BULLETIN

OF THE

Los Angeles
State Normal School

1915-16

AND

Announcements for 1916-1917

THIRTY-FOURTH YEAR

CALIFORNIA
STATE PRINTING OFFICE
1918
STATE NORMAL SCHOOL
LOS ANGELES, CALIFORNIA

BULLETIN OF INFORMATION

FOR 1916-1917

INCLUDING

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1916

CALIFORNIA
STATE PRINTING OFFICE
1916
CALENDAR FOR 1916-1917

FIRST TERM
9:00 A.M. Friday, September 8, 1916—General Faculty Meeting.

12:30 P.M. Friday, September 8, 1916—Former Students, except Juniors of the General Professional School, report for arrangement of programs and enrollment in classes.

9:00 A.M. Saturday, September 9, 1916—Juniors of the General Professional School (former students only), report for arrangement of programs and enrollment in classes.

2:30 P.M. Saturday, September 9, 1916—Training School Conferences.

9:00 A.M. Monday and Tuesday, September 11 and 12, 1916—Registration and Enrollment of New Students.

9:00 A.M. Wednesday, September 13, 1916—General Assembly, followed by recitations.

Thanksgiving vacation, Thursday, November 30, and Friday, December 1.

Thursday, December 14, 1916—Commencement.

3:00 P.M. Friday, December 15, 1916—Term closes.

SECOND TERM
9:00 A.M. Tuesday, January 2, 1917—Registration and Enrollment of New Students.

8:05 A.M. Wednesday, January 3, 1917—Recitations begin.


Thursday, March 22, 1917—Commencement.

3:00 P.M. Friday, March 23, 1917—Term closes.

THIRD TERM
9:00 A.M. Monday, March 26, 1917—Registration and Enrollment of New Students.

8:05 A.M. Tuesday, March 27, 1917—Recitations begin.


3:00 P.M. Friday, March 30, 1917—Spring recess begins.

9:00 A.M. Monday, April 9, 1917—School reopens.

Thursday, June 21, 1917—Commencement.
BOARD OF TRUSTEES.

HIRAM W. JOHNSON - - - - Governor of California

Ex Officio
EDWARD HYATT - - - Superintendent of Public Instruction

Ex Officio
RICHARD MELROSE, Anaheim - - Term expires July 1, 1914
GEORGE I. COCHRAN, Los Angeles - Term expires July 1, 1915
EDWIN T. EARL, Los Angeles - Term expires July 1, 1917
JAMES A. B. SCHERER, Pasadena - Term expires July 1, 1916
IRENE TAYLOR HEINEMAN, Los Angeles - - - - Term expires July 1, 1919

OFFICERS OF THE BOARD
RICHARD MELROSE, - - - - - - President
J. F. MILSPAUGH - - - - - - Secretary
CHARLES L. WHITE - - - - Assistant Secretary

EXECUTIVE COMMITTEE
RICHARD MELROSE
GEORGE I. COCHRAN
IRENE TAYLOR HEINEMAN
FACULTY.

✓ Jesse F. Millsbaugh, 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. Qsgood
Principal of Training School and
Assistant Supervisor of Practice Teaching
✓ Fred Allison Howe, LL.B., Ph.D.
Head of Department of English
✓ Love 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 Fine Arts
✓ 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

Names of members of Faculty, except that of President, appear in order of
date of appointment

*Part of year
2—23918
STATE NORMAL SCHOOL, LOS ANGELES.

ARTHUR AMSDEN MACURDA, A.M.  
Instructor in Education

EMMA J. ROBINSON  
Training Teacher, Sixth Grade

CHARLES W. WADDLE, A.M., Ph.D.  
Head of Department of Psychology and Education

GRACE M. FERNALD, Ph.D.  
Director of Psychological Laboratory

KATHERINE GOETZINGER, A.B.  
Instructor in French and German

A. A. HUMMEL, M.S., D.O.  
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

BELL H. WHITICE  
Instructor in Manual Arts

HELEN E. MATTHEWSON  
Counselor of Women

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

MADILENE VEVERKA, Pd.M.  
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

*Part of year
**Absent on leave
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARY BURNEY PORTER</td>
<td>Supervisor of Teaching and Appointment Secretary</td>
</tr>
<tr>
<td>BERTHA C. VAUGHN</td>
<td>Instructor in Voice Culture</td>
</tr>
<tr>
<td>*EMILY C. HOLLISTER, A.M.</td>
<td>Instructor in Physiology and Nature Study</td>
</tr>
<tr>
<td>BARBARA GREENWOOD</td>
<td>Instructor in Kindergarten Training</td>
</tr>
<tr>
<td>CARROLL W. ANGIER, A.B.</td>
<td>Instructor in Manual Arts</td>
</tr>
<tr>
<td>**ALMA PATTERSON, A.M.</td>
<td>Instructor in Education</td>
</tr>
<tr>
<td>MARY DOUGLASS, A.B.</td>
<td>Director of Kindergarten</td>
</tr>
<tr>
<td>LUCILE R. GRUNEWALD</td>
<td>Instructor in Physical Education</td>
</tr>
<tr>
<td>RUTH E. BAUGH</td>
<td>Instructor in Geography</td>
</tr>
<tr>
<td>Ada Blanchard</td>
<td>Instructor in Manual Arts</td>
</tr>
<tr>
<td>Olive Louise Davis, B.Pd.</td>
<td>Training Teacher, Fifth Grade</td>
</tr>
<tr>
<td>LAURA G. SMITH, B.S.</td>
<td>Instructor in Domestic Art</td>
</tr>
<tr>
<td>Eva Hamilton Bernays</td>
<td>Assistant Supervisor of Practice Teaching</td>
</tr>
<tr>
<td>Susanne Gough</td>
<td>Instructor in Music</td>
</tr>
<tr>
<td>Louise Frear Pinkney</td>
<td>Instructor in Art</td>
</tr>
<tr>
<td>**Nellie Sullivan, A.B.</td>
<td>Instructor in Psychology</td>
</tr>
<tr>
<td>William T. Root, Jr., A.M.</td>
<td>Instructor in Child Psychology</td>
</tr>
<tr>
<td>Frank E. Older, B.S.</td>
<td>Instructor in Agriculture</td>
</tr>
<tr>
<td>Margaret M. Campbell, B.S.</td>
<td>Training Teacher, Intermediate School</td>
</tr>
</tbody>
</table>

*Part of year  
**Absent on leave
MYRTA L. McCLELLAN, B.S.
Instructor in Geography

MILTON C. DRISKE
Instructor in Mathematics

**MABEL BARNHART
Instructor in Music

ORABEL CHILTON, B.S.
Instructor in Home Economics

MERRITT E. AUSTIN
Director of School of Commercial Training

LUCY M. GAINES, 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 Education

BLANCHE KEELS
Training Teacher, Physical Education

FLORENCE HALLAM, A.B.
Instructor in Home Economics

AGNES E. MACPHERSON
Training Teacher, Home Economics

AGNES M. KNIGHT
Instructor in Kindergarten Training

MELVA LATHAM, A.B.
Instructor in History

EDITH PURDUM, A.B., M.L.
Instructor in English

*MARLE, SMITH
Instructor in Domestic Art

ANNA M. WIEBALE
Instructor in Education

FRANCES WRIGHT
Director of School of Music

SARAH WHITE
Assistant in Kindergarten Training

LEVIA HANDY, M.A.
Instructor in French and German

*Part of year
**Absent on leave
STATE NORMAL SCHOOL, LOS ANGELES.

✓ Harold W. Mansfield
  Instructor in Manual Arts

✓ Nelle V. Robb
  Instructor in Manual Arts

✓ Kathleen Tyrrell
  Instructor in Manual Arts

✓ W. E. Reavis
  Instructor in Book Binding

✓ Eva M. Allen
  Training Teacher, Intermediate School

✓ Celia Blanche Cook, A.B.
  Training Teacher, Intermediate School

✓ Edith L. Wallop
  Training Teacher, Adjustment Room

✓ Helen Clark Chandler
  Instructor in Art

✓ Bessie M. Hicks, B.S.
  Instructor in Education

✓ S. Carolyn Fisher, Ph.D.
  Instructor in Psychology

✓ Faith A. Swift, M.A.
  Instructor in Science

✓ *J. A. Barber, Ph.D.
  Instructor in Education

✓ *Pearl Orabill
  Instructor in Music

✓ Elizabeth McMechen
  Instructor in Education

✓ *Marie R. Towne
  Instructor in Reading

✓ *Wilhelmina M. Brommers
  Training Teacher, Second Grade

✓ **Gladys Beckett
  Instructor in Home Economics

✓ *Deborah Pearsall, A.M.
  Instructor in History

✓ *Evalyn Thomas, B.A.
  Instructor in Reading

✓ *Mollie Price Cook
  Instructor in Education

* Part of year
** Absent on leave
VISITING LECTURERS

✓ NINA GANAHL CARSON
   Home Nursing

✓ DR. E. B. HOAG
   Hygiene and Sanitation

✓ ELIZABETH H. FARGO
   Librarian

✓ MARJORIE VAN DEUSEN
   Assistant Librarian

✓ ANNA-MARIE RUSCHE
   Assistant Librarian

✓ ESTELLE D. LAKE
   Assistant Librarian

✓ IVA E. MAKER
   Secretary to the President

✓ CHARLES L. WHITE
   Business Secretary

W. E. FAULKNER
   Engineer

ALEXANDER McGILLIVRAY
   Head Gardener

CHARLES L. DOOLEY
   Head Janitor
REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS
Minimum age, sixteen years; sound moral character; good health, attested by certificate from an examiner authorized by the school; declaration of intention to teach; and registration on the days designated in the Calendar, or the payment of a delinquency fee of two dollars, if admitted later.

SCHOLASTIC REQUIREMENTS
Minimum: Completion of a four-year high school course, including six units of English and three units of United States history and civics, all units of recommended grade.

Admission to the General Professional School
In addition to the above requirements, three units in biology and three in algebra or geometry. Only such credits will be accepted as are accepted by the State University for admission to the colleges of Letters, Social Science, Natural Science, and Commerce. A maximum of nine units from subjects 18 to 21 of the University matriculation list and from unlisted subjects will be accepted.

Admission to the School of Commercial Training
The minimum requirement above stated, with the further requirement that the high school course must have included three units of mathematics, which may include commercial arithmetic.
Any accredited high school graduate who desires Commercial certification only, may be admitted to the School of Commercial Training without meeting the requirement of the General Professional School, but should such student at a later date desire to be graduated from the General Professional School and recommended for the General Elementary Certificate, he must first meet the requirement for entering the General Professional School.

Admission to the School of Fine Arts
a. Three-year Course.
The minimum requirement above stated, and the presentation of drawings, including original designs and drawings from objects and nature.
b. One-year Course.
Completion of the three-year course or its equivalent.
Admission to the School of Home Economics

a. Three-year Course.
   The same requirement as that for admission to the General Professional School.

b. One-year Course.
   Completion of the three-year course or its equivalent.

Admission to the School of Kindergarten Training

The minimum requirement above stated, and in addition, the ability to play simple melodies, songs, and marches, upon the piano.

Admission to the School of Manual Arts

The minimum requirement above stated, with the further requirement that the high school course must have included plane geometry. Applicants who can not meet these academic requirements, but who have had some years of practical trade experience, may be admitted as special students, taking such subjects as are required by the State Board of Education for either the elementary or the secondary certificate.

Admission to the School of Music

The minimum requirement above stated, together with 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. Three-year Course.
   The minimum requirement above stated, with the addition that the high school course must have included physiology, and either physics or chemistry.

b. One-year Course.
   Completion of the course of the General Professional School or its equivalent, with sufficient credit in physical education.

Applicants Not Presenting High School Credentials

may be admitted if they hold equivalent credentials from accredited private secondary schools; or if they hold California teachers' certificate of grammar grade, or first grade certificate of other states, provided they have taught successfully for two years; or other teachers of experience who are sufficiently prepared to take up special work, subject to official approval, and who are not candidates for graduation. No such teacher may pursue such study for more than one year without meeting full admission requirements.
Advanced Standing

Advanced standing is not given for high school work, but substitutions may be allowed for any such work covering prescribed normal school courses. Work done in other state normal schools will be properly credited. Graduates of four-year college or university courses requiring full high school credentials for admission may complete the General Professional School Course in two terms; one year's credit on that course is given for two years of college work.

Order of Admission

The number of students admitted will be limited to the reasonable capacity of the school. Applications will be accepted in the order of their presentation, if accompanied by satisfactory credentials. Applications should be made as early as possible.

REQUIREMENTS AFTER JANUARY 1, 1917

The newly formulated rules of the State Board of Education covering the preparation of teachers necessitate a marked change in the requirements for admission to the normal schools of the State.

All candidates for provisional admission must be recommended in fifteen units of secondary work, embracing the following:

(a) English Literature and Language (including grammar, composition, and oral expression) 2 units
(b) History of the United States and Civics (including local and state government) 1 unit
(c) World History (ancient, medieval, modern, English, etc.) 2 units
(d) Physical Sciences (including elements of physical geography, physics, and chemistry) 1 unit
(After June, 1918, 2 units)
(e) Mathematics (including general mathematics or the applied elements of algebra or plane geometry or commercial arithmetic) 1 unit
(f) Other subjects to make a total of 15 units of recommended work—

Provided, that the applicant who presents 15 units of secondary work, of which 12 units (including (a) to (e) above) are recommended, may be admitted by the president after the receipt of a special communication from the secondary school giving the necessary assurance of the applicant's ability and promise.

The following subjects must be taken either in high school or in normal school:

Biological sciences (including physiology, hygiene, and sanitation) 1 unit
Music 1 unit
Drawing, painting, and applied design 1 unit
Manual Training or Household Arts, or both ½ unit
(After June, 1918, 1 unit)
Agriculture ½ unit
(After June, 1918, 1 unit)
As many subjects as possible of those last named should be taken before entering the normal school, in order that students may profit to the fullest extent by the elective system of the normal school and may be enabled to finish the course within two years.

Before being admitted to full undergraduate standing and during the first half year after provisional admission, all students will be required either to pass an examination in the following subjects or to enter classes in either high school or normal school for regular work in the subjects named below.

If obliged to enter classes, as stated, for such work, the time required for completing the course of study in the normal school will be extended accordingly. Students, therefore, who desire to complete their normal school course of study in the shortest time possible should enter prepared to pass the required examinations.

Subjects:
- Reading
- Composition
- Writing
- United States History and Civics
- Spelling
- Geography
- Arithmetic
- Physiology (including sanitation and hygiene)

The above requirements apply to students entering for the General Professional School; those for the Kindergarten Training School and for the various special schools will remain essentially unchanged.

**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>Subject</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</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education III, or</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>Subject</th>
<th>Hours</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>5</td>
<td>5</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>
</tbody>
</table>
Mathematics I  
Music I  
Physical Education I  
Reading I  
Science I  
Science III  
Sewing I  

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.

All candidates for graduation from the General Professional School must give evidence of adequate preparation in English composition, English grammar, geography, arithmetic, United States history, reading, penmanship, physiology and orthography. To meet this requirement the student may (a) present high school credentials covering these subjects, (b) elect basal courses in these subjects, or (c) pass examinations in such subjects as are not provided for in (a) and (b). For examination requirements after January 1, 1917, see pages 13 and 14. All students of the General Professional School who do not present credentials covering four years of high school English, including grammar and composition, or a course above high school grade equivalent to English I must complete English I or pass an examination in English.

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

1. Group Elective: The group elective consists of 20 units chosen from one department or two closely related departments, or selected with reference to primary, rural, or grammar grade teaching. The choice of courses must be approved by the heads of the departments concerned.

2. Free Elective: The free elective consists of a sufficient number of courses in addition to those indicated above to bring the aggregate number of units to 109. These courses must be chosen from other departments than those from which any of the group elective courses are taken.

In addition to the three-year combination courses scheduled on the following pages, other three-year courses each leading to the elementary diplomas of two of the Special Schools will be arranged in exceptional cases.
II. SCHOOL OF COMMERCIAL TRAINING

General Courses, and Courses in Business for the Training of General and Departmental Teachers.
For the General Professional Elementary Diploma, and Secondary Diploma of the Commercial Type.

Required:
(a) Professional
(b) Departmental
(c) Supplemental and Elective
(d) Basal

Total

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Hours</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>English II</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Spanish Methods or Elective</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physical Ed. I, Music I, or Handwork</td>
<td>5</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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<td>18</td>
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<tr>
<th>SECOND YEAR</th>
<th>Hours</th>
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<tr>
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<tr>
<td>Psychology II</td>
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<td>Education V</td>
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<td>1</td>
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<tr>
<td>Bookkeeping I</td>
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<table>
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<tr>
<th>THIRD YEAR</th>
<th>Hours</th>
<th>Units</th>
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<tbody>
<tr>
<td>First Term</td>
<td>5</td>
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</tr>
<tr>
<td>Shorthand I</td>
<td>5</td>
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<tr>
<td>Typewriting I</td>
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<tr>
<td>Mathematics III</td>
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<tr>
<td>Teaching II (C)</td>
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<td>5</td>
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<table>
<thead>
<tr>
<th>FOURTH YEAR</th>
<th>Hours</th>
<th>Units</th>
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<tbody>
<tr>
<td>First Term</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Penmanship II</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Bookkeeping II</td>
<td>10</td>
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<tr>
<td>Geography VIII</td>
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</tr>
<tr>
<td>English III</td>
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<td>3</td>
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<tr>
<td>Law II</td>
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<td><strong>Total</strong></td>
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<td>18</td>
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<tr>
<td>Fourth Term</td>
<td>Third Term</td>
<td>Fourth Term</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
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</tr>
<tr>
<td>Psychology I</td>
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<td>Teaching I (C)</td>
</tr>
<tr>
<td>Observation I</td>
<td>5</td>
<td>Education IV</td>
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<tr>
<td>Mathematics I</td>
<td>5</td>
<td>Penmanship I</td>
</tr>
<tr>
<td>History I</td>
<td>5</td>
<td>Elective</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Those who enter this school without meeting the requirement of the General Professional School will be obliged to meet such requirement before a recommendation for general elementary diploma is given. Recommendation for special secondary diploma is made at the end of four years, regardless of general professional requirement.
III. THE SCHOOL OF FINE ARTS

Courses in Art for the Training of Departmental Teachers and Supervisors.
A. For the General Professional and Elementary Art Diplomas. Three-Year Course.

<table>
<thead>
<tr>
<th>Required:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Basal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Professional</td>
<td></td>
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B. For the Secondary Art Diploma. One-Year Course

For Graduates of the Three-Year Course or Its Equivalent

Required:
(a) Professional .................................................. 11 hours 11 units
(b) Departmental .................................................. 45 hours 27 units
(c) Elective .......................................................... 16 hours 16 units

Total ................................................................. 72 54

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### IV. SCHOOL OF HOME ECONOMICS

A. For General Professional Diploma and Elementary Home Economics Diploma

- **Required:**
  - Professional: 59 hours 57 units
  - Departmental: 74 hours 48 units
  - Supplemental: 40 hours 26 units

- **Elective:**
  - 24 units of Basals in addition to Basal courses in b and c: 32-39 hours 32 units

**Total: 205-312 hours 163 units**

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| **First Term**  |       |       |
| Basal          | 5     | 3     |
| Cookery III    | 5     | 3     |
| Embroidery and Weaving | 5 | 3     |
| Home Management | 2     | 2     |
| Observation I  | 5     | 3     |
| Sewing III     | 5     | 2     |
| **Total**      | 27    | 17    |
| **Second Term**|       |       |
| Basal          | 5     | 4     |
| Home Economics Education I | 2 | 2     |
| Home Economics Education II | 2 | 2     |
| Teaching (G)   | 5     | 5     |
| **Total**      | 24    | 20    |
| **Third Term** |       |       |
| Basal          | 5     | 3     |
| Education I    | 5     | 5     |
| Home Economics Teaching | 4 | 4     |
| Millinery I    | 5     | 3     |
| Education V    | 1     | 1     |
| **Total**      | 24    | 18    |

| **THIRD YEAR** |       |       |
| **First Term**  |       |       |
| Bacteriology   | 5     | 3     |
| Basal          | 5     | 3     |
| Education II, III, or IV | 5 | 5     |
| Teaching (G)   | 5     | 5     |
| **Total**      | 21    | 17    |

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STATE NORMAL SCHOOL, LOS ANGELES.
B. For Secondary Home Economics Diploma. One-Year Course.

For Graduates of 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 ........................................................................ 74 hours 54 units

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V. THE SCHOOL OF KINDERGARTEN TRAINING

Course for the Training of Kindergarten Teachers
For the Kindergarten Diploma.

Required:

(a) Professional ........................................... 44 hours 42 units
(b) Departmental ........................................... 60 hours 46 units
(c) Supplémental ........................................... 22 hours 20 units

Total ........................................... 126 hours 108 units

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VI. THE SCHOOL OF MANUAL ARTS

Three-Year Manual Arts and General Professional Course for the Elementary Diplomas

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| **Second Term** |       |       |       |       |       |       |       |       |
| Psychology I | 5     | 5     | Education II, III, or IV | 5 | 5     | Teaching (M.A.) IV | 5 | 5 |
| Art II | 5     | 5     | Teaching (M.A.) I | 5 | 5     | Mach. Drawing II, or | 10 | 6 |
| Shop or Craft | 10 | 6     | Shop or Craft | 10 | 6     | Shop or Craft | 10 | 6 |
| Mech. Drawing II | 5 | 5     | Art V | 5 | 5     | Elective | 10 | 6 |
| Industrial Materials | 2 | 2     |       |       |       |       |       |       |
| **Total** | 27 | 19 | **Total** | 27 | 19 | **Total** | 30 | 18 |

| **Third Term** |       |       |       |       |       |       |       |       |
| Psychology II | 5 | 5     | Teaching (M.A.) II | 5 | 5     | Industrial History | 5 | 5 |
| Art III | 5     | 5     | Shop or Craft | 10 | 6     | Shop or Craft | 10 | 6 |
| Shop or Craft | 10 | 6     | Art VI | 5 | 5     | Organization of Manual | 2 | 2 |
| Mech. Drawing III | 10 | 6     | Elective | 2 | 2     | Arts Courses | 10 | 6 |
| **Total** | 30 | 20 | **Total** | 30 | 20 | **Total** | 27 | 19 |

---

**STATE NORMAL SCHOOL, LOS ANGELES**
VII. THE SCHOOL OF MUSIC

Courses in Music for the Training of Departmental Teachers

For the General Professional Diploma and the Elementary Music Diploma

(a) Required professional work ........................................ 61 hours 54 units
(b) Required departmental work ......................................... 83 hours 66 units
(c) Elective (to include 35 units basal) ............................... 49 hours 43 units

Total ................................................................. 193 163

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*Other courses may be chosen.

Junior Voice: 6
Senior Voice: 6

STATE NORMAL SCHOOL, LOS ANGELES.
VIII. THE SCHOOL OF PHYSICAL EDUCATION

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

A. For the Elementary Special and General Diplomas. Three-Year Course.

(a) Required professional work
(b) Required departmental work
(c) Required supplemental work
Basal and elective

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<td>Theory II</td>
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<tr>
<td>Gymnasium Teaching</td>
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<tr>
<td>Athletics</td>
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<td>Psychology I</td>
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<td>Track Athletics</td>
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<tr>
<td>Corrective Gymnastics I</td>
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<tr>
<td>Folk Dancing II</td>
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<tr>
<td>Education I</td>
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### B. One-Year Course. For Graduates of the Two-Year General Professional School or its Equivalent

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<th>Term</th>
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<th>Units</th>
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<td>Anatomy I</td>
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<td>Gymnastic Teaching</td>
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<td>Emergencies and Anthropometry</td>
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<td><strong>Second Term</strong></td>
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<td>Anatomy II</td>
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<td>Kinesiology</td>
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COURSES OF STUDY

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. 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. Pedagogical principles involved in the teaching of literature. Five hours. Five units.

English III: Oral English

English IV: Advanced English Grammar
Structure and logic of the sentence. Parts of speech, and their functions. 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. 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. 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. 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. 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.

THE DEPARTMENT OF GEOGRAPHY

Mr. Chamberlain Miss Beck Miss Baugh
Miss McClaran

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.*

Substantially the same plan is followed in Courses II to VI, inclusive.

Geography III: Europe

Prerequisite, same as for Geography II. *Five hours. Five units.*

Geography IV: Asia

Prerequisite, same as for Geography II. *Five hours. Five units.*

Geography V: South America

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 taking their group elective 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

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

A study of the relations between man and his environment in the Pacific Coast States.
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.
Prerequisite, Geography I and any other course, excepting Geography IX.

*Five hours. Five units.*

THE DEPARTMENT OF HISTORY

MISS LATHAM    MISS SNYDER    MRS. GAINES

History I: American History

Review of important phases; attention to organization of material for seventh and eighth grades. Use of State textbooks.

*Five hours. Five units.*

History II: Primary History Materials and Methods

Subject matter for primary grades; special attention to the activities to accompany the presentation of the material.

*Five hours. Five units.*

History III: Civics

Principles of local, state and national government; current events, their investigation and application.
Prerequisite, High School United States History and Civics, or an equivalent.

*Five hours. Five units.*

History IV: Economic and Industrial History of the United States

Prerequisite, High School United States History, or an equivalent.

*Five hours. Five units.*
History V: Pacific Coast History

History of California, Oregon Territory and Utah, and Alaska; problems of current interest to citizens of Pacific Coast states. Source material used.
Prerequisite, History I or II, or an equivalent.

Five hours. Five units.

History VI: History of Medieval Europe

A survey of institutions and conditions of the period as a means to understand institutions of our own time. May not be given in 1916-17.

Five hours. Five units.

History VII: English History

Emphasis is laid upon nineteenth and early twentieth century England.
Prerequisite, History VI.

Five hours. Five units.

THE DEPARTMENT OF MATHEMATICS

Mathematics I: Arithmetic
A review of the entire subject of arithmetic together with the methods of teaching arithmetic.

Five hours. Five units.

Mathematics II: Primary Arithmetic
A practical study of the subject matter and methods appropriate to instruction in the lower grades.

Five hours. Five units.

Mathematics III: Business Arithmetic
A detailed study of arithmetic in its application to business of all kinds.

Five hours. Five units.

Mathematics IV: Correlated Mathematics
A brief review of high school algebra and plane geometry, with special emphasis upon the teaching of mathematics in the intermediate schools.

Five hours. Five units.
THE DEPARTMENT OF MODERN LANGUAGES

MISS HANDY

NOTE.—No classes in French or German will be organized for students who have not already done class work in those subjects in this school.

French I
Beginning, or first year French. This course includes grammar, reading, composition, and daily conversation. *Five hours. Five units.*

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

French III
Continuation of preceding course. *Five hours. Four units.*

French IV
Second year French. This course includes advanced grammar, reading, and composition, sight translation, daily conversation. *Three hours. Three units.*

French V
Continuation of preceding course. *Three hours. Three units.*

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

French VII: Methods
Methods of teaching French in cosmopolitan and intermediate schools. Prerequisite, four years of French with some ability to converse in French, or two years of French with fluency in conversation in French. *Two hours. Two units.*

German I
Beginning, or first year German. This course includes grammar, reading, writing, composition, sight reading, daily conversation. *Five hours. Five units.*

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

German III
Continuation of preceding course. *Three hours. Three units.*
German IV
Second year German. This course includes advanced reading, grammar, composition, daily conversation, sight translation.
Three hours. Three units.

German V
Continuation of preceding course. Four hours. Four units.

German VI
Continuation of preceding course. Five hours. Five units.

German VII: Methods
Methods of teaching German in cosmopolitan and intermediate schools. Prerequisite, four years of German with some ability to converse in German, or two years of German with fluency in conversation in German. Two hours. Two units.

Spanish
It is expected that class work in Spanish will be provided for students who may wish to begin the study of that language, or who have already made such beginning.

Spanish: Methods
Methods of teaching Spanish in cosmopolitan and intermediate schools. Prerequisite, four years of Spanish with some ability to converse in Spanish, or two years of Spanish with fluency in conversation in Spanish. Two hours. Two units.

THE DEPARTMENT OF PRACTICE TEACHING

<table>
<thead>
<tr>
<th>Mr. Shepardson</th>
<th>Miss Veerka</th>
<th>Miss Davis</th>
<th>Mr. Angier</th>
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<tr>
<td>Miss Osgood</td>
<td>Mrs. Brommers</td>
<td>Miss Robinson</td>
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<td>Miss Wells</td>
<td>Miss MacKenzie</td>
<td>Miss Waller</td>
<td>Miss Cook</td>
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<td>Mrs. Bernats</td>
<td>Mrs. Preston</td>
<td>Mrs. Allen</td>
<td>Miss Kahley</td>
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<tr>
<td>Miss Kells</td>
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<td>Miss MacPherson</td>
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</table>

Observation I
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
Open to Senior B's of the General Professional School. Senior A's may be admitted if there is room. Observation II is elective. Five hours. Three units.
Teaching I, II, and III

Students may be assigned for practice teaching in the Normal Training School, in a Supplemental Training School (Grand Avenue or Fremont Avenue in 1915–1916), or as cadet teachers at large 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. Some of the students who are preparing to teach in rural schools are sent into rural communities to do cadet teaching, each for a period of two weeks. This rural practice is taken in lieu of teaching II or Teaching III.

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.

Non—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

Of the courses offered in this department all students are required to take Psychology I, Psychology II, and Education I. In addition to these the student taking the General Course is required to take either Education II, III, or IV and Education V.

The order in which the required courses are taken should not be varied, since each course is so planned as to be either definitely preparatory for, or dependent on, other courses preceding or following it.

Before including any course in his program the student should be sure he has had its prerequisite.

PSYCHOLOGY

Psychology I: Educational Psychology

The fundamental facts of consciousness are treated from the biological and genetic points of view.

Prerequisite, Science I, or its equivalent. Five hours. Five units.

Psychology II: Child Psychology

The fundamentals of child psychology and child behavior as conditioned by child physiology and hygiene.

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

Five hours. Five units.

Psychology III: Advanced Educational Psychology (Elective)

A continuation of Psychology I with emphasis on concrete and practical applications.

Prerequisite, Psychology I, or its equivalent.

Three or four hours. Three or four units.

Psychology IV: Clinical Psychology (Elective)

An advanced course in 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: Principles of Education and Principles of Teaching
A discussion of the meaning, aims, methods and materials of education as conditioned by the nature of children and the organization of society.
Prerequisite, Psychology I and II. Five hours. Five units.

Education II: Principles of Education
A short course open to Kindergarten Students.
Prerequisite, 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.
Prerequisite, senior standing. Five hours. Five units.

Education III: Primary Education
A study of the principles and practice of education in primary grades. All the problems of these grades are handled concretely, constructively and practically.
Prerequisite, senior standing. Five hours. Five units.

Education IV: Rural Education
The aim of the course is to present the condition and problems of rural life and rural education and to give constructive and practical suggestions for the effective organization and management of a typical rural school.
Prerequisite, senior standing. Five hours. Five units.

Education V: School Law
One hour. One unit.

Education VI: School Hygiene (Elective, Spring Term)
The hygiene of the school, the hygiene of instruction, mental hygiene.
Prerequisite, Psychology I and II. Three hours. Three units.

Education VIII: Kindergarten Education (Elective)
This is a short course in Kindergarten Education designed especially for students of the General Professional School. 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  (Elective)

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.

Prerequisite, senior standing.  

*Five hours. Five units.*

THE DEPARTMENT OF READING

Mrs. Hunnewell  Miss Keppie  Miss Cogswell

Reading I  

Oral expression; phonetics; voice training.  

*Five hours. Five units.*

Reading II  

Advanced interpretation; voice training; platform deportment.  

Prerequisite, Reading I.  

*Five hours. Five units.*

Reading III  

Reading methods for the primary grades; story-telling; dramatization.  

Prerequisite, Junior A standing.  

*Three hours. Three units.*

Reading IV  

Reading method for intermediate and grammar grades.  

*Three hours. Three units.*

SCIENCE

Mr. Miller  Miss Atsatt  Mr. Hummel

Mr. Older  Miss Swift

Science I: Physiology and Hygiene I  

This subject, taken either in High School or in Normal School, is required as preparation for Psychology.  

*Five hours. Five units.*

Science II: Physiology and Hygiene II  

A continuation of more advanced studies in Physiology, having especial reference to the subject of Hygiene.

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.  

*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 based upon scientific principles, and co-ordinate with other science work of the schools.

Science V: Agriculture II

This course is a continuation of Science IV.

Science VI: Bionomics

An elective course designed particularly for teachers and dealing with some biological aspects of Education, of Physiology and of Agriculture. Open to students of senior standing. 

Five hours. Five units.

Science VII: Agriculture III

A method course in Agriculture. Open to those who have had Agriculture I.

Five hours. Five units.

Science VIII: Anatomy I

A course designed for students of the School of Physical Education. Open to other students only by conference with the instructor.

Five hours. Five units.

Science IX: Anatomy II

A continuation of Science VIII.

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. 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. 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, involving the use of much of the material studied and discussed.

Five hours. Three units.

SCHOOL OF COMMERCIAL TRAINING

Mr. Austin

Mrs. Allen

The Purpose

The course is designed to meet the needs of those who expect to become teachers in the high or intermediate schools. The completion of the four-year course leads to the general elementary certificate, and the special secondary certificate of the commercial type.
Advanced Standing

Those who have had commercial training elsewhere may substitute an equal number of units in other subjects. The course is not shortened because of advanced standing.

Value of Certain High School Equivalents

Time devoted in the secondary school period to study or work in the special subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or for work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects.

Plan for Four Years

Those desiring to specialize in commercial subjects should plan for the four-year course upon entering.

Post-graduates

It may be possible for those who have been graduated from the two-year, general professional course, to complete the four-year course in two years.

Time Required for Graduation

Recommendation for general elementary and special elementary certificate of the commercial type, three years beyond the high school, or the equivalent. Secondary commercial, four years beyond the high school, or the equivalent.

Recommendation for Secondary Certificates

One who has had valuable business experience, making possible recommendation for a secondary certificate in less than four years through the process of substituting "equivalents," is not regarded as a graduate of the school, although the certificate received is the same as the special certificate granted to a graduate of the four-year course. The general elementary certificate is, of course, not granted.

EXPLANATION OF THE COURSES

All courses open to all students.

Departmental and supplemental courses which are offered in the general department of the school are explained elsewhere.

(The hours in bookkeeping courses are doubled in order to give opportunity for consecutive preparation and recitation. Should such consecutive arrangement interfere with the student's general program it will not be insisted upon.)

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.

Ten hours. Five units.
Bookkeeping II
Time is given to journalizing, making opening entries, trial balances, statements of different forms, closing the ledger, and analyzing accounts.
Prerequisite, Bookkeeping I.  
*Ten hours. Five units.*

Bookkeeping III
Partnership business and special column books. Corporation accounting.
Prerequisite, Bookkeeping II.  
*Ten hours. Five units.*

Bookkeeping IV
Cost accounting, banking and finance.
Prerequisite, Bookkeeping III.  
*Ten hours. Five units.*
(Zaner Certificates are awarded to those who acquire the necessary proficiency. Students will avoid preparation and recitation in consecutive periods if possible.)

Penmanship I
Arm movement and other fundamental principles. This course is offered each term.  
*Five hours. Three units.*

Penmanship II
A continuation of Penmanship I with special emphasis upon sentence and paragraph writing. Intensive study of forms.
Prerequisite, Penmanship I.  
*Three hours. Two units.*

Penmanship III
A continuation of Penmanship II with special emphasis upon page writing.
Prerequisite, Penmanship I and II, or their equivalent.  
*Five hours. Three units.*

Shorthand I
A thorough study of eleven lessons in the Gregg manual.  
*Five hours. Five units.*

Shorthand II
Gregg manual completed and reviewed. Required of all who enter with advanced standing.
Prerequisite, Shorthand I or its equivalent.  
*Five hours. Five units.*

Shorthand III
Dictation and accurate transcription. Taking dictation outside of, and in the department. Transcribing ready for the printer.
Prerequisite, Shorthand II.  
*Five hours. Five units.*
Typewriting I

Touch method. Finger exercises. Mastery of the keyboard and a study of the machine.  
_Five hours. Three units._

Typewriting II

Prerequisite, Typing I.  
_Five hours. Five units._

Typewriting III

Transcribing notes. The use of office equipment. Mimeographing.  
Text used—"Office training for Stenographers." Gregg Publishing Co.  
Prerequisite, Typing II.  
_Five hours. Three units._

Business English, I, II

These courses consist of writing various kinds of letters, minutes of meetings, reports, news reports, outlines, and summaries. Speaking from brief card outlines. All class work to be conducted in accordance with parliamentary law.  
Two terms required.  
_Each, Five hours. Five units._

Commercial Law, I, II

The purpose of this course is to give the student a knowledge of the rules of business. A study is made of contracts, sales, bailments, insurance, credits and loans, negotiable instruments, principal and agent, master and servant, partnerships and joint-stock companies, corporations, real and personal property.  
Two terms required.  
_Each, Three hours. Three units._

THE SCHOOL OF FINE ARTS

MISS GERS  MISS BROOKS  MISS HAZEN  
MISS CRAWFORD  MISS FINKNEY  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.

Purpose of the School of Fine Arts

The purpose of the School of Fine Arts is to develop appreciation, to lead to self-expression and to prepare the student to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, and includes both original work in design and drawing and painting from nature.
Each step is illustrated by photographs, drawings, prints, textiles, pottery, and other fine examples. These are studied for a definite purpose, and lead to an appreciative interest in the history of art.

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

EXPLANATION OF THE COURSES

Art Appreciation and History of Art
Lectures illustrated by lantern slides.

Art I, II, and III
Study of art structure. Principles and elements of art. Application to problems in design and in drawing and painting.

Composition and Design—Art Structure
Applied design. Relation of design to handicraft.

Art Crafts
Wood block printing, dyeing, stenciling, weaving, embroidery, stained glass windows (painted glass).

Costume Design
Principles and elements of art applied to costume. Hairdressing. Millinery.

History of Costume
An appreciative study of costume.

Interior Decoration
Application of art principles to public building and homes.

Lettering (Freehand)
Design in lettering.

Mechanical Drawing

Drawing and Painting
Study of significant line, values, light and shadow, color. Studio work and outdoor sketching.
Perspective
Principles and practical application.

Illustration

Art Methods
Structural (synthetic) and analytic methods compared. Discussion of children's work and problems in teaching. Planning courses of study, equipment, etc.

Criticism
Entire work of each week put up for comparison and criticism.

Mediums
Charcoal, chalk at blackboard, pencil, ink, cut paper, crayola, water color, fresco and oil colors.

THE SCHOOL OF HOME ECONOMICS

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.

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.

Administration IV: History Home Economics
Readings and discussions.

Five hours. Five 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. 

Five hours. Three units.
*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.  
*Six hours. Four 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.  
*Six hours. Four 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.
THE SCHOOL OF KINDERGARTEN TRAINING

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 II

Breathing exercises, voice placing, sight reading, selection of kindergarten music and study of kindergarten songs; work in phrasing and expression. Five hours. Three units.
THE SCHOOL OF MANUAL ARTS

Mr. Kent
Miss Richardson
Miss Whittle
Miss Blanchard
Mr. Angier
Mr. Mansfield
Miss Ross
Mr. Neavin
Mr. Calkins

Two diplomas are offered by this school: (a) the Elementary Diploma, granted upon the satisfactory completion of three years of work, including teaching in the Training School; (b) the Secondary Diploma, granted upon the satisfactory completion of four 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 Course are advised to enroll first in the School of Manual Arts.

THREE-YEAR COMBINATION COURSE

The three-year combination General and Manual Arts Course is maintained for those who are willing to devote part of their time to general grade work and the remainder to the teaching or supervising of the manual arts subjects.

Upon the satisfactory completion of this course two diplomas of elementary grade will be granted: first, the General Normal Diploma; second, The Manual and Fine Arts Type, Elementary.

FOUR-YEAR SHOP COURSE

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

FOUR-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 of the Manual and Fine Arts type.

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.

Two hours. Two 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
Working drawings 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. \( Ten \) hours. \( Six \) units.
STATE NORMAL SCHOOL, LOS ANGELES.

Architectural Drawing I

or

Ten hours. Six units.

Machine Drawing I

Architectural Drawing II

or

Ten hours. Six units.

Machine Drawing II

WOOD-WORKING COURSES

Wood Shop I

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

COURSES FOR RURAL SCHOOLS

Building Construction

Covers work in wood, plaster, concrete, brick, and iron.

Ten hours. Six units.

Rural Engineering

The care and repair of pumps and engines. Ten hours. Six units.
METAL-WORKING COURSES

Metal Shop I
Forge work and pipe fitting. *Ten hours. Six 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

Metal Shop V

Metal Shop VI
Machine construction. *Ten hours. Six units.* Additional work in Metal Shop to be arranged for with instructor.

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.

Methodology
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.

Course I
The sensory period. Kindergarten, first and second grades. *Three hours. One unit.*

Course II
The associative period. Third, fourth, and fifth grades. *Three hours. One unit.*
Course III
The adolescent period. Sixth, seventh, and eighth grades.
Three hours. Two units.

Course IV
General problems, and high school 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


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.

THE SCHOOL OF PHYSICAL EDUCATION

MISS JACOBS  MISS GRUNEWALD  MISS KELSEY  MR. SCHLATTER

An additional instructor in this school will be appointed for 1915-16.

EXPLANATION OF THE COURSES

Anatomy I

Study of the skeleton—bones, joints, muscles. *Five hours. Five units.*

Anatomy II

Study of the circulatory systems, nerves and viscera. *Five hours. Five units.*

Kinesiology

Study of joint mechanism, and the effect of postures and movements. *Two hours. Two units.*

Theory I

Discussions of the need, the aims, and the effects of physical exercise. *Three hours. Three units.*
Theory II
Discussion of selection and progression of exercises, and methods of teaching.
Two hours. Two units.

Corrective Gymnastics I and II
Study of posture, methods of correcting, and practical work with children.
I—Three hours. Two units. II—Two hours. One unit.

Symptomatology
Lectures on the nature, cause and symptoms of common diseases.
Two hours. Two units.

Emergencies and Anthropometry
First aid to the injured. Methods of measuring and testing the body and determining the normal and abnormal variations.
Two hours. Two units.

Gymnasium Practice I
Elementary Swedish gymnastics.
Five hours. Three units.

Gymnasium Practice II
Advanced Swedish gymnastics with apparatus.
Five hours. Three units.

Gymnasium Practice III
Teaching of elementary gymnastics.
Two hours. Two units.

Gymnasium Practice IV
Hand apparatus. Rhythms.
Five hours. Three units.

Playground Organization and Administration
Five hours. Three units.

Games
Progressive elementary games.
Three hours. Two units.

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

Track Athletics
Two hours. Two units.
Folk Dancing I
Simple singing games and dances. Two hours. One unit.

Folk Dancing II
Advanced folk and national dances. Two hours. One unit.

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

Physical Education I
A practical course to meet the needs of the elementary schools. Five hours. Three units.

Progressive plays, games and folk dancing as offered in the Physical Education School: Five hours. Three units.

Physical Education VII
Folk dancing. A graded course in folk and national dances for the development of rhythm, self-expression and the joy of the movement. Two hours. One unit.
THE TRAINING SCHOOL

Beginning with the year 1915–16, the Normal Training School was organized as an integral part of the Normal School. It consists of a Kindergarten, the succeeding six grades of the Elementary school, and the three years (7–9) of the Intermediate school. Pupils are admitted upon the same terms as to Los Angeles city schools, and the same general plan for classification and promotion obtain.

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

Pupils are subject to the possibility of change to Los Angeles city schools. Therefore, the courses of study for the schools of the city in the Kindergarten and the Elementary school are followed sufficiently to permit such changes to be made without loss to pupils, but they are 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 1915–16, the six courses of study for Intermediate schools of Los Angeles were followed, except that one suggested elective, Latin, was not offered.

*Note.—Beside the Normal Training School, portions of two other city schools are utilized as supplemental training schools. In 1915–16 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. A few have opportunity to do cadet teaching in rural schools.
STATE NORMAL SCHOOL, LOS ANGELES.

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 student 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.

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, 50 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.
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.

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.

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.
LIST OF GRADUATES SINCE PUBLICATION OF LAST PRECEDING BULLETIN

The Summer Class, June 24, 1915

GENERAL PROFESSIONAL SCHOOL

Bertha Irene Abbott
Grace M. Albert
Rena Venable Albright
Doris Harriet Allan
Lucy Alder
Eva M. Allen
EtheL M. Anawalt
Dorothy L. Anderson
Francis Lucile Anderson
Yerds M. D. Appleby
Dorothy H. Ardis
Mildred T. Arnold
Vera M. Arnold
Etta Astrop
Letts Gertrude Atkinson
Grace A. Austin
Helen P. Austin
Mildred L. Avery
Ruth Hale Bacon
Nellis Ida Balsam
Lillian Florence Bancroft
Stella Adelle Barron
Lottie M. Barrow
Florence Bartsch
Esther Mable Bassett
Inez Harrison Beavers
Clara A. Behrens
Esther M. Bengston
Gladyse Alden Bennett
Dorothy Hope Berrey
Ethel Elizabeth Billingsley
Mary Pearl Birbeck
Emily F. Birtcher
Grace E. Birtcher
Jessie Bissell
Annie B. Bostright
Florence Anne Boden
Isabella Janet Bonnalle
Mildred M. Boyd
Ruth Olive Boyer
Helen Brannen
Grace Gertrude Brock
Beatrice Lydia Brod
Lily A. Brown
Mabel Irene Brown
Emma L. Buckmaster
Esther Irene Burgess
Helen Hope Burke
Alice A. Burnham
Eunice J. Bush
Nellie May Butterfield
Frances Olivia Campbell

Florence Veronica Cannon
Anna Marie Carlson
Nellie Frances Carr
Margaret F. Carroll
Idra Elizabeth Cashley
Gladyse Mae Cattaneo
May Chandler, A.B.
Mary Allene Chase
Helen E. Chase
Dorothy Choate
Victoria Irene Chrisman
Alpha Christian
Cora Bowen Clark
Daisy B. Clark
Dorothy C. Clark
Anna Enunice Clements
Frances Cleveland
Lucy Elise Clingan
Gladyse Elva Coats
Nancy Viola Coles
Leonard F. Collins
E. Ray Compton
Henrietta T. Compton
Maggie G. Cook
Mary Mildred Coombs
Catherine J. Cooper
Edith Frances Corey
Lois Elisie Crank
Thelma Dorothy Creys
Castina Verdugo Cripe
Esther J. Cummings
Agnes L. Curtis
Hilda E. Curtis
Eveline Cutter
Colette Marie Dailey
Florence Darling
Edith May Darms
Blanche Emeline Davey
Anna L. Davis
Dorothy Davis, A.B.
Rowena F. Deats
Alta M. Denend
Margaret Elizabeth Dennen
Harold F. Desmond
Annie T. Donagho
Persis A. Douglass
M. Mertes Downey
Alice Doyle
Sadie Drummond
Laura Duffy

Joyce Deborah Duning,
Evelyn Eads
Robert Jones Eads
Laura A. Early
Marjorie Anne Eastman
Mary Eccles
Margaret F. C. Eddie
William A. Edwards
Rita Ethorn
Esther Evelyn Ekholm
Grace E. Ellis
Sadie Lenora Ellis
Lois J. English
Horace O. Ensign
Hinda B. Eskridge, A.B.
J. Victor Everett
Florence Hazel Everts
Mayme Fager
Claire Felts
Joyce Frances Fifefield
Frances Airline Fisher
Katharine Steele Flake
Gertrude Evelyn Flood
Elma Flieglcr
Florence Felton Freman
Frances Mary Pountaine
Esther Elizabeth Fowler
Katharine A. Francis
Iona A. Frazier
Eura Marie Freer
Lula Freeman
Emily A. Frick
Mary Elizabeth Gaffney
Ellen Galpin
Flo Allene Gatz, A.B.
Ethel Evelyn Gast
Mary Rossmond Gemmill
Hazel Naomi Gentry
Mamie Grace Gilbert
Mary Annette Glick
Harriett C. Grant
Lulu Hopkins Green
Leonora Anita Griffin
Eunice Alileen Hallman
Gladyse Beatrice Hamilton
Martha Pauline Handy
Ida Agnes Hanly
Tommie Harding
Mary Lavenia Harmon
Onorinda Lollisa Haskell
Clara Grenville Hatch
Winnifred May Hausam
STATE NORMAL SCHOOL, LOS ANGELES.

Bessie E. McCluggage
Lois J. McCold
Mary McCormack
Jean Melissa McCunn
Elizabeth A. McHargue
Iris McIntyre
Mildred McKinny
A. Lenore McLaughlin
Florence Idaine MacLean
Arnie Lilian McPherson, A.B.
Vera Bennie McPherson
Helen Gray Mace
Lillie Esther Magee
Gertrude Frances Magee
Mary Irene Margory
Vincent P. Maher
Marguerite Malin
Gertrude Clara Maloney
Helen M. Marshall
Dora Masoner
Lulu Mattoon
Lucie Frances Menge
Elizabeth E. Merigold
Elinor Mersereau
Lucile Lora Agnes Miles
Hazel Moody
Luella Moore
Pearl C. Moore, A.B.
Alta Florence Mulcrin
Alice Josephine Murray
Mary Bette Murray
Lina Elizabeth Myers
Hermoine Nave, A.B.
Estella Elsa Nesbitt
Eva F. Newman
Myrtle Louise Nimmer
Alta Grace Nogle
Catharine Snow Nolan
Esther A. Norberg
Gertrude Alice Norberg
Marjorie Obear
Marie Osterhaus
Mayme Lecotta Ownbey
Henrietta Craig Padan
Sadie L. Pallett
Mary Hughes Patterson
Verna E. Perrigo
Esther Marie Pieper
Leah Fern Pierce
Elva H. Piastridge
Frances Hannah Porter
Walter H. Potter
Grace Mayin Powell
Marie M. Prendergast
Edwin Price
Clara Louise Provolt
Nellie M. Radcliff
Margaret Imogene Reed
Margaret Rees
Lulu Lucellia Ralph

Janeva Esther Reynard
Mabel Linda Richter
Addie L. Righetti
Cora Irene Robinson
Loela R. Rogers
Blanche Edith Root
Alfred G. Rosenthal
Mira Ross
Laura M. Rowe
Lurania M. Rownd
William Samis
Crestine B. Schanck
Ella M. Schieber
Carrie Schlatter
Zella Blis Schoother
Leila Edna Schrock
Mabel Ruth Schrock
Ora E. Schroeppe
Frances D. Scott
Nina May Secor
Annamarie C. Serr
Maggie Josephine Sex
Ruby Isabel Sharpe
Isabel G. Sharples
Mary Alice Shaw
Doris Faxon Shaw
Laura Emily Shaw
Netta M. Sherman
Gladys E. Shumaker
George W. Sims
Pauline L. Slater
Edith R. Smead
Inez V. Smith
Okle Bronson Smith
Ruth Florence Smith
Christine E. Snelling
Ruth H. Spalding
Marjorie A. Spencer
Leanta Lucille Stafford
Louisa M. Stamm
Blanche Haskell Sternberg
F. May Stogdill
Grace I. Stone
Katharine E. Stone
Hazel Elizabeth Strickland
Edna A. Strong
Alice L. Stuart
Ilena M. Swain
Raymond E. Swain
Abbie Josephine Taft
Gladys Lahrop Taylor
Bessie Evalyn Tear, A.B.
Elisa Tegarden
Johanna C. Teameson
Susanne Thayer
Dorothy Patterson Thickett
Alice Thompson
Johnie L. Thomson, A.B.
Edna Timm
Nellie Elizabeth Todg
Gertha Tolbert
<table>
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<td>Ada G. Werts</td>
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<td>Irena Violet Wonder</td>
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<td>Maud Viola Wright</td>
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<td>Minnaneate Cecilia Walker</td>
<td>Henry Whitlock</td>
<td>Florence E. Youngquist</td>
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<td>Helen A. Wiles</td>
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**SPECIAL SCHOOLS**

**ART—SECONDARY**

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<td>Victoria Ayakian</td>
<td>Stella M. Loveland</td>
<td>Birdie Kirk Smith</td>
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<td>Lucy Blair Jack</td>
<td>Helen Millspaugh</td>
<td>Vants Wefler</td>
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<td>Helen B. Lewis</td>
<td>Katherine Pratt</td>
<td>Rowena Wescott</td>
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**ELEMENETARY**

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<td>Lorita Frances Bates</td>
<td>Mildred Irene England</td>
<td>Charlotte Marie Merrill</td>
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<td>Ellery Friend</td>
<td>Hilda Mutton</td>
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<td>Virginia Dreiling</td>
<td>Edythe V. Ketchum</td>
<td>Mary Louise Rhodes</td>
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<td>Katharine Dukes</td>
<td>Margaret Lovejoy</td>
<td>Frances T. Roberts</td>
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<td>Mary Helen Edie</td>
<td>Ada McQuillin</td>
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**HOME ECONOMICS**

**SECONDARY**

<table>
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<td>Jeanette Armstrong</td>
<td>Marjorie McClure</td>
<td>Geneva Sevile Thiry</td>
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<td>Gertrude T. Booth</td>
<td>Ella M. Peterson, B.S.</td>
<td>Mary Theresa Vernon</td>
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<td>Fern Dorothy Clark</td>
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**ELEMENETARY**

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<td>Dorothy Margaret Bixby</td>
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<td>Margaret Manardi</td>
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<td>Frances Barber Cash</td>
<td>Lucilles A. Herrmann</td>
<td>Jannie B. Moray</td>
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<td>Mary Atherton Caverly</td>
<td>Evangeline Hull</td>
<td>Helen Edwina Piers</td>
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<td>Sarah Winifred Clark</td>
<td>Margaret Jeannette Jay</td>
<td>Ruth Eugenia Sayre</td>
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<tr>
<td>Dorothy Lawrence Dean</td>
<td>Grace Sutherland Jutkins</td>
<td>Leona M. Shoemaker</td>
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<td>Anna Louise Dickerman</td>
<td>Florence Lacey</td>
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<td>Grace Irene Eberts</td>
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### KINDERGARTEN

<table>
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<th>Name</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>Katherine Wiley Adkisson</td>
<td>Amy Galesner</td>
<td>Mary Lillian Hamilton</td>
<td>Edith Esther Reynolds, A.B.</td>
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<tr>
<td>Maria Hope Ainley, A.B.</td>
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<td>Neila Lee Hanson</td>
<td>Elizabeth Barnes Sawyer</td>
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<td>Jessie Marguerite Bard</td>
<td>Louise Chapin Harris</td>
<td>Edna Viola Hoogner</td>
<td>Sybil Shedd</td>
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<tr>
<td>Claire Lois Bridges</td>
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<td>Mary Powell Jordan, M.D.</td>
<td>Margaret Rilla Shive</td>
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<tr>
<td>Jessie May Bryant</td>
<td>Muriel Frances Kirchhofer</td>
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<td>Beulah Nadine Shriver, A.B.</td>
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<tr>
<td>Hazel Augusta Byers</td>
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<tr>
<td>Joie Eliza Louise Chambers</td>
<td>Leona Mae Kishbaugh</td>
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<td>Eise Maria Cragin</td>
<td>Agnes Lee</td>
<td></td>
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<td>Sarah Mae Clements</td>
<td>Eva Ruth Linton</td>
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<td>Olive Irene Coleman</td>
<td>Winifred Lore</td>
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<td>Blanche Arvella Deets</td>
<td>Margaret Christine McGee</td>
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<td>Jean Pauline Egbert</td>
<td>Virginia Agnes Manile</td>
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<td>Mildred Ann Feron</td>
<td>Grace Ideil Painter</td>
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<td>Eiah Susan Fillmore</td>
<td>Thelma Anna Price</td>
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<td>Clara Scraton Frank</td>
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### MANUAL ARTS—SECONDARY

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<tbody>
<tr>
<td>Charlotte Storey Devereaux</td>
<td>Leslie Gurley</td>
<td>Dolly Stephens</td>
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<tr>
<td>Burns</td>
<td>Eda Miller</td>
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<td>Mildred M. Carlin</td>
<td>L. Lenore Judkins</td>
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<tr>
<td>Mary Elizabeth Ford</td>
<td>Mary Olive McCord</td>
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<tr>
<td>Howard W. Franklin</td>
<td>Hazel Helen Mead</td>
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### MUSIC—SECONDARY

<table>
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<th>Name</th>
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<tr>
<td>Elsa Bertha Bremensmann</td>
<td>Mary Belle Gere</td>
<td>Ruth Evelyn Mitchell</td>
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<td>Josephine Clouthier</td>
<td>Pearl Stark Grabill</td>
<td>Grace E. Phelps</td>
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<tr>
<td>Flora Church Ellis</td>
<td>Ellen Ramona Little</td>
<td>Katharine Sanborn</td>
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### MUSIC—ELEMENTARY

<table>
<thead>
<tr>
<th>Name</th>
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<th>Name</th>
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<tbody>
<tr>
<td>Beatrice Osa Barnes</td>
<td>Alma Bertha Gahlowsky</td>
<td>Junia Nave, A.B.</td>
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<tr>
<td>Neile M. Blackstone</td>
<td>Marjorie Malone</td>
<td>Ethel Emma Shutt</td>
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<tr>
<td>Mary Ellen Boland</td>
<td>Bernice Vivian Powell</td>
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STATE NORMAL SCHOOL, LOS ANGELES.

THE AUTUMN CLASS
December 22, 1915

GENERAL PROFESSIONAL SCHOOL

Flora H. Allford
Olive Martha Ambler
Ethel H. Arenschield
Elizabeth B. Asmus
Ina Elberta Barker
William Melvin Bell, Jr.
Wilma Anna Berryman
Harriet Virginia Blake
Bessie Leona Blakely
Hazel Dell Brant
Edna Mabel Clarke
Helene Clarke
George Edward Clifford, L.L.B.
Mollie Price Cook
Mildred Marian Corey
Audrey Berniece Crall
Rosa Dell Crandall
Zella E. Culbertson
Gladys Mary Cummings
Mary Jane Delley
Dorothy Lawrence Dean
Rowena Isabel Deming
Dorothy Jane Douglass
Mabel Edna Everett
Marie Louise Field
Edna Hartley
Alice Carol Hook
A. Grace Horner
Frances Maria Hov
Helen Denver Howard
Irene Howard
Myra Evelyn Jacobs
Margaret Burns Jarrott
Mabel Jarvis Lawrence
Marie Lederman
Mae Lewis
Bertha Maye Lopes
Edna Barr Love
Muriel Lyons
Carrie M. Marshall
Eva Leota Mattoon
Mary Ruth Moore
Helen McGinnis
Marie Catherine McGinnis
Viola Grace McGovern
Austin L. Newbold
Alta Gray Nourse
Elsie Palm
Teresa F. Pepe
Edith May Polliard
Hazel Adeline Porter
Irene Claire Sochrist
Martha Emelia Shonbsye
Emilie Euphemia Spaeth
Parepa Wood Speck
Anna Stiles
Marian Cavis Talt
Martha Turish
Alvis Edna Weeks
Hazel Mae Welsh
Lillian Williams
Genevieve Wright
Rena Wright

SCHOOL OF FINE ARTS

SECONDARY

Katherine N. Dukes
Ellery Friend
Hugh Clement Parker

SCHOOL OF HOME ECONOMICS

ELEMENTARY

Emma C. Bergman
Genevieve Cole
Gladys L. Smith
Virginia Sprinkel
Dorothy Watts

SCHOOL OF KINDERGARTEN TRAINING

Bertha Harding Allen, A.B.
Vivian Marvel L'Amoureaux
Ruth Kneen Marshall, A.B.
Mildred Helen Scott

SCHOOL OF MANUAL ARTS

SECONDARY

Ethel Stuart Carscallen

ELEMENTARY

Rachel Christina Beggs
Ruby Alport Bonnalie
Maud E. Franklin
Emily L. Love

SCHOOL OF MUSIC

ELEMENTARY

Mae Lewis
THE SPRING CLASS
March 23, 1916

GENERAL PROFESSIONAL SCHOOL

Charlotte H. Ahlborn
Monna May Arbogast
Leola M. Arenschild
Angelyn Ashton
Elmer Horace Ball
Edith M. Barrington
Dorothy Margaret Bixby
Louise Margaret Black
Beatrice Booher
Margaret Bouchier
Glady's Irene Boyd, A.B.
Bessie Brien
Mildred Boyd Burns
Myrtle May Calvert
Ayleen Campbell
Etelvina Candelott
Signa M. Carson
Edna Frances Case
Margaret G. Cashin
Florence Lloyd Castina
E. Gertrude Chrisman
Hazel L. Christin
Sarah Winifred Clark
Florence Flint Crane
Bessie Ethel Darms
Marjorie F. Davenport
Adelaide Dougherty
Grace Irene Eberts
Ina Christiana Fann
Lloyd Welker Fellows
Gertrude Patricia Fitz-Gerald
Marjorie Fulton
Alma Gabowsky
Eleanor Goez
Helen Isabel Grosfield

Rosa C. Hadley, A.B.
Marie Elizabeth Harris
Alva Harrison
Hazel Pearl Harrop
Ruth H. Hemenway
Beatrice E. Hendry
Marie Herron
Socia Hickey
Gladys Elaine Hohl
Katherine Alma Hoskins, A.B.
Evangeline Hull
Helen Humphrey Hurah
Marion Claudine Jacobs
Nettie James
Amelia M. F. Johnson
Bernice May Kerr
Harriett Margaret Kilburn
Maude Kincaid, A.B.
Irma Knecht
Martina Rafaela Knight
Olivia Marjorie Lake
Avice F. Lawton
Lena Leedom
Aimee Lefebvre
Mary Helen Lieber
Cordelia Lloyd, A.B.
Clara L. Long
Frieda Ada Maas
Mary Margaret Mail, A.B.
Marjorie Malone
Margaret Menardl
L. Violet Mitchell
Lucy K. Moore
Margaret Morrison
Esther Marie Nielsen, A.B.

Gertrude L. Organ
Nellie A. Paul
Sarah Belle Peeler
Nellie Alice Petzold
Jean Isabella Phillips
Hildegarde Poppe
Ruth Frances Pratt
Mary Jane Raddatz
Perry Raymond Reiter
Julia Riley
Zaizah Roe
Christine E. Rury
M. Evangeline Russell
Sophia Sadicoff
Katharine Sanborn
Carolyn Schoor
Esther Sherrod
Ethel E. Shutt
Jessica Somers
Katherine Rae Steele
William T. Sterling, B.S.
Martha Washington Stinde
Loraine E. Thompson
Sarah Thrasher
Emily Townsend
Cecil Trindle
Maude Rebecca Twomey
Marie Vernon, A.B.
Bertha B. Wardell
Mabel B. Waterman
Ruth Way
Frieda M. Weik
Minnie Maude Welch
Vantia Welker
Grace Wylie, A.B.

SCHOOL OF HOME ECONOMICS

SECONDARY

Florence B. Crosier

ELEMENTARY

Bessie May Miller

Winifred Bowen
Una Beatrice Cameron
Emma Bennett Chisholm
Elizibeth Ferguson

Lucille Fitsmier
Florence Edith Martin
Addie Ruth Merrill
Jessie M. Pettit

F. Beulah Scheck
Katherine Rae Steele
Susie Marie Walker
Elizabeth Ruth Williams

SCHOOL OF KINDERGARTEN TRAINING

Anna Bennett Mann

SCHOOL OF MANUAL ARTS

SECONDARY

Edith M. Holmes

ELEMENTARY

Ruth B. Evans

Edith Knapp Melvin
NUMBER OF GRADUATES SINCE ORGANIZATION.

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<th>Year ending June 30,</th>
<th>Number of Graduates</th>
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<td>1915</td>
<td>718</td>
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<td>1916</td>
<td>204</td>
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Total: 5552 Graduated from two courses, counted twice: 136

Total, excluding those counted twice: 5416
### SUMMARY OF STUDENTS ENROLLED, 1915-1916.

<table>
<thead>
<tr>
<th>Group</th>
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<tr>
<td>School of Commercial Training</td>
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<tr>
<td>School of Fine Arts</td>
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<tr>
<td>School of Home Economics</td>
<td>115</td>
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<tr>
<td>School of Kindergarten Training</td>
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<tr>
<td>School of Manual Arts</td>
<td>61</td>
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<td>School of Music</td>
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<tr>
<td>School of Physical Education</td>
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<tr>
<td>(Includes 2 counted in other special schools)</td>
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<tr>
<td>Visiting Teachers</td>
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<tr>
<td>(Includes 25 counted above)</td>
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<tr>
<td>Pursuing two courses, counted twice</td>
<td>172</td>
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<tr>
<td>Total in Normal School, excluding names counted twice</td>
<td>1,771</td>
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<table>
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<th>Grade</th>
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<tr>
<td><strong>Total</strong></td>
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**Total:** 2,402