BULLETIN

OF THE

Los Angeles
State Normal School

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. 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.


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.


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

EDWARD HYATT, Superintendent of Public Instruction

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. MILSPAUGH, Secretary
CHARLES L. WHITE, Assistant Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE
GEORGE I. COCHRAN
EDWIN T. EARL
FACULTY

✓ JESSE F. MILSPAUGH, 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.

Names of members of Faculty, except that of President, appear in order of date of appointment.
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. Whittie,
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
STATE NORMAL SCHOOL, LOS ANGELES.

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

V. BARBARA GREENWOOD,
Instructor in Kindergarten Training.

V. CARROLL W. ANGIER,
Instructor in Manual Arts.

V. ALMA PATTERTSON, A.M.,
Instructor in Child Study and Pedagogy.

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

V. LUCILE R. GRUNEWALD,
Instructor in Physical Education.

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

V. ADA BLANCHARD,
Instructor in Manual Arts.

V. OLIVE LOUISE DAVIS,
Training Teacher, Fifth Grade.

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

V. EVA HAMILTON BERNAYS,
Training Teacher, Intermediate School.

V. SUSANNE GOUGH,
Instructor in Music.

V. LOUISE PINKNEY,
Instructor in Art.

V. NELLIE SULLIVAN,
Instructor in Psychology.

V. WILLIAM T. ROOT, Jr., A.M.,
Instructor in Child Study and Pedagogy.

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

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

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

V. MILTON C. DRISKO,
Instructor in Mathematics.

V. MABEL BARNHART,
Instructor in Music.

V. 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.
✓ Neleta Hain,
Student Assistant in Art.
✓ *Leva Handy, M.A.,
Instructor in French and German.
✓ Harold W. Mansfield,
Instructor in Manual Arts.

*Part of year.
STATE NORMAL SCHOOL, LOS ANGELES.

✓ 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.

*Part of year.
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—Millspaugh 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.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Psychology II</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education II, or Education III</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education IV</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Observation I</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Practice Teaching I, II, III</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

(B) *Basal Courses* 35 units required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>English, I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English II</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geography I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Handwork I</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>History I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Music I</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education I</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Reading I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science III</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sewing I</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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*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.*
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 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.

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 42 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
<th>Hours</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English I</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Bookkeeping I (Math. VI)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Penmanship I</td>
<td>5</td>
<td>3</td>
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<tr>
<td></td>
<td>Supplemental</td>
<td>6</td>
<td>6</td>
</tr>
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<td></td>
<td>Totals</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology I</td>
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<td></td>
<td>Typewriting I</td>
<td>5</td>
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<tr>
<td></td>
<td>Observation I</td>
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### Second Year

Not to be offered in 1915-16.

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<tr>
<td></td>
<td>Economics or Commercial Law I</td>
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<td>History IV, or Geography VIII</td>
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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.

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<tr>
<td>(b) Required departmental work</td>
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<tr>
<td>(c) Supplemental work</td>
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**First Year**

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<td>1</td>
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<td>0</td>
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<tr>
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<td>Supplemental</td>
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<td>5</td>
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**Second Year**

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<td>Art Methods I</td>
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<td>Interior Decoration I</td>
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<td>Interior Decoration II</td>
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### 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

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<tr>
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<td>2</td>
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<td>History of Costume</td>
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<td>1</td>
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<td>Drawing and Painting VII</td>
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IV. THE SCHOOL OF HOME ECONOMICS

Courses in Home Economics for the Training of Departmental Teachers.

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

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<td>Costume Design</td>
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<td>Chemistry I, Laboratory</td>
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<td>Mathematics</td>
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Check indicates not for Elementary or Diploma.
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- Total: 24
- 18

*Notes—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

\[ \frac{32}{17} \] units
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

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<td>Cooking VI</td>
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<td>Millinery II</td>
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<td>Cooking VII</td>
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<td>History of Costume</td>
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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

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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

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Total ........................................ 25 17
B. For the Secondary Diploma. Three-year Shop Course for High School Graduates.

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For the Secondary Diploma. Three-Year Craft Course for High School Graduates.

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- **FIRST YEAR**
  - **FIRST TERM**
    - Art I
    - Psychology I
    - Teaching I
    - Wood Shop I
    - Handwork I
    - Total
  - **SECOND TERM**
    - Art II
    - Psychology II
    - Teaching II
    - Mechanical Drawing II
    - Wood Shop II
    - Total

- **SECOND YEAR**
  - **FIRST TERM**
    - Art III
    - Psychology III
    - Teaching III
    - Applied Design
    - Education III
    - Total
  - **SECOND TERM**
    - Art IV
    - Psychology IV
    - Teaching IV
    - Shop Elective
    - Total
  - **THIRD TERM**
    - Psychology V
    - Teaching V
    - Shop Elective
    - Total

- **THIRD YEAR**
  - **FIRST TERM**
    - Art V
    - Psychology V
    - Teaching V
    - Organization of Courses
    - Total
  - **SECOND TERM**
    - Art VI
    - Psychology VI
    - Teaching VI
    - Shop Elective
    - Total
  - **THIRD TERM**
    - Art VII
    - Psychology VII
    - Teaching VII
    - Shop Elective
    - Total

- **TOTAL**
  - **FIRST YEAR**
    - Total
  - **SECOND YEAR**
    - Total
  - **THIRD YEAR**
    - Total

- **224-230 hours 162 units**
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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Total: 24 18

| **Second Term** |       |     | **Second Term** |       |     |
| Psych. 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    |
| Material II. | 3     | 2 | Teaching II. | 5     | 5    |
| Chorus Conducting II. | 1     | 1 |             |       |       |
| Suplemental | 3     | 3   |             |       |       |

Total: 22 16

| **Third Term** |      |       | **Third Term** |      |       |
| Methods III. | 3     | 2   | Harmony III. | 5     | 5    |
| History and Appreciation III. | 5     | 3 | Songs III. | 5     | 5    |
| Ear Training III. | 2     | 1 | Chorus Conducting VI. | 1 | 1 |
| Material III. | 3     | 2 | Methods IV. | 1     | 1    |
| Chorus Conducting III. | 1     | 1 | Teaching III. | 5     | 5    |
| Suplemental | 5     | 5 |             |       |       |
| Observation I. | 5     | 5   |             |       |       |

Total: 24 17

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

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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

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Totals 22 18

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Totals 22 18

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

For Graduates of the Two-Year General Professional School or Its Equivalent.

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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

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.

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 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
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

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. 
\[ \text{Five hours. Five units.} \]

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. 
\[ \text{Five hours. Five units.} \]

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. 
\[ \text{Five hours. Five units.} \]

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. 
\[ \text{Five hours. Five units.} \]

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. 
\[ \text{Three hours. Three units.} \]

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. 
\[ \text{Five hours. Five units.} \]

French II
Continuation of preceding course. 
\[ \text{Five hours. Five units.} \]
French III
Continuation of preceding course.

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.

French V
Continuation of preceding course.

French VI
Continuation of preceding course.

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.

German II
Continuation of preceding course.

German III
Continuation of preceding course.

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.

German V
Continuation of preceding course.

German VI
Continuation of preceding course.
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 Kepple 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.
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 Miss Fernald, Director of the Psychological Laboratory.
Mr. Macurda Miss Patterson Mr. Root
Mr. Darse Miss Wieralk Miss Verka Dr. Hoag

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 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 II

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-
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 Junior 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.*

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**THE DEPARTMENT OF SCIENCE**

Mr. Miller  Mr. Hummel  Miss Hornsby
Mr. Older  Miss Hallam  Miss Atwater

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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 CREE
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 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

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 Nor-
mal 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.
Medians: 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 illus-
tration. 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 (Costume 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. Pre-requisite 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 Knight  Miss Greenwood  Miss Douglas

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 I, II, III

The gifts and occupation—materials of the kindergarten.

Each five hours. Three units.

Handwork IV: 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 rhythmical accompaniment of activities and sympathetic accompaniment of songs.
*Two hours. Two units.*

Music I
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

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 cannot 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 Woodworking 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
Machine Drawing I
Ten hours. Six units.
Architectural Drawing II  
or  
Machine Drawing II

Ten hours. Six units.

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. Evans

An additional instructor in this school will be appointed for 14-15.

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

Games
Progressive elementary games.

Athletics
Organized games, such as volley ball, basket ball, field hockey.

Track Athletics

Folk Dancing I
Simple singing games and dances.

Folk Dancing II
Advanced folk and national dances.

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.

Physical Education II
Advanced Swedish gymnastics. Apparatus work.
Prerequisite, Course I.

Physical Education III
Progressive plays and games. Practice teaching.

Physical Education IV
Athletics and field sports for the playground.
Prerequisite, Course III, or its equivalent.

Physical Education V
Exercises with light apparatus, such as dumb-bells, bar-bells, balls and Indian clubs. Rhythms.

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.

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.
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
Edyth Sunderlyn Allen
Mary Harriet Allen, A.B.
Mabel Letitia Alvord
Delia Winters Ambrose
Margaret E. Anderson
Ruth Martha Anthony
Ruth Maude Arthur
Edwinna Ash.
Leona Mae Becker
Velma A. Barkelew
*Edith Maudine Barber
Grace Alice Barnes
Marion M. Barnum
Beulah Muriel Bausman
Nancy Lucile Beemer
Mary E. Cameron Bertrand
Polish-Bievost
Cora May Biggs
Helen Catherine Blythe
Rose E. Bonadiman
Marie Louise Brandt
Agnes Clyde Britton
Nina Monica Brown
Eugenie Buhyo
Helen Christina Byron
Mabel Frances Cannon
Ada Campbell
Margaret Carleton
Lella Berylle Chafee
May Chisney
Lillian L. Clabaugh
Alice Dimon Clark
Hulah Clark
Lola Bliss Clark, A.B.
Hazel I. Clifford
Lottie Ione Clifford
Ethel Russ Cluss
Mildred Coe
Berdie Sarah Coffin
Isabella Lea Collins
Lula Catherine Collins
Kathleen Connell
May H. Connolly
†Clara Ella Covell
Freda Burns Corson
Ada M. Cowdrey
Marie Crabb
Alice Crowley

Pearl Mat Croty
Jessie H. Curren
Anna Dalen
Edna I. Davelaar
Ada Davis
Katherine Davison
Harriet De Shazo
Claire C. Didier
Iris Dodson
Fern E. Dreisbach
Helen Driver
Catherine Ann Dunne
Zena Ethel Eastham
Adeline Ethel Eldred
Emily A. Ellis
*Ruth M. Ellis
Mary Rebecca Fall
Mary Janet Fellows
Mildred Ferguson
Bessie H. Finkbinner
Bernice Fitzmier
Ida H. Fleck
Hazel Matilda Flower
Ruth Elizabeth Foster
Maggie Cecilia Fountaine
Questa Lois Franklin
Mary Elizabeth Frick
Pauline Gar
Dorothy Geberding
Elsie Nora Gibson
Oral Strong Gillette
Ruby E. Gillette
Mary Girdlestone
Birdie Mae Gilants
Geneva Gilants
Mildred M. Goodrich
Dorotha Rae Goodwin
Frances Faust Gough
Ester Elizabeth Gowdy
Katherine Mmesias Graham
Gretta V. Gray
Mignonette Greenleaf
Theodora Greenwood
Florence Helain Greer
Edith Genevieve Hagan
Mary A. Haley
Marjorie Gladys Halm
Gladys Marcie Handley
Dorothy Jean Harding
Dorothy Jean Harper
Zella Pearl Hart, A.B.
Frances Marie Hartigan
Ethel Haskell
Maud Mackey Haskell
Rachel Gilmore Head
Edith Hedstrom
Florence G. Helm
Mary Helen Henderson
Ruth Margaret Henderson
May Hepner
Clara Elizabeth Herr
Mabel C. Hillis
Bessie Emelie Hoefer
John Russell Hoist
Ethel Hooper
Jennie E. Horsch
Bertha M. Hoskins, A.B.
Ruth Helen Hough
Helen G. Hovey
Margaret L. Howard
Maud E. Howard
Rosemary Hurst
Lena L. Huth
Mamie Floretta Hyde
Winifred Clementa Jeffery
Mae Elizabeth Jenkins
Elma M. Johnson
Elisie Jones
Lois Theodora Jones
Marion Margaret Jones
Mary Addie Jones
Rosamond Jones
Erma Stevens Jones
Marion A. Jordan
Jessica Charlotte Keckstein
Ellen E. Keenan
Florence M. Kelley
Mabel Irene Kempson
Essie Dorothy Kibbe
Marguerite Anna Kjergaard
Edith May Kline
Mildred Frances Knapp
Florence Knight
Helen Bernice Lanning
Louise L. Lawrence
Elizabeth LeChien
Wanda Leland
Hannah Mildred Levey
Marie H. Lindberg
Grace D. Loops

*Graduate Home Economics Department.
†See also Home Economics list.
‡Graduate Music Department.
§Graduate Art Department.
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STATE NORMAL SCHOOL, LOS ANGELES.

Esther Elizabeth Lutnesky
J. Violet Lyall
Bessie Pearl McCann
Josephine E. McCrory
Dorothy Beatrice McDermont
M. Lillian McDonald
Kathleen A. McMahan
Lucy Leah McMillen
Helen E. McWhoTe
Arlene M. Magor
Agnes Grace Mahoney
Grace Angele Makosky
Jessie Maloney
Anna Georgina Mannatt
Alice Conner Martin
Miriam Grace Maxfield
Agnes C. Mayes
Bessie B. Mead
Helen Victoria Merkle
Lucile Sara Michaels
Ethel M. Miller
Hazel O. Miller
May Cassel Miller
Mary Frances Mingo
Alice Lucile Moody
Edna Gertrude Moore
Laura Mootart
Alice Morrison
Marguerite Van Der Vere
Jeanette Almira Anthony
Dean Richmond Bates
Irene Hoar Bouldin
Iva Chrisney
Ethel L. Craw
Helen A. Craw
N. Evelyn Davis
Edna Lucile Dessery
Marcia Everett
Helen Harrison
Clara Sophia Owenson
Yda Marian Paff
Elizabeth Page
Rosa Jessie Palomares
Sylvia Zula Partin
Grace E. Phelps
Scottie Ursula Partin
Irene Mary Peckham
Grace Evelyn Pennell
Martha Alena Peugh
Beulah Porter
Lucy Powers
Irene Marie Preston
Margaret L. Prince
Pansy Verne Prince
Letha Fern Raney
Mary Margaret Rayhill
Ruth Reece
Lottie F. Reichwein
Gertrude H. Reinke
Ethel Reynard
Ruth Riley
Anita M. Rives
Lena V. Rosenkranz
Florence Rumsey
Berta F. Rush
Juliet Virginia Ryland
Adolph D. Schneider
Clara Schorsch
Marie Schulte
Margaret Melodile Seaman
Dorothy Seger
Caroline R. Sharpless, A.B., B.S.
Sue Cordelia Shenk
Edna Virginia Sherman
Grace Greenwood Shradler
Beulah Belle Shull
Della May Simons, B.L.
Eunice A. Smith

Annis Chaffee Snow
†Nellie Margaret Sowden
Ella Stamm
Stella Starkweather
Abbie Muriel Steele
Mary Kathryn Stewart
Vera Lenore Stewart
Elizabeth H. Strick
Lena Alice Sturdy
Charlotte E. Taylor
Myra S. Teed
Luel B. Temple
Helen Thayer
Mabel Olivia Thor
Verna Thornton
Jennie M. Toler
Frances Ansley Torrey
Alice Mildred Travis
Dorothy Le Poer Trench
Elvira Utter
Mildred Wenzel Van der Vort
Margaret Lewis Van Meter
Hazel Courtenay Virden
Hazel Alene Waite
Mary Wakeham
Iva Washington
Sadie Evelyn Watson
Mary Frances Wear
Jessie Elnora Weaver
Pearl Webster
Bertha E. Wegerer
Margaret Werner
Gudrid Westrem
Lura Fern Wilcox
Bianche E. Wilkins
Alvina Williams
Lydia Sieh Williams
Violet Gladys Wood

Jeanette Almira Anthony
Dean Richmond Bates
Irene Hoar Bouldin
Iva Chrisney
Ethel L. Craw
Helen A. Craw
N. Evelyn Davis
Edna Lucile Dessery
Marcia Everett
Helen Harrison
Mary C. Howard
Flora Ernestine Hunt
Margaret Johnson
Minnie Laura Johnson
Genevieve C. Lannan
Ethel J. McCorkindale
Lenna B. Mayfield
Mary Stella Messenger
George Miller
Anne Laurel Miltimore

*Graduate Home Economics Department.
†Graduate Kindergarten Department.
§See also Home Economics Department.
††Graduate Music Department.
†††Graduate Art Department.

ACADEMIC COURSE

Jeanette Almira Anthony
Dean Richmond Bates
Irene Hoar Bouldin
Iva Chrisney
Ethel L. Craw
Helen A. Craw
N. Evelyn Davis
Edna Lucile Dessery
Marcia Everett
Helen Harrison
Mary C. Howard
Flora Ernestine Hunt
Margaret Johnson
Minnie Laura Johnson
Genevieve C. Lannan
Ethel J. McCorkindale
Lenna B. Mayfield
Mary Stella Messenger
George Miller
Anne Laurel Miltimore

Emily Alden Neighbor
Laura Herndon Pendergrast
Lillian Grace Pirie
Jeanette Rose Shaw
Elizabeth Margaret Taylor
Evelyn Utter
Vivian Elma Willcox
Susie A. Young

*Graduate Home Economics Department.
†Graduate Kindergarten Department.
§See also Home Economics Department.
††Graduate Music Department.
†††Graduate Art Department.
STATE NORMAL SCHOOL, LOS ANGELES.

SCHOOL OF FINE ARTS

ELEMENTARY COURSE

Bertrice Angie Burns
*M. Kathleen Cogswell
Ruth Dresslar
Florence Emily Flint
Sada House

Essie Love Jones
Dorothy Medland
Elizabeth Paine
Helen Elspeth Price
Margaret Sanders

SECONDARY COURSE

*Ida Bind
Edna M. Blumve
*Gertrude M. Bond

*Rhea Cashman
Carol Caskey
Walter Barron Currier

SCHOOL OF HOME ECONOMICS

ELEMENTARY COURSE

Jeannette Armstrong
Eva Katherine Bartlett
Lois E. Belt
Gertrude T. Booth
Astrid Liliúokalani Borch-
grevink
Marguerite V. Brouwer
Mabel Irene Brown
Alice Katherine Chilstrom
Ethel M. Cole
Lois L. Colt
Clara Ella Covell
Elizabeth Catherine De Line

Claire Feits
Millie Elmira Graham
Maud Hazen
Mary Frances Hollins
Katherine Lyman Ingersoll
Madeleine Reynolds James
Jamie H. Jones
Alice E. Krause
Elisabeth L. McCary
Marjorie McClure
Lulu McDonald Miller
Amy Morrell

SCHOOL OF KINDERGARTEN TRAINING

Cora Olive Arne
Dorothy Barrett
Mary Florence Clarke
Dorothy Nuttall Coen
Alice Winifred Cowles
*Ava Irene Denlinger
Dorothy Laurel Dickinson
Barnice Julia Edmonds
Margaret Eliza Ferrie
Edna Brown Ferry
Marguerita Hocknell

Alice Helen Lattin
Gertrude Leadingham
Elise Maddux
Iva Dell Murphy
Lorena Barnes Nicholas
Marguerite Antoinette
Nicholas
Jessica Margaret Parks
Agnes Thomson Perry
Linda Reppy
Eulah Coyle Schisler

SECONDARY COURSE

Adeline Jean Sinclair
Rena Grace Swinnerton
Irene Agnes Toole
Florence Thresher
Ruth Irene Turner
Maria Clara Valley
Eloise Watson
Margaret West
Sarah Bingham White
Eileen Zimmerman

SCHOOL OF MANUAL ARTS

ELEMENTARY COURSE

Emma Frances Adams
Hazel Ashton
Margaret Brickels
Genoa Edgerly
Leslie Gurley

Will Henry Hoist
Eva Miller
Ella M. Schieber
Dolly L. Stephens
Raymond E. Swaim

SECONDARY COURSE

Grover V. Caster
Guy Gerald Lee

Kathleen Tyrrell
Josephine P. Upton
Natalie White

*Nelle V. Robb

*Graduate General Department.
STATE NORMAL SCHOOL, LOS ANGELES.

SCHOOL OF MUSIC

ELEMENTARY COURSE

Mary Anderson
Elizabeth Blair
Leonora Jane Clark

Edna Ruth Hinkelman
Ellen Mara Robinson
Mary Cecelia Toomey

Isabel Vaughan

SECONDARY COURSE

Gladys North Grant
Ruth Georgine H. Martens

Edith Salyer
Marguerite Edith Wetherby

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

SECONDARY COURSE

Gladys North Grant
Ruth Georgine H. Martens

Edith Salyer
Marguerite Edith Wetherby

Autumn Class, December 18, 1914

GENERAL COURSE

Genevieve Ahrens
Grace Lucile Alvord
Otilla Backberg
Margaret Barnett
Rose Bartosh
Pearle Bechtel
Mary Bellotine
Abbie Catharine Berry
Bertha I. Berry
Marie Blanchard
Wilhelmina Miller Brommers
Jessie Bryant
Elsie Louise Carter
Mary M. Crouch
Teresa Marshall Curtis
Mabel Ruth Drake
Alice T. Dunne
Lucy P. Eastman
Marjorie C. Finlay
Margaret H. Flaherty
Jennie T. French
Nellie Barbara Frier
Nancy H. Galligan
Mary Elizabeth Ganahl
Ella Florence Geisendorf

Mabel Allean Gullette
Leadith Hanley
Ruth Halsey
Anita Marion Hertel
Margaret Heuer
Elizabeth McLagan Hill
Edith Lillian Hull
Anna Marie Hurley
Gertrude Kelly
Margaret H. Kelly
Mary Eleanor Kelly
Anna Krause
Aline C. Lindsay
Fern B. Longwell
Alma Lowe
Eileen C. McCarthy
Myrtle G. McConville
Vashti J. McKimmy
Belle Mandeville
Gladys Emery May
Maxine Miller
Evelyn Maxey
Sarah Etta Moore
Ruth Morgan
Vella B. Nagle
La Von Ellen Oliver

Louisa Pesqueira
Hazel Pestor
Agnes Imo Rapp
Nannie Edith Rees
Lucile Roberts
Ella Robinson
Clara Amanda Rossiter
Viola Schmidt
Janet Scott
Mary Gladys Smith
Magdalena Specht
Agnes Stafford
Abbie Mae Stewart
Ruth M. Stewart
Bernice A. Sumner
Alice B. Thompson, Ph.B.
Beulah A. Todd
Judith Garrison Tyrrell
Anna Elizabeth Vaughan
Therene R. Weckel
Fosta Welch
Mary Fern Wightman
Mary Louise Wilson
Ruth Wyckoff
Zula V. Zimmerman

ART

*Dorothy Medland

HOME ECONOMICS

ELEMENTARY COURSE

Florence Boden
Wilda Maurine Carpenter
Fern Dorothy Clark

Frances Margaret McKee
Bessie May Miller

*Elizabeth Paine

KINDERGARTEN

Karna Helene Anderson
Clara Helen Brooks
Anna Eunice Clements

Henrietta Villa Fetzer
Bertha Lathrop

*Graduate Elementary Art Course.
†Graduate Elementary Music Course
STATE NORMAL SCHOOL, LOS ANGELES.

MANUAL TRAINING

ELEMENTARY COURSE
Ethel Stuart Carscallen

MUSIC

ELEMENTARY COURSE
Anna McDermott
Josephine Clouthier

SECONDARY COURSE
Mary Anderson
Beulah Brewer
Leonora Jane Clark

Spring Class, March 25, 1915

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

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          Dorothy Emma Thoren
Edith Madeleine Sproat       Carrie Thomson

MANUAL ARTS
ELEMENTARY COURSE
Earle Ray Pine               Arthur W. Record

See also General Professional Course.

[Handwritten notes and signatures]
STATE NORMAL SCHOOL, LOS ANGELES.

NUMBER OF GRADUATES SINCE ORGANIZATION

<table>
<thead>
<tr>
<th>Year ending June 30,</th>
<th>Number of Graduates</th>
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<tbody>
<tr>
<td>1884</td>
<td>22</td>
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<tr>
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<td>1913</td>
<td>511</td>
</tr>
<tr>
<td>1914</td>
<td>547</td>
</tr>
</tbody>
</table>

Graduated from two courses, counted twice.

Total: 660

Total, excluding those counted twice.

Total: 541
### 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
STATE NORMAL SCHOOL, LOS ANGELES.

VII. VISITING TEACHERS--------------------------------- 62

Total in Normal School, including 77 graduate students------------------ 1838
Pursuing two courses, counted twice------------------- 30

Total, excluding names counted twice------ 1808

VIII. TRAINING SCHOOL

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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