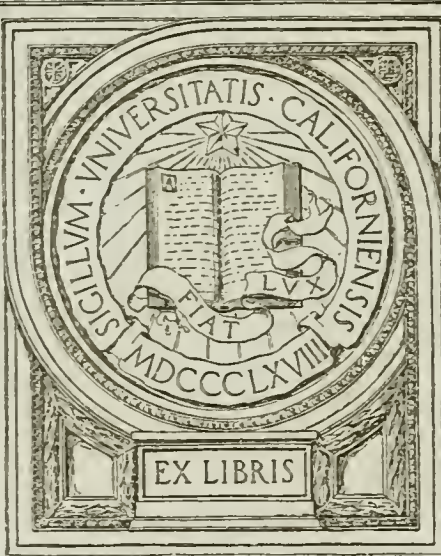


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EXPONENT

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SUMMER CLASS

... of ...

Nineteen Hundred and Fifteen
LOS ANGELES STATE NORMAL SCHOOL





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*HILDDHOOD, innocent,
beautiful Childhood!
Childhood, for whose
interests our institution
was founded, to whose
training many dedicate their lives;
Childhood, whose innocence and
helplessness inspire men and women
to noble deeds, to Thee, to Thy in-
terests, to Thy rights, we lovingly
dedicate this volume.*

ALMA MATER



WE SAY, "Good-bye," to thee, Alma Mater, not only with a feeling of regret, but with a joyful determination to serve youth as Thou hast Served us.

May we ever be Thy servants in circulating the high ideals and true spirit of democracy that exists within Thy walls.

STATE NORMAL SCHOOL



At the session of the state legislature held two years ago, President Millspaugh and many others made earnest efforts to have established here a teachers' college in connection with the Normal school. These efforts failed. They may yet result in success; for there is wide agreement that the coast should have an institution for the special training of teachers comparable with those connected with Columbia University and Chicago University. A part of President Millspaugh's argument, his statement of some of the functions of such an institution, has permanent validity and we reproduce it here.

1st. The teachers college is needed to furnish the elementary teacher an opportunity for study and instruction in every branch of knowledge that has educational worth, more thorough-going and advanced than that which the normal schools can furnish. The normal school may succeed in providing the grade teacher with equipment sufficient for the usual demands; it does not go far enough to meet the needs of the teacher who is assigned to departmental work; of the special supervisor of elementary instruction; of the school principal; of the school superintendent; of the teacher of commercial branches; of those who are to direct the instruction of students in the practice departments of normal schools; of the specialist in industrial education; of the director of physical education; or even of the scholarly teacher who desires merely to increase his own knowledge and culture that he may have a richer life to share with his students.

2nd. The teachers' college is needed also to furnish that higher knowledge which has special interest for the teacher only, as a member of a distinct profession. If teaching is ever accorded high rank as a profession, it will be when it rests upon foundations established by science. Educational measures, if successful, must be in harmony with nature, as it is manifested through the human organism, physical, intellectual, and spiritual. Acquaintance with that organism, acquired partly by experience and observation and partly by the aid of such sciences as physiology, embryology, psychology, and history, is absolutely essential to any intelligent and far-sighted direction of educational movements. Comprehension of public education, as an agency developed by society for the at-

tainment of its most beneficent purposes, implies intelligent and intimate knowledge of the organization of society itself; an acquaintance with its problems and needs, its governing motives and aspirations, its purposes, and the goals of its endeavor; and it also implies a sympathetic appreciation of the relation of educational measures to the other social forces whose aim is human betterment.

3rd. The teachers' college is the appropriate place also to obtain preparation to teach those arts and sciences and occupations which recent experience has shown to have large educational as well as utilitarian value. With greatest cordiality we must welcome this extension of educational effort to include the physical as well as the intellectual being; to train for practical efficiency and self-support; to develop the productive as well as the reflective capacities of the student. But is there possible danger that this splendid movement may lose its educational significance and degenerate into a project for the further exploitation of human beings for commercial ends? This nation cannot afford to quit the business of making men in order to make even intelligent factory hands and mechanics. Carpentry, masonry, metal working, agriculture, sewing, cooking, and many other applied arts, as school subjects, have great social value, provided that their educational aspects are not lost sight of or disregarded; and provided that they serve to vitalize the educational curriculum, not to supplant it. To avert such a possibility, teachers of industrial subjects should receive their training in institutions which clearly comprehend the double function of such instruction and by their organization and administration give ample assurance that the utilitarian shall be fostered and that the human and the cultural shall not be neglected.

4th. Once more, the college for teachers is needed to serve as a place for the experimental study of teaching. Upon the development of this most important field of inquiry will, in large part, depend the rapidity and soundness of our educational progress. Some discoveries of great value to teaching, like many of our most important inventions, have been, and will continue to be, made by accident. But really great contributions in this realm as well as in that of science and invention have been the result of persistent and patient study and rational experimentation. Unscientific empiricism has always been the bane of education. The time is ripe for the careful testing of newly discovered principles of teaching, for ascertaining which of them have practical value, and for the

development under proper conditions of teaching methods based upon them. This is the sphere of the teachers' college. No work more needs to be done; no other institution could do it so well. In a word, the teachers' college should be the educational clearing-house of the State.

5th. Again, there is need of a careful study and a practical working out of the whole problem of rural life and rural education. This involves the related problem of how to make country life—not country life as it is lived on the great landed estates and in the great orchard districts, but on the small farm where the vast majority of farmers live—how to make country life there more economically profitable and more humanly interesting. All through the southern states public schools are found now trying to bring about the solution. Through the agency of the public schools it has been reached already in many of the Mississippi Valley States. It will be reached wherever and whenever through intelligent leadership and assistance, such as it is the mission of the teachers' college to furnish, rural communities are awakened to the possibilities, social, economical, and educational, which lie undeveloped right at their own doors. The agricultural colleges of the country are doing a great work; but they are really touching only the high spots, and fail utterly to reach the masses of the farming world. Until the gospel of agricultural freedom reaches the farm through the public schools, it will fail to reach them entirely; and it will not, therefore, fully emancipate the millions who are now deprived of the full richness of life possible to them, in the very places where life should be richest and most abundant.

6th. Another much desired result which may be confidently expected to follow the establishment, on an efficient basis, of a college for teachers is a marked increase in the number of young men who will be willing to enroll in the ranks of teachers—and this will mean an increase in the strength and virility of public instruction. We know that young men will not, as a rule, take the courses of study which the normal schools offer. Less than three per cent of all the normal school students of California are men. The reason is plain: It is because the normal school graduate is without hope of promotion beyond the graded schools. To get into the high school teaching service, he must graduate from the university and then spend a full year in post graduate study. The high school graduates, therefore, who think of making teaching their profession—and on leaving the high school the number of these is greater

than is commonly supposed—must enter the university in order that they may be prepared to teach where salaries and conditions of service are attractive. But from the moment of entrance to the university, the influences surrounding him all tend to run in other directions than teaching. A score of avenues open up before him, each one of which leads to goals more attractive, socially and financially, than the profession of teaching. So when next we hear from the young man whose original purpose was to become a teacher, we find him preparing to engage in the practice of law or medicine or journalism or pharmacy or politics or engineering or commerce. But now, make it possible for the youth whose high school course has given him a taste for teaching, to enter an institution all of whose influences and occupations tend to foster and strengthen his original purpose instead of quenching it; then accord to that institution support and dignity comparable to that which is granted the university, and not only will the youth stick to his choice of profession, but he will be proud of it and loyal to it. The report of the Bureau of Education for 1911 shows that at the Teachers' College at Cedar Falls, Iowa, there was one male student for every five female; at Terre Haute, Indiana, one for every five; at Emporia, Kansas, one for every three; at Kirksville, Missouri, one for every two—these are all colleges for teachers. In California, whose normal schools prepare teachers for graded work only, the proportion of male to female students is one to thirty-four.

I cannot take time to explain in detail many other valuable functions which it is the business of a teachers' college to perform; but may I add a single word? We are just beginning to understand something of the relation of the physical to the intellectual and the moral, to know that the discovery and correction of bodily defects and abnormalities in the pupil are often prerequisite to the effective application of any of the principles or methods of teaching whatever. Like the sanitary prevention of disease, this corrective work, when tactfully and intelligently performed promises to become one of the most important and interesting applications of modern science to human welfare. The model school and the department of practice of the teachers' college would form an ideal laboratory for observation and study in this field, and the results obtained would give new meaning and vitality to educational administration.

Lack of space also forbids me to explain the part which a teachers' college would have in the development of a true conception of the social and educational value of play and in the training of efficient playground workers. For well trained leaders in this movement there is an increasingly large demand.

I may take time only to mention the work which such an institution should perform in extending to teachers in actual service throughout the state the benefits of graduate instruction. The extension work of the university represents some of its most important effort. For such extension work, to be given by the teachers' college and aiming especially to serve the needs of those who are engaged during the academic year, there is at the present time a very strong appeal.



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EDITORIALS

In no other school in Los Angeles can one find a truer spirit of democracy than at the Los Angeles State Normal School. Wealth, family or position, which play a large part in many schools in obtaining special honors, are here ignored. Our offices are filled by young men and young women who have proved their worth.

A rumor has been circulated that many students have obtained an office because they are members of a certain clique. This is not true.

In every school, one will find a few live, thinking members, whose interest is shown, not by criticising, but doing. As the old saying goes, "Birds of a feather flock together," but in this case, they flock together because the welfare of our school is of vital importance to them. Naturally, when it is necessary for some one to be selected to fill a responsible position, that some one will be a person who has toiled while others slept or criticised.

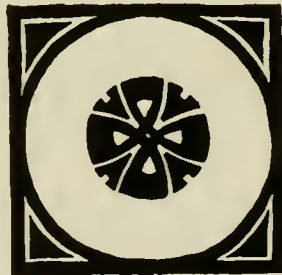
The possibilities and hopes for the growth of the Los Angeles State Normal School into a Western Teachers' College, may fitly be described as the great beacon light of our generation. The President and his assistants are working as they have never worked before, publishing bulletins on the Teachers' College bill presented recently before the State legislature, and consulting with legislators and educational authorities throughout California. The faculty is none the less active. Each member is doing his best to make the classes under his instruction so thorough and scientific, that little enlargement would be necessary should college courses be defined. The officers of the Alumni Association are organizing movements among the graduates of the school for the furthering of the progress already made. And, most of all, each student is doing his part by proving, through conscientious work and earnest endeavor, that the school merits this honor.

At the presenting of the Teachers' College bill before the last State Legislature, an excellent bulletin written by President Mills-

paugh was issued from this school. Extracts from the pamphlet are printed in the present issue of the **Exponent**.

The President deals with the question as no one else can, deploring the fact that so many ambitious Normal School graduates are compelled to go to the State universities for the completion of their pedagogical training. There, where the subjects are scarcely ever taught from the educational standpoint, the student often loses his desire for the teaching profession and directs his study and energy along different lines. The lack of high school training schools is one of the greatest drawbacks to the university training, for theory, without practice, fails to meet the requirements of any successful profession.

Underneath all the logic and scholarliness of the president's discussion, runs an undercurrent of consuming desire for the progress and advance of Normal School students—of us. Many years may roll by before the attainment of this great desire, but those years of waiting will be active ones filled with the service of a devoted student body, which is resolved to make each undertaking play its part in the great progress of the school.



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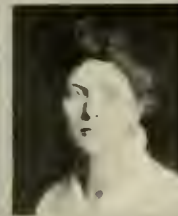
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TO THE GRADUATING CLASS

Apologizing for failure to appear in the portrait gallery of my
colleagues.

You're leaving, then? I shall not see you more?
A trifling souvenir to take along—
A photograph? Your pardon, I implore.
Those picture makers always do me wrong.
The characters one lives long years to gain—
Some lines I've added since I first knew you—
They smooth all out, that neither joy nor pain
Is left. Sometimes pictures are not true.

And truth is best, now that we speak farewell.
Take, then, instead, this tribute from my heart:
We met, we journeyed through a flowery dell
A few bright days together. Now we part.
The days to come? They can not be the same
They would have been, for me, with you left out.
Farewell. Life is before you. Play the game;
Obey the rules. You'll win at last—no doubt.

FRED ALLISON HOWE.

L. A. NORMAL

Tune—Auld Lang Syne.

- I. Oh, L. A. Normal, may Thy name,
Where all who pass may see,
Be ever carved on gates of fame,
And ever worthy be!
May we Thy praises ever sing.
Fresh laurels may there be.
May we Thy bells of honor ring
Far out across the sea!

Oh, L. A. Normal, do unfold
With every breeze to play
Our royal colors; purple! gold!
Which loyalty portray.
We'll keep from them unworthy stain
We'll true to them e'er stay.
These colors ne'er shall cease to reign,
To them we'll homage pay.

Oh, L. A. Normal, fare Thee well!
Oh, guide us on our way.
Thy truths with us shall always dwell,
Thy teachings with us stay.
Thy name shall ever honored be.
With us shall truth prevail,
Our hearts shall always be with Thee
And to Thy name, all hail!

Oh, L. A. Normal, fare Thee well!
Alumni soon we'll be,
And in our hearts, Thy name shall dwell
And ever sheltered be.
We shall recall the memories
Of days when we did roam
Upon Thy sacred campus,
Our L. A. Normal home.

FANNY HOFFMAN.

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Esther Marie Pieper
Leah Fern Pierce
Elva H. Plaistridge
Frances Hannah Porter
Walter H. Potter
Grace Mayln Powell

Marie M. Prendergast
Edwin Price
Clara Louise Provolt
Nellie May Radcliff
Margaret Imogene Reed
Margaret Rees
Lulu Lucellia Relph
Jeneva Esther Reynard
Mabel Linda Richter
Addie L. Rightetti
Cora Irene Robinson
Leola R. Rogers
Blanche Edith Root
Alfred G. Rosenthal
Mina Ross
Laura M. Rowe
Laurana M. Rownd
William Samis
Cristine B. Schenck
Ella M. Schieber
Carrie Schlatter
Zella Bliss Schooler
Leila Edna Schrock
Mabel Ruth Schrock
Ora E. Schroepfel
Frances D. Scott
Nina May Secor
Annamarie C. Seer
Maggie Josephine Sex
Ruby Isabel Sharpe
Isabel G. Sharples
Mary Alice Shaw
Doris Faxon 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 Stodgill
Grace I. Stone

Katharine E. Stone
Hazel E. Strickland
Edna A. Strong
Alice L. Stuart
Ilena M. Swaim
Raymond E. Swain
Abbie Josephine Taft
Gladys Lathrop Taylor
Bessie Evalyne Tear
Elsie Tegarden
Johanna C. Tenneson
Suzanne Thayer
Dorothy Patterson Thickett
Alice Thompson
Mae Thomson
Edna Timm
Nellie Elizabeth Todd
Gertha Tolbert
Thomasina Tomlinson
Lucy Tucker
Mary Lavernia Tucker
Marguerite E. Tuthill
Mary Tyerman
Ethel Tyler
Jean Valentine
Stephanie Vallee
Dorothy Vander Vort
Lela Vaught
Aleta M. Venable
Elsa M. E. Waite
Winifred Waite
Harriette Marie Walker
Minnanette Cecelia Walker
Gertrude Isabel Waters
Alice Henrietta Watkins
Ruby Maud Watkins
Harriet Webber
Ruth Louise Webber
Ada Weems
Ada G. Wertz
Helene Presocia Wettlin
Hazel Adalene Wheeler
Della Enid White
Edna Geraldine White
Ida Willena White
Henry Whitlock
Norman R. Whytock
Ella Irene Wien
Annah Anderson Wild

Helen A. Wiles
Lutie Louise Willcox
Clara Martin Williams
Frances Elaine Williams
Nina Guilbert Williams
Texa Bowen Williams
Muriel Pauline Wilson
Ethel Winegar

Bessie Hatchette Wofford
Etura Marie Wonder
Irene Violet Wonder
Ieila B. Wright
Maud Viola Wright
Margaret York
Alice Maynard Young
Florence E. Youngquis

SPECIAL DEPARTMENTS

ART

Victoria Avakian
Lonta Frances Bates
Rachel Deats
Virginia Dreiling
Katharine Dukes
Mary Helen Eadie
Mildred Irene England
Ellery Friend
Lucy Blair Jack
Edythe V. Ketchum
Helen B. Lewis
Margaret Lovejoy

Stella M. Loveland
Ada McQuillin
Charlott Carie Merrill
Helen Millspaugh
Hilda Mutton
Katherine Pratt
Mary Louise Rhodes
Frances T. Roberts
Birdie Kirk Smith
Vantia Weller
Rowena Wescott

MANUAL ARTS

Charlotte Story Devereux Burns
Mildred M. Carlin
Mary Elizabeth Ford
Howard W. Franklin
Leslie Gurley
L. Lenore Judkins
Mary Olive McCord

Hazel Helen Mead
Eda Miller
Elsie Mable Polson
Dolly L. Stephens
Cecile Esther Trindle
Olive Watson

HOME ECONOMICS

Jeannette Armstrong
Dorothy Margaret Bixby
Gertrude T. Booth
Frances Barber Cash
Mary Atherton Caverly
Fern Dorothy Clark
Sarah Winifred Clark
Dorothy Lawrence Dean
Anna Louise Dickerman
Grace Irene Eberts
Cammie C. Heggie
Lucille A. Herrman
Evangeline Hull

Margaret Jeannette Jay
Grace Sutherland Judkins
Florence Lacey
Marjorie McClure
Margaret Menardi
Jennie B. Morey
Ella M. Peterson
Helen Edwina Pierce
Ruth Eugenia Sayre
Leona M. Shoemaker
Geneva Seville Thiry
Mary Theresa Vernon
Ruth Way

KINDERGARTEN

Katherine Wiley Adkinson
Maria Hope Ainley
Jessie Marguerite Bard
Claire Lois Bridges
Jessie May Bryant
Hazel Augusta Byers
Joie Eliza Louise Chamberlin
Elsie Maria Cragin
Sarah Mae Clements
Olive Irene Coleman
Blanche Arvilla Deets
Jean Pauline Egbert
Mildred Ann Feron
Elnah Susan Fillmore
Claris Scranton Frank
Amy Galeener
Mary Lillian Hamilton
Nellie Lee Hansen
Louise Chapin Harris
Rose Clara Hinkle
Edna Viola Hoogner
Mary Powell Jordan

Muriel Frances Kirchhoffer
Leona Mae Kishbaugh
Agnes Lee
Eva Ruth Linton
Winifred Love
Margaret Christine McGee
Virginia Agnes Manile
Grace Idell Painter
Thelma Anna Price
Frances Elizabeth Ray
Edith Esther Reynolds
Elizabeth Barnes Sawyer
Sybil Shedd
Margaret Rilla Shive
Beulah Nadine Shriver
Frances Irene Smith
Lea May Stevens
Marion Estella Turner
Florence Louise Van Dyne
Beatrice Asenata Walling
Lotta May Whipp
Lillian Marie Wiley

MUSIC

Beatrice Osa Barnes
Nellie M. Blackstone
Mary Ellen Boland
Elsa Bertha Brennemann
Josephine Clouthier
Flora Church Ellis
Alma Bertha Gablowsky
Mary Belle Gere
Pearl Stark Grabill

Ellen Ramona Little
Marjorie Malone
Ruth Evelyn Mitchell
Bernice Vivian Powell
Junia Nave
Katharine Sanborn
Ethel Emma Shutt
Ruth Ellis Squire



GENERAL DEPARTMENT



Anna Wild



Frances Fisher



Margaret Eddie



Bernice Hull



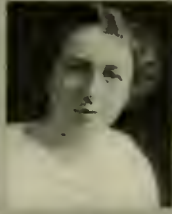
Persis Douglas



Vera McPherson



Winnie Waite



Isabel Sharpless



Gertrude Maloney



Florence McLean



Jean McCunn



Louise Lothrop



Helen Kincher



Marie Henco



Marie Henricks



Marquente Tutbill



Gladys Hamilton



Agnes Curtis



Dorothy Choate



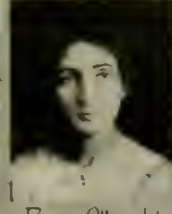
Beatrice Brod



Florence Bartsch



Dorothy Ardis



Rena Albright



Edith Smead



Ida White



Sylvia Koster



Clara Johnson



Hinda Eskridge



Elma Heuger



Esther Burgess



Helen Brannen



Nellie Carr



Olivia Campbell



Esther Basset



Ruth Bacon



Lucy Alder



Alta Nogle



Henry Whitlock



Mayme Owenby



Frances Williams



Nina Secor



Blanche Root



Myrtle Numer



Eva Newman



Elizabeth Merigold



Edith Corey



Agnes Ludwig



Tommie Harding



Rose Gemmill



Hazel Gentru



Sadie Drummond



Marjorie O'Bear



Lucile Anderson



Gladys Bennet



Mary McCormack



Lucile Miles



Louise Stamm



Irene Magorby



Edna Schrock



Lena Myers



Helen Marshall



Edna White



Della White



Lucy Tucker



Robert Hixon



Mildred Feron



Mary Eccles



Florence Darling



Mary Coverly



Elizabeth Hargue



Nettie Rockliffe



Esther Pifer



Helen House



Lillian Hamilton



Ida Hanly



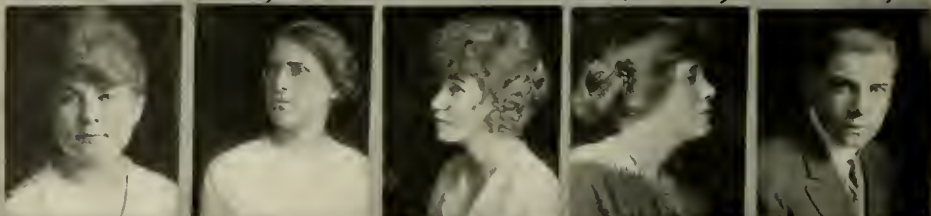
Jenny Lind Annalora Leggett Sadie Levey Lucian Field Yerde Applby



Ruth Hobart Hernetta Horn Lula Freeman Annette Glick Joyce Fifield



Grace Ellis Emily Bircher Nellie Baitefield Blanche Davey Dons Allan



Grace Bircher Irene Robinson Ruth Smith Leta Atkinson N.R. Whylock



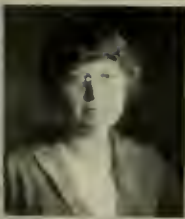
Christine Schenk Alfred Rosenthal Alice Thompson Bessie Tear Nellie Todd



Mabel Richter



Lucellia Polph



Clara Provolt



Frances Porter



Mary Patterson



Gertrude Norberg



Marguerite Malin



Lucie Menge



Florence Koller



Abbie Ketelson



Helen Huntington



Alice Hurst



Freda Hedge



Eunice Hallman



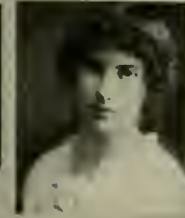
Mary Gaffney



Mayme Fager



Sadie Ellis



Mary Eccles



Dorothy Berry



Helen Austin



Ruby Sharp



Lenore Stafford



Grace Stone



Irene Wien



Lucie Wilcox



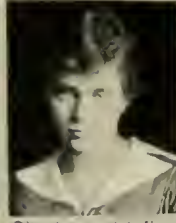
Katherine Stone



Alice Stuart



Florence Youngquist



Stephanie Vallee



Mary Barbesh



Mildred Houser



Gertrude McCarthy



Lois McCord



Frances Fontaine



Katherine Fiske



Esther Fowler



Anna Carlson



Costina Cripe



Hilda Curtiss



Anna Davis



Grace Austin



Annie Boatright



Eunice Bush



Mildred Avery



Mildred Boyd



Nell Craft



Emma Buckmaster



Thelma Creyts



Louise Cowell



Eraline Cutler



Dorothy Anderson



Jessie Bissell



Gertrude Waters



Harold Desmond



Mertez Downey



Evelyn Eads



Marjorie Eastman



Elizabeth Hawk



Alela Verable



Gladys Kimball



Edna McCohan



Leonore McLaughlin



Luella Moore



Edna Timm



Gertrude Magpie



Lela Vaughn



Leah Pierce



Leola Rogers



Edna Turner



Alice Shaw



Ines Smith



Harriet Webber



May Stoddill



Marjorie Spencer



Nina Williams



Onorinda Haskell Helen Huben Lulu Green Mamie Gilbert Rita Eichorn



Colette Daseley Daisy Clark Mory Coontz Gladys Coats Mrs Irene Abbot



Besse McCluggage Ruth Lewis John A. Hawkins Iris MacIntyre Alice McCluggage



Arne McPherron Elva Plaistridge Carrie Schlatter Zella Scholler Anna Marie Serr



Ruth Schrod Hazel Strickland Ruby Watkins Ruth Weber Muriel Wilson



Etta Astrope



Inez Beavers



Alpha Christian



Clara Behrens



Esther Cummings



Cora Clark



Nannie Coles



Ata Derjend



Laura Early



Horace Ensign



Laurana Rownd



Ora Schroepel



Okle Smith



Edna Strong



Clara Williams



Helen Chase



Alice Burnham



Texa Williams



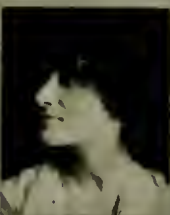
Ada Wertz



Etura Wonder



Hattie Walker



Mattie Walker



Alice Watkins



Pauline Slater



Laura Shaw



Elva Hoover



Margaret Huntzinger



J. Lehman



Eloise Knowles



Ruth Johnson



Ruth Lowry



Lulu Mastoon



Verna Perrigo



Mina Ross



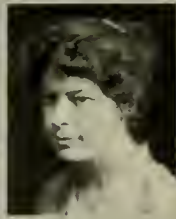
Hazel Moody



Addie Righetta



Gladys Taylor



Leona Thumaker



Helene Wettlin



Hanna Tenneson



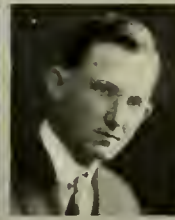
Irene Wonder



Bessie Wafford



Pauline Hondy



Victor Everett



Katherine Francis



Elsie Tegarden



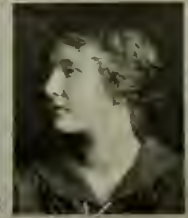
Hazel Hayes



Rowena Deats



Nell Grabb



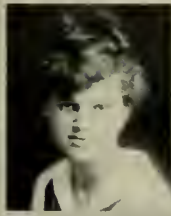
Alice Young



Abbie Taft



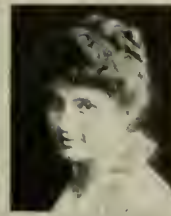
Mary Sesma



Lois Shorten



Eleanor Hyne



Lelia Wright



Susanne Thayer



Mary Reed



Blanche Sternberg



Ceclia Jurans



Theona Lovelady



Agnes Lee



Grace Powell



Ilena Saraam



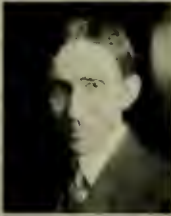
Ruth Boyer



Agnes M. Knight



Helen Mace



W^oA. Edwards



Dorothy Arnold



Buelah Shriver



Marie Osterhaus



Maggie Sex



E. A. Eastham



Christine Snelling



Mrs. H. Compton



Mrs. M. Tyerman



Tomasina Tomlinson



Grace Albert



Mary Harman



Allene Chase



Vincent Maehr



Margaret Dennick



Esther Ekholm



Ethel Gast



Helen Wiles



Dorothy Vandervort



Marie Prendergast



Viola Wright



Alta Mulrein



Alice Murry



Ruth Hillyard



Illara Cashley



Rosalie Keene



Frances Scott



Eura Freel



Stella Barron



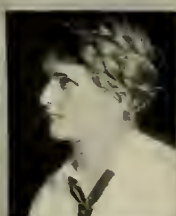
Florence Cannon



Lily Brown



Ruth Walker



Emma Bacon



Maude Henricks



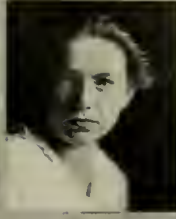
Hazel Wheeler



Mildred Arnold



Nellie Balaam



Ethel Billingsley



Florence Boden



Mabel Brown



Anna Clements



Gladys Callaneo



Catherine Cooper



Edith Darms



Robert Eads



Claire Felts



Leonora Griffin



Margaret Hovey



Helen Lord



Marion James



Segrid Johnson



Aida Judson



Browne Kendrick



Clara Hatch



Winifred Lovejoy



Estella Nesbitt



Sadie Polkitt



Walter Potter



Ester Reynard

SPECIAL DEPARTMENTS



Helen Eadie



Mrs Lucy Jock



Stella Loveland



Ellery Friend



Mildred England



Helen Millsbaugh



Katherine Pratt



Vantia Welfer



Hilda Mutton



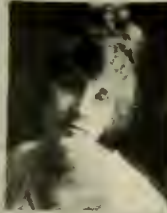
Mrs B. Kirk Smith



Edylbe Kelchum



Victoria Avokian



Katharine Dukes



Frances Roberts



Rachael Deats



Louise Rhodes



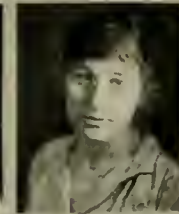
Charlott Merrill



Virginia Dneling



Helen Lewis



Rowena Wescott



Ada McQuillon



Lorita Bates



Margaret Lovejoy



Mary Boland



Mrs F. Ellis



Lillian Hamilton



Charlotte Burns



Edna Hoogwer



Margeret Jay



Elsie Polson



Marjorie Malone



Ruth Way



Ruth Sayres



Jennie More



Eda Miller



Lenore Judkins



Eleanor G. Shumaker



Ruth Squire



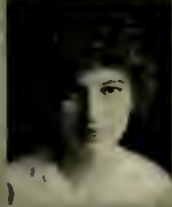
Howard Franklin



Pearl Grabill



Grace Judkins



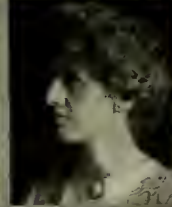
Bernice Powell



Florence Lacey



Katherine Sanborn



Mary Belle Gere



Mildred Carlin



Ethel Shutt



Dolly Stephens



Junia Nave



Mary Ford



Lotta Whipp



Leona Kishbaugh



Beatrice Walling



Thelma Price



Lillian Wiley



Dorothy Bixby



Evangeline Hall



Marjorie McGee



F. Van Dyne



Sara Clark



Marion Turner



Frances Ray



Winifred Lore



Grace Eberts



F.B. Cash



Margie Slure



Eva Linton



Edith Reynolds



Virginia Manile



Dorothy Dean



Sibyl Shield



Grace Painter



Lea Stevens



Carmine Heggie



Frances Smith



Elsa Brenneman



Alma Gablowsky



Hazel Byers



Sara Clement



Mary Jordan



Elsie Cragin



Louise Harris



Olive Coleman



Katherine Atkinson



Edith Sawyer



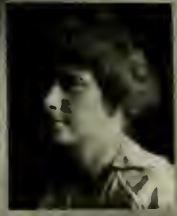
Clara Frank



Jean Egbert



Amy Gallener



Lois Bridges



Rosebud Hinkle



Muriel Kirchoffer



Blanche Deats



Beatrice Barnes



SENIOR A CLASS HISTORY AND PROPHECY

“ON NATURE’S INVITATION DO I COME”—(Wadsworth)
GERTRUDE C. MALONEY



ESTERDAY, a child in the street implored me to buy some pansy plants. I told her that I did not have time to buy one — that I had to hurry home to write the past and future history of my class. But the child in the street would not be refused, and looking into my face with great earnestness, she said,

“Oh! lady, please take a plant. They are pansies and they’re for thoughts.”

The cleverness of the remark and the simplicity with which it was said, prevented further resistance, and with a thrill of pleasure I said to her,

“What a thoughtful child you are! No wonder you have pansies to sell! Since thoughts are in season, I will take one of yours. Can you pick out a plant for me that has both past and future thoughts?”

Her little face brightened as I spoke, and quickly examining her Thoughts, she exclaimed:

“Right here’s one! See! It has two blossoms. One’s already full blown and the other is scarcely unfolded. One has yesterday’s Thoughts, and the other, the Thoughts of tomorrow, and you can have them both for today.”

Smiling, I took this little clod of thoughtful earth from the child in the street and went home, carefully guarding my Thoughts. I placed them on the window-sill and, with pen in hand, sat down carelessly on the side of my chair to write my story. For several minutes I sat there with blank paper and blank mind. My brain was empty — not even a cobweb adorned its walls — for with that I might have woven something.

My only thoughts were on the window sill. A limp, blank attitude possessed me for a long time, when finally, lifting my eyes to the window-sill, I beheld my Thoughts. And they, attempting to escape from my gaze, jumped into my brain-box,

adorning its gray walls with splashes of purple and gold. Suddenly, my Slough of Despond was transformed into a carpet of flowers.

I discovered my plot,—a garden plot, and the gardeners were my classmates, and the flowers were the children to whom we have devoted two years of service, and the school was the garden wall, and its spiritual strength was the sunlight.

Two years ago next September, Mother Nature felt that her children needed more care than she had been able to give them, so she looked around for apprentices for the occupation of gardening. A band of over six hundred answered her call and struggled up the cement stairs to the garden on the Fifth Street Hill,—those stairs, whose only solace for their villainy was that they were geological and mineral cabinets.

Nature was surprised at such a response. Why did so many wish to become gardeners? Perhaps there is a fitness in getting near the earth which has nourished us so long. Perhaps we saw the flowers holding up their sunny faces and clapping their green hands, asking us for help. Burs have clung to us in friendliness. We would spread life. How marvellous to see a tree grow from a fragile chip,—to see the round of the seasons at a single glance when the full grown tree stands up before us,—to shake out a speck of yellow dust in which is the potentiality of a thousand plants! Consider the delight in beholding in a little nut the possibility of a tree—the father of a forest! Is there anything more enlivening than to plant a seed, and, in a few weeks, see a faint crack in the ground and a little green sprout looking for the light?

On that first day we wandered around examining each “nook and cranny” until we were banded together and divided into groups. Then we set about selecting the tools which we wished or did not wish to learn to use. Each group was placed in charge of an experienced gardener who was to look after our tools and help us to understand the language of the flowers.

During the first year, we did not actually work with the flowers. We learned laws of growth, and the use and misuse of important tools, and armed ourselves with weeding hook and grubbing axe against the enemies of the flowers.

Toward the end of the year we went out into the garden with our teacher-gardeners and watched them use the tools and unfold the secrets of the mysterious mission.

Here, on this breathing hill, this lung of the city, we passed many a pleasant hour. How many garden parties we had! And then towards the end of the year, what excitement prevailed during election week! We, the junior gardeners, were particularly interested in the march of events, for the candidates for the Student Body and Student Government officers were all members of our class. With flying banners we paraded up and down the garden paths, until the trees seemed to hasten to one another, and to shake their green heads, debating how to bar the way of the strange apparition. But the apparition was not in vain, for, in response, the class, out of its great heart, gave eight of its best members to the cause. Those elected to fill Student Body positions were:

President.....	Dorothy Thickett
Vice-President.....	Lottie Barrow
Secretary.....	Ada Weems
Treasurer.....	Alena Henderson

For Student Government:

President.....	Margaret Menardi
Vice-President.....	Fannie Hoffman
Secretary.....	Eunice Hallman
Treasurer.....	Edna Loomis

It was just a year ago, that, with heavy hearts, but with merry muscles, we went down the steps leading from the garden for the last time. Nature had prepared for us a new garden—nearer to her heart, around which she was building a substantial wall. She laid it in the arms of the foothills, over whose shoulders the fatherly mountains keep their everlasting watch.

But we have not forgotten the old garden on the hill, for memory, the greatest of the fairies whose touch of the wand brings happiness, treasures the happy days and the beauties of the old-fashioned garden.

Then, in September, we ventured forth from the cloister—the city of brick and stone, and followed the trail to the hills which led to our new garden. And the mountain and the plain,

and the trees and the flowers greeted our awakening, as they did years ago when man first came forth from the gloomy crypt in which he had been slumbering.

Here, we found the well-built garden wall, next to which we were going to raise the flowers, for a wall keeps out the weeds and flowers from the next yard and protects the plants from the wind. Just outside the wall there is a little pond, which, fearing it would lose itself on its way to the sea, decided to stay where it fell at the foot of some stately eucalyptus trees. Grant the splendor of the mighty sea, but who has gathered all the dreams of a pond? That little clump of trees is forest enough for a lifetime.

The time had arrived for us to spend our first day training and cultivating the flowers. How afraid we were of the innocent, harmless plants! The hands of the clock seemed never so lazy, and space itself, though more boundless than ever, seemed stifling. We were like ripe fruit—filled with the dread of falling.

All went well after our first week of gardening. Through us, the spirit of the school—a clear, warm, penetrating light, was reaching the rootlets and bulbs in the damp ground, and quickening them. The seed, which had lain for years on some gardener's shelf, began to flower as heartily under our care as if it had just fallen from its capsule into Mother Earth. We built the trellis for the Grape Vine, trained the creeping Ivy, trimmed the indiscreet Begonia, transplanted the modest Violet from the shade to the sunlight, thinned out the Johnny-Jump-Ups, separated the strong from the fragile, but cultivated all.

And so, for a year, we have worked together with the young plants, and have grown up with them and to them. Nature is now ready to set us free as full-fledged gardeners. She is ready to see us, mellowed with experience, fall from the tree like ripe fruit and discover our destiny.

The diet of my thought is changed. My eyes seek the window-sill, and, behold! the full-blown Thought hangs limp and shrivelled for everything has flown from it. It no longer has a voice, it no longer has images, it no longer tells me anything, for what was present is now past.

The other pansy, the unfolding Thought, is now full-blown. It has something to say to me, for what was future, is now present. I see a bundle of papers before me. I will open them.

REPORTS OF THE DEPARTMENT OF AGRICULTURE FOR YEAR ENDING DECEMBER, 1930.

FARMERS' BULLETIN, NO. 13 WHEELBARROW LAWS DRAWN UP

Members of the old Sr. A 8 group of 1915, graduates of Nature's Day Nursery, in session at Wheeling, have drawn up the following resolution, in consequence of the numerous accidents to pedestrians caused by wheelbarrows:

WHEREAS, a wheelbarrow is the most complicated thing to fall over on the face of the earth;

WHEREAS, a man will think of falling over a wheelbarrow when he would never think of falling over anything else;

WHEREAS, a man never knows when he has got through falling over it till both are on their backs;

WHEREAS, a wheelbarrow is in its leisure moments the greatest curse on true dignity;

BE IT RESOLVED, that everyone take a seat in the presence of such a dangerous object.

YEAR BOOK, VOL. II

FRUGAL FARMERS DISCOVER NEW WAY TO SKIM MILK

The Sr. A 3 group has discouraged the sale of cream separators by a new idea. When you skim the milk on top, turn it over and skim it on the bottom.

YEAR BOOK, VOL. VI

After Luther Burbank's will was probated, the Sr. A 4 group became

the recipients of a peck of gray matter. Mr. Burbank, realizing their needy condition, donated to the members of this group all the spines which he had taken from his spineless cactus.

EXPERIMENT STATION RECORD NO. 30

MUSHROOM INFORMATION

The members of the Sr. A 5 group have decided which mushrooms are poisonous and which are not, by eating both kinds very successfully.

IDEAL FARM

The Sr. A 6 group has for years been conducting a farm of several acres, three hundred and sixty square rods, and have sent in the following description:

The reaping, plowing and sowing is done according to the best authorities, which cost more than the other farming implements do. As soon as the library is complete the farm will become a profitable investment. Upon one occasion when it was evident that the hay should be cut, the hay book could not be found. When it was found, it was too late, and in consequence the whole crop was spoiled. The special weakness of the group is eggs. There is always an egg from China to be found in every nest. The peaches would be a comfortable success if the swallows would swallow turnips, but they won't—hence the difficulty.

FARMERS' BULLETIN NO. 99

KANSAS RAISES TWO CROPS

After the work of the old Sr. A 2 group on Kansas soil, the land has become so rich that two crops can be raised a year, grasshoppers and corn.

FARMERS' BULLETIN NO. 47

FAMOUS GRAFTERS

For fifteen years the members of the old Sr. A 1 group have been successful grafters. On several important occasions they have been summoned to different parts of the country to demonstrate their skill. Forests of wealth grow up under their hands. Many of their best fruits have been grafts.

We hope in the future that farmers will realize the value of grafting and do it more carefully and successfully.

EXPERIMENT STATION
RECORD NO. 23

HOME-MADE MAN MADE

The Sr. A 7 group, which has been experimenting in Manitoba, has finally found a man.

In order that others may profit by their discovery, they have sent the following recipe to the Government office:

Take a few pounds of clay, lime, carbon, soft-soap, grit and what-not. Thoroughly mix and shape into an oblong trunk. Stick four limbs on

it and put a nut on top to think with. Ring a dinner bell, and behold the living man!

FOREST SERVICE BULLETIN
NO. 19

TIMBER SUPPLY DECREASING

After years of observation, the Sr. A 9 group has discovered why the timber supply of U. S. is steadily decreasing—because a tree leaves every Spring.

FOREST SERVICE BULLETIN
NO. 19

WHY EUROPE IS HEAVILY
FORESTED

The Sr. A 10 group has found out the reason for the dense forests in Europe. During the war of 1915, each officer in the army planted a tree, back of which he might hide.

FOREST SERVICE BULLETIN
NO. 30

NEW MOUNTAIN NAMED

The new mountain which was discovered a year ago by the forest squad consisting of the old Sr. A 11 group, has been named Old Baldy. The name is significant because the squad has made so many firebreaks on the mountain that it is totally deforested.

FOREST SERVICE BULLETIN
NO. 33

VOLCANOES ELIMINATED

Because of signs of serious volcanic activity in northern California, the forest squad composed of the Sr. A 12 group has been sent there to gather up all the cones in the district which have fallen from the red-woods.

The bundle of papers slips from my fingers. Again I appeal to the window-sill, but no thoughts are there to meet my eye. My last Thought hangs lifeless on its stem. This little plant had given its whole self that this class might have a history and a prophecy. These two flowers on the window-sill were as self-adequate as the noble bush with its cloud of blossoms. Now they have already begun to decay,—but Nature beautifies even decay, for decay is the herald of the harvest. Our race has but few ideas, and though it has not harvested quite all of them, every once in a while somebody wakes up and discovers for himself what a flower thought out long ago. Then Nature laughs. Why, the world is only a seed, ripening and shrinking that it may flower anew into sun-flames. A seed! Existence in a nutshell, Nature's greatest sermon and an epitome of her kindness.

EXPERIMENT STATION
RECORD NO. 44

SEED IDENTIFICATION

The members of the Special Department groups of 1915 have been giving special attention to the identification of seeds.

If you have mixed seeds, and wish to plant flowers of the same kind in the same place, plant all the seeds so that you can tell which is which.

JUNIORS OF SEPTEMBER 1915

Over four hundred strong they were—bewildered, scatter-brained little freshmen. The great, new school was rather awesome. To them it seemed impossible that anyone could wear such a complaisant air as did the seniors. Even the faculty had a worried look as they herded the September crop into the Assembly Hall. Being duly ticketed and numbered, on the newcomers were rushed—

Theirs not to make reply—
Theirs not to reason why—
Theirs but to do or die—
Noble four hundred.

It was quite a contrast to the first year's enrollment in the old school on the hill. There were just sixty in that little band and the greater portion of them entered as seniors. At the rate of increase since 1882, how many freshmen will enter in 1982?

But of all the motley throng, the class that entered in September of 1915 must, in the words of the great poet, be strictly there.

When can their glory fade?
Oh! the wild charge they made—
All the school wondered
Honor the charge they made—
Honor the bright brigade—
Noble four hundred.

MURIEL TOTTENHAM.



ALUMNI

Twenty-two members of the faculty are graduates of the School.

Ruth E. Baugh.....	Geography and History
Kathleen S. Beck.....	Geography
Eva Hamilton Bernays.....	Eighth Grade, Training School
Myrtle Blewett.....	Music
Orabel Chilton.....	Home Economics
Mary Douglass.....	Kindergarten
Milton C. Drisko.....	Mathematics
Susanna Gough.....	Music
Leslie Gurley.....	Manual Arts
Bessie E. Hazen.....	Art
Bertha Knight.....	Kindergarten
Agnes McPherson.....	Home Economics, Training School
Helen E. Matthewson.....	Counselor of Women
Adeline B. Newcomb.....	Mathematics
Mary Burney Porter.....	Appointment Secretary
Clara M. Preston.....	Fourth Grade, Training School
Rachel T. Richardson.....	Manual Arts
William T. Root, Jr.	Child Study and Pedagogy
Nellie Sullivan.....	Psychology
Kathleen Tyrrell.....	Manual Arts
Sarah White.....	Kindergarten
Belle H. Whitice.....	Manual Arts

ALUMNI NOTES

1884 Fannie Quesnel Byram, for several years principal of the Training School, is a well-known probation officer in the juvenile court of Los Angeles.

Kate Brousseau, graduate from the Sarbonne, is now head of the Department of Philosophy at Mills College.

Vesta Olmstead is principal of the Washington Street School.

Cora E. Lamb is a prominent worker in the Los Angeles City Teachers' Club.

Clara Stoltenberg is an instructor in Physiology at Stanford University.

- 1885 **Mary Foy**, a resident of **San Rafael Heights**, is a prominent civic and political worker.
Louise Williams is principal of the **Sixteenth Street School**.
Richard B. Haydock is principal of **Ventura High School**.
Nora Desmond is a well known photographer of **Los Angeles**.
Isabelle McFadden is principal of the **Norwood Street School**.
William R. Holloday is a dentist in **Los Angeles**.
August M. Guidinger is an undertaker in **Santa Monica**.
- 1887 **Estelle Cowan** is principal of the **Griffin Avenue School**.
M. R. Pendleton is principal of the **Jefferson Street School**.
- 1888 **Arthur G. Van Gorder** is a real estate man in **Los Angeles**.
Flora Rawson Stephens is the wife of **Representative Stephens**.
William T. Skilling is the head of the **Science Department** in **San Diego Normal School**.
- 1889 **Fred Hazard** is a mining engineer in **Whittier, California**.
Dr. Lewie Thorp is an ear and eye specialist in **Los Angeles**.
- 1890 **Mary Le Van** is principal of the **Hoover Street School**.
Effie McFadden is a teacher in the **San Francisco Normal School**.
Kate C. Wombold is a missionary in **Seoul, Korea**.
F. May Stansbury is principal of the **Magnolia Street School**.
Joseph P. Yoder is principal of the **Twentieth Street School**.
- 1891 **Rosalia E. Cowan** is principal of the **Valencia Street School**.
May Gearhart, supervisor of art in the **Los Angeles City Schools**, is well known throughout the country.
Harriet Hanlon is principal of the **Temple Street School**.
Evangeline Jordan is a dentist in **Los Angeles**.
Belle Wallace is principal of the **Alpine Street School**.
Lewis Tarr is principal of the **San Pedro High School**.
- 1892 **Agnes Wallace** is principal of the **Tenth Street School**.
Florence Hard is the wife of a prominent man at **Coldwell, Idaho**, and has a family of four boys.

- 1893 Ludena Sayre is at the head of the extension work of the Los Angeles Y. M. C. A.
W. W. Tritt is principal of the Thirtieth Street Intermediate School.
Roy Porter is principal of the Thirty-Seventh Street School.
Birney H. Donnell is an attorney in Los Angeles.
Floyd Watson is professor of Physics in the University of Illinois.
Clara B. Smith is principal of Castellar Street School.
- 1893 Ella M. Nevell is supervisor of Manual Training in the Los Angeles public schools.
Ava May Griswold is the wife of a prominent banker at Covina.
- 1894 Estelle Barden Watson is the wife of Floyd Watson of Champagne, Illinois.
- 1895 Lloyd Galpin is a prominent member of the Los Angeles High School faculty.
Walter B. Hill is a practicing physician in Los Angeles.
- 1896 Arthur Brown is principal of the McKinley Avenue School.
W. Elmo Reavis is an expert book binder in the city.
- 1897 Edwin Keyes is a successful attorney in Berkeley.
Edith M. Hodgkins was last year president of the Los Angeles City Teachers' Club.
- 1898 Reine Bullis, who taught for several years in Mexico City, returned to Los Angeles last year on account of the rebellion.
- 1900 George Boden is a prominent attorney in Los Angeles.
Nora Sterry is principal of the Macy Street School.
- 1901 Guy Stewart is a practicing physician in Los Angeles.
Madge Stephens is supervisor of music in the schools of Fillmore, California.
- 1902 Merton Hill is principal of the Chaffey High School of Ontario.
- 1903 Arthur M. Brown is supervising principal of the schools of San Gabriel.
Stanley Hawland is principal of one of the Long Beach city schools.
- 1904 Helen Cole has recently returned from a course in Art at Teachers' College where she did very creditable work.

- 1904 Mrs. Beatrice Patton Gezell is the wife of Professor Arnold L. Gezell of the Educational Department in Yale University.
- 1910 Doris P. Rosenthal studied a year at Teachers' College, was a member of our faculty last year, and has taught art during the present year in the Fresno Normal School. Miss Rosenthal's exhibit here during the winter attracted wide attention and favorable comment.
- 1912 Laura Thomas Vogt is a training teacher in the Fremont supplemental school.
- 1913 Ralph Woods is supervising principal of the Placentia schools.
Fred Chamberlain is principal of the Palms Grammar School, which becomes one of the city schools in September. Paul Riddlebacher is principal of the El Monte Grammar School.
- 1914 Walter Barron Currier is teaching art and mechanical drawing in Lincoln School.





Millspaugh
Hall



Manual Arts



Library



Cafeteria



Kindergarten



Gymnasium



Shops

THE GENERAL PROFESSIONAL DEPARTMENT



THE General Professional Department is the largest and most popular in the school. The great and steadily growing demand for teachers prepared to take classes of one or more grades and to teach all subjects accounts for this. There are certain basal courses which all students enrolled in this department must take, but aside from that, they are free to choose their electives. These are generally selected from the special departments, as the Fine Arts, Manual Arts or Home Economics.

The General Department includes such courses as psychology, education, history, science, English, mathematics, geography and methods in various subjects. The courses in nature study and agriculture are splendid and offer great opportunities to those who are able to take advantage of them. In fact, there are so many good courses offered that it is impossible to take as many as desired in the two years and many students return for post-graduate work.

The problem of preparing teachers to assume the responsibilities that come with teaching is a very great one and the courses of the General Department are planned with this point in view.

When the Normal School opened last September, the General Professional students were very happy to find that their new home was to be in the largest and most imposing building on the campus, Millspaugh Hall. With eager enthusiasm they entered into the spirit of the school and made Millspaugh Hall the center of the school life.

The students of this department so far outnumber the other departments that it is not surprising most of the student body and class offices are filled by them. They endeavor to maintain the standard of their department in their discharge of the duties of the various offices, and their enthusiasm and staunch support of all school activities wins for them the hearty admiration of everyone in the institution.

THE KINDERGARTEN DEPARTMENT



THE Kindergarten Department was organized in the fall of 1896, and is thus the oldest of the special departments of the school. For many years it was the only kindergarten department connected with a State Normal School in California. Now there is one at San Jose, organized last fall.

All of our graduates are members of the Kindergarten Alumnae Association, which has been the means of binding into a whole the members of the different classes and keeping alive their interest in their Alma Mater and the Kindergarten Department. It is to the interest of this association that the department owes its charming bungalow home. When the new Normal School buildings were planned, a committee of the Alumnae waited upon Dr. Millspaugh and received his consent to the erection of a separate building. Their interest did not cease after the building was secured, but each class contributed to a fund for furnishings. The pretty alumnae room, the curtains, rugs, and those things which serve to make the building so homelike were their gift.

The department this year is larger than ever before. One hundred-thirty students have registered; five were graduated in December, four in March, and forty-five will leave in June, the largest graduating class so far. But, in spite of the large classes, we are not able to meet the demands for kindergarten teachers. The kindergarten movement has had a new impetus the last two years. New kindergartens are being opened in almost every city and town of Southern California.

We are proud, however, not so much of our members as of our growing departmental and school spirit. The kindergarten girls will be found as members of almost all school organizations, and are loyal supporters of both the student body and student government organizations. This does not weaken in any way their enthusiasm for their own kindergarten club. This club meets once each month for social purposes and for the furtherance of kindergarten work. At times, it combines with the Alumnae Association so that graduate and under-graduate members of the department are brought into touch with each other.

The aim of the department is to train students that they may go out into the kindergarten and first grade work well equipped to teach little children; that they may understand thoroughly the principles and methods of our great leader, Froebel; that they be well grounded in present-day psychology and pedagogy; that they may appreciate the best and truest that is being done in education today, and, be "sensitive to truth and open to the light." But, above all, our emphasis is placed upon womanhood, upon character, upon the development in the student herself of those ideals which make her a fit leader and guide for little children, a "child gardener" in the truest sense. We believe there is no higher work for women than child culture and that the girl who will work earnestly, faithfully, and joyfully, at this task will find her reward in deeper womanhood, widening vision, and richer life.

ELIZABETH J. MASCORD.



CHARLOTTE MERRILL
HILDA MUTTON

VANTIA WELFER
HILDA MUTTON

THE SPACE ARTS IN EDUCATION



THE call to fuller living in an age tending toward intense specialization and narrow interests, is essentially a challenge to the public school, since it is her function to make possible for each individual a complete realization of life, spiritually as well as materially. If, as some one has said, "It is the spirit in which life is lived that determines its quality and value," then surely, whatever makes for the growth of the capacity to meet the needs of a higher life should receive, at least, equal consideration with those which pertain to material needs.

The opportunity for such development exists, in particular, in those subjects of the school curriculum included under the head of "Fine Arts." These differing in their modes of expression and in their tone of appeal still have one aim in common. Therefore, what might be said of the value of one, applies, in like manner, to the others. Let us turn, in particular, to that phase of art which deals with the world of form and color as expressed in architecture, sculpture, painting and the crafts grouped under the general term "Space Arts." It is the purpose of this article to indicate, briefly, the place of the Space Arts in education, and the aims and methods as exemplified in the highest educational thought.

Acknowledging that "man does not live by bread alone" we see in art "its own excuse for being." Everywhere, under all conditions, art has been the manifestation of the creative forces of life, the aspirations and hopes as well as the imperfections of humanity. Life and art are inseparable. The fineness of one attests to the worth of the other.

But, unfortunately for many, the true significance of art has become perverted. For these, its name suggests various things, all deviating from the true path. For some, it may mean an indulgence, conditioned by wealth, for connoisseurs and artists to enjoy; for others, the discussion of "isms" within a circle of the club; and finally, to those others, hardly less unfortunate, how often is its meaning restricted to an "object of art" reserved for the front parlor as a testimonial of taste and refinement. To allow such misconceptions to exist is to deprive humanity of

the exercise and enjoyment of its rightful inheritance. The injustice of such a condition makes more urgent the need of spreading broadcast through the medium of the public the true "gospel of art."

The causes for such misconceptions may be found partially in that system of art teaching which chooses "drawing" as its title, attempting to justify that designation. Such teaching, mistaking the means for the end, thus emphasizing the mere representation of nature, is best expressed by what Mr. Dow calls "nature imitation" or "analytic art study." This system left out of account the most important factor in all art expression, the expression of the individual's feeling or emotion through the creation of harmony. Consequently, "drawing" tended to appeal in particular to those with special aptitude in reproducing forms. It became essentially undemocratic in character, a closed book for many. Such a system could not go far in developing the individual's capacity for interpreting the facts of nature in terms of beauty and applying to his life.

To counteract the effect of the analytic system it becomes obvious that the aims and methods of sound art teaching must be based on a different thought.

Art study, if its aim is to develop higher efficiency in the individual, must awaken his vision to the beauty underlying all life; and since expression is essential to the individual's development, art study must also work for the growth of his capacity to take the materials of nature, and with these create such harmony that the world shall become a better place in which to live.

The form of art training which is today working for the realization of these ideals is called "Synthetic Art Study." As its name implies, it approaches the subject from the creative side, having as its principal aim the development of Appreciation, the ability to perceive the beautiful and to enjoy it. Existing potentially in all, its capacities for growth are infinite if given the proper incentives and guided along the right paths.

Synthetic Art Study is not bound by rules or formulas. It does not wait for accumulation of facts. It regards technic as a means, a by-product of expression, and not an end in itself. Believing that appreciation and creation go hand in hand, it begins at once with creation, or individual expression, using the simple elements of the "space arts" which are line, dark-and-

light, and color. Guided by these important principles, Proportion, Subordination and Rythm, Synthetic Art seeks to create harmony or beauty. These may be obtained through the spacing and grouping of a few lines, or in the arrangement of a color scheme. The exercises or steps in the creative study of art, sequentially arranged, gain in complexity and widen in scope parallel with the ever increasing capacity of the individual for appreciation and creation. At the same time the study of reproductions of world's masterpieces in architecture, sculpture, painting, and the crafts gives new impetus to creation and clarifies ideas. Through it all, the ability to criticise, to choose, and to explain such choices is made an important factor. Finally, since knowledge stopping with theory is at best half knowledge, the application of it to the needs of life is made clear and definite.

The great revelation of Synthetic Art Study is this, that in as far as we are able to create harmony we are in that degree artists. We may not design a wondrous cathedral, nor carve a statue, nor paint a picture. It may be so simple a thing as the arrangement of a bowl of flowers, or the planning of a room, but the beauty which we may create with these means is one with the beauty of the Parthenon. He who comes to the realization of this truth is enabled to penetrate to a deeper understanding of the creative forces underlying art and hence to a more profound appreciation of beauty. Art education for the public will have fulfilled its function when it shall have given to all the understanding that, "art applied to the demands of everyday life, and wrought by heart, and mind, and hand is the greatest and truest art."

VICTORIA AVAKIAN.





STUDENTS' CRAFT WORK

HANDY CRAFTSMEN

The long slanting rays of the setting moon threw the graceful shadows of the arches across the corridors. The locked doors of the Manual Arts Building swung silently open, and the weird shapes of a bone folder, sliding smoothly along; a ball-mill, revolving with monotonous, noisy jar; a planishing hammer, rapping the head of a stake with unerring precision; a motley hued dye pot; and a wobbly basket, leaning on a broken reed, crept stealthily forth. The pallid light, reflected from the hammer's shining face, revealed a small leather purse already perched against the pillar of an arch, anxiously peering into the semi-darkness.

"Oh," sighed the hammer, releasing for a moment the abused and battered stake, "How sweet is the night silence! All day long my ears ring with the endless jar and clamor until I fain would let my face tarnish from idleness. I am called upon to produce desk sets, bowls and lamps until, in vengeful rage, I turn in my captor's hands and cut moons in his copper. I work amid saw-filings and acids, on solder and beeswax, in an infinite variety of ways. The clang of the mallet and shaping hammer vie in strident tones to drown the melody of my voice, while the whirring buffer sings in a monotone. Without me the cases would be void of interest, for, until I have vested each piece with the charming reflection of my face imprinted upon its surface, it is unworthy of display."

"Indeed! You esteem yourself too highly, my arrogant friend," cried the ball-mill, turning over with a clatter. "My glazes are what make the cases worth while. Though shaped with fine feeling and fired with care, who cherishes plain biscuit ware? I embellish its figure and lend it the grace of my exquisite color and sheen. Of course, the kiln helps me by blending my elements, but I am the power that draws the admirers. My placques and my vases are charming to see, and my finely glazed lamps lend their beauty to your shades."

"You're both wrong," wavered the basket, staggering weakly on its broken spoke. "My department attracts all the young pedagogues. Model villages, with churches and groceries and Eskimo villages placed side by side with the brown, rolling prairie, whose sheep ranch spreads out over the mesa into the

infinite distance where herds of clay lambs gambol in tissue paper grasses, are the real attractions of the department. On the shelves range a serried rank of multifold paper forms while, from the deck of an ocean liner, and the seat of a birch bark canoe, small figures look out over a sea of baskets woven from grasses, reeds, and what-not, large and small, while the Normal Lights gaze in awed amazement and glory in the perfection of their products. Everyone knows me—none can escape the terror and exasperation of my splintered stake! I am a nightmare to every General Professional."

"But you're not so important as I," whined the bone folder, as a damp glue-spot on its side hung tenaciously to the cement. "My department has grown so extensively that we have overflowed into the basement of the Library. Choppers, cutters, benches and backers, together with a stove and a sink, so clutter the bindery that we must resort to storing part of our equipment in the hall. I am always on the spot where the rub comes, and never a box or a portfolio, pad, or book, is turned out but has felt the cool touch of my firm pressure. In the commercial book-binding, I am constantly at hand, and I have even been known to cause a split in the board. I did such marvelous work that it was exhibited in the Library for all to see, and next year I have been promised a chance to learn the finishing processes.

"But he forgot me," came a shrill tone from between pursed lips. "Why, without him, my very existence would be impossible. In no other school is such beautifully finished leather work produced. Every edge is skived clean and true, and mounted with skill and precision, but the bone folder turns down my corners and rubs my neat gussets until I become as a commercial product, with the added charm of good materials, harmonious colors, and lovely proportions."

"Oh! we are all so worth while and each answers a purpose which no other can fill with such perfection," murmured the generous purse, "that to quarrel bemeans us. We are all of a kind and the products of the best known department of the school."

"Best known?" whistled the night wind as it swung back the heavy doors.

"Surely," responded the purse, "for don't we make the most noise?"

THE MANUAL ARTS DEPARTMENT

SHOPS

Perhaps in no other department of the State Normal School have such marked improvements been inaugurated as in the Manual Arts shops during the past year. These shops are now equipped to produce anything from a toy wagon to a boat motor. Machine design and pattern making have become live problems in the department, and the work done by the students under capable instructors not only affords valuable practice and experience for the students, but has a commercial value to the State in the furnishing of the school shops. Patterns for drawing tables, tool cabinets, and lumber stacks set up in the Manual Arts shops will not only provide Normal School equipment, but will serve to furnish equipment for other schools. Small orders for unusual or improved equipment that no manufacturer can afford to accept can be filled here and will develop the trade side of the Manual Training movement.

Those students who entered the Manual Arts Department of the Normal School at the old camping ground on Grand Ave., and who expected to graduate from the new school this year, have waited very patiently and uncomplainingly for that great event. The equipment of the old school was very incomplete and unsatisfactory, but this year the department is housed in one of the most perfectly appointed buildings of this beautiful new school.

By way of introducing you into the secrets of Manual Training, suppose you make a visit to the "Shops" and see for yourself what the students are doing, and why they have received so much of practical value from the course. The draughting room is the logical starting point. The drawing tables and drawing boards were designed and constructed by the students in the shops, and it is to this room that the shopmen come to plan and draught their work. If blue prints are needed, the printing room, especially fitted for this part of the work, is but a few steps away.

Next you would go to the stock room, where you will see the lumber neatly stacked in the racks. The frames of these racks are made of three-inch wrought iron pipe, and were designed and constructed by the members of the department. The work was

hard but the result was worth while. Let us follow a piece of lumber from the stock room to the finished product. First it is taken to the swing saw, where it is cut to the approximate lengths in the rough. Next the board goes through the planer, over the jointer and finally to the buzz saw, where it is cut to the exact size required.

Now if you have been a careful observer and watched the process closely, you have seen that the operator was able to do his work without making an extra step and without a moment's loss of time. Why? Because each piece of machinery was definitely located for the purpose of saving the workman steps and enabling him to do his work in the minimum amount of time. The locating of these machines, the lathes, the mortising machine, and the sander was planned on paper, under the direction of a most able instructor, long before the equipment had arrived. Occasionally a few minor changes were made in moving a machine a few inches to a slightly more advantageous position.

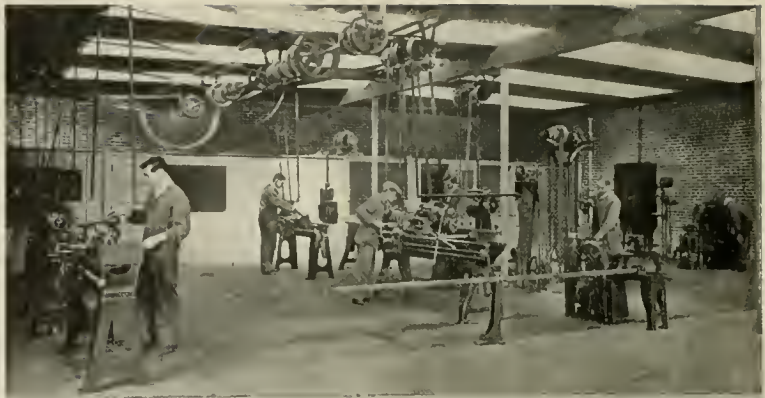
The machine shop is at the north end of the shop building. In this room the same careful planning and locating of a large amount of fine new machinery for the purpose of economizing in labor and time is readily seen. All machines are carefully guarded and protected, and all possibility of accident is eliminated except from pure carelessness.

This course is a very practical and valuable one from the beginning of the first term until the close of the last term. The Junior C classes are required to make a simple problem which will give them the necessary acquaintance and familiarity with the equipment and tools. As they become better acquainted with the work and accustomed to what is seemingly a noisy class without a purpose, they are absorbing a large amount of information, very little of which will ever be forgotten. At the beginning of the second term they are ready for almost any problem, from taborets, tables and chairs to complicated problems in pattern making.

When a student graduates from this department of the Normal School he feels that he can go into any school and take charge of the classes in a workman-like, business-like and teacher-like way. Practical work will be demanded of him all the time in any school, and with the practical experience in the shops to back him up, he should meet success wherever he goes.



Interior and Exterior Views of Work-Shop



WOODSHOP WORK-ROOMS

HOME ECONOMICS



BELIEVING, as do most economists and sociologists, that the Home is the foundation stone on which a nation is built, the Home Economic workers are striving to mold Home Making into a practical science, as well as train their teachers to meet the ever increasing demand efficiently.

This year, for the first time, a course in Bacteriology has been offered. The common bacteria of the household is emphasized and, in this way, the importance of household sanitation is distinctly demonstrated. There is also a course in General Organic Chemistry. This is a foundation for courses in the study of foods and their manufacture, chemical composition, and the reaction. The work of this course is closely correlated with the classes in Cookery I and II, the same material being studied in both classes at a given time. Besides Organic Chemistry, a course is given in household chemistry. The course takes up fuels, water, cleansing agents, and the removal of stains.

Each girl is required to take four semesters of sewing and one of millinery. Here, she is taught not only the making of clothes, but economy in buying, the choosing of proper apparel for different occasions, and the necessity of submitting to her individual needs.

In Cookery I, II and III, various food constituents are studied along with the principles and methods of the cookery of each class of food stuffs. In the advance classes, marketing is taken up, also the planning of menus, the preparation and serving of meals, and the management of school cafeterias.

The course in dietetics affords the application of physiology facts, as well as the study of the principles of cookery. Food values, food requirements, individual dietaries, and family dietaries, constitute the materials used in this class. With such a complete course as this, the Home Economics Department should be most successful in accomplishing their aim,—to send into the world efficient Home Makers.

SPECIAL MUSIC DEPARTMENT



ABOUT five years ago, before the dream of this institution as it now stands had dawned in the minds of its promoters, changes and progressive ideas were flourishing in the old building on Grand Avenue. Under the directorship of Mrs. Jennie Hagan Goodwin the idea of a Special Music Department, for the training of Supervisors of Music, was advanced and carried out successfully. Since that time the growth of the department, both in numbers of students and in the significance of its work, has demonstrated the determination of the department to meet the demand in the educational world for teachers of this subject.

In the old attic quarters of the music department, in spite of crowded conditions and insufficient equipment, the students of the department were ardent in their work, and, with the enthusiasm of pioneers, ignored these minor difficulties and gained the respect and admiration of the school for their co-operative spirit and the enthusiasm that they brought to any venture in which they took part. The last year was filled with anticipation of the comfort and opportunities of the coming year, when, in the Fine Arts building of the new Normal School the Music Department would go upon its way with new life and vigor.

In September, 1914, these anticipations were more than fulfilled. From quarters consisting of four small rooms, with a limited supply of music books and pianos, the department found itself luxuriously housed in the lower floor of one of the seven buildings of the new school, with spacious rooms having the most modern equipment and an outlook on the green fields and sheltering mountains that make the location of the school such an ideal one.

With the change in environment came another change, which, though replete with opportunity for the department, was received with regret by all who knew and loved Mrs. Goodwin. Mrs. Goodwin, having retired from the directorship of the department, her place was filled by Miss Frances A. Wright, up to that time, Supervisor of Music of the city schools of Des Moines, Iowa. Miss Wright's work there and in other large

cities in the east, has attracted wide attention among musicians at large as well as those interested in public school music. She has brought to the department an executive ability and a genius for organization which has not only held the department up to the high standard of excellence expected of it, but has advanced this standard, and at the same time has presented to the students the various viewpoints on the subject of public school music gathered by her in her wide experience.

Fired with enthusiasm for the value and importance of the work for which Miss Wright has given so much of her energy and genius, the students of the department entered into their work with a spirit of co-operation which has characterized all of the activities of the department.

The year 1914 saw the development of many new organizations, planned on a working basis. The Girls Glee Club, already an established factor, at once began practice. The orchestra, string quartette, and Mens Glee Club were formed and at once began work. These organizations have all at different times during the year given excellent programs in the assembly.

A new feature in the department under Miss Wright was the regular department meetings which are held every Monday at the ninth period. These meetings were devoted to the discussion of topics of general interest, to the practice of new songs, and, the latter part of the term, to rehearsals for "Miss Melodicus," an original operetta written by a member of the department, which was given by the music department on June tenth.

As a result of Miss Wright's efforts, arrangements were made for members of the music department who were qualifying for secondary certification to cadet in the high schools and intermediate schools of this city. Of the seventeen candidates for graduation, eight were able to take advantage of this opportunity which has never before been given to the students of this school.

Notwithstanding that "work's the thing" the social side of life has not been neglected. The Get-Acquainted party given by the Seniors, the Christmas party given by the Juniors, and the luncheon given by the department in honor of Miss Wright are among the festive gatherings enjoyed during the year.

The music department is particularly fortunate in the members of its faculty. Miss Myrtle Blewett, who needs no introduction to the students of this school, is herself a graduate of the Los Angeles State Normal School. She is doing work of a character that endears her to all who come in contact with her and makes her classes a joy.

— Miss Suzanne Gough, who is also a graduate of this school, supervises with Miss Barnhart the music in the Training School. She is ever helpful to all who have the privilege of teaching under her direction.

Miss Mabel Barnhart, who has only been a member of the faculty for a little more than a year, is a graduate of the Illinois Wesleyan College of Music, and has taken work in public school music at the University of Illinois and the Institute of Musical Art in New York. The quality of work done by Miss Barnhart has made her a very popular member of the music faculty.

Miss Frances Wright, Director of the department, is well known and loved by the entire school. She is a graduate of the Lincoln Normal University and a post-graduate of Grinnell College. She has taught in Evanston University and also in the Chicago and Boston Summer Schools for Music Supervisors. For a number of years she held the position of Director of Music in the public schools of Des Moines and also in the music department of Drake University.

This is a brief summary of some of the changes which have taken place in the evolution of the department. It is to be hoped that in the coming years even more and better things may come to it, so that it may constantly grow in aims, ideals and efficiency.

THE CAFETERIA



JUST beyond the Kindergarten building, and across from the shops stands our cafeteria. The building is white and of the same general plan as the Kindergarten, making a pleasing contrast to the more somber brick buildings that house the larger part of the Normal students. The interior arrangements are very modern and complete. The large dining hall, running the full length of the building, is as well equipped as any cafeteria in the city. An atmosphere of cheer and comfort pervades the cool white room, where three hundred and fifty people can easily be seated at one time.

Since the Normal School is so far removed from the center of Los Angeles, the cafeteria is a very necessary feature of our school. Great care has been exercised in the selection of a perfect equipment for the kitchen as well as the dining hall. Every precaution has been taken to secure the best, and the plant is a model of its kind. It has many visitors, experts from various parts of the state, and professionals from the city, as well, come to study the arrangement and equipment installed here. It will perhaps be interesting to know that approximately three thousand dollars have been put into the kitchen equipment alone.

The main object of the cafeteria is to serve hot lunches, clean, well cooked and nourishing, to the students at the lowest price possible. In a school that requires hard, rapid work, and earnest study such a lunch is very necessary. Mrs. Shoemaker has devoted her time and thought, as well as her ingenuity, toward the preparation of foods that will meet the requirements of every teacher and student in the school. The lunch hours are from eleven o'clock to one-thirty. However, the management of the cafeteria wishes to accommodate all members of the school in any way possible, and for those who have no time for lunch or who wish a "piece between meals," sandwiches and pie may be obtained at the back door of the cafeteria at almost any time of the day.

There are others whose lunch hours are too short to allow them time to go to the cafeteria, and it is for these especially that the lunch counter in the Training School arch has been established. Here, sandwiches, fruit, pie, cookies and candies are on

sale. This lunch counter has proved to be very popular, especially with the Training School children, who much prefer an all-day sucker to a sandwich for lunch. This preference has been quite actively discouraged, however, and the children are learning to appreciate food values in the choice of their lunches.

All foods prepared in the cafeteria are made from the best materials that can be purchased in the markets. There are no adulterations whatsoever, and money is not spared in securing the very freshest and best. After the food reaches the cafeteria it is well handled and kept in a strictly clean, sanitary condition in the storeroom until used. Foods are never kept over very long, for Mrs. Shoemaker believes in buying "close."

Variety is the spice of life, and you will always find a wide variety of foods on the counter from which to choose. There are certain standard dishes which may be obtained every day; for example, there is always one hot soup, a choice of at least two meats, always hash, potatoes, vegetables, macaroni or beans, sandwiches, salads, three to five kinds of pie, three other kinds of dessert, three kinds of ice cream, buttermilk, tea and coffee.

Possibly it would interest you to know that one-half of those who eat at the cafeteria take soup; one-half take macaroni or beans, one-third hash, one-third salads, one-fourth a ten-cent meat dish, one-half dessert, three-tenths vegetables, and one-tenth take tea or coffee. The average price paid for a meal at the cafeteria is fourteen cents per student. But that is really not surprising if you know how to select a lunch. It is quite easy to select a well balanced meal for ten or fifteen cents. I have frequently heard girls say, "I can't afford to go to the cafeteria, so I bring my lunch from home." The trouble with these girls is that they do not know how to buy a lunch. There is no single article sold for over ten cents, and many articles may be had for three or five cents. To prove that one need not be wealthy to patronize the cafeteria, here are several sample menus, at different prices, which are types of good wholesome lunches. There are many combinations other than these which would meet the same requirements.

SAMPLE MENUS

Ten-Cent Lunch

1. Hot soup and a sandwich.
2. Sandwich and a fruit salad.
3. Hash and a fruit pie.
4. Meat pie.

Fifteen-Cent Lunch

1. A meat dish, potatoes, dessert or salad.

Eighteen-Cent Lunch

1. Hash, hot rolls and butter, pie a'la mode.
2. Baked beans and brown bread, baked apple or salad, pie or ice cream.

Twenty-Cent Lunch

1. Meat pie, baked apple or salad, any dessert.
2. Hot soup, salad, sandwich, ice cream.

In selecting your lunch do not repeat food values; a glass of milk, hot cornbread and butter, and a baked apple, is a perfectly balanced meal. If you take milk do not take meat, or vice versa; if you take cheese dishes no meat is required, but rather a salad or a dessert.

Every one is welcome at the cafeteria. If you prefer to bring your sandwiches from home, you will be welcome to come to the dining room to eat them, provided that you buy at least a five-cent dish at the cafeteria. This will pay for the handling of the dishes which you use.

There has been a rumor whispered through the school that the cafeteria is owned by Mrs. Shoemaker, the competent manager, but these rumors are absolutely ungrounded and should be stamped out. The cafeteria is owned by the state; it was built by the state, and its equipment purchased by Mrs. Shoemaker for the state; therefore, it is a part of the Los Angeles State Normal School and belongs to us. However, the plant must be operated out of its income, and should the students and faculty fail to support it, the cafeteria would be forced to close as there is no private fund to maintain it.

The cafeteria is operated as a professional plant with a staff of paid help working on full time. Besides the regular force, there is an opportunity for students to make a little money at noon. Mrs. Shoemaker pays the girls twenty cents per hour for their time. This is paid in money and not in lunches.

Dishes, silver, glasses and trays are rented at reasonable rates to the students for their luncheons and parties. In addition to this the cafeteria will give any organization which buys through it the advantage of wholesale prices. Considerable catering for organizations and class lunches has been done.

THE LIBRARY



THE Library is a friend in need, and "A friend in need is a friend indeed"—especially when one is attempting to make up fifteen weeks of overdue reference work in one. This is not the only purpose for which the Library is used.

Hidden away on numerous shelves are over twenty-five thousand books. There are reference books, literature, supplementary and children's books, bound periodicals, current magazines and pamphlets. The demand for these is so great that it is necessary to employ two librarians, regardless of the fact that twenty-five students are enrolled in the Library class.

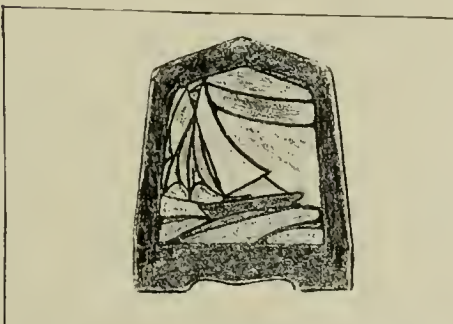
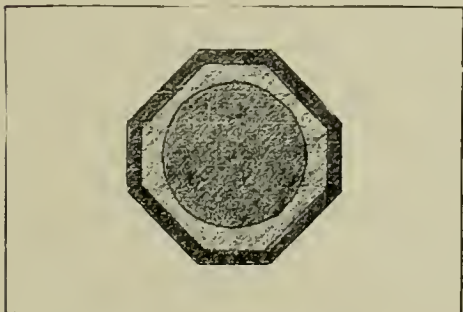
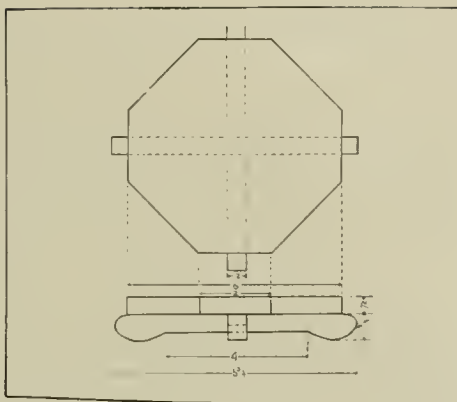
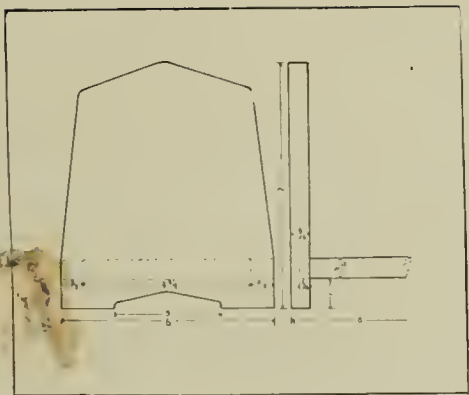
A room is set aside for the children, and, to make the use of the Library less difficult for them, many classes are devoting some time to Library work. The ninth grade literature class spend one hour a week in the building. There, they learn how to use encyclopedias and dictionaries, besides the classification of books. At present, each student is making a bibliography on some subject of interest to him.

It is greatly due to the untiring efforts of Miss Fargo and her assistants that the Normal School is able to boast of an especially fine School Library.



PAINTING IN OIL

BY LORITA BATES



WORK DONE BY B 7 BOYS, UNDER SUPERVISION OF MISS LORITA BATES

DEPARTMENT OF PRACTICE TEACHING

To the north of Millspaugh Hall, stands a large and picturesquely situated building, known as the Training School. From the archway of this building is seen one of nature's beautiful pictures,—a picture of palms, eucalyptus trees, wild flowers, rolling hills and lofty mountains. Could anyone not enjoy teaching in a building situated so charmingly?

Mr. Everett J. Shepardson, assisted by Miss Bertha Wells and Miss Helen Matthewson, supervise the department of Practice Teaching. Miss Kate Osgood is principal of the Training School and has a large staff of efficient teachers.

The work done by the pupils in the Training School is most interesting. It is marvelous to see the progress made by the little first graders.

In the second grade some splendid work in freehand paper cutting has been done. Over the blackboard in the large room may be seen a frieze representing the Pied Piper of Hamelin.

The third grade children completed a very interesting problem in clay modeling; an old medieval castle with turrets and moat, a tournament in progress, the particulars of which were knights mounted on noble clay steeds.

The fourth grade made several studies of the missions of California, some of which were worthy of exhibition.

The fifth grade were hosts to their mothers for one whole day. Classes were conducted in much the same manner as when there are no visitors.

An operetta, "Christmas at Sea," was given by the sixth grade. This operetta was one of the most successful and remunerative entertainments given by the kiddies.

The seventh, eighth and ninth grades form an intermediate high school. Languages and ancient history, besides the customary subjects, are taught.

In former years, the student teachers received all of their training in teaching in the Training School, but the enrollment of students has greatly increased and several schools are now used as supplemental schools, while many students are sent out to do cadet work.

PRINTER'S INK

FIRST PRIZE

To print nothing of a man which he did not say to his face; to print nothing of a man in malice; to look well and think twice before consigning a suspect to the ruin of printer's ink.—Henry Watterson.

* * * * *

The first thing Brian Peregrine did after his hopeful entry into Los Angeles, was to find the nearest motorcycle store and inspect the salesman's stock of second-hand machines. Brian was a budding young newspaper man with a Latin cognomen hardly worth mentioning and a sturdy Anglo-Saxon Christian name which represented quite all of the admirable qualities of his nature. After puttering for half an hour over several makes, Brian bought the best first-class second-hand machine in the shop. His reasons for this purchase were two-fold, first, he would need a motorcycle if he secured a newspaper position; and, second, he would need one if he didn't, for with the addition of a portable delivery box and a side wheel, Brian expected to resort to the altruistic occupation of accommodating the public by delivering groceries personally to them.

Before he set about the more serious business of landing the city editors, however, Brian rode out to the auto-park and made a trial spin with his new machine. After the wind had blown his brains clear, he returned to the business district and applied for work at the editorial rooms of the largest newspaper in town. He ended by resorting to the smallest, and at the end of that time awoke to the realization that not one of the city editors had consented to the matter of being landed.

For the next few days, Brian occupied himself with spins on his motor, spare lunches at the Three Comrades Restaurant, and frequent visits to the press rooms, where he hopefully waited for something to turn up. The remainder of his time he spent studying the best text on journalism to be had at the public library. And, because he was determined not to waste a minute even though he had many to waste, he formed the habit of popping "Essentials in Journalism" on the sugar bowl and reading while he digested his meals.

He was starting the chapter entitled "The Structure of the News Story" one noon, when a long thin arm reached out and unceremoniously grasped the book. Brian turned quickly and looked into the face of a brusque, thin man who asked him curtly if he was in the newspaper business.

"No," answered Brian, "but I expect to be before the week is out." Then, for the sake of conversation, he pointed out a few statements in the book which pleased him, and finished his pork and beans in silence. The thin man thumbed the pages of the book carelessly for a few moments, then nodded briefly and left. The next morning Brian received a notice to report at the editorial rooms of the largest newspaper in the city. He reached there in ten minutes and was given his first assignment by his thin acquaintance of the Three Comrades Restaurant.

Brian felt a particular attachment for his old friend, "Essentials in Journalism," which he considered had brought him his position, and, with his first week's salary, bought a clean, new copy. He remembered that Horace Greeley had once declared that the only way to become a successful journalist was to sleep on a newspaper and eat ink. So Brian kept the book under his pillow at night and by the side of his typewriter by day, and, in six weeks had risen to take the most responsible reporting position on the staff. His copy was always run "clean" and his assignments covered the most important local items of the day.

Ever since his engagement, Brian had been curious to know how the city editor had found out his name and address and one morning inquired for himself.

"We newspaper men learn to save our breath for necessary questions," Mr. Fiano replied shortly and went on drawing thick blue lines through the modifiers in a choice specimen of long-winded copy. The next minute, Brian could have pinched himself for being so thick-witted. Mr. Fiano had seen his name on the card in the pocket of the library book, of course, he thought sheepishly.

One morning Brian was sent for by Fiano and given the big story for that day. It was an interview with the defendant in a sensational divorce case which was rocking the city with its suspense and melodramatic testimonies.

"Remember the public wants sensation," said Mr. Fiano meaningly.

Brian reached the court room some time before the witnesses were to be called, but the galleries were already filled. In the jury room behind the bench, he found the defendant, a despondent, heavy-hearted woman who looked as if she anything but welcomed the notoriety of her position. Even during the first few days of the trial, as a result of the opprobrium attached to her name, she had received showers of fruit, flowers, and letters of sympathy from a condoling public, who were chiefly occupied in drawing quick conclusions from visionary and unsubstantial sources. Although nothing definite had, as yet, been revealed, the newspapers of the city were publishing enough circumstantial evidence, hearsay, and positive proof to convict a regicide of a complexity of crimes.

Brian sat down and opened the conversation with a few direct questions which the defendant promptly refused to answer.

"You newspaper men have no honor," she said pitifully, biting her lip to keep back the tears. "I try to say something to the people simply, and you quote me as having made a sensational disclosure. You print pages of facts that are utterly false, all because a few of you men are willing to sacrifice honor for the sake of a feverish public. If you have any remnant of respect left, you will not force me to say anything which will increase my misery."

Brian forgot to take mental notes. He was consumed with a great sense of shame that he had ever consented to go on such an errand.

"You needn't be afraid," he said, reaching out his hand, "I will tell them at the office that you have refused to be interviewed."

Brian did not wait for her to answer, but left hurriedly, with the desire to save her the pain of losing her self-control before a man—and a journalist.

In the time that he made his way back to the office, as is the way with minds, his thoughts raced on at lightning pace. Out in the open, away from the pleadings of the sad-eyed defendant, his sympathy was replaced by a realization of the glorious possibilities of the scene he had just witnessed. With a few little embellishments, he could make that interview the sensation of the trial and the fortune of the paper—his paper. All newspapers stretched a point—it was part of the game. And after all, the

public wanted sensation, sen-sa-tion, s-en-sa-tion, the word had divided itself into syllables and was beating time to the rhythmic throbbing of his motor—the motor without the portable delivery box, thought Brian strangely, just as if that had anything to do with the question at hand.

At the office excitement was high, for a new clue had been discovered and conclusions and positive statements were being ticked off, both wholesale and retail, by energetic and imaginative reporters.

“Got it done already?” yelled Mr. Fiano in the midst of the clack of the typewriters and the rumble of the big presses under the floor. Brian shook his head.

“Well, what’s into you?” vociferated Mr. Fiano, “trying out for the position of umpire at a baseball game?”

Brian leaned close to the editor’s ear and replied, with a vivid picture of the portable delivery box appearing suddenly in his mind, “There isn’t anything to say. The jury has not given its decision and we have no right to print news on the basis of conjecture.”

Mr. Fiano looked at him with a dazed expression and then rose. “Do you see that door?” he snarled. “Now get!”

Brian took his hat and went out. He felt unusually calm considering the imminence of the delivery box, and rode his motor around the race track all afternoon. He went to bed that night in full possession of both his senses and his self respect, and positively refused to hang himself on the chandelier for the sake of fresh sensation for the morning papers.

The next morning he sat in his own place in the park and read “The Essentials” with great interest. About noon he bought a choice sausage for a fagged dog which had appealed to his sympathy because they both seemed to be out of a job. The dog followed him when he rode out to the tracks later and raced energetically at Brian’s side when he started on his first revolution around the field. But the speed of the motorcycle soon proved too great, for the dog fell behind resignedly and trotted back to his starting place, where he waited patiently for the return of his new master. Time after time he repeated the same performance, watching the swift turns of the machine with tense muscles and excited eyes, dashing out after it with fresh ardor when it came opposite him, falling back when the speed

proved too great, and returning to take his old stand with the same patient resignation. It never occurred to him to cut across the field or to follow the machine along an inside smaller circle. A set of muscular reactions once established, no matter how unsuccessful they proved, it was impossible for his dog-nature to break.

After an hour of this performance, Brian slowed up and looked at the dog contemplatively. "Poor old fellow," he said thoughtfully, "you're in a rut," and then, just because he was out of a job, circled the field slowly, snapping his fingers and whistling to the dog. The collie, overjoyed at this unexpected attention, raced delightedly at his master's side, barking and making frequent excited jumps into the air to show his general appreciation.

Anyone else might not have seen the similarity between the dog and the man, but Brian did. "We're two of a kind," he said suddenly, "for I don't seem to know how to light out into anything new any more than collie here."

He bought another sausage for the dog before he left for San Francisco next morning. He arrived there just twelve hours before the first shocks of the greatest calamity of its kind in the history of the country shook the earth.

It is a newspaper man's most compelling instinct in times of great national import, to get the news of the important event to his own paper in time to secure for it a "scoop" over all the rival publications of the city. A loyal reporter will perform this service of journalistic patriotism no matter what the danger to his personal comfort or safety.

With the first severe shocks of the earthquake, Brian staggered down the reeling stairs of his hotel to the street, and jumped across a rift in the sidewalk three feet wide on his way to the telegraph office. When he arrived there, he ran into the telegraph operator coming out. The wires were down and no connections could be made. Brian thought quickly, then started to the ferry on a dead run. Once he saw a street car sink into a gap in the street as if it had suddenly grown tired and laid down to rest.

He boarded the ferry with a crowd of men, women and children who were impelled with the one idea of flight, without distinctly knowing where to fly to. When he reached the Oakland shore, he rushed into a telegraph office and sent the

first message which left San Francisco informing the world of the great catastrophe. It was addressed to his paper and read, "Great earthquake in San Francisco. Rush somebody up quick." In half an hour he received the brief reply, "Get busy yourself—Fiano."

For the next three days, Brian worked exhaustively, putting up temporary shelters in Golden Gate Park and helping with the dynamiting along Van Ness Avenue.

"If the public wants sensation I can surely give it to them now," said Brian to himself, and wired such accounts of death, suffering and devastation as the world had never read before.

Early one morning, after the fire had subsided and relief work had been organized, Brian looked out from the top of a hill over the ruined city and wired to his paper the single sentence, "And San Francisco was."

Those four words, so expressive of destruction and desolation, were printed at the top of Brian's paper in large type, and copied the next day by nearly every newspaper in California; they were spoken by heart-broken daughters whose parents had perished; they were read by thousands in the horrified East; they were sounded as the cry for the organization of great relief movements all over the country. They are considered now as composing the greatest sentence in journalism.

Brian became special correspondent for his paper — it would spoil the story to make him editor. Altho' yellow journalism did not suffer a speedy death, his influence was felt to such an extent that sensation in newspaper writing, for his paper at least, became confined to fact and not fancy. And to this day the portable delivery box with the side wheel remains nothing more than a shadowy phantom haunting his dreams and lurking in dark corners.

ANNETTE GLICK.



THE DARK CHAMBER

Second Prize

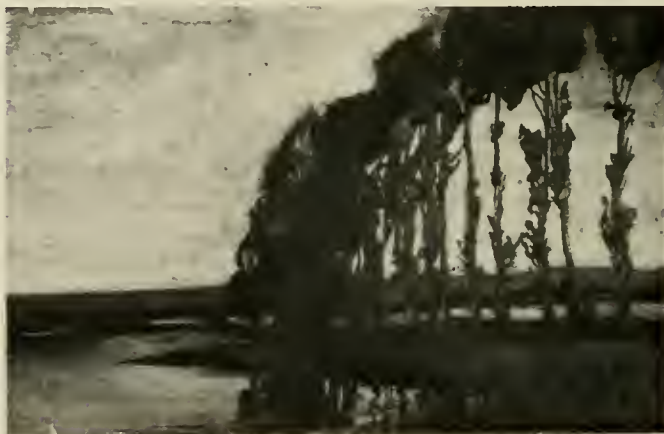
Never having come in contact with the ethereal things called "ghosts," I had an insane desire to do so. Old people, in the country round about, told many different stories concerning an old mansion which stood in the heart of a little pine wood. But on one thing they all agreed, that the room they called the "Dark Chamber" was haunted. No one had lived in the old house for two decades. The reason, people said, was on account of the haunted room. Men talked in whispers when they passed near the old manse, but none of them would set foot inside its portals. Even in the daytime, the pines would sigh and moan restlessly. The very air of the place suggested ghosts and one could almost see the white-robed spectres peering from behind the half drawn blinds.

Denouncing all this as mere humbug, I decided that I would spend a night in this "Dark Chamber," and prove that ghosts were merely products of the imagination. The country folk tried to persuade me to give up this mad idea, as they termed it, but I would not listen. I knew I was sound in body and mind, and as for ghosts—bah, such things did not exist. The next night I made ready to go to the manse. As I walked up the long drive to the door the pines moaned forebodingly and nodded their heads, seeming to say, "It's of no use, it's of no use." A great key hung by the huge oak door challenging unbelievers to enter. I put the key in the lock, but scarcely had I touched it when the great door swung back slowly as if invisible hands pulled it from behind. I had no sooner stepped over the threshold, when a great gust of wind blew the door shut with a loud bang. There I was, left alone in the long, dark, shadowy hall of a deserted house. As I thought of this I was seized with terror, and began to tremble from head to foot. When I recovered from the first fit of terror, I looked about me, and behold—I was in the "Dark Chamber." Yes, there were the black draperies, the symbols of death. The shadows of the trees outside danced on the wall, and looked as if they would leap down and seize me. My brain was in a turmoil, I uttered a piercing shriek and—when I opened my eyes there were still the black hangings. Oh, the horror of it! I tried to calm myself, but could not. I was seized with terror

so great that I fled from the room, down the broad stairway and out of the oaken door, never stopping until I reached my own dwelling. I know not how I opened the great door, and I remember nothing of that mad flight; all I see is the black hangings of that black, black room. It was three days before I came out of my delirium, and then the country folk asked me if I agreed with them that the house was haunted.

“Yes,” said I, “but not with ghosts. It is the great demon that holds sway over the old manse.”

AGNES KRAEMER.



MONOTYPE

BY KATHERINE PRATT

SOCIETY

Georgie Dearest: It is so jolly writing to a girl with a boy's name, one gets all the soupcon (which means thrills) of excitement with none of the necessity of discretion.

I felt positively sick when I read your last epistle. I thought of all the time I had spent constructing beautifully worded, newsy letters, not to mention the perfectly good paper I used, and to think you haven't received any of those twelve letters, well, maybe it was only seven, and now you want me to take a trip along memory lane and write a book upon what happened months ago and all because you persist in poking around in the darkest of obscure holes in smelly old Japan and consequently get my first letter last. I expect pretty soon it will be the "Perils of Georgie" we shall all see. But you know it is scads of fun to think over all the parties, so I might not mean all I say (it wouldn't be natural unless I did a little bit of crabbing). I want you to understand that I am taking this precious time from G. Stanley Hall's noted books, and I will be minus an outline for Mr. Root's class.

Well Georgie, we had a perfectly scrumptious year. Something wildly exciting all the time. Everyone seems to have been inspired with some unique idea of fun and the nice part about them is they all seemed to get it over. Now, I call that pretty good, don't you? Of course this season was formally opened with the Faculty Reception for all the charming young junior debutantes, when every one blossomed out in new frocks, smiles galore and a perfectly new set of manners befitting a prospective educator. The Faculty made charming hosts and hostesses so that we all went away eager for the next day when we might meet these lovely people again.

Do you remember how eagerly we used to wait for the announcement of the Student Body parties, and how we whiled away three long periods before it finally came off? 'Twill ever be the same, Georgie dear, and no wonder, they are such jolly affairs. If I were inclined to be poetic I would recount all these parties in glowing terms but, as it is, I can only say we had a wonderful time. I do wish you could have stayed for this first Student Body party because it was just more fun. We had the grandest time and danced till the stars came out and a knowing

one made us depart for home and sustenance. You know we are just bubbling over with talented people and at every party we have a new set of stars—rather like the Orpheum circuit—and our first set came from the Faculty. My, but they can be undignified when they want to. We simply roared at Mr. Hummel in his clever impersonation of a deformed would-be agent who who wished to beautify all humanity, especially girls. Nothing pleased our young debutantes so well as the charming negro songs sung by Dr. Miller to the tune of his old banjo. After the Faculty had so delightfully entertained us we danced for their amusement, but Georgie, I fear we chose an inopportune time; they didn't seem to appreciate it because no more one-steps were to be had. Can't you pick up a hint or an idea for some new dance from the natives and introduce it over here? It would make you famous. Yes? No? (Miss Baughman). Be sure to learn the Fox-trot before you come home, each and every step; everyone does it.

You know Georgie, it is mighty nice to have the distinction of being original, and I fear a certain department has gained that reputation and all due to the jinks they gave in the gymnasium. Conventional garb was discarded for that of the boot-black and the newsie who sold evening *Heralds*, and you never saw such a frisky boy as Marie Prendergast made. The clowns flirted and played tricks on all the Cy Perkinses from Perkinsville Center, and the Susie Joneses who were sitting demurely by the wall. But if you could have seen our dear teachers doing chorus stunts in quaint old peasant costumes you would never go into Miss Seamen's or Miss Collier's classes with fear and trembling. I had to admit they put to shame the front row chorus girls of any musical comedy for grace, and ability to keep together.

Georgie, don't forget to bring me one of those little bronze elephants.' You know I love such things. That reminds me of the circus a certain group of young women of a righteous cause gave. It was a jolly affair even if most of the zoo did escape to Santa Ana for the week end, only the monkeys and the fat women remained to amuse us. I had a suspicion Elsa Waite, surrounded by pillows, was the fat woman, but someone said it was Lottie Barrow and I guess I agree with them. Anyway we had a lovely time eating peppermint candy and playing about like children.

Many groups have been so full of the joy of living, that the desire to give vent to their feelings has resulted in the most enticing signs, simply hiding the color of the bill-board, so numerous were they. One group had a boating party with a picnic luncheon, another took a mountain hike and still another gave a party in the gymnasium,—so you can see one can't remain a stranger for very long with all these chances to become acquainted.

Dr. Miller believes in these get-acquainted-parties as he usually has a few excursions, which are really jolly picnics, at his delightful home in the Arroyo. The Glee Club were fortunate enough to have a party given just for them, by Dr. and Mrs. Miller. I wasn't there, naturally, but I heard they had the loveliest time singing and listening to the birds.

Before I tell you of the other affairs, and there are many more, so don't get tired yet, I must tell you of the various youths who help make our parties a success. You asked about all the girls but next time do not forget the men; they are getting to be very important. You remember Bobbie Hixson, don't you? A party wouldn't be a party without Bobbie—and Harold Desmond always comes, but he seems to be satisfied in merely smiling at the giddiness of it all, sort of an older brother air, you know. Is he shy? I don't know, he never dances but if he doesn't the others make up for it. Then there is one tall, dark, self-possessed youth whose name is something like Morman, or Norman, but just because his name suggests Mormonism, to you, do not think he is frivolous for he really is adorably shy and blushes so easily. Some of the girls are horribly popular and have more suitors, but that doesn't spoil our party, we girls have the best time dancing together, altho' we will admit it seems more like a real party with all the boys there.

If you can't find an elephant you can get one of those pink silk tea robes the Japanese women wear, I think they are so attractive on a dark haired person, don't you, Georgie? But to go back to my story of the social events. We all went to the second Student Body Party expecting to have a grand time—and we surely did. More stars! At every party, we, the common horde, feel our unimportance when we view such talent, yet we strive, but in vain, to be recognized as a second Pavlova. Ellen Galpin charmed us with her graceful dancing—she is on her

road to fame—and Dr. Howe trod on more than ten toes with his entertaining, yet 'stinging, bit of poetic ability, and I'll wager at least two girls tried all of one day to cultivate a Jane Cowl voice. Well, we had a wonderful time dancing all the latest dances. By the way, we have the best music at these affairs even if Mr. Violin Man does play a one-step instead of a hesitation. He is a big fair haired Saxon and plays with such a nonchalant air.

After this party we all rested until after Christmas, when we had some plays and affairs in the Assembly for which little green and blue tickets were sold. About every week I was waylaid in the halls and made to buy a ticket. I even sold them myself for our party. Haven't I told you about "our party"?

You know, Georgie, I hate to boast, but honestly, our Exponent party was the most successful one of the season. Ruth Boyer and I had more fun getting it up and selling the tickets for it.

After digging around we unearthed a bunch of talented people such as Marie Randall, Dorothy Day, and Lenore Allen. The party was absolutely a howling success because of the original stunts and the interspersing of the program with dancing. The Autumn dance by Marie Randall was adorable and the exhibition of society dances made a hit. We felt mighty proud of our party.

After this, things came pretty fast as it was almost June. The Carnival was a most impressive affair, Lucile Spenser making a very beautiful and compelling queen. I always said she would get to the top, didn't I?

If you could only have been here for Senior A Day and the class party, I should have been perfectly happy. "Our Day" was a glorious one, yet I couldn't help but feel sad as we marched from one building to the other. To me it meant that all our good times were about over. The girls looked very pretty in their white dresses. In the evening we had a reception, when the Alumni welcomed us into their fold. It was a lovely day, Georgie dear.

I don't believe a class ever had such a ripping class party as we did, tho'. It was a masquerade and you know how gay people can be with a little piece of black cloth over their eyes. We had it in the gymnasium which was strung with Japanese lanterns

and decorated so that you wouldn't have known it was the same place where we used to hear "Forward-March!" "To the Rear—Halt!"

The eats were great, the music greater and everyone in for a good time—why say more?

The last big affair was the Faculty Reception. It reminded me of the one they gave when welcoming us into the school, only now they were welcoming us as sister and brother pedagogues. My, but I felt big that day.

Georgie, this is getting horribly long so I shall wait until next time to tell you of our graduation which was held outside just at sunset. Doesn't that sound enticing? Alright, answer this soon and you shall learn about that wonderful day.

I hope you aren't bored with all my rambling around but I know you couldn't be. I have been writing just as if I were talking to you, and I wish you would do the same and tell me all about Japan. Don't bother about sentences and punctuations when you have so much to say.

With much love from

PATRICIA.

P. S.—The elephant just now came. It is a perfect dear—many thanks.

PAT.





Dorothy Thickett
President

STUDENT BODY



Lottie Barrow
Vice-President



Ada Weems
Secretary



Alena Henderson
Treasurer



Laura Duffey
Secretary



Edna Loomis
Treasurer



Margaret Menardi
President

STUDENT GOVERNMENT



Fanny Hoffman
Vice President

STUDENT BODY ASSOCIATION

The purposes of the Student Body Association of the Los Angeles State Normal School are as follows: To create a school spirit, to better conduct our interest in all lines of student activity, to strengthen the feeling of interest and good will among ourselves, to take charge of all clubs and organizations.

Every student in attendance is a member of this organization. The official committee of the student body is called the Executive Committee. It has the power to enforce laws and assume general oversight over all activities. This committee has charge also of the Book Store, Outlook (the school organ), social affairs, athletics, and all business matters. The executive committee is composed of representative members from the groups.

The work this year has been successful in all lines and many precedents have been established which will make for the good of the school. This has been due largely to the ability of the officers and the co-operation of the students. Dorothy Thickett, the capable and enthusiastic president; Lottie Barrow, vice-president, who has unusual ability to oversee all school activities; Ada Weems, secretary, who always has something interesting to record; and Alena Henderson, treasurer, whose shrewdness and ability as a financier we all take pride in, have been the officers of this most successful year.





STUDENT BODY ASSOCIATION

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is composed of all the students of the State Normal School, but the executive power rests with the Council. This Council is composed of the President, Vice-President, Secretary, Treasurer of the Student Body Government Association, two faculty advisors who are appointed by the President of the school, and one representative member from each group. The officers are elected the first Tuesday after the first Monday in May by the student body at large, and hold office for one year. Petitions for nominations must be signed by twenty-five members of the student body. All prospective candidates must be voted upon by the faculty, who consider their qualifications and general ability for holding office. A primary election, conducted according to the Australian ballot system, determines who may run for office. The conducting of the election is in charge of a special committee appointed by the President of the Student Government. A plurality of the votes cast effects the election of any officer. The primary is held at least three days before the final election and must be advertised for a week. The three members receiving the largest number of votes become candidates for the future election. The new officers begin their duties at the beginning of the term following their elections. Each council member, elected by this representative group, takes office immediately after his election, and serves for two terms.

The purpose of this Association is to control the management of all matters concerning the conduct of students in their school life which is not reserved for the jurisdiction of the faculty. The Council meets every Thursday during Assembly period to discuss problems of school conduct and to formulate rules.

Among the many problems with which the Student Government Association has to deal are the following:

The formation and the enforcement of rules.

Attendance in classes and in Assembly.

Cases of plagiarism, cheating, and theft, not directly under the jurisdiction of the faculty.

General appearance of the buildings, courts, and locker rooms.

Lost and found articles.

Revision of the Student Government constitution.

Receiving, assorting, and distributing of mail.

Bulletin boards.

Lockers and locker keys.

Individual cases of students reported by Faculty.

The council has also participated in social activities. Its members entertained the Student Body with a Council Vaudeville Show and dishes for the Tower room were purchased with the money derived from the sale of the tickets. The council party also was an event not soon to be forgotten.

Much is due to Margaret Menardi, President, and to Fanny Hoffman, Vice-President, who have, during the year, worked unceasingly and conscientiously to raise the standards of the Student Government Body. The school feels that none has ever succeeded better in holding it to high ideals.

The Student Government officers and those who assisted them in the work have gained executive experience and have acquired a wide knowledge of the school problems which confront administrative officers. They have met with many difficulties and have had many serious problems to work out, many of which are still unsolved. It remains for the succeeding officers to complete the unfinished work. The present officers wish them success in their endeavors.

The Los Angeles Normal School is to be congratulated upon its choice of officers for the coming year. Such a force cannot help but succeed. It will be an asset to our school to send forth into the world good, earnest, efficient citizens, and will make our Alma Mater the leading teachers' school in the United States.



THE NORMAL OUTLOOK

Perhaps no one school organization has done more for the progress of the school than the **Normal Outlook**, enlarged last September, to a weekly publication. Under the editorship of **Annette Glick** and her capable staff of reporters, the **Outlook** came to have an unbounded influence in school affairs. The administration awoke to the realization that the student's publication was the most effective way of communicating with the entire student body at large and organizations arrived at the point where they were willing to fight for space in the paper's printed columns.

The first term's editorial staff worked against incalculable difficulties, lack of credit for reporting work, and the discouraging skepticism of many students, who believed that a regular weekly publication without a definitely organized journalism class was next to impossible. But the editor and her assistants quickly overcame both difficulties by securing credit for all journalistic work done by reporters.

For the second term, **William Bell** was elected **Editor-in-Chief**, but soon resigned and was replaced by **Loraine Handyside**, the present capable editor. Her chief assistants are **Al Blanford**, **Managing Editor**, and **Howard Franklin**, **Business Manager**.

Without a doubt, the success of the **Normal Outlook**, is in great part due to the great encouragement given by the **Faculty Advisor**, **Miss Baughman**, who was occupied chiefly in letting the staff manage its own affairs and profit by its mistakes. As a result of her wise supervision, many are now pointing to the **Outlook** as a proof that students of the school can and will organize and conduct their own affairs as systematically and efficiently without, as with adult supervision.

THE BOOK STORE

Marrie Harris, Manager.

Miss Sander and Miss Violet Mitchell, Assistants.

The management of the Book Store is one of the most important activities conducted by the Student Body Organization. Here, in the store room in the basement of the Library, a large stock of new and second-hand books and students' supplies of various kinds is disposed of every year. Approximately five hundred volumes are exchanged yearly by the students through the medium of the Book Exchange.

The students have two great ambitions for their store. They are anxious to have a better location and a larger stock of stationery, pins, pennants, seals, and all the various accessories that a student's heart requires.

As to immediate hopes for the Book Exchange, its manager and her assistants have set their hearts on a larger counter, more book-shelves, and a cash register.



YOUNG WOMAN'S CHRISTIAN ASSOCIATION

The body at its best and the mind at its highest, still fail to make character. The completion of life requires the spiritual as complement to the physical and mental. This three-fold personality has a three-fold relationship, inward, one's self; outward, society; upward, God. The Young Women's Christian Association endeavors to meet this trinity of life in as large a way as possible.

The social phase of the organization includes the welcoming and serving of refreshments to the new students, going on hikes and houseparties, giving spreads and jolly good times to all students who wish to attend.

Through the Social Service Committee, the association reaches life outside the school. The girls who have the opportunity of teaching women and girls of other nationalities and of sharing with the sick and those in need at Christmas time, gain even more than they give.

Then we must not forget the beautiful big room in the Gymnasium and the little office where our Secretary, Miss Gorden, is always glad to share in our joy and help in solving our troubles of all kinds.

The devotional meetings of the Association have been especially helpful. Praise services and talks by thinking men and women help to enrich our lives. But perhaps the best hours of all are spent together once a week in Mission and Bible Study Classes where we come to know and understand religion as well as life.

All the Association activities merge into one purpose: to make possible for each girl the fullness of the abundant life brought to earth by our Lord.



GIRLS' GLEE CLUB

CLUBS

GIRLS' GLEE CLUB

Miss Blewett, Faculty Director.

Marion Turner, President.

Margaret Hovey, Secretary.

Clara Johnson, Treasurer.

Maude Ellis and Dorothy Bivby, Librarians.

It is said that members of the Girls' Glee Club must certainly be happy since they are so largely occupied in giving happiness to others. "Music hath charms"—but it is not necessary to finish the quotation.

The Girls' Glee Club has fulfilled its trust in an especially commendable manner during the past year. Under the direction of Miss Blewett, it has been more active and enthusiastic than ever before.

The great success of the numerous school and outside entertainments and engagements of the club have been due to the fact that they were always preceded by energetic preparation and earnest work.

"Ideal musical production" is the great standard set for the club members by Miss Blewett and her co-workers. Many of the girls reach the goal.

The hard work has been more than made up for by the fun of the parties given by Miss Blewett, Marion Turner and Dr. and Mrs. Miller, culminating in a wonderful house party at Santa Monica, at the home of Maude Ellis.

SOCIAL SETTLEMENT CLUB

Dr. Fernald, Faculty Member.

The Social Settlement Club is like a modest person—there are too few of them. The school would be ostensibly improved with a few more club members like the Social Settlement workers, performing quietly, modestly and well, the most vital and praiseworthy of duties.

The school does not hear as often as it would like about the activities of the Social Settlement Club, for the simple reason

that its members do not often talk about themselves, yet week by week in the foreign settlements and the Juvenile Courts, this organization is helping the world go round for those who (as its constitution states), "do not receive the fundamental and necessary rights belonging to them."

The Club members are composed largely of girls interested in Social Settlement work through the Psychology I, II, and III classes.

They receive their inspiration from Dr. Fernald, Miss Sullivan and, also, from the prominent social workers who address their meetings from time to time.

A large part of the activities of the club are centered in the supporting of legislative bills for social betterment. Individual cases of children in and about Los Angeles are also considered and help given to such extent that the good performed will probably never be entirely known.

One of the most active members of the Club is the wife of Dr. Waddle, who has brought the organization in direct contact with the Housing Commission.

THE SOCIAL EFFICIENCY CLUB

Four years ago, the Social Efficiency Club was organized for the following purposes: to render all service possible to teachers and students during enrollment season, to carry out tasks assigned by the officers of the Student Body, and to further a social spirit among the students.

This club is composed of girls whose standard of scholarship is high and who have proved themselves to be socially efficient by volunteer work outside of any official capacity. A standing committee from the club is always on the outlook for girls who are not officially engaged and who come up to the above standard. The club has accomplished much for the betterment of the school.

MATHEMATICS CLUB

The Mathematics Club was organized this year, as a supplement to regular class work for those majoring in mathematics. The club meetings are of three types. The business meeting is given over entirely to an outside speaker, who talks on current

day or business topics of interest to the club. Mr. H. Duryee spoke on **Child Labor Bills** and Mr. Honneywell on bonds. The student meetings are full of live, practical discussions and talks given by the members on subjects dealing with the study and teaching of mathematics. The social meeting is one spent in games and jolly good times.

THE KAP AND BELLS CLUB

President.....	Franklyn Skinner
Vice-President.....	Alma McEntee
Treasurer.....	Harriet Blake
Secretary.....	Ella Donovan
Costume Mistress.....	Katherine Stone
Stage Manager.....	Frank Y. VanValin
Director.....	Miss Theresa Cogswell

The **Kap and Bells Club** has the honor of being the first dramatic club ever organized in this school. It was started last **September** by a few progressive students who felt the need of a dramatic organization under the supervision of an expert director. Since that time it has grown in importance, until it now stands among the foremost organizations of the school.

The members are selected on the basis of dramatic ability alone and, during the past year, many active and talented students have been admitted.

The unprecedented success of the club is due both to the excellent quality of the direction given by **Miss Cogswell**, and to the active interest of each member in the study of the drama and in the professional-like production of good plays.

During the year, the following plays have been given. "Rising o' the Moon," "Gringoire," "Nance Oldfield" and "David Garrick." The cast for each play was as follows:

RISING O' THE MOON (Lady Gregory)

Sergeant.....	Julius Lehman
Policeman B	Alfred Rosenthal
Policeman X	Paul Schmitt
A Ragged Man.....	Murl Maudlin

GRINGOIRE

(Arthur Shirley)

Louis XI, King of France....	Katherine Stone
Limon, a wealthy draper.....	Vesta Clements
Gringoire, a poet of the people....	May Heintz
Oliver le Daim, King's barber..	Fanny Hoffman
Jeanette, Simon's daughter....	Vera Henshaw
Nicole, Simon's sister.....	Emily Spaeth

NANCE OLDFIELD

Nance Oldfield.....	} Eugene Bean
	} Harriet Blake
Alexander Oldworthy.....	Winifred Olmstead
Nathan Oldworthy.....	Emily Spaeth
Rusau.....	Margaret Beaver

DAVID GARRICK

(T. W. Robertson)

David Garrick.....	Marie Osterhaus
Mr. Simon Ingot.....	Ada Youngken
Ada Ingot.....	Grace Ellis
Mr. Smith.....	Mary Koenig
Mr. Browne.....	Leanta Stafford
Mr. Jones.....	Ella Donovan
Mrs. Smith.....	Lucile Mitchell
Miss Araminta Browne.....	Harriet Blake
Squire Chivy.....	Stephanie Vallee
Thomas.....	Ruby Watkins
George.....	Phyllis Brick

“The First Lady of the Land” will be given by the Senior A Class, June 22, and we are assured that it will be a splendid success.

ORCHESTRA

The Orchestra was organized in September, 1914, for the purpose of furthering the musical and social life of the school. Each term new members are added, thus constantly increasing its membership. Programs were given at Assembly and at Macy Street Evening School. The Orchestra also assisted with Class Day and Commencement programs. The members are as follows:

Director.....Miss Gough
Accompanist.....Florence Benedict

First Violin—Mrs. Armstrong, Ramona Little, Aldwythe Rogers, Edith Smeade and Winifred Wierwillie.

Second Violin—Regina Bacon, Gladys Bonner, Imogene Leet and Hilda Weston.

Flute—Mrs. Crawford and Florence Nieuhart.

Trombone—A. P. Jaeger.

Clarinet—Helen Hughey.

Cornet—Leonard Hoffman.

Cello—J. R. Hawkins.



ORCHESTRA

STORY TELLERS CLUB

"Going down to Dreamland tonight, Pete?"

Naw, donchaknow that this is Tuesday night? I'm goin' down to the school to hear the stories."

"Stories? Whadyamean stories?"

"Gee, don't you know, Pete? The Story Lady, she comes every Tuesday and Thursday down here to the school and tells us the swellest stories, regular stories about kings and hunters and engines and things. Comalong with me'n hear 'em."

"Uhuh, I ain't going to no school. I don't need no more education."

"Aw gee, come off, Pete. Honest you'll have a better time than at Dreamland. Why, every kid in our gang goes. 's even more exciting than shootin' craps. Come this onct and see that what I'm tellin' you's true."

"Auright, this onct, but never again."

But Pete did go again and again, until he was there promptly every Tuesday and Thursday night; and so was Toney Pints and Quan Letsky and Maurice Goldstein and Mike O'Toole and several dozen other boys of as many nationalities and names. The man who kept the poolroom over the saloon down at the corner wondered where the gang was. Mike's mother wondered why he said "please" and "thank you" now. Tony's mother wondered why he hadn't come home with a black eye for so long, and the Story Lady began to notice that the boys wanted different stories, that their tastes were changing. First, they wanted only comic stories, then ones of adventure, and finally they asked for the "big things," though they did not say it that way.

The Story Lady told the "big things," the hero tales, King Arthur legends, and many of the other old and good stories that, without labeled morals, teach lessons of courtesy and honor. With each passing week the audience of boys grew larger and more attentive.

Who is the Story Lady? She is a member of the Normal School Storyteller's Club. The Club meets every Thursday in room 114, and anyone who goes once becomes a member. Some people even say that it is one of the most popular clubs in school because attendance is not compulsory and only those who wish join and come.

It was partly through the efforts of this Club that we were

enabled to hear that delightful storyteller, Seumas McManus, and the Club has also been instrumental in bringing many other well known storytellers to the school.

The officers are:

President.....Marjorie Obear

Vice-President.....Marie Pendergast

Secretary.....Lora Clark

Story telling is not only one of the oldest arts, but one of the most effective tools of the teacher. Realizing this, the Storytellers have several meetings each term devoted to actual storytelling by its members to children invited from the training school, while the other programs consist of advice and stories by well known, successful storytellers and teachers.

THE PUSH AND PULL CLUB

The Push and Pull Club was first organized in September, 1914, by Fanny Hoffman, who was also its first president. The club, then composed of fifty active members, was organized for the purpose of encouraging school spirit and offering service to our Alma Mater. These two purposes were to be accomplished through giving and participating in athletics, through the composition of school songs and school yells, and through aiding the school, the faculty, the individual, and the student body at large, whenever and wherever possible.

The club has enjoyed many social affairs. It has played an active part in nearly all student activities. At a Friday morning assembly, the Pushers and Pullers gave a successful miscellaneous program for the student body. They also enjoyed many hikes, wienie bakes, boating-parties, and an initiation party. Both the boys and the girls have worked hard to make the club what it is.

In token of its esteem for its Alma Mater, the Push and Pull Club has presented to the school a large purple and gold Normal School pennant.

The organization now comprises seventy-five members, and under its able president, Mary Bucklin, is bound to progress during the coming year.

May you all become Pushers and Pullers, and push and pull together to make the Los Angeles State Normal School, the biggest, best, and broadest school in the land!

MEN'S GLEE CLUB

During the past year about twenty men of the school, inspired by a yearning for a broader musical education, formed the Men's Glee Club. Their work has been very successful and this is largely due to the ardent efforts of Miss Wright and several student directors.

The Student Body has been entertained several times by the Club and their programs were heartily appreciated.



MEN'S GLEE CLUB

THE NEWMAN CLUB

The Newman Club was founded in 1910 by Rev. Thomas Conaty, D.D., of the diocese of Monterey and Los Angeles. The club has pursued its course quietly and unostentatiously, until now it has taken firm root and is a flourishing organization of the Normal School.

The club, as the name would suggest, is a literary one, named for one of the brilliant lights of English literature, Cardinal John Newman.

The object of the club is to promote such social and intellectual intercourse as is desirable and proper, and to cultivate and foster a true literary spirit in its members.

The club meetings are held on the first and third Wednesdays of the month, the first being a business one, the second entirely devoted to the literary field. From time to time, speakers are invited to address the club on subjects of general interest.

It is our aim to realize in its membership the highest ideals of womanhood, to establish exalted standards of social efficiency, and, through loyalty to their aims, to inspire its members to exert an influence, not only in Normal School, but also in broader fields into which their activities may lead them.

GEOGRAPHY CLUB

The Geography Club seeks to extend the classroom work by stereopticon views and lectures given by people who have traveled in our own country and abroad. The club meetings are open to all who wish to attend. Many very interesting and helpful lectures have been given. Dr. Bailey of U. S. C. gave a very excellent description of Central America in his lecture on "A Trip to the Tropics." A most practical talk on "Map Making" was given by Dr. Snyder of Hollywood. Other lectures have been given by Miss McClellan, Mr. Chamberlain and Mr. Long. The opportunities offered by the club are well worth while to every student of the school.

HIGH SCHOOL CLUBS

The graduates from various high schools who are now attending Normal have formed clubs that they might better keep in touch with the activities of their Alma Mater and uphold in common fellowship the spirit of their respective schools. Pasadena High School is represented by the Pasadena Club, South Pasadena by the Copa de Oro and Hollywood by the Hollywood Poinsettia Club.

THE STRING QUARTET

Miss Barnhart, Director.

Laura Farrington, First Violin. Elizabeth White, Viola.
Dorothy Clark, Second Violin. Dorothy Kirkland, Cello.

The String Quartet stands among the first of those organizations which, although formed only last September, have already made themselves prominent in school affairs.

The Quartet is under the direction of Miss Barnhart, who has been keeping it busy during the past few months in thorough study and practice. Public performances have consisted of concerts in the Normal School Auditorium, and in outside societies and churches.

The attempt has been made this year to make the String Quartet a permanent organization of the school. Miss Barnhart and the four musicians under her direction, feel that, through conscientious study, hard practice, and love of their instruments, they have not only made the String Quartet a permanent organization, but a vital one.



STRING QUARTETTE

NORMAL MENS LITERARY CLUB

February, 1915, was a Red Letter month for the men of the school. At this time, twenty of the men students organized a club known as the Normal Men's Literary Club. Now, over one-half of the men of the school have become members. The officers for the past term were:

President.....Alfred G. Rosenthal
Secretary.....Robert Eads
Treasurer.....Harold Desmond
Business Manager.....Franklyn Skinner

The program committee, which has been, in a large part, responsible for the outward success of the club was composed of:

Vincent P. Mayer, Chairman; Leonard Collins and Alfred G. Rosenthal.

The programs presented by the club have all had a literary, musical or social value. Several mock trials have been held, which were instructive as well as amusing.

Debating has, perhaps, been the most successful activity of the club. A very thrilling debate between the seniors and the juniors was held in June.

The members of the club have established a precedent for future members to follow; an annual banquet was held on May twelfth at Christopher's, to which all the men teachers of the faculty were invited. Everyone participated in school songs and all familiar melodies. A number of those present gave clever toasts. No doubt the members of the faculty who were present are looking forward with pleasure to the next one.

During the few months the club has been in existence, it has proved worthy of its name, because of its genuine literary endeavors.

ATHLETICS

NORMAL ATHLETIC CLUB



PAUL SCHMIDT EARL EASTHAM NORMAN WHYTOCK M. L. DARSIE

The year of 1914-15 has been a most successful era of athletics for the Normal School. This success has been largely fostered thru the control of the Normal Athletic Club, an organization formed in September, for the purpose of promoting athletics in the school. After a constitution had been drawn up as a working basis for the club, the following officers were elected for the year: Earl Eastham, president; Norman Whytock, vice president; Paul Schmitt, secretary and treasurer. Mr. Darsie, as athletic coach, has been behind every club movement, and is largely responsible for the upward trend of athletics in the school.

In governing school athletics, the club decided to award the Normal Athletic Club monogram to participants in a majority of



M. L. DARSIE, Captain
A. BLANCHARD
E. S. EASTMAN
W. SAMIS
E. PINE, Captain
F. VAN VALIN
N. WHYTOCK
F. SKINNER

games played. During the year, letters have been won by Blanchard, Eastham, Pine, Samis, Van Valin, and Whytock for basket-ball. In baseball, the following won letters: Pine, Neher, Blanchard, Rabinowitz, Coombs, Samis, Hixson, Compton and Sims.

BASKET-BALL

The record attained by the basket-ball team during the 1914-15 season places the school, which this team represented, among the front ranks of participants in this branch of sports in Southern California. Much of this success is due to the efforts of Coach Darsie, who manifested a keen interest in the development of the team from the first, and Manager Skinner, who looked after team affairs and secured games.

With Pine, Samis, Eastham, and Whytock of last year's team as a nucleus, and an abundance of new athletic material to pick from, a winning team was assured at the outset.

As an opening game the Normal men journeyed to Hollywood High, and decisively trounced this combination of basket shooters. In the next game on the Normal court, the Los Angeles College of Osteopathy was taken to count, and the following week the Normal Athletic Club team returned from Lincoln High with another victory to their credit. By this time the Normal team was in excellent condition, and effectively trimmed the Los Angeles Junior College aggregation, and again administered a decisive rub-down to the Los Angeles Osteopaths in a rough game on the latter's home court. The only defeats of the season came at the hands of the noted Los Angeles Athletic Club. Both games were played on the opponents' court, and were hard, fast contests throughout, with the victory in doubt until the final whistle ended the fray.

THE PLAYERS

Forwards

Pine, as capain, played a brilliant game at center and forward throughout the season, showing himself adept at every phase of the sport. Samis, playing forward, proved to be a wonder at basket throwing. His ability to lose the best of guards marked him as a sure point winner in every game. Van Valin, although not a participant in every game, demonstrated that he was a consistent forward. His experience of this season assures

him a berth on next year's team. Blanchard, entering school in the winter term, immediately went out for the team, and for the remainder of the season played a star forward. Pine, Blanchard, and Samis in co-operation with one another, proved a wonderful offensive unit in all the later games.

Guards

Eastham held down a guard position in steady form, and at no time during the games did he permit his opponent to depart from his tender care. Whytock, the other guard, played a reliable game at all times, and proved especially skillful in "smearing" his adversaries. Eastham and Whytock, as guards, made an impregnable defense throughout the season.

Schedule

Normal Athletic Club, 36; Hollywood High, 13.
Normal Athletic Club, 26; L. A. College Osteopathy, 13.
Normal Athletic Club, 19; Lincoln High, 18
Normal Athletic Club, 20; L. A. Osteopaths, 18.
Normal Athletic Club, 14; L. A. Athletic Club, 22.
Normal Athletic Club, 27; L. A. Junior College, 16.
Normal Athletic Club, 17; L. A. Athletic Club, 23.

BASEBALL

Baseball season started early and with a rush of enthusiasm at the Normal. An abundance of material from former high school, club, and college teams turned out, so that, by March, baseball prospects were bright. After a few brief preliminary practices, Pine and Rabinowitz were elected, respectively, captain and manager, suits were decided upon, and Coach Darsie began to drill the players into shape.

The success of the team throughout the season is rather to be wondered at than criticised, for the Normal men were hampered in every game with lack of practice, due to heavy school courses. Too, the high school teams against which the Normal Athletic Club played were the best in the region, yet, in spite of this, any defeat which our men suffered was by only a small score, proving that no team was vastly superior to the Normal aggregation.

This season of baseball has earned the Normal Athletic Club



N. RABINOWITZ W. COMBS E. PINE, Captain A. BLANCHARD A. NEWBOLD
E. NEHER R. COMPTON V. FRAMPTON W. HOLMBLAD
R. HIXSON M. L. DARSIE, Coach G. SIMS

a reputation in and around Los Angeles that will boost athletics in the school and figure prominently in future baseball seasons.

Schedule of Games

Normal Athletic Club, 4; Hollywood High, 6.
Normal Athletic Club, 5; Los Angeles High, 5.
Normal Athletic Club, 8; Poly High, 8.
Normal Athletic Club, 2; Orange High, 5.
Normal Athletic Club, 1; Los Angeles High, 2.
Normal Athletic Club, 2; Poly High, 5.
Normal Athletic Club, 18; Glendale High, 8.
Normal Athletic Club, 3; Hollywood High, 6.
Normal Athletic Club, 11; Polly Junior College, 8.

Players

Pine, besides successfully piloting the team, held down first base in excellent form, and pitched good ball whenever called upon. His hitting featured many games.

Compton filled in the position of catcher for most of the season in a steady manner. He was most efficient in batting and base running.

Rabinowitz played shortstop, and filled in at the receiving end of the battery when called upon. He proved especially strong in grabbing infield hits and wielding the stick.

Sims pitched in big league form during most of the games, and, for the remainder of the time, played in the outfield. He, too, was a star hitter.

Neher was a steady occupant of second base all season, and figured prominently in nabbing base runners.

Blanchard starred on third base, and at all times proved to be a most reliable fielder and sure hitter.

Coombs played in the outfield, where his work in grabbing flies was errorless.

Hixson, another fielder, was especially efficient in spoiling home runs.

Samis played both in the field and at shortstop. His long suit was to bat the ball out of the baseball lot.

Frampton, a late arrival at the school, fitted in readily at first base in veteran style.

Newbold, Head, and Holmblad were good all around players, and, as utility men, had frequent occasion to show their skill.

THE BRIGHTER SIDE OF LIFE

Paradoxies of the Pedagogies.

- Pres. Millspaugh:** I firmly believe that it is all wrong to bet,—but if you don't bet, you are no better.
- Miss Dunn** Nothing can be complete without being dunn, —so don't do anything or you will be dunned for it.
- Miss Porter:** I don't comprehend the fact that, when a letter is too heavy, putting on another stamp will make it lighter.
- Miss Matthewson:** I believe that when the heat is turned on, windows should be kept down as ordered, for it is good for the students to get used to hot places.
- Dr. Howe says:** That whenever any members of his classes go to sleep he will wring his hands to awaken them.
- Mr. Chamberlain:** This, that, the other thing, or what-not, is always happening, somewhere or somehow, in my room.
- Miss Fargo:** To prevent further loss of books, students are to discontinue using them for any purpose whatsoever.
- Miss Seaman:** Bacon is too indigestible for me. I prefer lamb.
- Mrs. Beck:** There is positive proof that Mt. Wilson is getting lower, for every one who goes up there takes two feet away.
- Miss Collier:** The deportment of my students varies inversely with the square of the distance from my desk.
- Mr. Root says:** That he has discovered a new test for the imagination,—to read some one else's notes.
- Miss Blewett:** We use a piano stool on glass insulators to prevent the audience from getting shocked.
- Miss McClellan:** A new discovery! The foot of Niagara Falls is green because it has just come over. Are you sure you see it?

- Dr. Waddle believes: That memory is what we forget with.
- Dr. Miller: A centipede with corns suffers more than a giraffe with sore throat.
- Miss Hollister: Some of us have more sulphur in our bodies than others. That is why some make better matches.
- Miss Keppie believes: That our expression shows the vast knowledge we ought to have.
- Mr. Darsie: Children's education should make them versatile. Take the Amoeba, for example,—it turns into a stomach when it wants to eat and into a leg when it wants to walk.
- Miss Wiebalk: Everyone who teaches in the lower grades should have re(a)d "Freckles."
- Mr. Macurda coined a new definition: Everyone who professes to know everything is a "Professor." All Normal students will have degrees.
- Mrs. Gaines: You will never be hungry if you have an unlimited supply of dates.
- Mrs. Hunnewell: You can tell the kind of wheels a person has in his head by the kind of spokes that come out of his mouth.
- Miss Osgood: Everything is successful merely because it exists,—a fool is successful in being a fool.
- Mr. Austin: The Italian system of penmanship should be used in administering corporal punishment, for the heavy strokes are upward and the light ones downward.
- Miss Sullivan: All consciousness is motor, except in case of a motor accident, when it becomes unconscious.
- Mr. Drisko: Your assignment is,—do, and pass in. (But most of us pass in, and do.)
- Miss Handy: It is easy to tell a foreigner, but you can't tell him much.
- Dr. Fernald believes: That spelling reform is foolish, for reform isn't very hard to spell.

Miss Richardson has discovered a discrepancy in nature: That the best time to catch soft water is when it is raining hard.

Miss Gere (Describing art picture): The fact that Italy passed through a famine makes the Tower of Pisa lean.

Miss Jacobs has decided: That most people don't really believe that life is not worth living when they say so, for then she concludes, murderers would be given medals, and doctors would be called in when people are well.

N. B. This is an advertisement, but tells important truths which everyone, and especially teachers, should know.

Stammering, one of the serious afflictions of civilization, is fostered by the educators by requiring oral work of the stammerer.

The stammerer would outgrow his impediment if he steadfastly refused to stammer—he can make signs or write or keep quiet.

But when he is required to recite orally, the embarrassment makes him stammer; so, instead of outgrowing the trouble, he has it fastened on him.

The oral recitation for the stammerer is useless anyway; for he cannot say what he wants to, so he is discredited; and he is so unnerved by dread of the recitation and by humiliation after it that it should be abandoned anyway on the score of justice and humanity.

Then why blight the life of an innocent pupil to preserve a barbarous custom? Rather, relieve him from all oral work, and do not permit him to stammer; have him calm himself and say what he wants to say or write it. If all teachers will do that, stammering will disappear from the face of the earth.

If he wants quicker relief, he can obtain it at Los Angeles, No. 320 West Eighth Street, Room 212 Hamburger Building.

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PROOF POSITIVE

Little Ada came in to her mother from her play and asked:
"Have gooseberries any legs, mother?"

"Why, no, dear," replied the mother, "of course not. Why
do you ask?"

Ada looked solemn as she raised her face to her mother's:
"Why, then, mother," she said, "I've been eating caterpillars."

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"Let me see," said the young man thoughtfully, "I've got to buy some flowers and some confectionery and some theater tickets and"—

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"No, sentimental arithmetic."



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Johnny: “Father, what’s the difference between cannibals and other folks?”

Father: “Cannibals, my son, eat their enemies; other people generally go no farther than to live on their friends and their relatives.”

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One evening during the summer, as Pauline's mother was putting her to bed, she said: "Now, go right to sleep dear, don't be afraid, for God's angels are watching over you."

Shortly after, while the mother and father were reading in the library, the child called to her mother.

"Yes, dear," replied the mother, "what is it?"

"God's angels are buzzing around just awful mother," cried the girl, "and one of 'em's bitten me."

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“Ma,” remonstrated Bobby, “when I was at grandma’s she used to let me have two pieces of cake.”

“Well, she ought not to have done so, Bobby,” said his mother. “I think two pieces of cake are too much for little boys. The older you grow the more wisdom you will gain.”

Bobby was silenced, but only for a moment. “Well, ma,” he said, “grandma is a good deal older than you are.”

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UP TO THEM

Little James, aged 6 years, has been taught to pray each night for all his relatives and friends, and consequently the list had grown quite large. So one night when it came time for the customary prayers he refused to say them.

Poet: "I fear I haven't written anything that will live."

Friend: "Look on the bright side of it. Be thankful that you are alive in spite of what you have written."

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"What!" replied the American. "Compare these to our Niagara Falls? Why, man alive, they are a mere perspiration."



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"We have taken up the subject of molecules," answered her son.

"I hope you will be very attentive, and practice constantly," said his mother. "I tried to get your father to wear one, but he could not keep it in his eye."

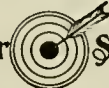
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"Don't you believe in the ten commandments?" he mildly asked the bold free-thinker.

"Not one, sir," was the reply.

"What! Not the rule about keeping the Sabbath?"

"No, sir."

"Ah, well, you're the very man I've been looking for to scrub out the canteen."

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“Your show was the worst we have ever had here,” said the manager of the Hicksville Opera House, as he handed the manager of the Fly-by-Night company his share of the box-office receipts.

“That’s queer,” said the manager of the company. “Why, when we played in Chicago we had the longest run in the history of the city.”

“I’m sorry,” said the manager of the opera house.

“Sorry about what?” demanded the manager of the company.

“Sorry the audience abandoned the chase,” replied the manager of the opera house.



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"Well, well, James!" said his mother. "Why won't you say them? All good little boys says their prayers."

"Yes, but I'm too tired."

"Well," relented James, "I guess I'll have to. But, anyhow, I'm not going to pray for everybody. I'm going to cut a lot of 'em out. Some of 'em will have to save themselves."

MAX F. LONG, Class of '16

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Bullock's
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First President Taft put Gifford Pinchot out of office. Then Senator Penrose put him out of Pennsylvania. Then Kaiser Wilhelm put him out of Belgium. From which it may be concluded Gifford is very much put out.

"You must not be so quarrelsome, Willie," said William's father impressively. "Remember that 'the meek shall inherit the earth.'"

"Maybe they will hereafter," responded the young militant, "but around at my school they are used to wipe up the earth."

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