

BULLETIN

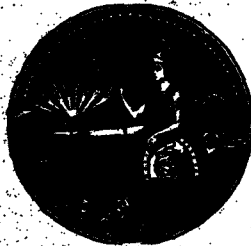
OF THE

Los Angeles State Normal School

1914-15
AND

Announcements for 1915-1916

THIRTY-THIRD YEAR



CALIFORNIA
STATE PRINTING OFFICE
1915

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

BULLETIN OF INFORMATION

FOR 1915-1916

INCLUDING

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1915

**CALIFORNIA
STATE PRINTING OFFICE
1915**

CALENDAR FOR 1915-1916

FIRST TERM

- 9:00 A.M. Friday, September 10, 1915—General Faculty Meeting.
- 12:30 P.M. Friday, September 10, 1915—Former students, except Juniors of the General Professional School, report for arrangement of programs and enrollment in classes.
- 9:00 A.M. Saturday, September 11, 1915—Juniors of the General Professional School (former students only), report for arrangement of programs and enrollment in classes.
- 2:30 P.M. Saturday, September 11, 1915—Training School Conferences.
- 9:00 A.M. Monday and Tuesday, September 13 and 14, 1915—Registration and Enrollment of New Students.
- 9:00 A.M. Wednesday, September 15, 1915—General Assembly, followed by recitations.
- 3:00 P.M. Wednesday, November 24, 1915—Thanksgiving recess begins.
- 9:00 A.M. Monday, November 29, 1915—School reopens.
- 3:00 P.M. ~~Friday~~, December 23, 1915—Term closes.

SECOND TERM

- 9:00 A.M. Monday, January 3, 1916—Registration and Enrollment of New Students.
- 8:05 A.M. Tuesday, January 4, 1916—Recitations begin.
- 10:50 A.M. Wednesday, January 5, 1916—General Assembly.
- 3:00 P.M. Friday, March 24, 1916—Term closes.

THIRD TERM

- 9:00 A.M. Monday, March 27, 1916—Registration and Enrollment of New Students.
- 8:05 A.M. Tuesday, March 28, 1916—Recitations begin.
- 10:50 A.M. Wednesday, March 29, 1916—General Assembly.
- 3:00 P.M. Friday, April 14, 1916—Spring recess begins.
- 9:00 A.M. Monday, April 24, 1916—School reopens.
- Thursday, June 22, 1916—Commencement.

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - - Governor of California

Ex Officio

EDWARD HYATT, - - - Superintendent of Public Instruction

Ex Officio

RICHARD MELROSE, Anaheim, - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles, - Term expires July 1, 1915

EDWIN T. EARL, Los Angeles, - - Term expires July 1, 1917

ARTHUR LETTS, Los Angeles, - - Term expires July 1, 1914

JAMES A. B. SCHERER, Pasadena, - Term expires April 1, 1916

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH, - - - - - Secretary

CHARLES L. WHITE, - - - - - Assistant Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

✓ JESSE F. MILLSPAUGH, A.M., M.D., President.

✓ HARRIET E. DUNN,
Secretary of the Faculty.

✓ JOSEPHINE E. SEAMAN,
Instructor in English.

✓ CLARA M. PRESTON,
Training Teacher, Fourth Grade.

✓ JAMES F. CHAMBERLAIN, Ed.B., B.S.,
Head of Department of Geography.

✓ EVERETT SHEPARDSON, A.M.,
Supervisor of Practice Teaching.

✓ SARAH J. JACOBS,
Director of School of Physical Education.

✓ HELEN C. MACKENZIE,
Training Teacher, Third Grade.

✓ KATE F. OSGOOD,
*Principal of Training School and
Assistant Supervisor of Practice Teaching.*

✓ FRED ALLISON HOWE, LL.B., Ph.D.,
Head of Department of English.

✓ LOYE HOLMES MILLER, M.S., Ph.D.,
Head of Department of Science.

✓ CHARLES W. KENT, B.S.,
Director of School of Manual Arts.

✓ NELLIE HUNTINGTON GERE,
Director of School of Art.

✓ ALICE O. HUNNEWELL,
Head of Department of Reading.

✓ ADA J. MILLER, Ph.B., A.M.,
Instructor in English.

✓ RACHEL T. RICHARDSON, B.S.,
Instructor in Manual Arts.

✓ ELSIE SECKLER, A.B.,
Training Teacher, Second Grade.

✓ MYRTLE BLEWETT,
Instructor in Music.

✓ ARTHUR AMSDEN MACURDA, A.M.,
Instructor in History of Education.

✓ EMMA J. ROBINSON,
Training Teacher, Sixth Grade.

STATE NORMAL SCHOOL, LOS ANGELES.

- ✓ CHARLES W. WADDLE, A.M., Ph.D.,
Head of Department of Education.
- ✓ GRACE M. FERNALD, Ph.D.,
Director of Psychological Laboratory.
- ✓*KATHERINE GOETZINGER, A.B.,
Instructor in French and German.
- ✓ A. A. HUMMEL, M.S.,
Instructor in Physiology and Nature Study.
- ✓ ELIZABETH E. KEPPIE,
Instructor in Reading.
- ✓**MICHAL GRACE SNYDER, A.M.,
Head of Department of History.
- ✓ KATHLEEN S. BECK,
Instructor in Geography.
- ✓ BELLE H. WHITICE,
Instructor in Manual Arts.
- ✓ HELEN E. MATTHEWSON,
*Counselor of Women and
Assistant Supervisor of Practice Teaching.*
- ✓ BERTHA E. WELLS,
Assistant Supervisor of Practice Teaching.
- ✓ BESSIE E. HAZEN, A.B.,
Instructor in Art.
- ✓ MYRTLE COLLIER, B.S.,
Head of Department of Mathematics.
- ✓ M. MADILENE VEVERKA,
Training Teacher, First Grade.
- ✓ RUBY BAUGHMAN, A.M.,
Instructor in English.
- ✓ ANNA PAMELA BROOKS, A.B., B.S.,
Instructor in Art.
- ✓ ESTHER MABEL CRAWFORD,
Instructor in Art.
- ✓ CLARA PALMER, B.S.,
Director of School of Home Economics.
- ✓ ELIZABETH FRANCES MASCORD, A.M.,
Director of School of Kindergarten Training.
- ✓ MARY BURNEY PORTER,
*Supervisor of Teaching and
Appointment Secretary.*
- ✓ BERTHA C. VAUGHN,
Instructor in Voice Culture.

*Part of year

**Absent on leave

✓ EMILY C. HOLLISTER, A.M.,
Instructor in Physiology and Nature Study.

✓ BARBARA GREENWOOD,
Instructor in Kindergarten Training.

✓ CARROLL W. ANGIER,
Instructor in Manual Arts.

✓ ALMA PATTERSON, A.M.,
Instructor in Child Study and Pedagogy.

✓ MARY DOUGLASS, A.B.,
Director of Kindergarten.

✓ LUCILE R. GRUNEWALD,
Instructor in Physical Education.

✓ RUTH E. BAUGH,
Instructor in Geography and History.

✓ ADA BLANCHARD,
Instructor in Manual Arts.

✓ OLIVE LOUISE DAVIS,
Training Teacher, Fifth Grade.

✓ LAURA G. SMITH, B.S.,
Instructor in Domestic Art.

✓ EVA HAMILTON BERNAYS,
Training Teacher, Intermediate School.

✓ SUSANNE GOUGH,
Instructor in Music.

✓ LOUISE PINKNEY,
Instructor in Art.

✓ NELLIE SULLIVAN,
Instructor in Psychology.

✓ WILLIAM T. ROOT, JR., A.M.,
Instructor in Child Study and Pedagogy.

✓ FRANK E. OLDER, B.S.,
Instructor in Agriculture.

✓ MARGARET M. CAMPBELL, B.S.,
Training Teacher, Intermediate School.

✓ MYRTLE LISLE MCCLELLAN, B.S.,
Instructor in Geography.

✓ MILTON C. DRISKO,
Instructor in Mathematics.

✓ MABEL BARNHART,
Instructor in Music.

✓ ORABEL CHILTON, B.S.,
Instructor in Home Economics.

STATE NORMAL SCHOOL, LOS ANGELES.

- ✓ MERRITT E. AUSTIN,
Director of School of Commercial Training
- ✓ LUCY M. GAINES, A.B., A.M.,
Instructor in History.
- ✓ KATHERINE KAHLEY, A.B.,
Training Teacher, Intermediate School.
- ✓ THERESA COGSWELL, A.B.,
Instructor in Reading.
- ✓ MARVIN L. DARSIE, B.S., A.M.,
Instructor in Pedagogy.
- ✓ BLANCHE KELLS,
Training Teacher, Physical Education.
- ✓ EDITH R. KURTZ, A.B.,
Training Teacher, Intermediate School.
- ✓ FLORENCE HALLAM, A.B.,
Instructor in Chemistry and Bacteriology.
- ✓ AGNES E. MACPHERSON,
Training Teacher Home Economics.
- ✓ *LUCY F. S. BEST, A.B.,
Instructor in History.
- ✓ AGNES M. KNIGHT,
Instructor in Kindergarten Training.
- MELVA LATHAM, A.B.,
Instructor in History.
- ✓ EDITH PURDUM, A.B., M.L.,
Instructor in English.
- ✓ MABEL SMITH,
Instructor in Domestic Art.
- ✓ ANNA M. WIEBALK,
Instructor in Education.
- ✓ *OLIVE C. WRIGHT, A.B.,
Instructor in Physiology.
- ✓ FRANCES WRIGHT,
Director of School of Music.
- ✓ SARAH WHITE,
Assistant in Kindergarten Training.
- ✓ NELYTA HAIN,
Student Assistant in Art.
- ✓ *LEVA HANDY, M.A.,
Instructor in French and German.
- ✓ HAROLD W. MANSFIELD,
Instructor in Manual Arts.

- ✓ NELLE V. ROBB,
Student Assistant in Manual Arts.
- ✓ KATHLEEN TYRELL,
Student Assistant in Manual Arts.
- ✓ ADELINE B. NEWCOMB,
Instructor in Mathematics.
- ✓ GRACE G. SHOEMAKER, A.B.,
*Instructor in Home Economics and
Manager of Cafeteria.*
- ✓ *W. E. REAVIS,
Instructor in Book Binding.

VISITING LECTURERS—SCHOOL OF HOME ECONOMICS

- ✓ DR. L. M. POWERS,
Hygiene and Sanitation.
- ✓ MR. L. M. BARKER,
Home Furnishing.
- ✓ MR. DAVID C. ALLISON,
Architectural Appreciation.
- ✓ DR. L. C. FROST,
Bacteriology.
- ✓ MISS GRACE WATSON,
Home Nursing.
- ✓ ELIZABETH H. FARGO,
Librarian.
- ✓ MARJORIE VAN DEUSEN, A.B.,
Assistant Librarian.
- ✓ LYDIA GREWEY,
Assistant Librarian.
- ✓ *HAZEL MCCLURE,
Assistant Librarian.
- ✓ *ANNA M. RUSCHE,
Assistant Librarian.
- ✓ IVA E. MAIER,
Secretary to the President.
- ✓ CHARLES L. WHITE,
Business Secretary.
- W. E. FAULKNER,
Engineer.
- ALEXANDER MCGILLIVRAY,
Head Gardener.
- CHARLES L. DOOLEY,
Head Janitor.

INTRODUCTORY

Historical

The Los Angeles State Normal School was established by act of the State Legislature in March, 1881, as a branch of the San Jose State Normal School. A five-acre site fronting on Grand avenue at the corner of Fifth street was provided by the public-spirited citizens of Los Angeles, and here the cornerstone of the first building was laid December 17, 1881.

The school opened in August, 1882, with a faculty of three members and an enrollment of sixty-one students. From its beginning it has steadily advanced, both in numbers and in the scope of its work. Its growth has been particularly noteworthy in recent years. The original site having become inadequate, in 1907 the Legislature authorized its sale; and in 1911 made an appropriation for the purchase of a location better suited to the increasing requirements of the school. In the following year a campus of twenty-four acres (since increased to twenty-five) at the corner of Vermont and Willowbrook avenues, was purchased; and on November 18, 1913, the cornerstone of the new Administration Building—Millsbaugh Hall—was laid.

At the beginning of the current academic year the school opened in its new quarters—a group of ten well-equipped buildings of attractive design and thoroughly modern construction, and excellently adapted to the work of the various departments of the institution. At the close of its first year, with its greatly enlarged facilities, the school finds itself with an enrollment that taxes its capacity; and the Board of Trustees has taken action to restrict the numbers hereafter to be admitted as students.

Function of the State Normal School

The place of the normal school in the state educational system is thus defined in the Political Code:

"The state normal schools have for their object the education of teachers for the public schools of this state."

Accordingly this institution provides a thorough training in methods of teaching, and as broad a foundation of general culture as the length of its courses and its facilities permit.

An Educational Democracy

The internal discipline of the school is regarded as a function of the entire organization. The standards of conduct maintained are those designed to encourage the individual student to promote the welfare of the society whose advantages he enjoys. In co-operation with the faculty, the students maintain a governmental system, electing their own officers and adopting legislation for their own guidance. The usages of refined society are recognized as the unwritten law of the social organization of the school.

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Age

The law fixes the minimum age at which students can be admitted at sixteen years.

Personality

Sound moral character, and other personal qualities requisite for successful teaching are essential qualifications for admission.

Health

The Board of Trustees requires that no applicant be admitted who can not give evidence of good health, and of freedom from physical defects or tendencies likely to interfere with teaching efficiency. Applicants are required to present such evidence on blanks furnished by the school, and filled out by examiners authorized by this institution.

Declaration of Purpose

Students upon admission are required to subscribe to the following declaration:

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

Prompt Registration

After the days designated in the Calendar for registration at the beginning of any term no applicant will be admitted without the permission of the President; and unless such applicant has given previous notification offering satisfactory reasons for delay, he will, if admitted, be required to pay a delinquency fee of two dollars.

To Prospective Students

The growth of the normal schools of the state has resulted in a very large increase in the number of teachers available for public school work. This number is also materially augmented by teachers who, in increasing numbers each year, are coming to take up their residence and work in California. The attendance at this institution already equals, if it does not exceed, the capacity of the new buildings whose use began at the opening of the present school year. The number of graduates each year is so large that many find difficulty in obtaining teaching appointments promptly and a few suffer considerable discouragement before meeting with success in their applications for positions.

In view of these facts, it becomes a necessary duty to limit the admission of students to those whose preparation has been of the

best and to retain in the school those only whose work is of high order. While it is not the purpose of the institution to direct, in detail, the preparatory work of its students, the belief of the faculty is very strong that students in the secondary schools who are preparing to enter the Normal School should shape their courses of study with reference to that purpose. Since the work of the elementary teacher necessarily touches intimately many fields of knowledge and since under the modern conception of education narrowness of interests is fatal to large success in teaching, the High School work of the prospective teacher should preserve a proper balance of subjects. Each of the standard departments of instruction—English, history, civics, science, mathematics, art, music, and, if possible, a foreign language and a vocational subject—should have a place in the course. To neglect entirely certain of these subjects that opportunity may be afforded for marked specialization in one or two of them, is not to be recommended in case of those who are preparing to teach.

Public interest in vocational and industrial subjects has greatly stimulated the election of these subjects by students of the normal schools. The number of applicants for such work in this school, especially in Home Economics, exceeds the capacity of the department; and, what is more serious, the number of graduates from some of these special courses exceeds the demand for teachers. This fact makes it obvious, first, that only those who have marked aptitude and the best preparation for such work should attempt it; and, second, that the courses themselves should be maintained at a high level of scholarship and practical efficiency. To increase the efficiency and success of prospective teachers of the special subjects and to augment greatly the opportunities for prompt and remunerative employment, students who contemplate serving as teachers of special subjects are strongly advised to complete both the general course of study and the special course desired. If, from the beginning, work can be shaped to this end, it should be possible to complete those courses in a very satisfactory way in three years.

SCHOLASTIC REQUIREMENTS

I. Of Applicants Presenting High School Credentials Only

Minimum Requirement

The minimum requirement for admission to any school or department is graduation from a high school offering four years of work in advance of the eighth grade. The high school course must have included at least six units of English and three units of United States history and civics; and all high school work must be of such grade as to warrant recommendation to the State University. Exceptions to these requirements will be made only upon permission,

which may be granted by the President, after the receipt of a special communication from the secondary school, giving necessary assurance of the applicant's ability and promise, and upon the definite understanding that the completion of the course of study entered upon may require more than the usual time scheduled for such course.

Admission to the General Professional School

In addition to the minimum requirement for admission to any course, candidates for admission to the General Professional School must present credentials showing credit in three units of Biological Science and three units of Algebra or Geometry. The list of high school credits presented shall include only such as are accepted by the State University for admission to its non-technical colleges.* A maximum of nine units of credit made up from subjects 18-21 of the University matriculation list and from unlisted subjects will be accepted.

Admission to the School of Fine Arts

a. Two-year Course:

In addition to the minimum requirement stated above, applicants for admission to the School of Fine Arts are required to submit drawings, including original designs and drawings from objects or nature.

b. One-year Course:

Graduation from the two-year course or its equivalent.

Admission to the School of Commercial Education

The same as requirements for admission to the General Professional School.

Admission to the School of Home Economics

a. Three-year Course:

The same as the minimum requirement stated above.

b. One-year Course:

Graduation from the three-year course or its equivalent.

Admission to the Kindergarten Training School

In addition to satisfying the minimum requirement for admission as above stated, applicants for admission to this school must show ability to play simple melodies, songs and marches upon the piano.

Admission to the School of Manual Arts

The requirements are the same as the minimum requirement above mentioned, except that the credits presented must include Plane Geometry.*

Admission to the School of Music

The requirements for admission to this school are the same as the minimum requirement already indicated. In addition, applicants

*The colleges of Letters, Social Science, Natural Science, and Commerce.

for admission must have the ability to sing at sight music of moderate difficulty, to write simple music from dictation, and to play the piano sufficiently well to accompany a high school chorus.

Admission to the School of Physical Education

(a) Two-year Course:

The requirements for admission are the same as the minimum requirement stated above, with the addition that the credits presented must include Physiology, and either Physics or Chemistry.

(b) One-year Course:

Graduation from the General Professional School, or its equivalent, with sufficient and satisfactory credit in Physical Education.

II. *Of Applicants not Presenting High School Credentials*

(a) Admission is granted to applicants who are able to show by acceptable credentials from accredited private secondary schools qualifications fully equivalent to those indicated in the stated requirements.

(b) Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses of the General Professional School provided they satisfy the stated prerequisites. Such students will, before graduation, be required to make good any deficiency in their preliminary training whose existence their work in this school may reveal.

(c) Teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

III. *Of Applicants for Advanced Standing*

Advanced standing is not given upon credits received in four-year high school courses, but a student who in his high school course has included the full equivalent of one or more prescribed Normal School courses may be allowed to omit such prescribed courses and elect as a substitute therefor an equal number of units of other work.

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

- (B) Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.
- (C) Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to individual courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Course.

Order of Admission

Owing to the fact that the number of applicants for admission is greater than can be accommodated, the Board of Trustees has authorized the limitation of the number to be admitted, to the reasonable capacity of the school. The applications of those whose credentials are complete will be accepted in the order of satisfactory matriculation. High school principals may send recommendations of students upon or after the first day of the month within which their graduation is to occur. Each such recommendation will be considered as provisional but will serve to secure the applicant's place as a candidate for admission until his graduation from high school and his final credentials have been filed, provided such credentials are presented within the ten days immediately following graduation. If they are not so filed the applicant's advantage of priority will be considered as forfeited. Applications will be filed in the order received, and applicants will be admitted according to the order in which their final and complete credentials are filed. Heretofore this provision has been liberally construed in the cases of applicants for advanced standing; but because of the conditions already stated, the rule of priority of application will of necessity be strictly adhered to. The places of any applicants for admission who fail to appear on the opening day for registration, as announced in the Calendar, will be filled by those next in order, provided they present themselves on the following day.

TABULATION OF COURSES

I. THE GENERAL PROFESSIONAL SCHOOL

General Course for the Training of Elementary Teachers:

(A) *Professional Courses*, 39 units required.

Psychology I -----	5 hours	5 units
Psychology II -----	5 hours	5 units
Education I -----	5 hours	5 units
Education II, or Education III, or Education IV -----	5 hours	5 units
Education V -----	1 hour	1 unit
Observation I -----	5 hours	3 units
Practice Teaching I, II, III -----	15 hours	15 units

(B) *Basal Courses** 35 units required.

Art -----	5 hours	3 units
English I -----	5 hours	5 units
English II -----	5 hours	5 units
Geography I -----	5 hours	5 units
Handwork I -----	5 hours	3 units
History I -----	5 hours	5 units
Mathematics II I -----	5 hours	5 units
Music I -----	5 hours	3 units
Physical Education I -----	5 hours	3 units
Reading I -----	5 hours	5 units
Science I -----	5 hours	5 units
Science III -----	5 hours	5 units
Sewing I -----	5 hours	3 units

be am- ned. (A student who in his high school course has included the equivalent of one or more of the basal courses listed above, may, upon application to the secretary of the faculty, receive permission to substitute for such course or courses other work in the same subject matter.)

If more than 74 units be chosen from above courses, the additional units will be credited as electives.

(C) *Elective courses*, 35 units required.

To be made up of courses not included in above requirements.

*NOTE.—Every candidate for graduation from the General Professional School will be required to furnish evidence, by credentials, tests, or completion of appropriate courses, of adequate preparation for giving instruction in the subjects required by law to be taught in the elementary schools.

Evidence of satisfactory fulfillment of the requirements in English language and composition may be furnished either by examination or by satisfactory class work in English I.

he cannot make up the total requirement of 74 units without

These courses may be chosen from any of the several departments and schools, provided all prerequisites are satisfied. These courses must be chosen in accordance with the following plan:

1. Group Elective: 20 units chosen from one department or ~~from~~ two ~~or more~~ closely related departments. (A student whose high school course has included four years of language, and who is recommended in at least 45 units of high school work, may take his group elective in modern languages, provided he elects 25 units of either French or German.)

2. Free Elective: A sufficient number of units (15 as a rule) to bring the aggregate up to 109, ~~chosen without restriction except as indicated in the prerequisites of the various courses~~
chosen so that no work is.

II. THE SCHOOL OF COMMERCIAL TRAINING

Courses in Commerce for the Training of Departmental Teachers and Supervisors.

The work of the second and third years will not be offered during 1915-16, with the possible exception of a course in Shorthand and Typewriting.

The following courses will be open to general students and offered each term: Penmanship I, Bookkeeping I (which was known during 1914-15, as Mathematics VI), and Typewriting I.

The complete three-year course will lead to the general elementary certificate, and the special commercial certificate, which will be recognized in the ninth grade of the intermediate school.

Required:

(a) Professional	-----	51	hours	49	units
(b) Departmental	-----	64	hours	46	units
(c) Supplemental	-----	48	hours	1/25	units
Elective, (including 25 units of basal work)	-----	51-55	hours	45	units
Total	-----	184-189		163	

**SCHEDULE OF REQUIREMENTS FOR ADMISSION
AND
HIGH SCHOOL PRINCIPAL'S CERTIFICATE
OF
SCHOLARSHIP AND CHARACTER**

Students who so shape their high school courses as to insure sufficient knowledge of such subjects can adjust their work in the normal school to much better advantage than those who enter without previous consideration of its requirements.

A student who is recommended in all the work outlined below in a given subject (or subjects) may wisely omit the basal course of that subject and substitute other work, provided the substitution includes a course in special methods of instruction in the subject omitted. One who avails himself of this opportunity may be able to take work along lines not taken, or taken to a limited extent only, in the high school, or to pursue more fully some chosen line of study.

English (including grammar, composition, and literature).....	12 units
or English (including grammar, composition, and literature, 9 units; and foreign language, 6 units).....	15 units
Mathematics (including algebra, 3 units; arithmetic, 3 units; geometry, 3 units)	9 units
Physiology and hygiene or biology-physiology.....	3 units
History (ancient, mediaeval and modern, English, American including civics)	9 units
*Chemistry	3 units
Music	3 units
Art (freehand drawing, 3 units; or applied art, 3 units; or mechanical drawing, 3 units).....	3 units
Geography (including physical geography, 3 units; and descriptive geography or economic geography, 3 units).....	6 units
Penmanship	3 units

FIRST YEAR.

	Hours	Units
<i>First Term.</i>		
English I	5	5
Bookkeeping I (Math. VI)	3	3
Penmanship I	5	3
Supplemental	6	6
Totals	19	17
<i>Second Term.</i>		
Psychology I	5	5
Mathematics III	5	5
Bookkeeping II	3	3
Penmanship II	3	2
English III	3	3
Totals	19	18
<i>Third Term.</i>		
Psychology II	5	5
Bookkeeping III	5	5
Penmanship III	5	3
Typewriting I	5	3
Observation I	5	3
Totals	25	19

SECOND YEAR.

Not to be offered in 1915-16.

	Hours	Units
<i>First Term.</i>		
Shorthand and Typewriting I	10	8
Economics or Commercial Law I	5	5
Teaching I	5	5
Totals	20	18
<i>Second Term.</i>		
Shorthand and Typewriting II	10	8
History IV, or Geography VIII	5	5
Teaching II	5	5
Totals	20	18
<i>Third Term.</i>		
Shorthand and Typewriting III	10	8
Education I	5	5
Teaching III	5	5
Totals	20	18

III. THE SCHOOL OF FINE ARTS

Courses in Art for the Training of Departmental Teachers and Supervisors.

A. For the Elementary Diploma. Two-Year Course.

FOR HIGH SCHOOL GRADUATES.

(a) Required professional work.....	39 hours	37 units
(b) Required departmental work.....	93 hours	54 units
(c) Supplemental work	18-23 hours	17 units

Total 151 hours 108 units

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art Appreciation and History I	1	1	Psychology II	5	5
Criticism I	1	0	Art Appreciation and History IV	1	1
Drawing and Painting I	5	3	Criticism IV	1	0
Composition and Design I	5	3	Drawing and Painting IV	3	2
Perspective	2	1	Outdoor Sketching II	2	1
Outdoor Sketching I	4	2	Costume Design	4	2
Mechanical Drawing I	5	3	Art Methods I	2	2
Supplemental	5	5	Teaching I	5	5
Total	28	18	Total	28	18
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education I	5	5
Art Appreciation and History II	1	1	Supplemental	5	3
Criticism II	1	0	Art Appreciation and History V	1	1
Drawing and Painting II	4	2	Criticism V	1	0
Composition and Design II	4	2	Teaching II	5	5
Mechanical Drawing II	5	3	Interior Decoration I	4	2
Supplemental	5-8	6	Drawing and Painting V	5	3
Total	25-28	19	Total	26	19
<i>Third Term</i>			<i>Third Term</i>		
Art Appreciation and History III	1	1	Teaching III	5	5
Criticism III	1	1	Art Methods II	2	2
Drawing and Painting III	5	3	Art Appreciation and History VI	1	1
Composition and Design III	5	3	Criticism VI	1	1
Art Crafts I	5	3	Drawing and Painting VI	3	2
Observation I	5	3	Outdoor Sketching III	3	2
Supplemental	3-5	3	Interior Decoration II	4	2
Total	25-27	17	Illustration I	4	2
Total	25-27	17	Total	23	17

B. For the Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR COURSE OR ITS EQUIVALENT.

(a) Required professional work.....	21 hours	21 units
(b) Required departmental work.....	42 hours	22 units
(c) Supplemental work	11-19 hours	11 units
Total	74-82 hours	54 units

	Hours	Units
<i>First Term</i>		
Teaching IV	5	5
Art Methods III.....	2	2
Costume Design II.....	4	2
History of Costume.....	1	1
Drawing and Painting VII.....	5	3
Outdoor Sketching IV.....	3	2
Criticism VII.....	1	0
Supplemental	2-4	2
Total	22-24	17
<i>Second Term</i>		
Teaching V	5	5
Art Methods IV.....	2	2
Composition and Design IV.....	5	3
Art Crafts II.....	4	2
Drawing and Painting VIII.....	4	2
Criticism VIII.....	1	0
Supplemental	5-7	5
Total	25-27	19
<i>Third Term</i>		
Teaching VI	5	5
Art Methods V.....	2	2
Art Crafts III.....	4	2
Illustration II.....	4	2
Outdoor Sketching V.....	4	2
Criticism VIII.....	1	1
Supplemental	4-8	4
Total	24-28	18

IV. THE SCHOOL OF HOME ECONOMICS

Courses in Home Economics for the Training of Departmental Teachers.

A. For General Professional Diploma and Elementary Home Economics Diploma. Three-Year Course for High School Graduates.

Required:

- (a) Professional work
- (b) Departmental work
- (c) Supplemental work

56 hours 54 units
 74 hours 48 units
 40 hours 26 units
 35-41 hours 35 units

 211 hours 163 units

Elective courses (to include 24 units of basal work)

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Hours	Units	Hours	Units	Hours	Units
First Term					
5	5	5	5	5	5
2	2	2	2	4	4
4	4	2	2	4	4
5	5	5	5	5	5
3	3	5	5	5	5
5	5	5	5	1	1
Physiology					
Total					
24	19	23	18	24	18
Second Term					
5	5	5	5	5	5
5	5	2	2	6	6
5	5	2	2	5	5
2	2	2	2	5	5
4	4	2	2	5	5
5	5	2	2	5	5
Chemistry II, Laboratory					
Sewing I					
Total					
29	18	23	19	21	17
First Term					
Bacteriology					
Home Economics Teaching					
House Furnishing I					
*Physical Education I					
Education III					
School Law					
Total					
Second Term					
Dietetics I					
Sewing IV					
General Teaching					
Education II, III or					
Total					

Check indicates req for Element. 7-16 Diploma

Third Term	Third Term	Third Term	Third Term	Total
Cooking II	Cooling V	Food Production		
Nursing	General Teaching	History of Home Economics		
Psychology I	*Geography I	Home Economics Teaching		
Sewing II	Laundry	*Music		
Textiles, Lecture	School Hygiene, Education VII	Education IV		
Textiles, Laboratory	Special Problem			
Total	Total	Total	Total	Total
5 3 3 5 5 2 4	3 3 5 5 4 3 1	1 5 5 2 2 1	2 2 6 5 5	24 18 18 20 18

*Note—Other courses may be chosen instead of these, but if these are elected they should be taken during the particular terms in which they appear in the above schedule.

43
42
3
117 units

43
42
3
117 units

42

3

B. For Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE ELEMENTARY HOME ECONOMICS COURSE OR ITS EQUIVALENT.

Required:		
(a) Professional	10 hours	10 units
(b) Departmental	28 hours	16 units
(c) Supplemental	31 hours	23 units
Elective	5 hours	5 units
Total	66 hours	54 units

	Hours	Units
<i>First Term</i>		
Teaching IV	5	5
Sewing V	6	3
Cooking VI	6	3
Chemistry III, Lecture	2	2
Chemistry III, Laboratory	4	2
Hygiene and Sanitation	3	3
Total	26	18
<i>Second Term</i>		
Electives	5	5
Sociology	5	5
Millinery II	5	3
Cooking VII	5	3
History of Costume	3	2
Total	23	18
<i>Third Term</i>		
Teaching VI	5	5
Chemistry IV, Lecture	2	2
Chemistry IV, Laboratory	4	2
House Furnishing II	3	2
House Plans and Architecture	5	3
Dietetics II	6	4
Total	25	18

V. THE SCHOOL OF KINDERGARTEN TRAINING

Course for the Training of Kindergarten Teachers.

FOR THE KINDERGARTEN DIPLOMA. TWO-YEAR COURSE FOR HIGH SCHOOL GRADUATES.

(a) Required professional work.....	44 hours	42 units
(b) Required departmental work.....	60 hours	46 units
(c) Supplemental work	22 hours	20 units

Total 126 hours 108 units

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Science I	5	5	Education I	3	3
Art I	5	3	Teaching I <i>h</i>	10	10
Theory I	2	2	Program I	3	3
Games I	2	1	Theory <i>h</i> <i>h</i>	2	2
Handwork I <i>h</i>	5	3	Stories III	2	2
Story Work I	2	2			
Piano	2	1			
Total	28	17	Total	20	20
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education III	5	5
Music I <i>h</i>	5	3	Education V	1	1
Theory II	2	2	Teaching II <i>h</i>	5	5
Games II	2	1	Program II	3	3
Handwork II <i>h</i>	5	3	Hygiene	2	2
Observation I	5	3	Handwork IV <i>h</i>	2	2
Total	24	17	Total	18	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Teaching III <i>h</i>	5	5
Theory III	2	2	Program III	3	3
Games III	2	1	Theory V	2	2
Handwork III <i>h</i>	5	3	Games IV	2	1
Story Work II	2	2	Supplemental	7	7
Supplemental	5	5	<i>Teaching II</i>	<i>6</i>	<i>3</i>
Total	21	18	Total	19	18

VI. THE SCHOOL OF MANUAL ARTS

Courses in Manual Arts for the Training of Departmental Teachers and Supervisors.

- A. For the Elementary Diploma. Two-Year Course for High School Graduates.
- (a) Required professional work..... 32 hours 32 units
- (b) Required departmental work..... 97 hours 59 units
- (c) Supplemental work 25 hours 17 units

Total 154 108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5
Science I	5	3	Drawing	5	3
Wood Shop I	6	3	Teaching I	5	5
Handwork I or Bookbinding	5	3	Wood Shop IV, or Handwork III	5	3
Mechanical Drawing II	5	3	Leather I	5	3
Total	25	17	Total	25	19
<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5
Mechanical Drawing II	5	3	Teaching II	5	5
Wood Shop II	10	6	Wood Shop V, or Clay II, or Textiles II	10	6
Clay I	5	3	Metal Craft I	5	3
Industrial Materials	2	2	Total	25	19
Total	27	17	Total	25	19
<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5
Education IV <i>Obs.</i>	2	2	Organization of Courses	5	3
Applied Design	5	3	Wood Shop V, or Metal Crafts II, or Leather II	10	6
Mechanical Drawing III or Elective	5	3	Textiles I, or Elective	5	3
Wood Shop III or Handwork II and Textiles I	10	6	Total	25	17
Total	27	19	Total	25	17

B. For the Secondary Diploma. Three-year Shop Course for High School Graduates.

(a) Required professional work	53 hours	53 units
(b) Required departmental work	147 hours	89 units
(c) Supplemental work	26-30 hours	20 units
Totals	226-230 hours	162 units

FIRST YEAR

SECOND YEAR

THIRD YEAR

	Hours	Units	Hours	Units	Hours	Units	Hours	Units
<i>First Term</i>								
Art I	5	3	Psychology II	5	5	Teaching IV	5	5
Science I	5	5	Teaching I	5	5	Architectural Drawing I, or Machine Drawing I	10	6
Mechanical Drawing I	5	3	Wood Shop IV, or Metal Shop III	10	6	Shop Elective	10	6
Wood Shop I	5	3	Elective	5	3			
Handwork I, or Bookbinding	5	3						
Total	25	17	Total	25	19	Total	25	17
<i>Second Term</i>								
Art II	5	3	Education I	5	5	Teaching V	5	5
Mechanical Drawing II	5	3	Teaching II	5	5	Architectural Drawing II, or Machine Drawing II	10	6
Wood Shop II	10	6	Wood Shop V, or Metal Shop IV	10	6	Shop Elective	10	6
Clay I, or Metal Shop I	5	3	Metal Craft I	5	3			
Industrial Materials	2	2						
Total	27	17	Total	25	19	Total	25	17
<i>Third Term</i>								
Psychology I	5	5	Teaching III	5	5	Education II	5	5
Art III	5	3	Organization of Courses	5	3	Education IX	1	1
Mechanical Drawing III	5	3	Wood Shop VI, or Metal Shop V	10	6	Teaching VI	5	5
Wood Shop III, or Metal Shop II	10	6	Elective	5	3	Shop Elective	10	6
Education IV	2	2				Elective	5	3
Total	27	19	Total	25	17	Total	28	20

Required C. For the Secondary Diploma. Three-Year Craft Course for High School Graduates.
 (g) Required professional work 53 hours 53 units
 (b) Required departmental work 137 hours 83 units
 (c) Supplemental work 34-40 hours 26 units
Elective combination, based 224-230 hours 162 units

FIRST YEAR			SECOND YEAR			THIRD YEAR		
Hours	Units		Hours	Units		Hours	Units	
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
5	3	Psychology II	5	5	Teaching IV	5	5	Teaching IV
5	5	Teaching I	5	5	Architectural Drawing I	10	6	Architectural Drawing IV
5	3	Mechanical Drawing I	5	3	Drawing	10	6	Shop Elective
5	3	Wood Shop I	5	3	Leather I	1	1	Art Appreciation I
5	3	Handwork I	5	3	Bookbinding I	1	1	
Total	17	Total	25	19	Total	26	18	Total
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
5	3	Education I	5	5	Teaching V	5	5	Teaching V
5	3	Teaching II	5	5	Shop Elective	10	6	Shop Elective
10	6	Leather II	10	6	Elective	10	6	Elective
5	3	Metal Craft I	5	3	Art Appreciation II	1	1	Art Appreciation II
2	2							
Total	17	Total	25	19	Total	26	18	Total
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
5	5	Teaching III	5	5	Teaching VI	3	5	Teaching VI
5	3	Organization of Courses	5	3	Education II	5	5	Education II
3	2	Metal Craft II	10	6	Shop Elective	10	6	Shop Elective
10	6	Textiles I	5	3	Art Appreciation III	1	1	Art Appreciation III
5	3				Education V	1	1	Education V
Total	19	Total	25	17	Total	22	18	Total

VII. THE SCHOOL OF MUSIC

Courses in Music for the Training of Departmental Teachers.

A. For the Elementary Diploma. Two-Year Course for High School Graduates.

(a) Required professional work.....	45 hours	37 units
(b) Required departmental work.....	78 hours	54 units
(c) Supplemental work	18 hours	18 units

Total	141	109
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Methods I.....	3	1	Harmony I.....	5	5
History and Appreciation I.....	5	3	Songs I.....	5	3
Ear Training I.....	2	1	Chorus Conducting IV.....	1	1
Material I.....	3	2	Psychology II.....	5	5
Chorus Conducting I.....	1	1	Teaching I.....	5	5
Supplemental	10	10			
Totals	24	18	Totals	21	18
<i>Second Term</i>			<i>Second Term</i>		
Psychology I.....	5	5	Harmony II.....	5	5
Methods II.....	3	1	Songs II.....	5	3
History and Appreciation II.....	5	3	Chorus Conducting V.....	1	1
Ear Training II.....	2	1	Education I.....	5	5
Materials II.....	3	2	Teaching II.....	5	5
Chorus Conducting II.....	1	1			
Supplemental	3	3			
Totals	22	16	Totals	21	19
<i>Third Term</i>			<i>Third Term</i>		
Methods III.....	3	2	Harmony III.....	5	5
History and Appreciation III.....	5	3	Songs III.....	5	3
Ear Training III.....	2	1	Chorus Conducting VI.....	1	1
Materials III.....	3	2	Methods IV.....	1	1
Chorus Conducting III.....	1	1	Teaching III.....	5	5
Supplemental	5	5			
Observation I.....	5	3			
Totals	24	17	Totals	17	15
Junior Voice.....	6	3	Senior Voice	6	3

B. For the Secondary Diploma. One-Year Course.**FOR GRADUATES OF THE TWO-YEAR COURSE.**

(a) Required professional work.....	15 hours	15 units
(b) Required departmental work.....	30 hours	24 units
(c) Supplemental work	15 hours	15 units
Total	60	54

	Hours	Units
<i>First Term</i>		
Harmony IV.....	5	5
Appreciation IV.....	2	1
European History (VI).....	5	5
Material IV.....	2	1
Teaching	5	5
Chorus Conducting.....	1	1
Totals	20	18
<i>Second Term</i>		
Harmony V.....	5	5
Appreciation V.....	2	1
Material V.....	2	1
Sociology	5	5
Teaching	5	5
Chorus Conducting	1	1
Totals	20	18
<i>Third Term</i>		
Harmony VI.....	5	5
Appreciation VI.....	2	1
Material VI.....	2	1
Supplemental	5	5
Teaching	5	5
Chorus Conducting	1	1
Totals	20	18
Totals	60	54

NOTE.—May not be offered in 1915-16.

VIII. THE SCHOOL OF PHYSICAL EDUCATION

Courses in Physical Education for the Training of Departmental Teachers and Supervisors.

A. For the Elementary Diploma. Two-Year Course.

(a) Required professional work.....	40 hours	38 units
(b) Required departmental work.....	67 hours	50 units
(c) Supplemental work	25 hours	21 units

Total 132 109

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Anatomy I.....	5	5	Gymnasium Practice III.....	5	3
Gymnasium Practice I.....	5	3	Psychology II.....	5	5
Games.....	3	2	Science II.....	5	5
English I.....	5	5	Teaching I.....	5	5
Handwork I.....	5	3			
Totals.....	23	18	Totals.....	20	18
<i>Second Term</i>			<i>Second Term</i>		
Anatomy II.....	5	5	Corrective Gymnastics I.....	3	2
Kinesiology.....	2	2	Symptomatology.....	2	2
Theory of Gymnastics I.....	3	3	Playground Organization.....	5	3
Gymnasium Practice II.....	5	3	Folk Dancing II.....	2	1
Folk Dancing I.....	2	1	Education I.....	5	5
Reading II.....	5	5	Teaching II.....	5	5
Totals.....	22	19	Totals.....	22	18
<i>Third Term</i>			<i>Third Term</i>		
Theory of Gymnastics II.....	2	2	Corrective Gymnastics II.....	2	1
Gymnastic Teaching.....	2	2	Track Athletics.....	2	2
Athletics.....	5	3	Gymnasium Practice IV.....	5	3
English III.....	5	3	Emergencies and Anthropometry.....	2	2
Psychology I.....	5	5	Education II.....	5	5
Observation I.....	5	3	Teaching III.....	5	5
Totals.....	24	18	Totals.....	21	18

B. For the Secondary Diploma. One-Year Course.
FOR GRADUATES OF THE TWO-YEAR GENERAL PROFESSIONAL SCHOOL OR ITS
EQUIVALENT.

	Hours	Units
<i>First Term.</i>		
Anatomy I.....	5	5
Gymnastic Teaching.....	2	2
Emergencies and Anthropometry.....	2	2
Athletics.....	5	3
Corrective Gymnastics I.....	3	2
Theory of Gymnastics I.....	3	3
Gymnastic Observation.....	2	1
Totals	23	18
<i>Second Term.</i>		
Anatomy II.....	5	5
Kinesiology.....	2	2
Playground Organization.....	3	3
Theory of Gymnastics II.....	2	2
Teaching I.....	5	5
Folk Dancing II.....	2	1
Totals	19	18
<i>Third Term.</i>		
Corrective Gymnastics II.....	2	1
Gymnasium Practice IV.....	5	3
Track Athletics.....	2	2
Science II.....	5	5
Teaching II.....	5	5
Symptomatology.....	2	2
Totals	21	18

COURSES OF STUDY

I. THE GENERAL PROFESSIONAL SCHOOL

For information concerning courses given in the various special schools and open to election by students of the General Professional School see explanations of the courses of these schools in later pages of this Bulletin.

EXPLANATION OF THE COURSES

THE DEPARTMENT OF ENGLISH

MR. HOWE
MISS SEAMAN
MISS MILLER

MISS BAUGHMAN
MISS PURDUM
MISS WIRSALK

English I: Grammar and Composition

A course dealing with the fundamentals of correct written expression, from the constructive point of view. The grammatical principles essential to a proper use of the language are studied. Clear organization of thought and correct technical form in written discourse are given particular attention. Daily practice in the making of outlines and briefs, in letter writing and in other practical forms of written composition is provided.

Five hours. Five units.

English II: Literature in the Elementary School

Nature and function of literature; its educational values. Types of literature adapted to grade work; the story, and its uses in education. Story-telling; dramatization; the elementary literature course. Pedagogical principles involved in the teaching of literature.

Five hours. Five units.

English III: Oral English

Principles of spoken discourse; relation of oral to written composition. Daily practice in oral expression; informal and extemporaneous discussion of current topics. Debates and parliamentary drill. Adaptation and presentation of stories suited to the elementary grades.

3 ~~Five~~ hours. Three units.

English IV: Advanced English Grammar

Structure and logic of the sentence. Parts of speech, and their functions. English inflection, historic and current. Grammatical analysis. Grammatical foundation for elementary language teaching.

Five hours. Five units.

English V: Advanced Composition

Practical constructive work in the various literary forms, particularly those of the greatest utility to the grade teacher. The writing of the short story. Planning, outlining, and writing themes in exposition and description. Self-cultivation in English.

Three hours. Three units.

English VI: History of English Literature

Outline sketch of the historic development of literature in English, with illustrative readings and study in the successive periods.

Five hours. Five units.

English VII: The Shakespearian Drama

A reading of a number of Shakespeare's plays, and a careful study of two or more. Elements of dramatic technique. Sketch of the English drama before Shakespeare.

Five hours. Five units.

English VIII: Victorian Poetry

An interpretative study of typical selections from the poetry of Wordsworth, Tennyson, Browning, and other poets of the period. Appreciation, rather than formal analysis and criticism.

Five hours. Five units.

English IX: Nineteenth Century Prose

Careful reading of several essays chosen from Carlyle, Arnold, Froude, Pater, Newman, or other representative essayists, for interpretation of thought and appreciation of literary qualities.

Five hours. Five units.

English X: Language Teaching in the Elementary Grades

Informal phases of oral and written language, including the use of the State text-books. The teaching problems involved in the acquirement of life vocabularies and easy habits of correct oral and written expression on the part of children are investigated, and appropriate methods evolved. Emphasis is laid upon the creative aspects of language work.

Three hours. Three units.

English XI: Language Teaching in the Intermediate Grades

Grammar and composition. Use of the State text-books in English.

Three hours. Three units.

English XII: American Literature

Outline of the history of American literature, with assigned reading and study of selected authors.

Three hours. Three units.

(May not be offered in 1915-1916.)

THE DEPARTMENT OF GEOGRAPHY

MR. CHAMBERLAIN

MRS. BECK
MISS McCLELLAN

MISS BAUGH

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

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

Geography I: Elementary Physiography

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

*Five hours. Five units.***Geography II: North America**

An intensive study of North America in the light of the application of the principles of physical geography. The influence of geology, topography, climate and natural resources upon industrial, commercial and social development is carefully considered. Reference is frequently made to the teaching of geography in the elementary school.

Prerequisite, Geography I, or equivalent. *Five hours. Five units.*

Geography III: Europe

Emphasis is placed upon the countries of western Europe. The responses which man has made to his geographic environment receive much attention. The part which Europe plays in world activities.

Prerequisite, same as for Geography II.

*Five hours. Five units.***Geography IV: Asia**

The effect of physiographic conditions upon the life of man in Asia. Geographical relations between this continent and the Pacific Coast of North America.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography V: South America

The influence of tropical and temperate climates upon the distribution of population and the development of the continent. The nature and the exploitation of the natural resources. Relation of the Panama Canal and the Transandean Railway to commerce.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VI: Africa and Australia

Causes and influences of the great forests and deserts. The mineral wealth. Colonial possessions. Development of industries and routes of travel.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VII: World Geography

Intended for students not majoring in geography and who desire a very brief study of some of the leading countries of the world. The United States, the British Isles, France, Germany, Russia, Italy, Austria-Hungary, India, China, Japan, and parts of South America, Africa and Australia are discussed. The State Series of Geographies are used.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VIII: Economic Geography

In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend "the factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography IX: Advanced Physiography

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

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography X: Geography of the Pacific Coast

In this course a somewhat detailed study of position, coast line, surface, drainage, climate and natural resources is made. This is followed by a consideration of the influence of physical environment upon human conditions. Spanish influence in the early history of California, the western trails, mining, the petroleum industry, lumbering, agriculture, the development of manufacturing, the building of roads, the improvement of harbors, the influence of the Panama canal and the growth and character of the population are topics which are given particular attention.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography XI: Special Method in Geography

In this course the fundamental purpose of geography as an instrument of education, its place in the course of study and its relation to other subjects in the curriculum are discussed. The principles of geography as applied to the actual observation of lessons in the Training School and to printed courses of study are considered. The course of study as followed in the Training School is taken up grade by grade. The most prominent elementary geographies, and especially the State Series, are critically examined. The value, selection and use of maps, globes, models, charts, diagrams and pictures receive attention. A selected bibliography for the use of the teacher is worked out.

Prerequisite, Geography I and any other course, excepting Geography IX.

Five hours. Five units.

THE DEPARTMENT OF HISTORY

MISS SNYDER

MRS. GAINES

MISS LATHAM

History

This course is a review of the important phases of American History, with organization of some of the materials suitable for the seventh and eighth grades. Emphasis is placed upon the value of practical application of material, as well as upon the aims, methods and problems of the grammar grade teacher. Use of the State Series of histories.

Five hours. Five units.

History II: Primary History Methods and Materials

This course is intended to give the student an insight into the possibilities of history teaching in the elementary grades. The development of the child regulates the choice of material to be offered, and the demand that may be made in return.

Five hours. Five units.

History III

Course includes a brief study of the principles of government—national, state and local. The work is made as practical as possible by the investigation and application of current problems.

Prerequisite, High School United States History and Civics or its equivalent.

Five hours. Five units.

History IV: Economic and Industrial History of the United States

This is an elective course open to the students having had High School United States History or its equivalent.

Five hours. Five units.

History V: Pacific Coast History

In this course, so far as possible, source material is used. The work consists of the history of California, the acquisition, settlement and organization of Alaska, the Oregon territory and Utah, along with problems of current interest to citizens of the Pacific coast states.

Prerequisite, History I or II or an equivalent.

Five hours. Five units.

History VI

This course includes a survey of the institutions and conditions of Medieval Europe. It is of value to the student as a means of understanding many institutions of our own time. May not be offered during 1915-16.

Five hours. Five units.

History VII

This is a study of English History in which especial emphasis is laid upon nineteenth and early twentieth century England.

Prerequisite, History VI.

Five hours. Five units.

THE DEPARTMENT OF MATHEMATICS

MISS COLLIER

An additional instructor to be appointed.

MR. DRISKO

Miss Spivey

Mathematics I

A review of the entire subject of arithmetic, including the development of number, its practical applications, and its pedagogy. Special emphasis is placed upon local arithmetic as illustrated in the banks, factories, offices, etc., of the city. Original problems and graphs based upon observed data.

Five hours. Five units.

Mathematics II: Primary Arithmetic

A practical study of subject matter and methods of instruction appropriate to the lower grades of the elementary school. The course is designed particularly for those who intend to specialize in primary teaching. *Five hours. Five units.*

Mathematics III: Business Arithmetic

A detailed study of the subject in its application to business of all kinds. Much time is devoted to drills on the fundamental operations for the purpose of gaining speed, especially in addition and multiplication of fractions. The course is intended for those who expect to specialize as teachers of arithmetic in higher grammar grades or in the intermediate school. *Five hours. Five units.*

Mathematics IV: Elementary Algebra

A review of high school algebra, with special emphasis upon the teaching of algebra in the intermediate schools. Open to the same class of students as Mathematics I. *Five hours. Five units.*

Mathematics V: Elementary Geometry

A review of plane geometry, with special emphasis upon the correlation of algebra and geometry in beginning mathematics. Open to the same class of students as Mathematics I. *Five hours. Five units.*

Mathematics VI: (Same as Bookkeeping I)

The purpose of this course is to develop the double entry principle, including business and financial statements. The student is taught the value of accuracy and familiarized with ordinary commercial papers. This course corresponds to the work commonly offered in seventh and eighth grades and is open to general students. *Three hours. Three units.*

THE DEPARTMENT OF MODERN LANGUAGES

MISS HANDY

French I

Beginning, or first year French. This course includes grammar, reading, composition, daily conversation, songs, study of various phases of French life, as the geography and history of the nation, government, schools, social customs, etc. *Five hours. Five units.*

French II

Continuation of preceding course. *Five hours. Five units.*

French III

Continuation of preceding course.

*Four
Five hours. Four units.***French IV**

Second year French. This course includes advanced grammar, reading, and composition, study of literary style of various authors, sight translation, current events in French, daily conversation, articles from French magazines, art, music, places of interest, etc.

*Three hours. Three units.***French V**

Continuation of preceding course.

*Three hours. Three units.***French VI**

Continuation of preceding course.

*Five hours. Five units.***German I**

Beginning, or first year German. This course includes grammar, reading, writing, composition, sight reading, daily conversation, songs, games, and poetry, study of the geography, history and government of Germany, schools, social customs, traveling, places of interest, etc.

*Five hours. Five units.***German II**

Continuation of preceding course.

*Five hours. Five units.***German III**

Continuation of preceding course.

*Three hours. Three units.***German IV**

Second year German. This course includes advanced reading, grammar, composition, daily conversation, current events in German, magazine articles, study of literary style of various authors, drama, art, music, poetry, ancient mythology, famous operas by German composers, sight translation, Sprachgefühl, etc.

*Three hours. Three units.***German V**

Continuation of preceding course.

*Four hours. Four units.***German VI**

Continuation of preceding course.

Five hours. Five units.

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cation of the methods formulated. Special attention is given to such subjects as, plans, programs, outlines, seat work, sources of materials, story telling, games, gardening, motivation, handwork and ethics. Special study of the kindergarten and Montessori methods is made from the viewpoint of their contribution to primary education. An effort is made to follow the children in their periods of development through the primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite, senior standing.

Five hours. Five units.

Education IV: Rural Education

The aim of the course is to present the conditions and problems of rural life and rural education, to point out the advantages, disadvantages, and present needs of the rural community, and to familiarize the student with the industrial, economic, social, and educational interests of the country so that he may understand and appreciate rural life in all its phases.

Considerable attention is given to the organization and management of the rural school, to the means of vitalizing the school work, and to the ways by which the school may be made to meet community needs and solve community problems most effectively.

Prerequisite, senior standing.

Five hours. Five units.

Education V: School Law

In this course practice in the keeping of a school register in a legal way is given each student. Attention is also centered on the provisions of the State Constitution concerning education, and the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

One hour. One unit.

Education VI: School Hygiene

The work of this course consists of lectures and assigned readings, the following being among the chief topics:

Mental hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, hygienic aspects of recesses, vacations and class grading.

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

The health of the teacher.

The care of the school building.

Prerequisite, Psychology I and II.

Three hours. Three units.

Education VII: Experimental Pedagogy

Students who have a sufficient basis of scholarship and practical experience may elect to take up experimental investigation of teaching problems. The course will require the reading of the literature bearing on the subject investigated, a thesis giving a detailed account of

the investigation made, with its relation to other studies in the same field, and an oral examination and defense of the thesis.

Prerequisite, Psychology I and II, and Education I.

Hours and units by individual arrangement.

Education VIII: Kindergarten Education

This is a short course in Kindergarten Education designed especially for students of the General Professional School. It will include a study of the work of Froebel as compared with that of other educators, and the underlying principles of the Kindergarten with their application in the elementary school. The materials of the Kindergarten will be considered: Songs, games, stories, conversations, handwork, accompanied by practical demonstration with the students. One hour each week will be given to observation of the children and their activities in the Kindergarten.

Prerequisite, senior standing.

Three hours. Three units.

Education IX: Educational Sociology

This course is designed to introduce the student to some of the simpler principles of sociology and to stimulate practical investigation of such sociological problems as are most intimately connected with education. Students are encouraged to become familiar with the current literature of the subject. Rural school problems are especially considered.

Prerequisite, senior standing.

Five hours. Five units.

THE DEPARTMENT OF READING

MRS. HUNNEWELL

MISS KEEPIE

MISS COGSWELL

Reading I

This course is designed to help the students interpret and express appreciation of good literature, to improve the quality of the speaking voice, to establish a natural ease of manner and cultivate voice projection in speaking and reading, and to apply the principles of directness, clearness, and force in conducting class work, and also in the oral presentation of prepared subjects. (Text: Evolution of Expression, Vol. I.)

Phonetics, diacritical marking, and dictionary drill.

Five hours. Five units.

Reading II

This course is a continuation of Reading I. (Text: Evolution of Expression, Vol. II.) Pantomime, platform deportment, responsive drill and expressive voice culture.

Prerequisite, Reading I.

Five hours. Five units.

THE DEPARTMENT OF PRACTICE TEACHING

✓ MR. SHEPARDSON	MISS VEVERKA	MISS DAVIS	MISS CAMPBELL
MISS OSGOOD	MRS. SECKLER	MISS ROBINSON	MISS KAHLEY
MISS WELLS	MISS MACKENZIE	MISS WALLOP	MISS KELS
MRS. BERNAYS	MRS. PRESTON	MR. ANGIER	MISS MACPHERSON

Two additional training teachers are to be appointed before the opening of the fall term, September 10, 1915. *Mrs. Allen*

Observation I

This course is especially preparatory to the first teaching practice. Arrangements are made so that students may observe weekly series of lessons in the various subjects of the curriculum in grades from the kindergarten to the ninth year, inclusive. These lessons are given to children of the Training School by expert teachers, usually by training teachers or conference teachers, each of whom has at least one conference with observing students in connection with each weekly series.

Observation I, for students in the General Professional School, is required in the Junior A term, or in the first term for students admitted to Senior standing. *Five hours Three units.*

Observation II

The series of lessons in Observation II may correspond to those in Observation I or series may be planned on the basis of subjects or of grades. This course is especially designed for Senior B's of the General Professional School. After one term of practice teaching they should observe more intelligently than in Observation I. Consequently, more nearly complete interpretation will be expected in the conferences in connection with the series of lessons.

Senior A's who may not have had the opportunity to take this course in the Senior B term may be admitted if there is room.

Observation II is elective. *Five hours. Three units.*

Teaching I, II, and III

The center of the distinctly professional training is experience in teaching. Students may be assigned for practice teaching in the Normal Training School, in a Supplemental Training School (Grand Avenue or Fremont Avenue in 1914-1915), or as cadet teachers in other Los Angeles city schools. No student is assigned to cadet teaching who has not had some practice in one of the training schools.

All students except those who enter with Senior standing, before receiving the first teaching assignment should have had a course in the subject matter they are to teach and a course in the methodology of this subject, but must have had one or the other and also Observation I.

Teaching I, II, and III are required Senior courses, each a five-hour, five-unit course.

Practice in teaching is usually afforded in a lower (1-3), a middle (4-6), and an upper (7-9) grade, under constant constructive criticism. Student-teachers are urged to be self-critical and are entrusted with classes in order that they may be prepared for teaching by practice under actual schoolroom conditions.

Teaching IV

Students who wish additional practice in general teaching or who wish to specialize in teaching, either in a certain subject or in a certain grade or group of grades, may elect Teaching IV, provided there is opportunity to furnish the practice. The privilege of electing Teaching IV must always be obtained at the office of the Supervisor of Practice Teaching before the work is undertaken.

Usually there is opportunity for a limited number to obtain credit in Teaching IV in special kinds of work in Los Angeles, such as in evening schools, in continuation school work, in playground work, in gardening, etc.

Teaching IV is elective; number of hours and amount of credits arranged with individual student.

NOTE.—At least one half of all teaching credits obtained (teaching not accredited on credentials), must be of "recommended" grade.

THE DEPARTMENT OF PSYCHOLOGY AND EDUCATION

MR. WADDLE
MR. MACURDA
MR. DARSIE

MISS FERNALD, Director of the Psychological Laboratory.
MISS PATTERSON
MISS WIEBALK
DR. HOAG

MR. ROOT
MISS VEVERKA

Miss Fisher
Two additional teachers are to be appointed in this department for 1915-1916.

Since the recognized function of the Normal School is the professional training of teachers, there are included among the subjects required of all students such courses as are deemed indispensable. All students are required to take courses known as Psychology I, Psychology II, and Education I, unless presenting advanced credits for equivalent work. In addition to these the student taking the work of the General Professional School is required to elect either Education II, III, or IV.

The order in which the required courses in psychology and education are taken should not be varied, since each course is so planned as to be either definitely preparatory for, or dependent on, other courses preceding or following it. Thus physiology, which precedes Psychology I, gives the student a basis for the appreciation of the biological viewpoint which dominates all the work in psychology and education, and, by placing special emphasis upon the development and function of the nervous system, is distinctly preparatory to Psychology I. Psychology I should usually be taken either in the second or third term of the Junior year, Psychology II in the first term of the Senior year, Education I in the second term of the Senior year and the alternative and elective courses whenever the student has had the necessary prerequisites. When students find it impossible to enroll in Psychology II classes during the first term of their Senior year, they may take Education II, III, or IV, that term, but should not take Education I until they have had Psychology II.

In all the courses offered by the department it is the constant purpose to articulate the study of psychology and education with life in general and with the student's work in teaching.

PSYCHOLOGY

Psychology I: Educational Psychology

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

Prerequisite, Science I or its equivalent.

Five hours. Five units.

Psychology II: Child Psychology

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

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

Prerequisite, Psychology I, or its equivalent, and senior standing.

Five hours. Five units.

Psychology III: Advanced Educational Psychology

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, the acquisition of motor skill, and the economy of learning. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

Prerequisite, Psychology I, or its equivalent.

Three or four hours. Three or four units.

Psychology IV: Clinical Psychology

This course is a continuation of Psychology III, and may be elected by students who have had sufficient training in psychological methods to justify specialization in the subject. The work will consist of a study of the literature, the observation of clinical work, and the direct study of individual problems.

Prerequisites, Psychology I and III, or equivalent courses.

Hours and units by individual arrangement.

EDUCATION

Education I: Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on textbooks. The work presupposes a knowledge of the established facts of educational psychology and child study, attention being directed to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts, and interests of children; the media of education, and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office.

Prerequisite, Psychology I and II.

Five hours. Five units.

Education Ik

This course consists of the broader aspects of Education I and those parts of it that best supplement the other courses in education and management taken in the Kindergarten Course. It is open to kindergarten students only.

Prerequisites, Psychology I and II.

Three hours. Three units.

Education II: History of Education

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

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice.

Prerequisite, senior standing.

Five hours. Five units.

Education III: Primary Education

The purpose of the course in primary education is to acquaint the student with the nature and needs of the children in the primary grades. Problems of adjustment to each other of the child and the daily program are discussed. Definite methods of teaching all subjects in the primary grades are formulated. Demonstration lessons are also given with primary children, showing children at work, and the appli-

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rest of Educ.*

Reading III

This course deals with the method of teaching primary grade reading and phonetics; the place that childhood activities, rhymes, story-telling, literature and dramatization occupy in teaching primary reading; seat work and its relation to reading and phonetics.

Prerequisites, Reading I and Junion A standing.

Three hours. Three units.

Reading IV

Reading Method: This course deals with the subject matter of the reading courses in the intermediate and grammar grades; methods of presentation; the place and the use of phonetics and dramatization; also special oral expression and voice training in the eighth and ninth grades.

Prerequisites, Junior A standing and Reading I.

Three hours. Three units.

THE DEPARTMENT OF SCIENCE

MR. MILLER
MR. OLDER

MR. HUMMEL
MISS HALLAM

MISS HOLMSTER
MISS ATSAIT

Science I: Physiology and Hygiene I

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

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required in connection with and following the course.

Five hours. Five units.

Science II: Physiology and Hygiene II

A continuation of more advanced studies in Physiology, having especial reference to the hygienic aspects of the science.

Five hours. Five units.

Science III: Nature Study

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with in such a way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim, as a means of developing an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Five hours. Five units.

Science IV: Agriculture I

The point of view of the course is that of agriculture as a human-interest subject now firmly placed upon scientific principles, and co-ordinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, and potting and repotting plants.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of California agriculture, as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Five hours. Five units.

Science V: Agriculture II

This course continues the agricultural science of Course IV. It comprises a study of several of the most important farm industries, including dairying, poultry raising, general farming, and orchard practice. Among the topics considered are the feeding and care of animals, the handling of products, the use of the Babcock test, and marketing. The leading farm and orchard crops are also studied, with special attention to cultural methods, cost of production, and marketing. Classroom instruction is supplemented by as large an amount as practicable of experimental work and by numerous observation trips.

Prerequisite, Science IV.

Five hours. Five units.

Science VI: Bionomics

An elective course open to students of Junior A standing. Lectures, reading, and discussions dealing with the fundamental laws governing living organisms. Designed particularly for teachers and dealing with some biological aspects of education.

Five hours. Five units.

Science VII: Agriculture III

This course is fundamentally a preparation for teaching school gardening. It consists in a study of the work of gardening as carried on in the Normal Training School and other schools, in addition to reference work on the subject. Practical work is given in the lath house and garden, including plant propagation, repotting and transplanting plants, preparation of flats, and getting plants ready for the garden.

The course also includes an elementary study of the principles of landscape gardening and the use of these principles as applied to school and home grounds.

Prerequisite, Science IV.

Five hours. Five units.

COURSE IN LIBRARY METHODS

MISS FARGO

This course is intended as an introduction to the use of books and the library, also to the organization and management of school libraries. The course deals with two phases of the subject:

(a) Use of the Library—The book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

(b) Library Management—Book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Five periods a week for a term of twelve weeks are assigned each pupil. Two periods each week are given to lecture work and the other periods are devoted to practice work in the library, under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to make an extensive bibliography before the term closes. This is in a measure review work, covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed. *Five hours. Three units.*

II. THE SCHOOL OF COMMERCIAL TRAINING

MR. AUSTIN

One additional instructor to be appointed.

Only the first year will be offered during 1915-1916, with the possible exception of a course in shorthand and typewriting.

The complete three-year course is to be so arranged as to incorporate the requirements of the general professional course, which leads to the general elementary certificate, and a sufficient number of units of commercial training to entitle the holder to a special certificate for teaching in the ninth grade.

The student who desires to do special teaching in commercial subjects is advised to plan for the three-year course upon entering. No diploma will be granted until the entire three-year course has been completed.

Those who have had commercial training elsewhere may make appropriate substitutions.

There will be opportunity for teaching in the Training School along commercial lines.

It will be possible for students who have been in the normal school for a full year ending in June, 1915, and whose work has been chosen with such a purpose in view, to obtain both diplomas by doing 108 more units of work. Work to be offered later will also provide for those who have been graduated from the general professional course.

If possible, Typewriting I should be taken in Junior A term.

EXPLANATION OF THE COURSES

Courses which are offered in the general department of the school, and form a part of this two-year course, are explained elsewhere.

Bookkeeping I

The purpose of this course is to develop the double entry principle, including business and financial statements. The student is taught the value of accuracy and familiarized with ordinary commercial papers.

Bookkeeping II

Time is given to journalizing, making opening entries, trial balances, statement of different forms, closing the ledger, and analyzing accounts.

Prerequisite, Course I.

Three hours. Three units.

Bookkeeping III

The work offered in this course will be of such nature and scope as to complete the requirements for teaching the subject as it is presented in the intermediate schools. It will include the use of corporation and financial books.

Prerequisite, Bookkeeping II.

Five hours. Five units.

Penmanship I

Arm movement and other fundamental principles. This course is offered each term and is open to students of the General Professional School.

Five hours. Three units.

Penmanship II

A continuation of Penmanship I with special emphasis upon sentence and paragraph writing. Open to students of the General Professional School who have had Penmanship I or its equivalent.

Three hours. Two units.

Penmanship III

A continuation of Penmanship II with special emphasis upon page writing. Open to students of the General Professional School who have had Penmanship I and II, or their equivalent.

Five hours. Three units.

Typewriting I. Touch Method

Finger exercises. Mastery of the keyboard and a study of the machine. Writing such matter as will properly locate the hands with reference to the keyboard and fix correct habits. This course is offered each term and is open to students of the General Professional School.

Five hours. Three units.

Shorthand and Typewriting I

A thorough study of the first ten lessons in the Gregg manual. The typewriting is a continuation of Typewriting I. It is desirable that all commercial students should take Typewriting I in the third term of the Junior year. Typewriting is taken during the period immediately following shorthand.

Ten hours. Eight units.

Shorthand and Typewriting II

Gregg manual completed and reviewed. Typewriting is taken during the period immediately following shorthand.

Prerequisite, Shorthand and Typewriting I. *Ten hours. Eight units.*

Shorthand and Typewriting III

Dictation and accurate transcription. Mimeographing, and carbon duplicating. Taking dictation outside of the department and transcribing ready for the mail or printer.

Prerequisite, Shorthand and Typewriting II. *Ten hours. Eight Units.*

III. THE SCHOOL OF FINE ARTS

MISS GERE
MISS CRAWFORD

MISS BROOKS
MISS PINKNEY

MISS HAZEN
MISS CHANDLER

Advanced Standing

With all applications for advanced standing at entrance, the work itself as well as the credentials upon which the application is based, should be submitted; or in cases where this is impossible, an examination will be given.

Supplemental

Physiology must be included in the supplemental work of the two-year course, unless the subject has been pursued in the high school.

Purpose of the School of Fine Arts

The purpose of the School of Fine Arts is, first, to develop appreciation in the students, and to lead them to express themselves in terms of art; and, second, to prepare them to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, followed by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture, sculpture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

Theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. More advanced work includes the planning of equipment and of study-courses, and teaching, under supervision.

EXPLANATION OF THE COURSES

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, subordination, opposition and transition, through simple exercises in line, notan and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Landscape composition. Color scales and schemes.

Five hours. Three units.

Art II

Art appreciation, Principles and elements of art. Lettering. Still-life. Drawing and painting from birds and animals. Bird and animal compositions. Color harmony. Wood-block printing. Methods of teaching art.

Five hours. Three units.

Art III: Applied Design

Art appreciation. Principles and elements of art. Adaptation of design to material, as designs for clay, metal, and weaving. Color harmony. *Five hours. Three units.*

The courses listed above are open to election by students of the Normal School not candidates for the diploma of the School of Fine Arts.

Art Appreciation and History of Art, I, II, III, IV, V, VI

An appreciative study of architecture, sculpture, painting, and design, and their historical development. *Each course one hour. One unit.*

Composition and Design, I, II, III, IV

Theory of art structure. Principles of proportion, subordination, rhythm, etc., and elements of line, notan and color. Studied first through simple exercises, application of knowledge gained to special problems, such as tiles, stained glass, lettering, textiles, etc., color theory, scales and schemes. *Courses I and IV, each five hours. Three units.*

Courses II and III, each four hours. Two units.

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in studio work and in outdoor sketching. *Two hours. One unit.*

Mechanical Drawing

Courses I and II are required of all art students. (See Department of Manual Arts.) *Each course five hours. Three units.*

Outdoor Sketching I, II, III, IV, V

Study of landscape composition and technique in reproductions of masterpieces. Choice of subject. Drawing and painting from nature. Study of values, massing of dark and light, light and shadow, and color. Mediums: Charcoal, crayola, watercolor, and oil.

Courses I and V, each four hours. Two units.

Course II, two hours. One unit.

Courses III and IV, each three hours. Two units.

Illustration I, II

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Each course, four hours. Two units.

Criticism I, II, III, IV, V, VI, VII, VIII, IX

Every week the entire work of each student is put up for comparison and criticism. *Each course one hour. One unit for three courses.*

Costume Design I, II

Study of the principles and elements of art applied to Costume Design. Sketching from figure. Discussion of colors, lines and materials in relation to the individual student. *Each course four hours. Two units.*

History of Costume (~~Lecture Course~~)

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. Course illustrated by photographs, and lantern slides. } *One hour. One unit.*

Art Crafts I, II, III

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving, embroidery, stained glass windows, etc. Fitness of the design to the qualities and limitations of the material in each case a problem for special study.

Four hours each. Two units.

Interior Decoration I, II

Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration.

Original design with special problems in architectural detail, house decoration, furniture, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Four hours each. Two units.

Drawing and Painting I, II, III, IV, V, VI, VII, VIII

The study of significant line, from photographs, prints, flowers, figures, casts, etc. Memory drawing silhouettes. Study of notan in charcoal, wash, and cut paper, from photographs, still life, figure, etc. Color harmony from Japanese prints, still life, flowers, figure, in water color, cut paper, crayola, and oil colors. Special course in blackboard drawing. Advanced work from the figure, and oil painting from still life.

Courses I, III, VII, five hours. Three units.

Courses II, V, VIII, four hours. Two units.

Course IV, three hours. Two units.

Course VI, two hours. One unit.

Art Methods I, II, III, IV, V

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with method and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study. Observation lessons will be given to illustrate certain phases of school work.

Discussion of children's work and problems arising in teaching, such as use of materials, kind of materials best suited to different problems, and ways of presentation calculated to minimize the need for discipline.

Two hours each. Two units.

IV. THE SCHOOL OF HOME ECONOMICS

MISS PALMER MISS (LAURA G.) SMITH MISS CHILTON MISS MACPHERSON
 MISS (MABEL M.) SMITH MISS EVANS MISS BECKETT
 MISS HALLAM (After April, 1916)

EXPLANATION OF THE COURSES**Home Economics Education**

A study of Domestic Art and Domestic Science with special reference to laboratory equipment, cost, and care; courses of study, adaptation to time, place, and local conditions; application of educational principles and methods to specific problems in grade cooking and serving.

Four hours. Four units.

Food Production and Manufacture

Lectures, reading, excursions to manufacturing establishments and reports on the processes inspected. Studies of availability and cost of foods; adulteration and substitution; pure food regulations.

Prerequisite, General Chemistry. *Two hours. Two units.*

Chemistry I: General Inorganic Chemistry

Lectures and laboratory. *Six hours. Four units.*

Chemistry II: Food Chemistry 1

Lectures and laboratory. Study and examination of carbohydrates, fats, and proteins. *Six hours. Four units.*

Chemistry III: Food Chemistry 2

Lectures and laboratory continued. *Six hours. Four units.*

Chemistry IV: Household Chemistry

Study of water, fuels, hydrocarbons, alcohol, acids, soaps, dyes, and cleaning agents used in the household. Lectures and laboratory.

Six hours. Four units.

Bacteriology

Lectures and laboratory exercises. *Five hours. Three units.*

Hygiene I: Hygiene and Sanitation

Effect of environment upon health; sanitary control of food, air, and water; disposal of garbage and sewage; micro-organisms as cause of disease; prevention and control of communicable disease by isolation, quarantine, disinfection, inoculation and other protective measures.

Three hours. Three units.

Administration I: Nursing

Elementary home nursing and first aid; domestic emergencies; first aid and simple procedure in home care of the sick.

Three hours. Three units.

Administration II: Domestic Laundering

Discussion, demonstration, laboratory work; principles and processes.
Four hours. Two units.

Administration III: Household Management

Reading and discussion. The budget and its apportionment; choice of dwelling; moving and settling; house furniture, utensils, and appliances; supplies, household service; maintenance.
Two hours. Two units.

Sociology

Elements of sociology, lectures, readings, and discussions.
Five hours. Five units.

Sewing I

Covers work of the first six grades in the Elementary School. Class demonstration and criticism in presentation of subject-matter. Prerequisite or parallel, Art I.
Five hours. Three units

Sewing II

Course in garment making. The use of the sewing machine and its attachments. Use of commercial patterns.
Five hours. Three units.

Sewing III

Study of fabrics, line and color. Making of wash dresses, with special attention to design and careful workmanship.
Five hours. Three units.

Sewing IV

Dressmaking. Crinoline modeling and drafting. Making of wool and silk dresses.
Six hours. Four units.

Sewing V

Dressmaking advanced. Evening dresses; draping and pattern making.
Six hours. Three units.

Millinery I

Making and covering of simple buckram and rice net frames. Elements of wire frame making.
Five hours. Three units.

Millinery II

Wire frames. Modeling in rice net. The making of several hats of different materials and types. Special attention given to design and workmanship.
Five hours. Three units.

Costume Design

Designing of costumes for the individual. Study of lines, colors and styles best suited to various types. *Four hours. Two units.*

Textiles

A study of the primitive industries and their relations to the modern period. Study of the important fibres used in the manufacture of fabrics, the processes of manufacture, design, adulteration, etc. The collecting and arranging of materials for teaching various phases of the work.

Six hours. Four units.

History of Costumes

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. *Three hours. Two units.*

House Furnishing I

The application of the principles of proportion, subordination, etc., to household art. Color harmony. Use of color in different exposures; its effect upon the eye. Spacing as applied to divisions of wall, curtains, arrangements of flowers, pottery, etc. Discussions of wall papers, draperies, damask, etc.

Four hours. Two units.

House Furnishing II

A continuation of the work done in the first course, with special emphasis on the economic selection of modern house furnishings.

Three hours. Two units.

House Plans

Application of mechanical drawing to house plans. Study of suitable site, floor plans, elevations, heating, lighting and ventilating. To accompany the course in architecture.

Four hours. Two units.

Architectural Appreciation

Illustrated lectures on the elements and development of architecture.

One hour. One unit.

***Cookery I**

Elementary Cookery. Lectures and laboratory work. Study of the fundamental food principles. Special attention to methods of teaching cookery in the grades.

Five hours. Three units.

Cookery II

Food preparation, lectures and laboratory work in the different processes of cooking.

Five hours. Three units.

Cookery III

Continuation of Cookery II.

Five hours. Three units.

Cookery IV

Planning and serving of meals. Home cooking. School cafeteria problems. *Five hours. Three units.*

Cookery V

Cooking for invalids and infants. Preparation and serving. *Five hours. Three units.*

Cookery VI

Fancy cookery. Lectures and laboratory. *Six hours. Three units.*

Cookery VII

Institutional cookery. Lectures and laboratory exercises. *Five hours. Three units.*

Dietetics I

Lectures, recitations, laboratory work. Nutritive value of foods and the nutritive requirements of the body. Food values studied quantitatively and problems for different ages and conditions worked out concretely. *Five hours. Three units.*

Dietetics II

Continuation of Dietetics I. *Six hours. Four units.*

***COOKERY LABORATORY UNIFORM:**

1. White, plain tailored shirt waist.
 - (a) May have round or pointed neck.
 - (b) Sleeves below the elbow.
2. No colored ribbons or ties.
3. Large white bib apron, completely covering the skirt.
 - (a) Light weight Indian head, duck or similar material.
 - (b) Apron pattern, Butterick 5361.
 - (c) Placket buttoned down 6 inches.
4. No jewelry.

V. THE SCHOOL OF KINDERGARTEN TRAINING

MISS MASCORD

MISS GREENWOOD

(MISS DOUGLAS)

MISS KNIGHT

(MISS WHITE)

EXPLANATION OF THE COURSES

This department offers to the student the general educational training necessary to all teachers, together with a broad training in the special kindergarten principles and methods.

Kindergarten Principles and Theory

Lectures, discussions, papers—a study of Froebel's philosophy and educational principles as embodied in his Mother-Play and Education of Man, and the relation of these to modern educational theory and practice.

Theory I, II and III: The Mother-Play

Each two hours. Two units.

Theory IV: The Education of Man

Two hours. Two units.

Theory V: Kindergarten Literature

Two hours. Two units.

Handwork

Lectures, discussions and practical work. These courses are designed to equip the student with a practical knowledge of those materials which serve as a means of self-expression for the child, and with the principles of method which underlie their use.

Handwork Ik, IIk, IIIk

The gifts and occupation-materials of the kindergarten.

Each five hours. Three units.

Handwork IVk: Constructive Handwork

This is advanced handwork suitable for the oldest kindergarten children and the primary grades. It embraces constructive work with paper, cardboard, raffia, yarn, and simple woodwork. The problems of the doll house and its equipment, and of the making of children's simple toys, are worked out.

Two hours. Two units.

Program I, II, III

Lectures, discussions and required readings. This course aims to make application of the principles of kindergarten theory in practical work. The kindergarten materials are studied with a view to the formulation and arrangement of a kindergarten program.

Each three hours. Three units.

Story Work

Stories hold an important place in the kindergarten program. This course aims to acquaint the student with the sources of good literature for children and to give standards of selection and adaptation.

Stories I, II, III

A study of classic myths, folklore, the fairy tale and the fable. In addition Mother Goose, finger plays, simple poems, humorous stories, Bible stories, are given. A consideration of the principles of selection, methods of presentation, and practice in story telling throughout the course.

Each two hours. Two units.

Games and Hygiene

The purpose of this course is to bring the student into greater sympathy with child life through the actual playing of children's games. Games are played which are suitable both for the indoor room and the outdoor gymnasium.

Aside from this, the history and psychology of play are studied and the relation of play to life is considered.

Games and Hygiene I, II, III

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

Each two hours. One unit.

Games and Hygiene IV, V

The study of the history of play; the psychology of play, with its motives and theories; play as related to physical development.

After this general knowledge is attained, the student is encouraged to develop original games. The hygienic problems of kindergarten management also are considered.

Each two hours. One unit.

Piano

A course designed to give practical knowledge of kindergarten rhythms and songs, to develop, by actual use of the piano in class, ability in spirited and rythmical accompaniment of activities and sympathetic accompaniment of songs.

Two hours. Two units.

Music I_k

Breathing exercises, voice placing, sight reading, selection of kindergarten music and study of kindergarten songs; work in phrasing and expression.

Five hours. Three units.

VI. THE SCHOOL OF MANUAL ARTS

MR. KENT
 MISS RICHARDSON
 MISS WHITICE
 MISS BLANCHARD
 MR. ANGIER

MR. MANSFIELD
 MISS ROBB
 MISS TYRRELL
 MR. REAVIS
 MR. CALKINS

Two diplomas are offered by this school: (a) the Elementary Diploma, granted upon the satisfactory completion of two years of work, including teaching in the Training School; (b) the Secondary Diploma, granted upon the satisfactory completion of three years of work, including teaching in the Intermediate School or the Normal School, or both.

For high school work substitution will be allowed, but in no instance will a student be excused from all courses in any one line of work. Students who expect to complete both the General Professional School and Manual Arts Courses are advised to enroll first in the School of Manual Arts.

Two or even three years can not afford sufficient preparation to teach all of the Manual Arts subjects. Students are therefore expected to select, not later than the end of their first year of residence, those subjects in which they prefer to specialize, and upon graduation will be recommended to the County Board of Education for certificates in those branches of work.

TWO-YEAR COURSE

The two-year course in Manual Arts is maintained for those who intend to teach or supervise the manual arts subjects in the elementary schools. Upon the satisfactory completion of this course a diploma of elementary grade is granted.

THREE-YEAR SHOP COURSE

This course is designed for those who wish to teach either Wood-working or Metal-working and Instrumental Drawing in intermediate or secondary schools. At the completion of the course the student is granted a secondary diploma.

THREE-YEAR CRAFT COURSE

The purpose of this course is to meet the needs of those students who intend to teach the Art Crafts, Instrumental Drawing, and Design in intermediate and secondary schools. Completion of this course entitles the student to a diploma of secondary grade.

EXPLANATION OF THE COURSES

Organization of Manual Arts Courses

A brief history of the development of the Manual Arts movement in this country, followed by a discussion of the theory and economics of the present course of study.

Five hours. Three units.

Industrial Materials

A study of the distribution of forest products, textile materials, minerals, etc.; their transportation to manufacturing centers, and preparation for use. *Two hours. Two units.*

Teaching

The teaching assignments will usually be for five periods, but may be varied to suit the requirements of the different lines of work.

HANDWORK

These courses deal with those forms of Manual Arts which are practical in the first five grades of the elementary school.

Handwork I

Introduction to materials and processes used in the elementary school. *Five hours. Three units.*

Handwork II

Emphasis is placed on simple cardboard and thin wood construction. Prerequisite, Handwork I. *Five hours. Three units.*

Handwork III

Emphasis is placed on textile materials and processes, simple sewing, crocheting, knitting and basketry. Prerequisite, Handwork II. *Five hours. Three units.*

Handwork Methods:

Prerequisite, Handwork I. *Two hours. Two units.*

CRAFT COURSES

Prerequisite—All craft courses must be preceded by at least one course in Art.

Bookbinding I

Elementary course dealing with problems suitable to grade work. *Five hours. Three units.*

Bookbinding II

This course deals with materials and processes used in practical bookbinding. Practice in binding, repairing, and rebinding books. *Five hours. Three units.*

Bookbinding III

Continuation of Course II, including the lettering and tooling of book covers. *Five hours. Three units.*

Clay I

Modeling and Pottery. Emphasis is laid upon the study of form, design, decoration and technique. *Five hours. Three units.*

Clay II

Continuation of Clay I, together with casting, throwing, firing and glazing. *Ten hours. Six units.*

Clay III

Course and hours to be arranged with instructor.

Metal Craft I

Processes of raising, saw-piercing, etching, soldering, repoussé work and enameling. *Five hours. Three units.*

Metal Craft II

Continuation of Course I, together with chain-making, stone-setting, leaded glass and molding. *Ten hours. Six units.*

Metal Craft III

Course and hours to be arranged with instructor.

Leather I

Decoration of leather by means of tooling, modeling, incising, inlaying and coloring, and making up articles. *Five hours. Three units.*

Leather II

Continuation of Course I, together with some advanced bookbinding. *Ten hours. Six units.*

Leather III

Course and hours to be arranged with instructor.

INSTRUMENTAL DRAWING**Mechanical Drawing I**

Geometric problems, conic sections, and lettering. *Five hours. Three units.*

Mechanical Drawing II

Orthographic projections. *Five hours. Three units.*

Mechanical Drawing III

Orthographic projections continued and a brief treatment of isometric and cabinet projection. *Five hours. Three units.*

Architectural Drawing I

or

Ten hours. Six units.

Machine Drawing I

Architectural Drawing II

or

*Ten hours. Six units.***Machine Drawing II****WOOD-WORKING COURSES****Wood Shop I**

Beginning bench work consists of work in soft and hard wood, the correct use and proper care of the common wood-working tools, and the application of stains and other finishes. *Five hours. Three units.*

Wood Shop II

Joinery and cabinet work. Continuation of Course I.

*Ten hours. Six units.***Wood Shop III**

Cabinet and furniture design and construction.

*Ten hours. Six units.***Wood Shop IV**

Wood turning.

*Ten hours. Six units.***Wood Shop V**

Pattern making.

*Ten hours. Six units.***Wood Shop VI**

Pattern making continued.

Ten hours. Six units.

Additional work in Wood Shop to be arranged for with instructor.

METAL-WORKING COURSES**Metal Shop I**

Chipping and filing; tool making and tempering.

*Five hours. Three units.***Metal Shop II**

Forging in iron and steel; tool making and dressing.

*Ten hours. Six units.***Metal Shop III**

Molding and foundry practice.

*Ten hours. Six units.***Metal Shop IV**

Machine shop practice.

*Ten hours. Six units.***Metal Shop V**

Machine shop practice continued.

Ten hours. Six units.

Additional work in Metal Shop to be arranged for with instructor.

VII. THE SCHOOL OF MUSIC

MISS WRIGHT MISS BLEWETT MISS GOUGH MISS (MABEL) BARNHART
 (MRS. VAUGHN) (MISS (JUNE) BARNHART)

EXPLANATION OF THE COURSES.

Voice Culture

Given throughout the entire course.

Methods

A study of schoolroom problems and the adaptation of material to the grades in the light of pedagogical principles as developed in the Department of Education.

Methods I

The sensory period. Kindergarten, first and second grades.

Three hours. One unit.

Methods II

The associative period. Third, fourth, and fifth grades.

Three hours. One unit.

Methods III

The adolescent period. Sixth, seventh, and eighth grades.

Three hours. Two units.

Methods IV

General problems in supervision.

One hour. One unit.

History and Appreciation I

Relation of music to the other arts and to human life; music of the primitive, semi-civilized, Greek, Roman, and mediaeval periods; the epoch of vocal counterpoint; the development of monophony.

Programs illustrating the various periods.

Five hours. Three units.

History and Appreciation II

Development of music through the classic and romantic periods.

The study of programs by visiting artists and representative music organizations.

Five hours. Three units.

History and Appreciation III

The early nineteenth century and the modern period, illustrated by programs.

Five hours. Three units.

Ear Training I, II, III

The object of this course is to train the ear, to strengthen the musical memory, and to assist students to write from dictation.

Each two hours. One unit.

Harmony I

Intervals, scales, chord construction; different species of seventh and ninth chords; chord relation in cadence. Bytones; sub-tonic and sub-dominant harmony; melody writing; keyboard work; harmonization of melodies; analysis.

Five hours. Five units.

Harmony II

Supertonic, submediant and mediant harmony; chromatic chords; augmented sixth chords. Analysis, harmonization of melodies and original composition continued.

Five hours. Five units.

Harmony III

Continuation of chromatic harmonies; modulation by common chord and common tone; neapolitan sixth; advanced analysis and original composition.

Five hours. Five units.

Songs I, II and III

An analytical study of one-part, two-part, and three-part songs. Dictation. Interpretation.

Five hours. Three units.

Chorus Conducting

The use of the baton with grade and high school choruses and glee clubs.

One hour. One unit.

The following courses are offered especially for students of the General Professional School.

Music I

Sight singing.

Five hours. Three units.

Music II

Study of material. Chorus conducting.

Three hours. Two units.

Music III

Elementary theory. Terminology.

Five hours. Three units.

Students taking Music as a group elective are required to take the above courses and also History and Music Appreciation I, II and III.

Total, twenty-five hours, twenty units.

VIII. THE SCHOOL OF PHYSICAL EDUCATION

MISS JACOBS MISS GRUNEWALD MISS KELLS MR. DUNN *John L. Lutter*
 An additional instructor in this school will be appointed for 1915-16.

EXPLANATION OF THE COURSES**Anatomy I**

Study of the skeleton—bones, joints, muscles.

Five hours. Five units.

Anatomy II

Study of the circulatory systems, nerves and viscera.

Five hours. Five units.

Kinesiology

Study of joint mechanism, and the effect of postures and movements.

Two hours. Two units.

Theory I

Discussions of the need, the aims, and the effects of physical exercise.

Three hours. Three units.

Theory II

Discussions of selection and progression of exercises, and methods of teaching.

Two hours. Two units.

✓ Corrective Gymnastics I and II

Study of posture, methods of correcting, and practical work with children.

I—Three hours. Two units. II—Two hours. One unit.

✓ Symptomatology

Lectures on the nature, cause and symptoms of common diseases.

Two hours. Two units.

Emergencies and Anthropometry

First aid to the injured. Methods of measuring and testing the body and determining the normal and abnormal variations.

Two hours. Two units.

Gymnasium Practice I

Elementary Swedish gymnastics.

Five hours. Three units.

Gymnasium Practice II

Advanced Swedish gymnastics with apparatus.

Five hours. Three units.

Gymnasium Practice III

Teaching of elementary gymnastics.

Two hours. Two units.

Gymnasium Practice IV

Hand apparatus. Rhythms.

Five hours. Three units.

✓ Playground Organization and Administration

Five hours. Three units.

Games

Progressive elementary games. *Three hours. Two units.*

Athletics

Organized games, such as volley ball, basket ball, field hockey.
Five hours. Three units.

Track Athletics.

Two hours. Two units.

Folk Dancing I

Simple singing games and dances. *Two hours. One unit.*

✓ Folk Dancing II

Advanced folk and national dances. *Two hours. One unit.*

The following courses are offered especially for students of the General Professional School.

Physical Education I

A practical course to meet the needs of the elementary schools.

Simple Swedish gymnastics with the principles underlying such work, tactics, methods of class arrangement, and presentation of games and folk dancing for all grades.

Lectures on personal hygiene, with special emphasis on the development of good posture. *Five hours. Three units.*

Physical Education II

Advanced Swedish gymnastics. Apparatus work.

Prerequisite, Course I. *Five hours. Three units.*

Physical Education III

Progressive plays and games. Practice teaching.

Three hours. Two units.

Physical Education IV

Athletics and field sports for the playground.

Prerequisite, Course III, or its equivalent. *Two hours. One unit.*

Physical Education V

Exercises with light apparatus, such as dumb-bells, bar-bells, balls and Indian clubs. Rhythms. *Three hours. Two units.*

Physical Education VI

Theory and practice of playground activities. Organization, equipment, supervision. Personal study of various phases of the work and working out of problems. *Five hours. Three units.*

Physical Education VII

Folk dancing. A graded course in folk and national dances for the development of rhythm, self expression and the joy of the movement. *Two hours. One unit.*

IX. THE TRAINING SCHOOL

The Training School has heretofore been a branch of the Los Angeles city school system, and in 1914-15 consisted of a kindergarten, the succeeding six grades of the Elementary school, and the three years (7-9) of the Intermediate school. Pupils were admitted upon the same terms as to the other city schools, the same general plan for classification and promotion obtained, and the customary reports of a city school were made to the city superintendent by the principal.

The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully. They are placed under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

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

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

COURSE OF STUDY

In 1914-15, the Training School was one of the public schools of the city of Los Angeles, and the pupils were subject to the possibility of change to other schools. Therefore, the courses of study for the schools of the city in the Kindergarten and the Elementary school were followed sufficiently to permit such changes to be made without loss to pupils, but they were followed only to the extent necessary to permit such changes. The pedagogical aims and the practices of the school and the courses of study to some extent are determined by the Normal School. During 1914-15, the first year of the Normal Training Intermediate School, the five courses of study for Intermediate schools of Los Angeles were followed, except that two suggested electives, Spanish and Latin, were not offered. Spanish will probably be offered as an elective in 1915-16.

Beginning with the school year 1915-16, the Normal Training School will be organized as a State school, independent of the Los Angeles city schools. The courses of study, however, will be so conducted as to permit ready transfer of pupils between the Training School and the schools of the city.

*NOTE.—Besides the Normal Training School, portions of two other city schools are utilized as supplemental training schools. In 1914-15 Fremont Avenue and Grand Avenue schools were so used. In addition, a number of students are given opportunity to do cadet teaching in other Los Angeles city schools.

GENERAL INFORMATION

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Counsellor of Women, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the Counsellor of Women will be in attendance at the building during the entire week preceding the opening of each school term.

Students may reduce living expenses by renting rooms and boarding themselves, but this plan is not recommended and will not be permitted without the approval of the Counsellor of Women. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Expenses

There is no charge for tuition, but certain fees are charged for special items of expense.

Incidental fee, payable at the beginning of each term by every student covering the cost of materials for ordinary class use, and including lecture and library fees, \$1.00.

Estimated average cost of books per term, \$5.00.

Term fee, payable to the student-body organization, for the maintenance of student activities, per term, 25 cents.

For students in the School of Fine Arts, per term, \$1.50.

For students in the School of Home Economics, for each of the courses in sewing and millinery, \$1.00; and for each of the courses in cookery, \$2.00.

For students in the School of Manual Arts, for use of equipment, and for such materials as are furnished, per term, \$2.00.

For students in the School of Music, lessons in voice culture are taken with private instructors, and paid for at prices agreed upon.

Fee for late registration, \$2.00.

Diploma fee upon graduation, \$2.00.

Estimated average cost of room and board, including light and heat, per month, \$25.00.

Room rent, without board, or with housekeeping privileges, \$12.50.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who are unable without financial assistance

to continue their work until graduation, a students' loan fund, amounting to a few hundred dollars, has been established and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and at the same time performing a valuable public service. The President of the school is treasurer of the fund.

Student Activities and Opportunities

For the promotion of social, literary, and other cultural interests among the students, there are maintained various associations and organizations customary in academic institutions—a Young Woman's Christian Association, a Newman Club, glee clubs, tennis and other athletic clubs, debating, literary, social and other such organizations.

Numerous lectures and addresses by well-known men and women, and musical and other entertainments by artists of note are provided by the school, as a rule, without expense to students.

The student-body maintains a bi-weekly publication, the "Normal Outlook," as its official organ, which affords a medium for the exploitation of student enterprises and ideals, as well as an opportunity for individual students to gain experience in the practical business of publication, and in writing for the press.

The "Exponent," the organ of the June graduating class, is another student enterprise of much interest and value. A number of literary and dramatic entertainments are presented during the year by various groups of students, one of the most important being the class play of the graduating class.

The Library

The Library is located in a separate building with a capacity of 50,000 volumes, fully equipped with modern library conveniences. The reading rooms, 136 feet by 107 feet, will accommodate about 400 students. The alcove system of arrangement of books has proved very satisfactory, affording the student access to more books on his subject, thus encouraging wider investigation.

Students in all departments are entitled to the free use of the library, which is open throughout the year every school day from 7:45 a.m. to 5 p.m., and from 9 a.m. to 12 m. on Saturdays. Shelves are open to all, and no restrictions are placed upon the use of books except such as are necessary to give all users of the library an equal opportunity. The library contains about 30,000 volumes and 6,000 pamphlets classified according to the Dewey decimal system of classification. Great care has been taken in the selection of books; the main purpose is to supplement, broaden and strengthen the course of study in every subject, so far as may be done through the use of books. The library is well supplied with general reference books, such as dictionaries, encyclopedias and atlases. About 2,000 new books are added annually. A dictionary

catalog with Library of Congress printed cards enables the student to ascertain the resources of the library on any subject. The library subscribes for many of the leading periodicals, professional and general. In addition there are about 2,000 bound volumes of the literary and educational magazines, which with the aid of Poole's Index and the Reader's Guide to Periodical Literature are used to great advantage in the research work.

A course of instruction in the use of books and the library is offered as an elective. It is absolutely essential if the student is to work with any degree of efficiency, that he be taught to be self-dependent in a library, to have an insight into its arrangement, and ability to use easily and with the fullest results its various indexes and catalogs, and above all to know the value and nature of the many reference books which are his tools of knowledge. A talk on the general use of the library is given each term to entering students, and a Library Handbook, containing rules and regulations and general information regarding the library has been issued for general distribution.

GRADUATION

I. General Requirements

A student, before graduation, must have attained the age of eighteen years, have been in attendance not less than one school year (unless a college or university graduate), and have satisfied all the requirements of the course pursued.

The minimum requirement for graduation from any course is 108 units (General Professional School, 109).

A unit of credit represents one recitation per week for a term of thirteen weeks.

II. Legal Status of Graduates

School Law of California: Section 1503. (1) The board of trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training, diplomas of graduation, from either the normal department or the kindergarten department, or both.

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

Section 1663 confers upon the holders of such certificates the further right to teach in the first grade of the elementary schools.

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

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, graduates of the Normal School are granted by the State Board of Education a normal document, which is in effect a life certificate to teach in the elementary schools of California.

III. Diplomas and Certification

A graduate of the General Professional School receives a diploma entitling him, without examination, to a certificate to teach in the elementary schools in any county of this State. A graduate who has satisfied the legal requirements for high school certification receives a diploma entitling him to a high school certificate. Graduates of the special schools receive diplomas entitling them to certificates authorizing them to teach the special subjects pursued, in either the elementary or the secondary schools, according to the courses completed. In the case of the three-year course in Home Economics, the diplomas entitle the graduate to general elementary certification and special elementary certificate in Home Economics.

University Credit for Normal School Work

There is no regular mode of accrediting students at the State University for work done by undergraduates of this school. Graduates may be accorded a maximum credit of 48 units, as indicated in the following statement:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the upper division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

The provision concerning the group elective in modern languages, stated on page 18, is designed to meet the purpose above indicated.

Recommendation of Graduates

An Appointment Secretary serves as a medium of communication between school officials and normal school graduates. The purpose of this service is twofold: First, to foster a spirit of interest and cooperation between the Los Angeles State Normal School and public school officials. Upon requests of superintendents, principals, and trustees we recommend teachers who, in our judgment, will be able to meet, in the most efficient manner, the situations for which their services may be required. To do this intelligently it is necessary that the Appointment Secretary have detailed information concerning the vacancies to be filled. It is also the policy of the office to keep in touch with the work of the graduate teachers by means of personal visits, whenever possible.

Second, to assist each graduate to secure the kind of position for which he is best fitted by education, training, and personality. To do this to the best advantage a personal acquaintance is necessary; to this end the students are urged to call at the office of the Appointment Secretary throughout their entire course—not waiting until their final term.

There is no expense to students or to school officials for this service.

Withdrawal of Students .

The standing of all students shall be probationary for the first term. Any student found unfitted to become a successful teacher may be excluded from the privileges of the school by the Board of Trustees.

Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

Students' Handbook

Full and explicit information regarding the order of procedure in matriculation and registration, and numerous other matters connected with the discipline and conduct of the school in its daily work and administration, will be found in the Students' Handbook, which is put into the hands of students upon their admission to the school.

LIST OF GRADUATES SINCE PUBLICATION OF LAST PRECEDING BULLETIN

Summer Class, June 26, 1914

GENERAL PROFESSIONAL SCHOOL

Ethel Helen Abbey	Pearl Mat Croy	Zella Pearl Hart, A.B.
Edyth Sunderlyn Allen	Jessie H. Curren	Frances Marie Hartigan
Mary Harriet Allen, A.B.	Anna Dalen	Ethel Haskell
Mabel Letitia Alvord	Edna I. Davelaar	Maud Mackey Haskell
Delia Winters Ambrose	Ada Davis	¶Rachel Gilmore Head
Margaret E. Anderson	Katherine Davison	Edith Hedstrom
Ruth Martha Anthony	Harriet De Shazo	Florence G. Helm
Ruth Maude Arthur	Claire C. Didier	Mary Helen Henderson
Edwinna Ash.	Iris Dodson	Ruth Margaret Henderson
Leona Mae Becker	Fern E. Dreisbach	May Hepner
Velma A. Barkelew	Helen Driver	Clara Elizabeth Herr
*Edith Maudine Barber	Catherine Ann Dunne	Mabel C. Hillis
Grace Alice Barnes	Zena Ethel Eastham	Bessie Emelie Hofer
Marion M. Barnum	†Edna Sophronia Eldred	John Russell Hoist
Beulah Muriel Bausman	Emily A. Ellis	Ethel Hooper
Nancy Lucile Beemer	*Ruth M. Ellis	Jennie E. Horsch
Mary E. Cameron Bertrاند	Mary Rebecca Fall	Bertha M. Hoskins, A.B.
Patricia Bennett	Mary Janet Fellows	Ruth Helen Hough
Cora May Biggs	Mildred Ferguson	Helen G. Hovey
Helen Catherine Blythe	Bessie H. Finkbiner	Margaret L. Howard
Rose E. Bonadiman	Bernice Fitzmier	Maud E. Howard
Marie Louise Brandt	Ida H. Fleck	Rosemary Hurd
Agnes Clyde Britton	Hazel Matilda Flower	Leona A. Huth
Nina Monica Brown	Ruth Elizabeth Foster	Mamie Floretta Hyde
Eugenie Buyho	Mazie Cecelia Fountaine	Winifred Clementa Jeffrey
Helen Christina Byron	Questa Lois Franklin	Mae Elizabeth Jenkins
Mabel Frances Cannon	Mary Elizabeth Frick	Elma M. Johnson
Ada Campbell	Pauline Garr	Elsie Jones
Margaret Carleton	Dorothy Geberding	Lois Theodora Jones
Leila Beryle Chaffee	Elsie Nora Gibson	Marion Margaret Jones
May Chrisney	Oral Strong Gillette	Mary Addie Jones
Lillian L. Clabaugh	Ruby E. Gillette	Rosamond Jones
Alice Dimon Clark	May Girdlestone	Erma Stevens Jones
Hulah Clark	Birdie Mae Glantz	Marion A. Jordon
Lola Bliss Clark, A.B.	Geneva Glantz	Jessica Charlotte Keckstein
Hazel I. Clifford	Mildred M. Goodrich	Ellen E. Keenan
Lottie Ione Clifford	Dorothea Rae Goodwin	Florence M. Kelley
Ethel Russ Cluss	Frances Faust Gough	Mabel Irene Kempson
Mildred Coe	Esther Elizabeth Gowdy	Essie Dorothy Kibbe
Berdie Sarah Coffin	Katherine Menzies Graham	Marguerite Anna Kjergaard
Isabella Lea Collins	Gretta V. Gray	Edith May Kline
Lula Catherine Collins	Mignonette Greenleaf	Mildred Frances Knapp
Kathleen Connell	Theodora Greenwood	Florence Knight
*May H. Connolly	Florence Helain Greer	Helen Bernice Lanning
†Clara Ella Covell	Edith Genevieve Hagin	Louise L. Lawrence
Freda Burns Corson	Mary A. Haley	Elizabeth LeChien
Ada M. Cowdrey	Marjorie Gladys Halm	Wanda Leland
Marie Crabb	Gladys Maree Handley	Hannah Mildred Levey
Alice Crowley	Dorothy Jean Harding	Marie H. Lindberg
	Dorothy Jean Harper	Grace D. Loops

*Graduate Home Economics Department.

†See also Home Economics list.

‡Graduate Music Department.

¶Graduate Art Department.

Esther Elizabeth Lutnesky	Clara Sophia Owenson	Annis Chaffee Snow
J. Violet Lyall	Yda Marian Paff	†Nellie Margaret Sowden
Bessie Pearl McCann	Elizabeth Page	Ella Stamm
Josephine E. McCrory	Rosa Jessie Palomares	Stella Starkweather
Dorothy Beatrice McDearmon	Sylvia Zula Parlin	Abbie Muriel Steele
M. Lillian McDonald	‡Grace E. Phelps	Mary Kathryn Stewart
Kathleen A. McMahon	Scottie Ursula Partin	Vera Lenore Stewart
Lucy Leah McMullen	Irene Mary Peckham	Elizabeth H. Strick
Helen E. McWhorter	Grace Evelyn Pennell	Lena Alice Sturdy
Arline M. Magor	Martha Alena Peugh	Charlotte E. Taylor
Agnes Grace Mahoney	Beulah Porter	Myra S. Teed
Grace Angele Makosky	Lucy Powers	Luel B. Temple
Jessie Maloney	Irene Marie Preston	Helen Thayer
Anna Georgina Mannatt	Margaret L. Prince	Mabel Olivia Thor
Alice Conner Martin	‡Pansy Verne Prince	Verna Thornton
Miriam Grace Maxfield	Letha Fern Raney	Jennie M. Toler
Agnes C. Mayes	Mary Margaret Rayhill	Frances Ansley Torrey
Bessie B. Mead	Ruth Reece	Alice Mildred Travis
Helen Victoria Merkle	Lottie F. Reichwein	Dorothy Le Foer Trench
‡Marie Mernin	Gertrude H. Rejnske	Elvira Utter
Lucile Sara Michaels	Ethel Reynard Reynard	‡Mildred Wenzel Van der Vort
Ethel M. Miller	Ruth Riley	Margaret Lewis Van Meter
Hazel O. Miller	Anita M. Rives	Hazel Courtenay Virden
May Cassel Miller	Lena V. Rosenkranz	Hazel Alene Waite
Mary Frances Mingo	Florence Rumsey	Mary Wakeham
Alice Lucile Moody	Bertha F. Rush	Iva Washington
Edna Gertrude Moore	Juliet Virginia Ryland	Sadie Evelyn Watson
Laura Moothart	Adolph D. Schneider	Mary Frances Wear
Alice Morrison	Clara Schorsch	Jessie Einora Weaver
Marguerite Van Der Vere	Marie Schulte	Pearl Webster
Morton, B.S.	Margaret Melodie Seaman	Bertha R. Wegerer
Edna Florence Neher	Dorothy Seger	Margaret Werner
Bessie E. Nelson	Caroline R. Sharpless,	Gudrid Westrem
Eather Nathalie Nelson	A.E., B.S.	Lura Fern Wilcox
Hazel Ynez Nenko	‡Sue Cordelia Shenk	Blanche E. Wilkins
Mildred Nevius	Edna Virginia Sherman	Alvina Williams
Adeline B. Newcomb	Grace Greenwood Shrader	Lydia Sieb Williams
Maybelle Margaret Olerich	Beulah Belle Shull	Violet Gladys Wood
Margaret M. Orth	Della May Simons, B.L.	
	Eunice A. Smith	

Discontinued in preceding page

ACADEMIC COURSE

Jeanette Almira Anthony	Mary C. Howard	Emily Alden Neighbor
Dean Richmond Bates	Flora Ernestine Hunt	Laura Herndon Pendergrast
Irene Hoar Bouldin	Margaret Johnson	Lillian Grace Pirie
Iva Chrisney	Minnie Laura Johnson	Jeanette Ross Shaw
Ethel L. Crow	Genevieve C. Lannan	Elizabeth Margaret Taylor
Helen A. Crow	Ethel J. McCorkindale	Evelyn Utter
N. Evelyn Davis	Lenna B. Mayfield	Vivian Elma Willcox
Edna Lucile Dessery	Mary Stella Messenger	Susie A. Young
Marcia Everett	Georgie Miller	
Helen Harrison	Anne Laurel Miltimore	

*Graduate Home Economics Department.

‡Graduate Kindergarten Department.

†See also Home Economics Department.

‡Graduate Music Department.

‡Graduate Art Department.

SCHOOL OF FINE ARTS

ELEMENTARY COURSE

Bernice Angie Burns	Essie Love Jones	Luella Ruth Simpson
*M. Kathleen Cogswell	Dorothy Medland	Grace Wesley
Ruth Dresslar	Elizabeth Paine	Maud Taylor-Wilson
Florence Emily Flint	Helen Elspeth Price	Winifred Withey
Sada House	Margaret Sanders	Helen May Woodard

SECONDARY COURSE

*Ida Bind	*Rhea Cashman	Neleta Belle Hain
Edna M. Blumve ✓	Carol Caskey	*Helen McIver Howell
*Gertrude M. Bond	Walter Barron Currier	Hester Lauman

SCHOOL OF HOME ECONOMICS

ELEMENTARY COURSE

Jeannette Armstrong	Claire Felts	Leora Powell
Eva Katherine Bartlett	Millie Elmira Graham	Gladys J. Schaffer
Lois E. Belt	Maud Hazen	Gladys Winifred Searle
Gertrude T. Booth	Mary Frances Hollins	Mabel Magdalen Smith
Astrid Lilliokalani Borchgrevink	Katherine Lyman Ingersoll	Nellie Margaret Sowden
Marguerite V. Brouwer	Madeleine Reynolds James	Georgia A. Stebbins
Mabel Irene Brown	Jamie H. Jones	Mary Theresa Vernon
Alice Katherine Chilstrom	Alice E. Krause	Vera L. Webb
Ethel M. Cole	Elizabeth L. McCarty	Hortense Evelyn Wiebers
Lois L. Colt	Marjorie McClure	Marjorie White
Clara Ella Covell	Lulu McDonald Miller	Grace Ethlyne Wilcox
Elizabeth Catherine De Line	Amy Morrell	

SECONDARY COURSE

Agnes E. Macpherson

SCHOOL OF KINDERGARTEN TRAINING

Cora Olive Arne	Alice Helen Lattin	Adeline Jean Sinclair
Dorothy Barrett	Gertrude Leadingham	Rena Grace Swinnerton ✓
Mary Florence Clarke	Elise Maddux	Irene Agnes Toole
Dorothy Nuttall Coen	Iva Dell Murphy	Florénce Thresher
Alice Winifred Cowles	Lorena Barnes Nicholas	Ruth Irene Turner
Ava Irene Denlinger	Marguerite Antoinette Nicholas	Maria Clare Valley
Dorothy Laurel Dickinson	Jessica Margaret Parks	Eloise Watson
Bernice Julia Edmonds	Agnes Thomson Perry	Margaret West
Margaret Eliza Ferrie	Linda Reppy	Sarah Bingham White
Edna Brown Ferry	Eulah Coyle Schisler	Eileen Zimmerman
Marguerita Hocknell		

SCHOOL OF MANUAL ARTS

ELEMENTARY COURSE

Emma Frances Adams	Will Henry Hoist	Kathleen Tyrrell
Hazel Ashton	Eda Miller	Josephine P. Upton
Margaret Brickels	Ella M. Schieber	Natalie White
Genoa Edgerly	Dolly L. Stephens	
Leslie Gurley	Raymond E. Swaim	

SECONDARY COURSE

Grover V. Caster	Guy Gerald Lee	Nelle V. Robb
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*Graduate General Department.

SCHOOL OF MUSIC**ELEMENTARY COURSE**

Mary Anderson	Edna Ruth Hinkelman	Mary Cecelia Toomey
Elizabeth Blair	Ellén Mara Robinson	Isabel Vaughan
Leonora Jane Clark		

SECONDARY COURSE

Gladys North Grant	Edith Salyer
Ruth Georgine H. Martens	Marguerite Edith Wetherby

Autumn Class, December 18, 1914**GENERAL COURSE**

Genevieve Ahrens	Mabel Allean Gullette	Louisa Pesqueira
Grace Lucile Alvord	Leadith Hanley	Hazel Pestor
Otilia Backberg	Ruth Halsey	Agnes Imo Rapp
Margaret Barnett	Anita Marion Hertel	Nannie Edith Rees
Rose Bartosh	Margaret Heuer	Lucile Roberts
Pearle Bechtel	Elizabeth McLagan Hill	Ella Robinson
Mary Bellotina	Edith Lillian Hull	Clara Amanda Rossiter
Abbie Catharine Berry	Anna Marie Hurley	Viola Schmidt
Bertha I. Berry	Gertrude Kelly	Janet Scott
Marie Blanchard	Margaret H. Kelly	Mary Gladys Smith
Wilhelmina Miller Brommers	Mary Eleanor Kelly	Magdalena Specht
Jessie Bryant	Anna Krause	Agnes Stafford
Elsie Louise Carter	Aline C. Lindsay	Abbie Mae Stewart
Mary M. Crouch	Fern B. Longwell	Ruth M. Stewart
Teresa Marshall Curtis	Alma Lowe	Bernice A. Sumner
Mabel Ruth Drake	Eileen C. McCarthy	Alice B. Thompson, Ph.B.
Alice T. Dunne	Myrtle G. McConville	Beulah A. Todd
Lucy P. Eastman	Vashti J. McKimmy	Judith Garrison Tyrrell
Marjorie C. Finlay	Belle Mandeville	Anna Elizabeth Vaughan
Margaret H. Flaherty	Gladys Emery May	Therene R. Weckel
Jennie T. French	Maxine Miller	Fosta Welch
Nellie Barbara Frier	Evelyn Maxey	Mary Fern Wightman
Nancy H. Galligan	Sarah Etta Moore	Mary Louise Wilson
Mary Elizabeth Ganahl	Ruth Morgan	Ruth Wyckoff
Ella Florence Geisdorf	Vella B. Nagle	Zula V. Zimmerman
	La Von Ellen Oliver	

ART**SECONDARY COURSE**

*Dorothy Medland

*Elizabeth Paine

HOME ECONOMICS**ELEMENTARY COURSE**

Florence Boden	Frances Margaret McKee
Wilda Maurine Carpenter	Bessie May Miller
Fern Dorothy Clark	

KINDERGARTEN

Karna Helene Anderson	Henrietta Villa Fetzer
Clara Helen Brooks	Bertha Lathrop
Anna Eunice Clements	

*Graduate Elementary Art Course.
 †Graduate Elementary Music Course

MANUAL TRAININGELEMENTARY COURSE
Ethel Stuart Carscallen**MUSIC**

ELEMENTARY COURSE

Anna McDermott

Josephine Clouthier

SECONDARY COURSE

Mary Anderson

Beulah Brewer

†Leonora Jane Clark

Mary Pearl Massie

†Julia Smith

†Isabel Vaughn

Spring Class, March 25, 1915

GENERAL COURSE

Agnes Mae Ackworth	Elizabeth Hathorn	Maebelle Angeline Owen- son
Helen Atcherson	Lucy May Hawes	Edith Parr
Lucile Jane Ayers	*Maud Hazen	Ramona Parsons
Lucy Barratt	Edith May Hazlett, A.B.	Grace Ruth Petro
Florence Beatrice Bolin	May Heintz	Florence Evelyn Phillips
*Marguerite V. Brouwer	Marguerite Evelyn Higgins	†Helen Elspeth Price
Ellen H. Bruno	Lucy Christine Hill, A.B.	Ethel Rahenkamp
Annice Janet Campbell	Madge M. Hill	Lucy A. Reed
Florence Isabel Chenoweth	†E. Ruth Hinkelman	M. Frances Robinson
Vesta May Clement	Hazel Hollowell	Margaret A. Rouchleau
Irene Cogswell, A.B.	Louise Hoover	Marion Virginia Schlund
*Ethel M. Cole	Vivian L. Howell, A.B.	Bernice Anna Schreiber
Anne Bruner Cookman	Elizabeth S. Jackson, A.B.	Rosé Schweitzer
Rachael A. Coolidge, Ph.B.	*Jamie H. Jones	Ruth E. Scott
Anna Margaret Cooper	Marion Jones	E. Muriel Sherwood
Anna Virginia Cooper	Mildred Marie Keith, A.B.	Irene Shetleroe
Lou E. Crinklaw, A.B.	Grace D. Kincaid, A.B.	Bertha C. Simmons
Kathryn I. Darcey	Mildred Kingsbury	†Lou R. Simpson
Helen Davidson	Elsie Olive Kittle	Grace P. Smith, A.B.
Bess Davis	Helena F. Koch ✓	*Georgia A. Stebbins
Clara Margaret Davis	Mildred May Kribbs	Maude Augusta Tettelbach
A. Margaret Day	Elizabeth Jane Leck	Ruth Thompson
Marion Louise Demmon	Lillie Marie Legee	Martha Trafford
Kate M. Elliott	Ethel Long, A.B.	Helen H. Tubbs
Roberta Evans	Ruby Shelton Loughran	Vesta Marion Wagner, A.B.
Harriett B. Flagg	Harriet E. McCallister	Grace Ann Wallace, A.B.
Viola Catherine Gehlen	Elsie May McConnell, A.B.	Betty D. Webster
Charles D. George	Venesia Beall McGinness	Lillie E. Wending, A.B.
Leona M. Giffen	Arla Gertrude McQuillin	Florence A. Wheeler, A.B.
Henrietta Goodwyn	O'Neil Moore	*Grace Ethelyn Wilcox
*Millie Elmira Graham	Edith Marie Neukom	Mary Elizabeth Williams
Edith A. Green	Kathleen O'Connor	†Helen Woodard ✓
Lillian Gladys Green	Iva Overman	Frances R. Young
Catherine Ames Hall	Florence Stott Owen	Ada Lucile Youngken
Inis Harding		

ART

SECONDARY COURSE

†Ruth Dresslar

†Lou R. Simpson

†Grace Wesley

*Graduate Home Economics, Elementary.

†Graduate Music, Elementary.

‡Graduate Art, Elementary.

HOME ECONOMICS

ELEMENTARY COURSE

§Ruth Scott

KINDERGARTEN

Dorothy Myrtle Blum
Edith Madeline Sproat

Dorothy Emma Thoren
Carrie Thomson

MANUAL ARTS

ELEMENTARY COURSE

Earle Ray Pine

Arthur W. Record

§See also General Professional Course.

Reported to March 1916
of 9 students to March 1916
Consented or after
but not in summer
report July 1916

Law of June 15
Local graduation
on printed list
Ethel Hayward, Grad. Aug 6/15 (Diploma dated June 15)
Not on printed list

Emily Frick " Aug. 13/15
Helen Baker " Nov. 10/15
Raymond E. Swain " May 21/16
Ellen Ramona Little " Dec. 1/15

Recommended for graduation on
completion of course in Biology.

Earl Eastman

Florence Lacey
(See action of ...)

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	53
8. Year ending June 30, 1891	75
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	88
11. Year ending June 30, 1894	77
12. Year ending June 30, 1895	81
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	56
15. Year ending June 30, 1898	89
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	127
18. Year ending June 30, 1901	130
19. Year ending June 30, 1902	106
20. Year ending June 30, 1903	109
21. Year ending June 30, 1904	96
22. Year ending June 30, 1905	120
23. Year ending June 30, 1906	155
24. Year ending June 30, 1907	138
25. Year ending June 30, 1908	210
26. Year ending June 30, 1909	243
27. Year ending June 30, 1910	304
28. Year ending June 30, 1911	398
29. Year ending June 30, 1912	426
30. Year ending June 30, 1913	511
31. Year ending June 30, 1914	547

32. ~~Class of 1915~~ ⁷¹⁵ ~~March 1915~~
 33. ~~Class of 1915 and March 1916~~ ⁷¹⁵
 Total 5416

Graduated from two courses, counted twice 136
 Total, excluding those counted twice 5416

irregular graduates
Dorothy Clark
 11-14 " Faith
 1-14 " Mary Wakeham
 July 28 " *Arthur Love*
 (In later catalog)

SUMMARY OF STUDENTS ENROLLED, 1914-15

I. GENERAL PROFESSIONAL SCHOOL		
Graduates of December, 1914, and March, 1915...	179	
Candidates for graduation, June, 1915.....	386	
Candidates for graduation, December, 1915, and March, 1916	181	
Candidates for graduation, June, 1916, or after	592	
Total General Professional School.....		1338
II. SCHOOL OF FINE ARTS		
Graduates of December, 1914, and March, 1915...	5	
Candidates for graduation, June, 1915.....	23	
Candidates for graduation, December, 1915, and March, 1916.....	4	
Candidates for graduation, June, 1916, or after	31	
Total School of Fine Arts.....		63
III. SCHOOL OF HOME ECONOMICS		
Graduates of December, 1914, and March, 1915...	6	
Candidates for graduation, June, 1915.....	26	
Candidates for graduation, December, 1915, and March, 1916.....	25	
Candidates for graduation, June, 1916, or after	75	
Total School of Home Economics.....		132
IV. SCHOOL OF KINDERGARTEN TRAINING		
Graduates of December, 1914, and March, 1915...	9	
Candidates for graduation, June, 1915.....	44	
Candidates for graduation, December, 1915, and March, 1916.....	6	
Candidates for graduation, June, 1916, or after	72	
Total School of Kindergarten Training.....		131
V. SCHOOL OF MANUAL ARTS		
Graduates of December, 1914, and March, 1915...	3	
Candidates for graduation, June, 1915.....	13	
Candidates for graduation, December, 1915, and March, 1916.....	11	
Candidates for graduation, June, 1916, or after	28	
Total School of Manual Arts.....		55
VI. SCHOOL OF MUSIC		
Graduates of December, 1914.....	8	
Candidates for graduation, June, 1915.....	17	
Candidates for graduation, December, 1915, and March, 1916.....	5	
Candidates for graduation, June, 1916, or after	27	
Total School of Music.....		57

VII. VISITING TEACHERS.....	62
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Total in Normal School, including 77 graduate students.....	1838
Pursuing two courses, counted twice.....	30

Total, excluding names counted twice.....	1808
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VIII. TRAINING SCHOOL	
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Kindergarten	88
First grade	42
Second grade	55
Third grade	68
Fourth grade	53
Fifth grade	71
Sixth grade	58
Seventh grade	87
Eighth grade	70
Ninth grade	42
Total Training School.....	634

Total enrollment for the year, all departments	2442
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