....	Los Angeles	Westcott, Iva.....	Tustin
Tomlin, Jeannette.....	Pomona	Whetsell, Agnes..	Prospect Park
Tullis, Eva.....	Shermanton	Whittington, Florence.	Monrovia
Ulen, Hattie.....	Los Angeles	White, Orvy.....	Fillmore
Underwood, Evalyn..	Garvanza	Withers, Louis....	Los Angeles
Vail, Bearta.....	Los Angeles	Wolfe, Bernice.....	University
Wagenbach, Beatrice.....		Wonner, Faith.....	Pasadena
.....	Los Angeles	Woodson, Lolita....	San Diego
Washburn, Ella....	Los Angeles	Yates, Anna.....	Los Angeles
Weber, Gersa.....	Buena Park	Young, George.....	Los Angeles
Total, 141.			

## KINDERGARTEN DEPARTMENT—SENIOR YEAR.

Brush, Edith.....	Pasadena	Reed, Fannie....	Santa Barbara
Dawe, Ida.....	San Bernardino	Reese, Mae.....	Santa Barbara
Dunn, Emma.....	Los Angeles	Robinson, Augusta.....	
Furrey, Edith.....	Los Angeles	.....	British Columbia
Gibson, Elizabeth...	Los Angeles	Stansbury, Minnie..	Los Angeles
Kellogg, Annie.....	Berkeley	Talmadge, Mary....	Los Angeles
Knight, Agnes.....	Los Angeles	Underwood, Nettie..	Pasadena
Lipe, Clara.....	Los Angeles	Vischer, Henrietta..	Pasadena
Livingston, Mae....	Los Angeles	Walker, Jennie.....	Pasadena
Millar, Bess.....	Los Angeles	Ward, Agnes.....	Los Angeles

## JUNIOR YEAR.

Bailey, Florence....	Los Angeles	Plimpton, Helen.....	Perris
Bourne, Jennie....	Los Angeles	Smith, Clara.....	Los Angeles
Dickey, Ethel.....	Pasadena	Stanton, Carrie....	Los Angeles
Dodge, Nellie.....	Los Angeles	Stoddart, Beesie...	Los Angeles
Ferguson, Hattie...	Los Angeles	Stoddart, Evalyn..	Los Angeles
Hawver, Hattie....	Los Angeles	Whitcomb, Elizabeth..	Glendora
Hitt, Barbara....	Los Angeles	White, Grace.....	Los Angeles
Leland, Gertrude..	Santa Barbara	Whitlock, Maud....	Los Angeles
Martin, Maybelle..	Los Angeles	Wood, Minnie.....	Pasadena
Maynard, Elizabeth.....			
.....	Rockville, Connecticut		
Total in Senior Year.....			19
Total in Junior Year.....			19

Total in Kindergarten Department..... 38

## VISITING STUDENTS.

Alcock, Nellie M.....	Piru City	Kuehl, M. Fredereka.....	
Berkey, Ethel I....	Los Angeles	.....	Los Angeles
Compton, Mrs. Henrietta....		Masters, Addie....	Los Angeles
.....	Los Angeles	Mohan, Mary C....	Los Angeles
Dutcher, B. W..	Peck, Michigan	Pratt, Clementina..	Los Angeles
Hammer, Jeannette..	Los Angeles	Prentiss, Sarah....	Los Angeles
Hannaman, Inez....	Los Angeles	Root, Maud.....	Los Angeles
Knapp, Alma.....	Los Angeles	Watkins, Antoinette.....	
		.....	Los Angeles
Total visiting students.....			14
Total in Kindergarten Department.....			38
Total Normal proper.....			564

Total..... 616



Number of students in 4th year .....	124
Number of students in 3rd year .....	189
Number of students in 2nd year .....	110
Number of students in 1st year .....	141
Number of irregular students .....	14

#### KINDERGARTEN DEPARTMENT.

Number of students in Senior Class .....	19
Number of students in Junior Class .....	19

Total number of students in Normal and Kindergarten Departments .....	616
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#### MODEL AND TRAINING SCHOOL.

Number of pupils in Eighth grade .....	18
Number of pupils in Seventh grade .....	22
Number of pupils in Sixth grade .....	21
Number of pupils in Fifth grade .....	25
Number of pupils in Fourth grade .....	20
Number of pupils in Third grade .....	24
Number of pupils in Second grade .....	43
Number of pupils in First grade .....	49
Number of pupils in Kindergarten .....	50
Total number of pupils in Model and Training School .....	272
Total number of students in Normal and Kindergarten Departments .....	616
Total number of pupils in Model and Training School .....	272
Total number in all Departments .....	888

### Graduates.

#### CLASS OF JUNE, 1897.

Barnes, Lela	Langman, Emma D.
Bristol, Blanche Eliza	Layne, Evalyn Austin
Cochran, Irene	Morissey, Tessie
Conner, Lucy	Nichols, Wilford W.
Crowell, Alice Grey	Reddy, Katherine M.
Flood, Florence Beatrice	Rice, Nina Ellen
Hall, Alice Gem	Richie, Florence A.
Harris, Flora	Snedden, Anna
Hazen, Lillian D.	Sproul, Frank P.
Hodgkins, Edith May	Waters, Eula J.
Holleran, Nora	Whittington, Ida E.
Kalliwoda, Anna	Willis, Harriet L.

#### GRADUATES FROM KINDERGARTEN DEPARTMENT.

Allison, Mrs. B. F.	Harris, Margueretta
Carhart, Augusta	Johnston, M. Louise
Total, 28	

## CLASS OF FEBRUARY, 1898.

Adleron, Edith	Gastrich, William
Bates, Alice	Grayson, Robert
Caldwell, Geneva	Lynn, Leslie
Clark, Carrie	Morgan, Emma
Cook, Ada	Shoup, Faith
Diffenbacher, Lulu	Stringfield, Bertha
Fortson, Florence	White, Florence
Total, 14	

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, 1890 .....	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
14. Year ending June 30, 1897 .....	28
Post graduates.....	8
Total .....	<u>818</u>

## Laws Relating to State Normal School.

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 herein-after 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' pre-

vious 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 regulations 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 en-

gage 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 diploma 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 or 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 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, city and county, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder 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.



## BOARDS OF TRUSTEES.

Ex Officio Members of all Boards.

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SAMUEL T. BLACK.....Superintendent of Public Instruction.

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PERCY R. WILSON.....206 S. Spring Street, Los Angeles.  
J. MARION BROOKS.....207 New High, Los Angeles.

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