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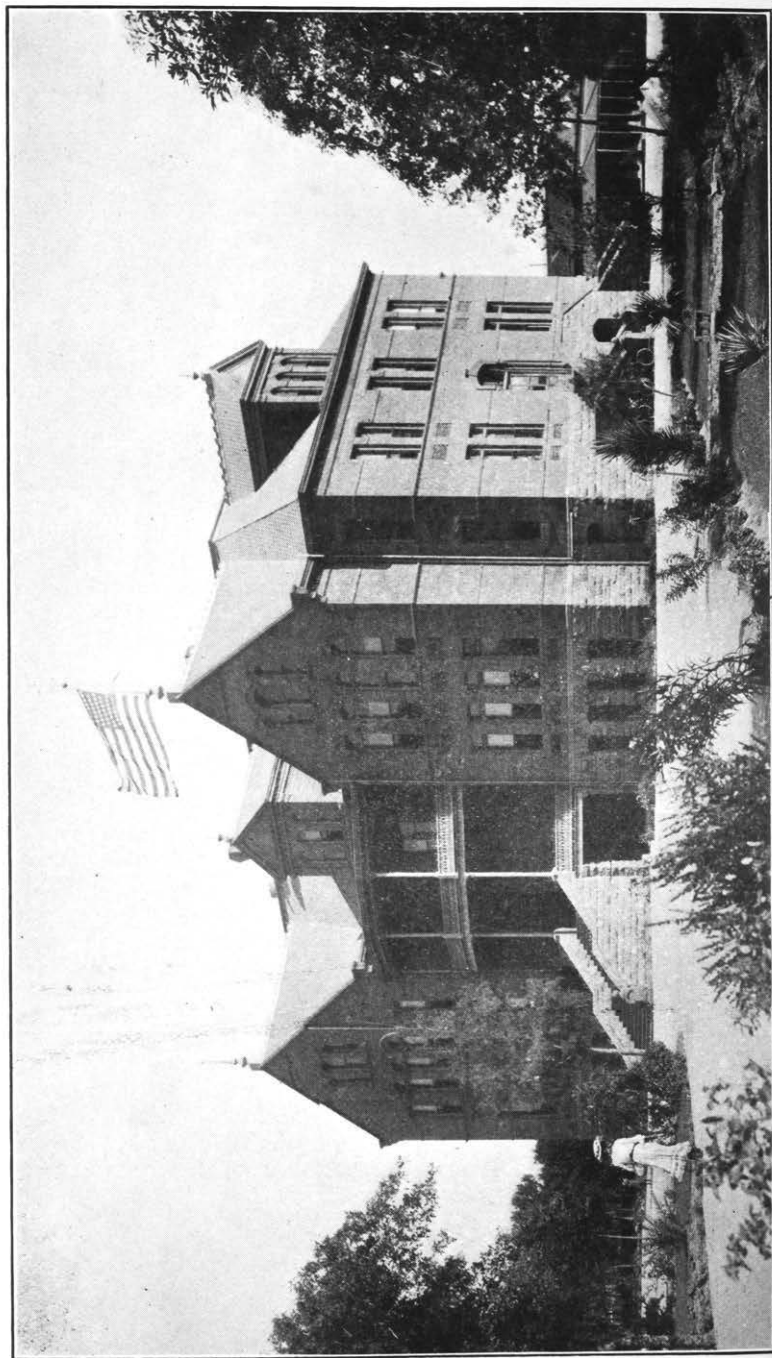
The
Tempe Normal
School of
Arizona

AT TEMPE



ANNUAL CATALOGUE

1905 :: 1906



TEMPE NORMAL SCHOOL OF ARIZONA

TWENTIETH
ANNUAL CATALOGUE
OF
The
Tempe Normal School
of Arizona

AT TEMPE, ARIZONA

For the School Year 1904-1905

with

Announcements for 1905-6

1905

Press of the H. H. McNeil Co.
Phoenix, Arizona

CALENDAR FOR 1905-6.

1905

First Semester begins	- - - - -	September 4
Entrance Examinations and Classification	- - -	September 4-5-6
First Quarter ends	- - - - -	November 10
Second Quarter begins	- - - - -	November 13
Thanksgiving Vacation	- - - -	November 30, December 1
Holiday Vacation begins	- - - - -	December 22

1906

Holiday Vacation ends	- - - - -	January 1
First Semester ends	- - - - -	January 26
Second Semester begins	- - - - -	January 29
Entrance Examinations and Classification	- - -	January 29, 30
Washington's Birthday	- - - - -	February 22
Third Quarter ends	- - - - -	April 6
Fourth Quarter begins	- - - - -	April 9
Memorial Day	- - - - -	May 30
Examinations and Commencement Exercises	- - -	June 10-14

TRAINING SCHOOL

School Year begins	- - - - -	September 18, 1905
School Year ends	- - - - -	May 25, 1906

Recesses the same as Normal School.

BOARD OF EDUCATION.

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A. J. MATTHEWS, Principal,
Mathematics and School Law.

F. M. IRISH,
Physical Science and Military Drill.

R. H. H. BLOME, Ph. D.,
Pedagogy, Psychology, and Director of Training School.

W. J. ANDERSON, B. S.,
Drawing and Bookkeeping.

J. L. JOHNSTON,
Vocal Music.

GEORGE M. FRIZZELL,
Mathematics.

CARA M. FINNIE, A. B.,
English.

JAMES F. HALL, A. M.,
Latin.

BESSIE B. HUTCHISON, A. B.,
Literature, Elocution, and Physical Culture.

H. JAMES ECKENRODE, Ph. D.,
History and Civics.

FRED C. AYER,
Biology and Physiology.

*.....
Principal Grammar Grades, Training School.

MARY E. McNULTY,
Principal Primary Grades, Training School.

ELLA L. HAUXHURST,
Assistant in Training School.

WINIFRED E. PETERS,
Librarian and Secretary.

Mrs. T. A. JOBS,
Matron of Girls' Dormitory.

GEO. W. WILSON,
Superintendent of Buildings.

HARRY WALKER,
Superintendent of Grounds.

*To be supplied.

The Tempe Normal School of Arizona.

GENERAL INFORMATION.

LOCATION

The Tempe Normal School of Arizona owes its existence to an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1200 inhabitants, nine miles from Phoenix, the capital of the Territory. It has railroad connections with the Southern Pacific and the Santa Fe systems by the Maricopa & Phoenix and Salt River Valley R. R., and the Phoenix and Eastern.

The climate during the whole school year is delightful. The school is located in the midst of an intelligent and moral community, engaged in farming and fruit raising. The buildings are of the latest design, provided with all the modern conveniences, well adapted to school purposes and pleasantly situated. Six church societies hold services in this city.

DESIGN

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. 1, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education;" also, "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

THE CAMPUS

The Normal grounds, which cover an area of twenty acres, have been beautifully laid out by an experienced landscape gardener. A fine system of gravelled drives and walks, bordered with grassy lawns and lined with shade trees, shrubbery and flowering plants, gives the grounds the appearance of a well kept park. The plants have been selected with a double purpose in view, that of beautifying the premises and at the same time furnishing illustrative material for the work in botany. Many species of palms, cypresses and other plants foreign to this region have been planted, and a tract has been reserved for the typical plants of the desert, including the cacti, of which a large number has been obtained. The campus includes a parade ground for military drill, a

basket-ball ground and tennis courts, and an athletic field including football ground and running track.

BUILDINGS.

NORMAL BUILDING.

The New Normal School building was erected in 1894. It is a commodious structure, 136 feet long, 80 feet wide, and three stories high; the lower story is of brown sandstone, the other two of red pressed brick with sandstone trimmings. This edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

TRAINING SCHOOL

The New Training School for which provision was made by the 23rd Legislature, will be ready for occupancy at the opening of school in September. This building is located on the campus near the main building and is a thoroughly modern brick structure covering a space 130 x 136 feet. To avoid the use of stairs all the rooms are upon one floor, comprising two offices, ten class-rooms, large double assembly room, and two manual training rooms. The latest and most approved ideas of school hygiene and arrangement are incorporated in its construction, and the furniture and equipment are entirely new and thoroughly up-to-date. When completed and furnished it will have cost in the neighborhood of \$24,000 and will be one of the most convenient, and best equipped school buildings in the southwest.

GYMNASIUM

The old Normal Building was erected in 1886 and for several years was the only building on the Campus. It is a one-story brick building 70 feet long and 60 feet wide. For the past five years it has been used as a training school, but as it will no longer be required for that purpose, it will be repaired and used temporarily for a gymnasium and other class rooms.

DORMITORIES

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 86 young ladies. Each room is intended for the accommodation of two students and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds

with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress and is in all respects a model home. The location of the building is all that can be desired either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe City Water Works, and is pumped from deep wells, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

BOYS' DORMITORY

The boys' dormitory is situated on the campus east of the training school, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

HEATING SYSTEM

At the present time a central heating plant is being installed at a cost of \$15,000. This will furnish steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves, beside effecting a great saving in fuel.

DINING HALL

The new dining hall which has just been erected at a cost of \$6500 is located midway between the dormitories and is a modern brick building 60 x 85 feet. The dining room is light and airy and of a size sufficient to accomodate 260 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel and is in charge of an experienced cook. The table board is of excellent quality and well served.

EXPENSES

Board, room, light, heat, etc., can be procured in the dormitories at \$15 per month. This includes all articles mentioned under the heading, "Dormitories."

Board and room can be obtained in private homes if desired.

The cost of books and stationery ranges from \$10 to \$15 per year. Examination paper, pens, ink and pencils are furnished to the students without expense.

TUITION AND REGISTRATION FEE

The rates of tuition are as follows:

1. Those nominated by members of the Legislature are entitled to free tuition in the Normal department, provided they pursue the regular course.
2. Pupils who have completed the work of the 6th and 7th grades in the Normal Training department will be entitled to free tuition in the eighth grade.
3. Tuition is also free to students in the Normal course who will sign a declaration of intention to teach in the public schools of Arizona after having completed the prescribed course of study in the Normal school. This obligation will be considered to have been discharged when the length of time taught after graduation shall equal the number of months spent in the Normal.
4. All students of the Normal not classified as above are charged a tuition fee of twenty dollars, payable quarterly in advance. This includes the registration fee.
5. All students of the Normal Department entitled to free tuition, as above, are charged an annual registration fee of five dollars, payable upon entrance.

APPOINTMENTS

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of \$5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law; and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

DEPARTMENTS

The school is organized in two divisions, the Normal Department and the Training School.

The Normal Department offers a five years' course, one-fourth of which is devoted to strictly professional instruction.

The Training School is an adjunct to the Normal proper, and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first year's work in the Normal.

ADMISSION

1. THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited school will be accepted in lieu of such parts of this examination as the faculty see fit.

2. ADVANCED STANDING

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

3. TIME OF ADMISSION

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION

1. In order to receive a diploma from this institution a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and must hold a teacher's certificate. They may also be required to pursue, in this school, one or more subjects below the senior year, at the discretion of the faculty.

5. The diploma entitles the holder to teach a primary or grammar school in any county in the Territory during life.

EXAMINATIONS AND REPORTS

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is based upon class standing and examinations.

On the same basis, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below

seventy per cent is a failure, and the subject must be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge. The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter. An average of the standing for two quarters shall constitute the standing of the semester, and becomes a part of the student's record on the books of the institution.

GOVERNMENT

The government of the school involves three elements:

1. It is wrong not to do right.
2. The culture of a high sense of personal honor.
3. The highest style of government is self-government.

Students who will not govern themselves cannot hope, as teachers, to govern others. Each pupil is put upon his honor.

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

LIBRARY AND READING ROOM

The school offers to students the advantages of a conveniently arranged and well lighted library and reading room on the first floor of the main building. The shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on a seminary plan. The reading-tables are supplied with the best current literature, professional, scientific and general.

The total number of volumes in the library is 4000. The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the students in their research and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulness of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

LECTURES

In addition to lectures given by the faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Wednesday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberative bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. This society is known as the Athenian Debating Club, and meets in the Normal building each Wednesday evening.

THE MUSEUM

A room in the main building has been set apart for the display of material illustrative of the work in natural science. Wall cases have been provided and the supply of material includes a collection of fossil forms, a general collection of minerals, the nucleus of a collection of the minerals of Arizona, and a beginning of a series of the native woods of the Territory. There is a growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following:—F. M. Kimmell, Jas. Goodwin, Mrs. I. G. Hanna, Fred Holmes, Miss Anna Smith, A. J. Matthews, J. H. Simms, Wm. Pritchett, L. A. Steele, Tempe; Mrs. John Dennett, Silver Bell, Arizona; Judge Stilwell, Wm. R. Price, Dr. Bert Ogburn, Phoenix.

LABORATORIES

The physical and chemical laboratory is equipped with suitable tables with water supply and waste pipes, and lockers for individual

apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, besides that necessary for lecture experiments and class demonstration, includes a sufficient number of duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting microscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES

An arrangement has been made whereby the Normal School annually meets the University of Arizona in joint debate, each institution being represented by three students. A gold medal, to be awarded annually to the student presenting the best argument, has been given by Dr. Moeur, and this medal also becomes the property of the winner.

Dr. Chas. H. Jones, of Tempe, has established a prize for scholarship which is awarded each year upon graduation to that student who has obtained the highest standing in class work during the three years immediately preceding graduation. This prize consists of a complete set of twenty volumes of Masterpieces of Literature, which, with a handsome case, becomes the personal property of the winner.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals are competed for by the members of the regular literary societies during commencement week.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI

This association now numbers 223 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal school. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the principal be in possession of a full, detailed statement of the requirements of that position and of its surroundings.

CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the principal of the Normal School of Arizona, Tempe, Arizona.

Those who have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal building.

VISITORS

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory. Show your interest in it by paying it an occasional visit.

RATES ON RAILROADS

Half rates are allowed by all of the railroads of the Territory to students on their way to and from the Normal, but in order to secure the rates students must apply to the principal of the school in time for him to make the necessary arrangements with the railroad companies.

COURSES OF STUDY

ENGLISH COURSE

First Year

FIRST SEMESTER	Wk.	Rec.	SECOND SEMESTER	Wk.	Rec.
Algebra	20	5	Algebra	20	5
Grammar and Composi- tion	20	5	Grammar and Composi- tion	20	5
Elocution	20	3	Elocution	20	3
Word Analysis	20	2	Word Analysis	20	2
Zoology	20	5	Physiography	20	5
(Field and Laboratory 5.)			(Field and Laboratory 5)		
Vocal Music	20	2	Music	20	2

Second Year

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Algebra	20	5	Geometry	20	5
Ancient History	20	5	Mediæval and Modern History	20	5
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Physiology	20	5	Botany	20	5
(Laboratory 3)			(Field and Laboratory 5)		
Drawing	20	2	Drawing	20	2
Music	20	2	Music	20	2

Junior Year

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Geometry	20	5	Theme Writing	20	5
Science of Government	20	2	United States History	20	5
(Seminary)			Pedagogy	20	5
Grammatical Analysis	20	4	Chemistry	20	5
Psychology	20	5	(Laboratory 5)		
Physics	20	5	Drawing	20	2
(Laboratory 5)			Music	20	2
Drawing	20	2	Observation in Training School	10	1
Music	20	2			

Senior Year

FIRST SEMESTER.	Wk. Rec.	SECOND SEMESTER.	Wk. Rec.
Practice Teaching.....	18 5	Practice Teaching.....	18 5
Psychology and Logic.....	20 5	History of Education and	
English and American		Ethics.....	20 1
Literature.....	20 5	English and American	
Book-keeping and Com-		Literature.....	20 5
mmercial Law.....	20 5	School Law and School	
Methods:.....	20 5	Economy.....	10 2
{ Reading, Orthography, Grammar, History, Geography. }		Drawing.....	20 1
		Methods:.....	20 5
		{ Mathematics, Nature Lessons, Drawing and Penmanship. }	

Forty weeks constitute a school year.

LATIN COURSE

First Year

Same as English, except Latin for Word Analysis, 2d semester.

Second Year

FIRST SEMESTER.	Wk. Rec.	SECOND SEMESTER.	Wk. Rec.
Algebra.....	20 5	Geometry.....	20 5
General History.....	20 5	General History.....	20 5
Rhetoric and Composition	20 5	Botany.....	20 5
Latin.....	20 5	(Laboratory and Field 5)	
Drawing.....	20 2	Latin.....	20 5
Music.....	20 2	Drawing.....	20 2
		Music.....	20 2

Junior Year

FIRST SEMESTER.	Wk. Rec.	SECOND SEMESTER.	Wk. Rec.
Geometry.....	20 5	Geometry.....	20 5
Science of Government.....	20 2	United States History.....	20 5
(Seminary)		Latin.....	20 5
Latin.....	20 5	Pedagogy.....	20 5
Psychology.....	20 5	Drawing.....	20 2
Physics.....	20 5	Music.....	20 2
(Laboratory 5)		Observation in Training	
Drawing.....	20 2	School.....	10 1
Music.....	20 2		

Senior Year

FIRST SEMESTER.	Wk. Rec.	SECOND SEMESTER.	Wk. Rec.
Practice Teaching.....	18 5	Practice Teaching.....	18 5
English and American Literature and Masterpieces.....	20 5	English and American Literature and Masterpieces.....	20 5
Methods:.....	20 5	School Law and School Economy.....	10 3
{ Reading, Orthography, Grammar, History, Geography. }		Methods:.....	20 5
Advanced Psychology and Logic.....	20 5	{ Mathematics, Nature Lessons, Drawing and Penmanship. }	
Latin.....	20 5	Latin.....	20 5
		Drawing.....	20 1

Prospective students will note that certain changes have been made in the course of study to take effect September, 1905. Students already enrolled and those entering above the first year will pursue the course outlined above. Those entering the first year will schedule for the course which follows.

FIVE YEARS' COURSE

To be followed by all entering classes after September 1, 1905.

First Year

First Semester.	Wk. Rec.	Second Semester.	Wk. Rec.
Grammar.....	20 5	Grammar.....	20 5
Reading.....	20 5	Reading.....	20 5
Spelling and Word Analysis	20 3	Spelling and Word Analysis	20 3
Composition.....	20 2	Composition.....	20 2
Algebra.....	20 5	Algebra.....	20 5
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Second Year

First Semester.	Wk. Rec.	Second Semester.	Wk. Rec.
Rhetoric and Composition...	20 5	Rhetoric and Composition...	20 5
Algebra.....	20 5	Algebra.....	20 5
Biology (Field & Laboratory)	20 5	Biology (Field & Laboratory)	20 5
Ancient History.....(L)	20 5	Ancient History.....(L)	20 5
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Third Year

First Semester.	Wk. Rec.	Second Semester.	Wk. Rec.
English Literature (3)		English Literature (3).....	
Theme Writing (2).....	20 5	Theme Writing (2).....	20 5
Geometry	20 5	Geometry	20 5
Physiography.....(L)	20 5	Physiology .....(L)	20 5
Mediaeval & Mod. Hist.....	20 5	Constitutional Hist. U. S.....	20 3
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Junior Year

First Semester.	Wk. Rec.	Second Semester.	Wk. Rec.
American Literature (3).....		American Literature (3).....	
Grammatical Analysis(2)(L)	20 5	Grammatical Analysis(2)(L)	20 5
Physics (laboratory 5).....	20 5	Chemistry or Physics.....	20 5
Geography	20 3	(Laboratory)	
Constitutional Hist. U. S.....	20 3	Arithmetic.....	20 4
Psychology	20 5	Pedagogy.....	20 5
		Observation in training sch.	20 1
		Drawing	20 1

Senior Year

First Semester.	Wk. Rec.	Second Semester.	Wk. Rec.
Practice Teaching.....	20 5	Practice Teaching.....	20 5
Psychology and Logic.....	20 5	Hist. of Edu. & Ethics (L)..	20 5
Methods.....	20 5	Methods.....	20 5
Book-keeping & Com. Law (L)	20 5	Sch. Law & Sch. Economy..	20 3

Note:—First number denotes the number of weeks, the second the number of periods per week. Length of period is 45 minutes.

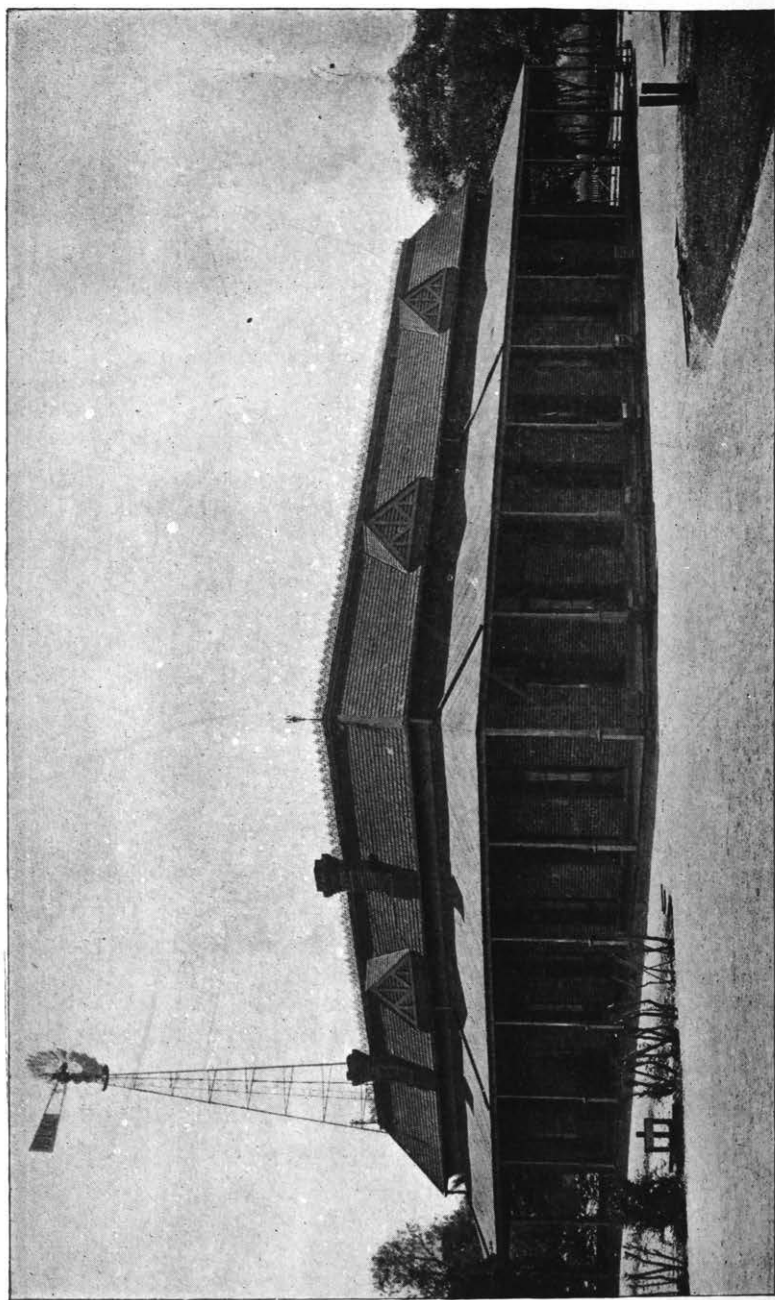
The letter *L* indicates that Latin may be substituted for the subject which it follows.

Military drill or physical culture is taken four periods, and chorus work one period per week by all classes throughout the course.





SENIOR CLASS OF 1905



GYMNASIUM

Analysis of Course of Study.

INTRODUCTION

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lessons to his class but discusses with the pupils the method of presentation and requires them to note his plans of work in all the parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in textbooks on theory.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis, Theme Writing, Reading and Literature. The purpose of the work is two-fold,—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, ability in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the students not only efficient but inspiring teachers of English.

The literature used as a basis of study in the different branches of the work is selected from college entrance requirements in English.

READING AND ELOCUTION

This course in reading is carried throughout the first year. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

Pronunciation is made a subject of special attention and the princi-

ples of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. During the second semester some time is given to memorizing and reciting simple selections. The selections read are of a varied nature so that the student will become familiar with the different methods of bringing out the meaning expressed in the work of the best authors.

During the past year, the class read the following:

1. The Vision of Sir Launfal.
2. The Lady of the Lake.
3. The Legend of Sleepy Hollow.
4. Lamb's Tales of Shakespeare.
5. Evangeline.
6. Rip Van Winkle.
7. Selections from Longfellow and Byron.

Five periods a week are given to this work.

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis is considered an important part of the course. It now requires three hours a week during the entire first year. Though the exercises and lessons vary from time to time as the wisdom and ingenuity of the teacher and the needs of the student may dictate, yet two ideas predominate. One is to learn to spell correctly on paper the more common English words. The other is to learn the derivation of words and then use them in such phrases and sentences as are most vitally related to the student's experience. Mere dictionary definitions are not accepted for the reason that students at this stage of advancement seldom understand those abstractions. Many of the words are obtained from the text-books in the different branches of study that are pursued simultaneously with this work. The teachers in the different departments also hand the teacher of spelling those words that are most frequently misspelled in the written work.

COMPOSITION

The purpose of the composition work is to develop in the student the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end, every effort is made to encourage the student to talk clearly and easily, and class discussions, debates, and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach punctuation, sentence and paragraph structure, logical thinking. The themes required are short, dealing with subjects within the interest and

knowledge of the student. In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied directly from selections from our best authors, and these selections are used as models for original work. The themes cover a wider range of subject—description, narration, editorials, criticisms, outlines, character sketches and discussion of various topics growing out of the study of literature. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

There is no text-book in the first year. In the second year, Kavana and Beatty's "Composition and Rhetoric" will be used in connection with selections from literature.

GRAMMAR

This course constitutes a thorough review of the essentials of grammar. The purposes of the year's work are to discipline the mind, to aid in the interpretation of speech and literature, and to facilitate the correct expression of thought.

The sentence is taken as the unit of study, and special emphasis is placed upon the study of the structure of the English sentence as it is found in our reputable authors. As a sentence, the unit of grammatical study, is primarily the communication of thought to the minds of its readers, it is attempted to make grammar a study of thought, not of mere rules, definitions, and forms of words. Logical relations are emphasized and the student is led to think in all he does.

The various parts of speech—their properties and uses—are carefully reviewed. Technicalities are presented simply. The aim is to give the student a clear and thorough understanding of the fundamental principles of the English language, but not to confuse him with names and terms; for, throughout the course, the theory is emphasized that it is not the name we give to an element that is the vital point, but a clear perception of what that element does in the sentence for the communication of the author's thought.

The text books used are:

Lillian G. Kimball—"The English Sentence."

Maxwell—"Advanced Lessons in English."

RHETORIC

The aim of this work is to lead the student to appreciate worthy diction and style, as exemplified in our masters of English, to recognize, through analysis of various pieces of literature, the essential elements of good composition, and to apply this knowledge to improve his own writing and speech.

The study comprises:—a careful review of the essentials of grammar; sentence and paragraph structure; style; figures of speech; prosody and versification.

Literature is used as a basis of study, the selections being made from the college entrance requirements in English. For the current year, these selections will include—

Pope's "Iliad"—this will be made the basis for a careful study of the myth.

Irving's "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal."

Whittier's "Snow Bound."

Waddy's "Elements of Composition and Rhetoric" will be used for instruction in the fundamental principles of Rhetoric.

GRAMMATICAL ANALYSIS

This course is given in the first semester of the Junior year, and serves as a review of the work in grammar and rhetoric, and also as an introduction to the literature work of the Senior year. It is intended that the course shall be a thorough test of the student's knowledge of English grammar, and also teach him to apply the principles of grammar to the various forms of English composition.

THEME WRITING

In the second semester of the Junior year a course is given in English composition, along the lines of exposition, description, and argumentation. Models are selected and studied, and short themes are written to develop these three forms of composition. The construction of outlines receives attention, and the students are trained to express themselves simply, and with directness and clearness.

ENGLISH AND AMERICAN LITERATURE

This course is pursued at present during the Senior year. Five periods a week throughout the entire year are devoted to the work. The aims of the course are: To enable the students to read intelligently and appreciatively; to make them realize that literature is a representation of life; to develop somewhat the power of discrimination in their recognition of individual style.

At the very outset the student is made to see that the study of literature must go hand in hand with historic development, and that the literature of a people is but the reflection of a national life. Especial attention is paid to literary movements, to the essential qualities which differentiate one period from another, and to showing the animating spirit of each age.

The time of the first semester is given to a review of English literature throughout its entire extent from 449 to 1900. This sketch of history is taken in six convenient periods and a survey is made of each period. The sources of the literature and the reasons for the perfection of certain literary forms at different epochs are considered. Some masterpieces of each period are read.

During the second semester a general survey of American literary history is given. A study will be made of the greatest writers, including such thinkers as Jonathan Edwards and Benjamin Franklin; essayists, Ralph Waldo Emerson and Washington Irving; novelists, J. F. Cooper and Nathaniel Hawthorne; poets, Bryant, Poe, Whittier, Longfellow, Holmes, Lowell and Whitman. Masterpieces by each author are studied.

TEXTS

"History of English Literature"—Halleck.

"Introduction to American Literature"—Matthews.

The works used for study in Literature, Rhetoric, Grammatical Analysis and Reading are chosen from the list of entrance requirements to the chief Western Universities and will include the following:

Burke's "Conciliation With the Colonies."

Shakespeare's "Julius Caesar."

Milton's "L'Allegro, Il Penseroso, Comus, Lycidas."

Addison's "Sir Roger de Coverly Papers."

Coleridge's "Rime of the Ancient Mariner."

Scott's "Ivanhoe."

Scott's "Lady of the Lake."

Shakespeare's "Merchant of Venice."

Shakespeare's "Macbeth."

Tennyson's "The Passing of Arthur."

Lowell's "The Vision of Sir Launfal."

George Eliot's "Silas Marner."

REFERENCES

The following is a partial list of reference works used:

Wendell—"A Literary History of America."

Kellogg—"English Literature."

Ten Brink—"English Literature."

Morley—"English Men of Letters."

Dowden—"Introduction to Shakespeare."

Coleridge—"Lectures on Shakespeare."

Hazlett—"Elizabethan Literature."

Dowden—"Shakespeare—His Mind and Art."

Emery—"Notes on English Literature."

Taine—"English Literature."

- Shaw—"History of English and American Literature."
 Minto—"Characteristics of English Poets."
 Ward—"A History of English Dramatic Literature."
 Saintsbury—"A History of Nineteenth Century Literature."
 Saintsbury—"A Short History of English Literature."
 Bagehot—"Literary Studies."
 Chambers' Cyclopaedia of English Literature.
 Stedman—"Poets of America."
 Stedman—"Victorian Poets."

DEPARTMENT OF MATHEMATICS

Mathematics always has formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualities of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity, and the power of logical analysis. While it is intended that the students shall be made familiar with all those topics in arithmetic, algebra, and geometry usually taught in schools of this rank, nevertheless no more topics will be undertaken than can be thoroughly mastered.

ALGEBRA

The study of algebra is pursued throughout the first two years of the course. The first year the effort is to give the student a clear understanding of the signs and symbols used in algebraic notation, the laws and principles governing the same; to generalize arithmetical operations and to develop the equation as a means of studying the relation of quantities and the solution of problems in arithmetic; thus laying the foundation for the future study of algebra and geometry and for the study of arithmetic from the professional standpoint. Emphasis is placed upon factoring and the principles governing linear equations.

The second year there is made a careful study of quadratics, proportion, logarithms, etc. The effort is made to lead the student into habits of clear and consecutive reasoning.

TEXT BOOK

Wells' Essentials of Algebra.

REFERENCES

Wentworth, Bowser, Milne, Taylor, Jocelyn, Fisher and Schwatt.

GEOMETRY

The course in geometry is taken up during the third year and is carried throughout the entire year. The course in geometry includes both concrete and demonstrative, the former being taught in connection with drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstration will be given to secure elegance and conciseness of expression, and when this art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions. In the second semester geometry is correlated with logic.

TEXT-BOOK

Wells' Essentials of Plane and Solid Geometry.

REFERENCES

Phillips and Fisher, Milne, Bowser, Shultze, Sevenoak, Hobbs, and Wentworth.

ARITHMETIC

During the second semester of the Junior Year arithmetic is taken up for a careful review of the subject matter. Especial attention being paid to expression, rapid and accurate calculation, and methods in teaching the subject. The aim is to so present the work that those going out from this school to become teachers may be able to lead their pupils into habits of clear and logical thinking, concise and exact expression, and rapid and accurate calculation. This course is distinctively a teacher's course both as to subject matter and method.

TEXT-BOOK

White's Advanced.

REFERENCES

Robinson's Higher, Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, and Walsh.

Note:—All classes now in school will follow the course of study as outlined in the catalogue for 1904-5. The above course will apply only to new classes entering the school.

DEPARTMENT OF SCIENCE

The aim of the work in this department is not so much the collection

of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered, both in the physical and biological sciences, afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring. The laboratories for work in physics, chemistry, and biology are commodious, well lighted and suitably equipped with apparatus of the latest design, new pieces being added from time to time as new discoveries in the scientific world and the progress of methods demand. There is a large and growing collection of material for illustration in biology and geology, which, during the last year, has been increased by many specimens, contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.*

BOTANY

Second Year; Second Semester; Twenty Weeks

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practicable, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germination and growth of the seed, followed by an

*The value of specimens of all kinds is greatly enhanced by attaching to them a label bearing the date of collection, locality, name of donor, remarks as to scarcity, abundance, utility, etc.

investigation of the morphology, structure and functions of root, stem, leaf and flower. The subject of plant relations, to which the attention has heretofore frequently been called, is now treated more fully, and the course closes with a study of typical plants illustrating the leading types of vegetable life, thus giving the student an introduction to systematic botany. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

The varied and interesting flora of the Salt River Valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

No laboratory manual is used, the directions for the experimental work being placed on the blackboard or printed on the mimeograph. The students are required to purchase Coulter's "Plant Studies," to be used as a text and reference. The following are among the reference works to which the student has access in the library:

Strasburger, Noll, Schenck and Schimper—"Text-Book of Botany;" Strasburger—"Handbook of Practical Botany;" Warming—"Handbook of Systematic Botany;" Ganong—"The Teaching Botanist;" Bergen—"Foundations of Botany;" Goodale—"Physiological Botany;" Gray—"School and Field Book of Botany;" Gray—"Synoptical Flora of North America;" Strasburger and Hillhouse—"Practical Botany;" Bessey—"Advanced Botany;" Atkinson—"Elementary Botany;" MacMillan—"Minnesota Plant Life;" Newell—"Reader in Botany;" Coulter—"Manual of Rocky Mountain Botany;" Vines—"Text-Book of Botany;" Goebel—"Outlines of Classification and Special Morphology of Plants;" MacDougal—"Plant Physiology;" Darwin and Acton—"Physiology of Plants."

ZOOLOGY

First Year; First Semester; Twenty Weeks

This course consists of laboratory study of types of the more important groups, supplemented by discussions of fundamental principles. Here, as in the botany work, the powers of observation are strengthened and habits of careful, systematic thought are developed.

The student is required to do a large amount of study out of doors, field trips by the class as a whole, or in groups, being an important

feature. The student keeps a careful record of his laboratory work and of the supplementary lectures, illustrating his notes by drawing. The life relations of animals, as well as their structure and physiology, are studied, and attention is called to the progressive development of types leading up to an understanding of the theories of organic evolution.

Jordan and Kellogg's "Animal Life" is used as a text and reference in the class work, and the system of laboratory note taking is uniform with that used in the work in botany. In addition, a number of well selected reference works by standard authors are available in the library and the student is directed in their use. Among these are the following:

Boyer—"Laboratory Manual in Elementary Biology;" Kellogg—"Elements of Zoology;" Parker—"Elementary Biology;" Sedgwick—"Student's Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vertebrates of the Northern United States;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago;" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life."

PHYSIOLOGY

Second Year; First Semester; Twenty Weeks

The general idea of life processes which the student has acquired in the course in Zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals. The compound microscope and the solar projection microscope are used in demonstrating the minute details of structure, a good series of histological slides being available for this purpose. An excellent human skeleton serves to illustrate the work in anatomy.

The class work is based upon Macy and Norris' General Physiology, which is used as a text. The following reference works are in the library.

Colton—"Physiology, Experimental and Descriptive;" Foster—"Text-Book of Physiology;" Wilder and Gage—"Anatomical Technology;" Keen—"Gray's Anatomy," "American Text-Book of Physiology;" Peabody—"Laboratory Exercises in Anatomy and Physiology;" Blaisdell—"Practical Physiology;" Foster and Langley—"Practical Physi-

PHYSIOGRAPHY

First Year; Second Semester; Twenty Weeks

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The earth is considered as being surrounded by two great envelopes; the atmosphere and the ocean. The atmosphere is first discussed and in this connection the students are required to make and record daily observations of the condition of the weather, the height of the barometer, (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms is illustrated by a carefully selected series of weather maps placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants. The study of the land is taken up as a half-term course in dynamical and structural geology, enough time being devoted to historical geology to enable the students to become familiar with the leading principles of the development of life upon the earth and to understand something of the methods of geological research.

The school owns a good stereopticon, furnished with arc light, which serves to illustrate this work by means of a well-selected series of lantern slides.

The list of references is supplemented by the reports of the United States Geological Survey, Interior Department Reports, Coast Survey maps and charts, etc. Dryer's Physical Geography is the text used, and the following are among the references in the library:

Proctor—"Other Worlds than Ours;" Todd—"New Astronomy;" Young—"Lessons in Astronomy," "General Astronomy;" Newcomb and Holden—"Astronomy;" Shaler—"First Book in Geology," "Aspects of the Earth;" Tarr—"Elementary Geology," "Economic Geology of the United States;" Brigham—"Text-Book of Geology;" Dana—"Manual of Geology;" Agassiz—"Geological Sketches;" Tyndall—"Forms of Water," "Hours of Exercise in the Alps;" Geike—"Elementary Lessons in Physical Geography;" Hinman—"Eclectic Physical Geography;" Davis—"Physical Geography;" Wright—"Man and the Glacial Period;" Guyot—"The Earth and Man;" Trotter—"Lessons in the New Geography." The International Geography;" Darwin—"Coral Reefs;" Russell—"Glaciers of North America," "Rivers of North America," "Lakes of North America;" Ward—"Elementary Meteorology;" Waldo—"Elementary Meteorology;"

logy," "Physiography of the United States;" Dodge—"A Reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography."

PHYSICS

Junior Year; First Semester; Twenty Weeks

The aim of the work in physics is two-fold—first, to give the student a knowledge of the theory of the constitution of matter and of the physical laws governing its phenomena, and second, to acquaint him with the use of experimental methods in scientific study and investigation. The laboratory method is used, the student being required to perform a series of selected experiments, both qualitative and quantitative. The experiments used are largely chosen from the Harvard preparatory course. An improved method of note-taking is used, the notes being written up at first hand directly from the experimental work, upon separate sheets of paper, which, after examination by the instructor, are bound into a cover for preservation and reference. The student is taught to control the inevitable errors of measurement and to understand the value of a mean of a series of observations. He also learns to plot his results in graphic form by means of curves. Loss of time is prevented by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The field of view is broadened by constant reference to standard works by different authors in the library. The course is amplified by frequent quizzes upon the laboratory work, and by lectures upon the underlying laws and principles.

Carhart and Chute's "High School Physics" is used as a text. Besides the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible.

Henderson and Woodhull—"Elements of Physics" Gage—"Elements of Physics;" Wentworth and Hill—"Text-Book of Physics;" Hastings and Beach—"General Physics;" Stewart and Gee—"Elementary Practical Physics;" Hall and Bergen—"Text-Book of Physics;" Adams—"Laboratory Manual;" Stone—"Experimental Physics;" Kelvin—"Constitution of Matter;" Woolcombe—"Practical Work in Heat;" Tyndall—"Heat a Mode of Motion," "Sound;" Mayer—"Sound;" Blaserna—"Sound and Music;" Mayer and Barnard—"Light;" Barnes—"Practical Acoustics;" Ames—"Theory of Physics;" Everett—"The C. G. S. System of Units;" Thompson—"X-Rays;" Thompson, S. P.—"Electricity and Magnetism;" Whiting—"Physical Measurement;" Nichols, Smith and Turton—"Manual of Experimental Physics;" Trautwine—"Civil Engineer's Pocketbook;" Sanford—"Elements of Physics;" Ayers—"Laboratory Exercises in Elementary Physics;" Mach—"The Science of Mechanics;" Thompson—"Recent Progress in Dynamo Electric Ma-

chines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Botton—"Radiography," "Wireless Telegraphy and the Hertzian Waves;" Milikan—"Mechanics, Molecular Physics and Heat;" Appleton—"School Physics;" Rowland and Ames—"Elements of Physics."

CHEMISTRY

Junior Year, Second Semester; Twenty Weeks

The course in physics is intended to precede immediately that in chemistry. The student thus begins the latter study with a knowledge of the molecular theory and the physical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of approved design, and the equipment, both apparatus and chemicals, is excellent. Considerable simple quantitative work is done, the laboratory being provided for this purpose with a sufficient number of burettes, measuring tubes and balances. Among the latter are two Becker balances and one Staudinger No. 3.

Newell's Descriptive Chemistry is used as a text and the student is referred to the library for additional reading, the following works being at his disposal:

Smith—"Richter's Inorganic Chemistry;" Ramsay—"Chemical Theory;" Dobbin and Walker—"Chemical Theory for Beginners;" Newell—"Experimental Chemistry;" Roscoe and Schorlemmer—"Treatise on Chemistry," Volumes I and II; Remsen—"Theoretical Chemistry," "Organic Chemistry;" Jones—"Modern Theory of Solution;" Ostwald—"Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana—"Minerals and How to Study Them;" Erni—"Mineralogy;" Meldola—"Chemistry of Photography;" Wanklyn—"Water Analysis;" Sutton—"Volumetric Analysis;" Thorpe—"Inorganic Chemical Preparations;" Smith and Hall—"The Teaching of Chemistry and Physics;" Hessler and Smith—"Essentials of Chemistry;" Ostwald—"The principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

DEPARTMENT OF HISTORY AND CIVICS

As one of the avowed purposes for which the Normal School was founded was to give instruction in the fundamental laws of the United

States, and in what regards the rights and duties of citizens, it follows that the study of history, and of civics, its cognate subject, must be given an important place in the course. Nor could the legislative intent be properly carried out by confining the attention to the history and government of the United States. Our laws and our institutions are not alone the creations of a people native to this continent, but their origin must be sought in the records of nations which flourished and passed away before this country was known to our ancestors.

Believing, then, that an appreciative knowledge of the history of our country must have for a background a good knowledge of world-history, the courses in this department have been so arranged as to lead up to a careful study of United States history in the Junior year.

Throughout the course, note-books are kept by the students, practice is given in the making of outlines and summaries, supplementary readings are assigned, and set papers are written from time to time allowing for original investigation within limits suited to the student's capacity,

ANCIENT, MEDIAEVAL AND MODERN HISTORY

A course of two hundred hours is given in Ancient, Mediæval and Modern history. This work begins with the Sophomore year. The student after one year of work in the Normal proper is prepared to do very satisfactory work in general history.

The purpose is to have the student orient himself and see how nations have arisen, flourished and declined. To note the circumstances of origin, and the potent forces in growth, and the causes of decline. Students in doing this have a better understanding of present conditions and are better prepared to place some estimate on the tendency of those conditions. History is not to be looked upon as so many facts in the race development, but these facts are rather to be regarded as expressions of the continuous stream of life as it has shown itself from the time we first know the Aryan in Europe and Asia down through his history in Greece, Rome, Mediæval Europe, Spain, Portugal, England, France, Germany and Italy.

The first semester is devoted to Ancient history, the second to Mediæval and Modern history.

TEXT-BOOKS

Essentials in Ancient History, A. M. Wolfson; Myers' Mediæval and Modern History.

REFERENCES

Myers' General History, Fisher's Outlines of Universal History, Botsford's History of Greece, Mommsen's Students' History of Rome, Gardiner's Students' History of England, Signobo's Political History of Europe, Hallam's Middle Ages, Grote's History of Greece, Rawlinson's Seven Great Monarchies, Green's History of England, Gibbon's Roman Empire.

SCIENCE OF GOVERNMENT AND UNITED STATES HISTORY

Two periods per week for the first semester of the Junior year is given to the study of our government in comparison with European governments. Subjects like the origin, nature, working, corruption, remedies for corruption, and merits of the United States government, are treated. The aim is to see how the machinery of government in nation, state and city operate. Plans for the improvement of government are studied.

The course in United States history given in the last semester of the Junior year is to train the student in the seminary method of history work as well as to train for power and knowledge. Students in this course do not rely on a text-book; however, one may be employed as a guide. The student is expected to glean his information from works in the library, and reports of this library study will be discussed in the class. Set papers in this course are to be prepared on subjects like "The Origin of the Constitution," "Foreign Relations of the United States since 1789," "Tariff," "National Bank," "Internal Improvements," "Political Parties," "Reconstruction," etc.

TEXT-BOOKS

Wilson, *The State*; Channing's *Student's History of the United States*.

REFERENCES

The library has a large number of reference books: Schouler's *United States History*, *American Statesman Series* (complete); *American History as Told by Contemporaries*, Hart; *Critical and Narrative History of the United States*, Winsor; *Old So. Leaflets*; *American History Leaflets*; *Blaine's Twenty Years in Congress*; *Hildreth's United States History*; *Bryce's American Commonwealth*, and many others.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of the Normal School lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history of education, logic, ethics, methods of teaching, and the practice in the training school.

PSYCHOLOGY

The instruction in psychology has been classified as elementary and advanced. The elementary course comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where special attention has been given to the study of the nervous system.

The aim in the elementary course is to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity.

TEXT-BOOKS

Psychology and Psychic Culture, Halleck, American Book Co.

ADVANCED COURSE

The work of the advanced course which comes the first semester of the Senior year, is a more comprehensive investigation and discussion of the whole subject, and is intended to give the student such a knowledge of the states, powers and activity of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

TEXT-BOOK

James' Briefer Course, Henry Holt & Co.

REFERENCES

Psychology, James' Advanced Course; The Development of the Intellect, Preyer; Mental Development, Baldwin; Principles of Psychology, Spencer; Elements of Intellectual Science, Porter; Psychology, John Dewey.

PEDAGOGY

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught, and in the second place it shows how knowledge is acquired. This leads to methods of instruction. The practical illustrations are found in the observation lessons of the training school and of the public school of Tempe, which we have been very kindly permitted to visit.

TEXT-BOOKS

Method in Education, Roark, American Book Co., and Methods of the Recitation, McMurry, The MacMillan Co., New York.

REFERENCES

Compayre's Lectures on Pedagogy, Payne; Locke on Education,

Quick; Education, Spencer; Education of Man, Froebel; Elements of Pedagogy, White; Practical Hints for Teachers, Howland; Pedagogics of the Kindergarten, Froebel.

HISTORY AND PHILOSOPHY OF EDUCATION

In a general sense the history of education is the story of the growth and development of the human race; but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of mediæval and modern times; a study of the lives of noted educational reformers, as Comenius, Pestalozzi, Herbart and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England and America.

TEXT-BOOK

"History of Education," Painter, Appleton.

REFERENCES

"English Education," Sharpless; "Education in the United States," Boone; "The Education of the Greek People," Davidson; "European Schools," Klemm; "Educational Reformers," Quick.

ETHICS

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country will give us a clew to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more practical. Some modern text is selected for the work. The present year the class used Kidd's "Social Evolution," published by the MacMillan Co.

REFERENCES

"Principles of Ethics," Spencer; "Elements of Moral Science," Porter; "Principles of Sociology," Spencer; "Elements of Morals," Janet; "Duty," Seelye; "Criminal Sociology," Ferri; "History of European Morals," Lecky.

LOGIC

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induc-

tion and deduction. From the historical side Socrates, Aristotle, and Bacon receive special attention.

TEXT-BOOK

"Lessons in Logic," Jevons, MacMillan Co.

REFERENCES

"The Theory of Thought," Davis; "Logic," Hegel; "Logic, Deductive and Inductive," Bain.

METHODS OF TEACHING

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching mathematics; language, including history, reading, spelling, English and geography; nature study and expression, including drawing, writing, etc.

The course will be conducted by the Director of the Training School, with the co-operative assistance of the entire Normal faculty. Each special teacher is expected to assist in the presentation of his subject to the class by giving model lessons illustrating the best methods of dealing with some portion of the subject under discussion, or by lectures which shall amplify some difficult points dealt with by the author. The topics presented are to be selected after consultation with the director as to the special needs of the class and as to the stage of discussion of the subject reached by the class.

The text-books used in this course are McMurry's "Special Methods in Literature, History, Geography, Science and Reading." The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class to one of the training school classes by a student or the critic teacher. These lessons are observed, criticized and discussed by the class. In addition to these lessons, the pupil teachers of the subject under discussion are expected to present model lessons in their classrooms to be observed by the class in methods, criticisms of such lessons being read in method class or handed to the critic teacher to be discussed by her with the teacher who presented the lesson.

An important part of the study of methods of teaching is the preparation by each student of a thesis bearing directly upon this work. These theses are read before the faculty and the senior and junior classes. The reading of each paper is followed by a brief discussion in which all are invited to take part.

Through the courtesy of the faculty of the public school the student teachers are allowed to visit the work there, and thus the practical

application of the method work is seen under the conditions which must be met by the graduates in the schools of the Territory. The seniors also visit the schools in the rural districts in the vicinity of the Normal.

Student teachers will meet once each week with the respective critics to discuss questions relative to school government and to hear general criticisms upon the work.

REFERENCES

"Education as a Science," Bain; "Philosophy of Education," Fate; "Principles and Practice of Teaching," Johannot; "Outlines of Pedagogics," Rein; "Herbart and the Herbartians," DeGarmo; "Report of the Committee of Fifteen," "Psychology for Teachers," Lloyd Morgan; "Talks on Psychology," James; "Interest," Ostermann; "Infant Education," Curry; "Manual of Psychology," Stout; "Three Studies in Education," Shaw; "The Central Nervous System," Halleck.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussions will cover the whole field of organizing, governing, and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school room, by plain, practical and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the union; and to make familiar the leading decisions of the courts of justice upon important school problems.

TRAINING SCHOOL

What the laboratory is to the student of physics and chemistry, the Training School is to the Senior in the Normal School. It is here that he may see the application of the theories and principles which he has studied in his previous course. The Twenty-third Legislature made an appropriation for the erection of a new Training School which is now building. It is just west of the present structure and is to contain ten class rooms, two Manual training rooms, a senior class room, assembly rooms and offices. The building has been planned with reference to convenience, completeness and hygiene, and promises to be a model. It will be fully equipped, giving every advantage to the pupils of the school.

All the work of the course in Pedagogy will be done in the Training School and seniors will be expected to be present there when not reciting. Each Senior is required to give to this work one hour per day for thirty-

six weeks. In addition to the regular teaching each Senior is expected to hold himself in readiness to give the time of one period every day when such time is required by critic teachers.

At the beginning of each quarter, with the assignment of classes the pupil receives a general outline of the work he is expected to do in his class. With this outline as a guide he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

While the Territorial course of study is followed in the Training School, yet the conditions governing the school are such as to admit of much more work than that course requires, and the pupil teacher should find here a school that closely approximates to the ideal, and the training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior class is required to spend one hour each week of the third quarter in the Training School observing the work done by the pupil teachers. Criticisms upon the lessons observed will be handed to the critic teacher and the lessons will then be discussed by her in the presence of the pupil teacher who gave the lesson and the Junior.

Both Seniors and Juniors will be expected to observe some of the model lessons given in the Training School.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire preparatory work there, passing from the eighth grade directly into the Normal.

The number of pupils is limited and the tuition is free. Application for admission to the Training School must be made in the month of September, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECTS	FIRST GRADE			SECOND GRADE			THIRD GRADE			FOURTH GRADE			FIFTH GRADE			SIXTH GRADE			SEVENTH GRADE			EIGHTH GRADE		
	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study
Arithmetic.....	5	15	.....	5	20	15	5	20	20	5	20	20	5	20	20	5	30	20	5	30	20	5	45	.....
Reading.....	15	20	.....	10	20	15	10	20	20	15	20	20	15	20	20	15	20	20	15	20	20	15	20	20
Spelling.....	Part	of R	adg	5	5	15	5	5	15	5	5	15	5	5	15	5	5	15	5	5	15	5	5	15
Language { Science, History { Physiology, Lit.	10	10	.....	10	20	.....	10	20	.....	5	30	.....	5	30	.....	5	30	20	5	30	20	5	30	20
History.....	10	10	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	20	5	20	20	5	20	20
Drawing.....	5	15	.....	5	15	.....	5	15	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....
Manual Training.....	5	20	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....
Music.....	5	10	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....
Geography.....	5	20	.....	5	20	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....
General Exercises.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....
Grammar.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Study one period under direction of teacher.

†Alternate.

‡Alternate with writing.

NOTES:

1st Grade Spends 4 hours in school daily.

2d Grade spends { 4 hours in school daily, 1st term.
 { 5 hours in school daily, 2d term.

3d, 4th and 5th Grades spend 6 hours in school daily.

6th, 7th and 8th Grades spend 7 hours in school daily.

DEPARTMENT OF LATIN.

In this department a complete and thorough four years' Academic course in Latin is here offered as an elective, beginning the second year of the Normal course. The Latin course is arranged with a two-fold object: to fully fit students for college entrance and to equip the professional Normal graduate with a broad and sympathetic literary culture, as well as to train him in the pedagogical value and uses of language study. To this end the entrance requirements of the State University of Arizona and of the Universities of California have been kept well in view so that these institutions will have no scruple in accrediting the work done here on the assurance that the work as outlined herein is all done and done satisfactorily. A high standard and thorough accuracy is insisted on and maintained absolutely, no matter what else is sacrificed. In addition to the Introductory Book, the authors read are Caesar, Cicero, Sallust and Vergil. These are accompanied by parallel reading as shown in the synopsis below. Sight reading is supplied by selections from Nepos, Ovid, Aulus Gellius and Viri Romae. Prose composition occupies a prominent place, no less than two hours per week throughout the whole four years—constituting two-fifths of the entire course—being devoted thereto. The four years' course in Latin, as a whole, consisting as it does of 5 hours per week for 40 weeks per school year, comprises as much time and admits of as much and as thorough work as is generally embraced in most five year courses of 36 weeks each in the best High Schools of the United States.

The Department is well equipped with all classical requisites such as a full set of Kiepert's wall maps and a bountiful supply of large prints and photogravures and other illustrative material, while the Library contains a carefully selected bibliography of the most authoritative works of reference. Besides the regular class-room work, open lectures on Roman life, topography, art, archaeology, and classical antiquities in general are given from time to time with stereopticon views. Likewise leading classicists and archaeologists honor the department with their presence as lecturers.

SECOND YEAR

First Latin Book: Caesar, Gallic War, Books, II and III.

Here three points in particular are dwelt upon: a thorough drill in the ordinary forms of the language, facility in reading Latin with proper observation of quantity, and familiarity with the common rules of syntax. Ready ability to translate easy Latin prose into English and vice versa is also attained. Five hours a week are given to this course; during the First Semester the Introductory Book is thoroughly covered, while in the Second Semester two hours are given to a systematic review of the work of the previous half year and three hours to the reading of Caesar's Gallic War.

THIRD YEAR

Cæsar, Gallic War, books IV, V and VI; Vergil, *Æneid*, book I; D'Ooge's Latin Composition, Part I; Allen and Greenough's Grammar.

A complete knowledge of the geography, subject matter and its historical bearing is required in the study of Cæsar, together with accurate pronunciation and fluency in reading. Two hours a week are given to Cæsar and one hour to Vergil. The remaining two hours are devoted to Latin Composition. In all three subjects the forms of the language occupy a conspicuous place. Sight translation is also given at frequent intervals from the authors mentioned. Supplementary reading is assigned from:

Caius Julius Cæsar, Dodge; Julius Cæsar, Fowler; Julius Cæsar, Napoleon; Introduction to Cæsar, Trollope; Seven Great Statesman, Oman; Alexander, Hannibal and Cæsar, Dodge; Cæsar et ses contemporains, Delorme; Plutarch's Lives; Society in Rome Under the Cæsars, Inge; Epoch Series of Ancient History, Student's Companion to Latin Authors, Middleton and Mills.

JUNIOR YEAR

Cicero, Catilinarian Orations; Sallust, Catiline; Vergil, *Æneid*, book II and III; D'Ooge's Latin Composition, part II; Allen and Greenough's Latin Grammar.

Two recitations a week throughout the year are devoted to the reading of Cicero's four orations against Cataline, followed up by Sallust's Cataline. One recitation is occupied weekly with Vergil and again two recitations are given up to Latin prose composition based on the Cicero read. Systematic syntax, prosody, and historical, rhetorical and mythological treatment accompany the authors read. Translation at sight is not neglected. Parallel reading is given from:

Life of Cicero, Forsyth; Life of Cicero, Middleton; Latin Poetry, Tyrrell; History of Latin Literature, Gudeman; History of Latin Literature, Teuffel-Schwabe; Roman Poets of the Augustan Age, Seelar; History of Roman Literature, Cruttewell; Vergil, Nettleship; Essay on the Poetry of Vergil, Nettleship; History of Latin Literature, Simcox; Master Vergil, Tunison; Vergil in the Middle Ages, Comparetti; The Roman Histories of Gibbon, Mommsen and Merivale; Life of Cicero, Trollope; Life of Cicero, Davidson; Cicéron et ses Amis, Boissier; Cicero, DeQuincey.

SENIOR YEAR

Cicero, Pro Archias, Pro Lege Manilia, De Imperio Pompeii; Vergil, *Æneid*, books IV, V and VI; Cæsar, Gallic War, book I; Advanced Composition; D'Ooge's Latin Composition, part III; Allen and Greenough's Latin Grammar.

In this year a resumé of the work done in the previous years occurs

and to this end one hour a week the first semester and two the second is devoted to the reading of three more speeches of Cicero and another book of Cæsar; while Vergil occupies two hours the first and one the second semester. Advanced prose composition takes up as in the past years two hours a week the year round. The finer points in syntax and grammar are rounded off and the contents of the texts read subjected to a more critical mastery. The regular work is supplemented by select parallel reading on the following topics:

Language, Grammar, Syntax, Etymology, Semantics, History, Biography, Geography, Topography, Mythology, Antiquities, Art, Archaeology, and Current Articles in Reviews and Magazines, etc.

ART DEPARTMENT

This department embraces several interrelated lines of work; representative, mechanical and illustrative drawing; construction; clay modelling; history of art, etc.

The aim of our work here is, first, to train the perceptive faculties and to strengthen the judgment and imagination; second, to develop in the student the skill necessary to delineate objects and original designs in the several media; third, to give the young teacher the means by which he may be able to illustrate on the blackboard with some degree of facility as an aid in the more effective presentation of other subjects; fourth, to lead the student to a fuller appreciation of the beauties and harmonies of nature and art that he may be better able to awaken and develop in his pupils the aesthetic faculty; fifth, to serve as a foundation for an intelligent pursuit of the trades and professions in which drawing serves as an essential element.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year will embrace these topics: The study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these; elements of design, making simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; black-board drawing from objects and memory; easy problems in construction; clay modelling.

During the second year work is continued along the same lines, together with fuller study of still life, casts, pose, values, composition, perspective, designing, illustrative work, mechanical problems, color harmony, black-board work, clay modelling.

Third year work includes pen and ink drawing; light, shade and values; historic ornament; black-board illustration; colored crayons; clay modelling; orthographic and isometric projection; perspective problems; sketching; wash drawing; tinting; designing in the several

media; balance, rhythm and harmony in designs; study of color harmonies, composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include: use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story telling through drawing; constructive work; study of children's drawings; mounting of pictures; school room decoration; home work for pupils; different kinds of papers; how to conduct recitations; preservation of pupils' drawings; programs; picture study.

All through the course students are encouraged to bring to class for criticisms and suggestions, sketches and drawing done outside of class rooms. This department is liberally supplied with casts, still life models and charts. The library contains many works by standard authors on art subjects. To these additions are made each year.

REFERENCES

Principles of Ornament, Aithison; Nature in Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pattern, Day; Line and Form, Crane; Composition, Dow; Theory and Practice of Design, Jackson; Elements of Drawing, Ruskin; Principles of Design, Batchelder; Plant Form in Design, Midgley and Lilley; Year Books of Supervisors of Manual Arts; Story of Architecture, Mathews; Legendary Art, Mrs. Clement; Adeline's Art Dictionary; Taine's Lectures on Art; The Gate Beautiful, Stimson; History of Art, DeForest; History of Ancient Art, Reber; History of Art, Goodyear; Greek Art, Tarbell; History of American Art, Hartman; How to Judge Architecture, Sturgis; Turrets, Towers and Temples, Singleton; Architectural Styles, Rosengarten; The Column and the Arch, Longfellow; Modern Illustration, Pennell; Modern Perspective, Ware; World's Painters, Hoyt; Ornament and Its Application, Day; Clement's Handbooks for Beginners; How to Enjoy Pictures, Emery; Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English and American Painters; New Methods in Education, Todd; History of Mediæval Art, Reber; Prang Manuals, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are studied during the first Semester of the Senior year when the students' minds have a clearer grasp of the significance of business methods.

The work in bookkeeping is covered by sixty lessons. A thorough presentation is given of the theory of accounts, both by the double and single entry methods.

Each student is required to keep a set of books, which, so far as his individual ability goes, must be a model of neatness and accuracy.

Considerable practice is given in the uses of auxiliary books and in the practical applications of business arithmetic.

Commercial Law is covered in forty lessons. The aim in this subject is to familiarize the student with the ordinary transactions of business life and with the laws governing the same. A necessary feature of this work consists in the writing and study of commercial forms. The method pursued is the combined text-book and lecture, the former being used for definition and frame work, while the latter is given to the illustration and application of the principles set forth to actual business experience.

Students are asked to cite cases that come under their observation for discussion in class, and in order to create healthy interest in the subject, actions at certain times are brought in by students and mock trials are conducted.

Special emphasis is laid upon the subjects of commercial paper and bailments.

TEXT BOOKS

Bookkeeping — Williams & Rogers' Introductory and Business Practice.

Commercial Law—Clark.

REFERENCES

Commercial Law. Williams & Rogers.

Compendium of Commercial Law, Townsend.

Principles of Commercial Law, Musselman.

Commercial Digest, McMaster.

Business Law, White.

Statutes of Arizona.

DEPARTMENT OF MUSIC

Instruction in this branch consists of voice development, the theory of music and elementary harmony, the course covering a period of three years and beginning with the student's first year.

Students of advanced standing, entering for the first time, are required to make such grades as the Faculty prescribes.

The general aim in this study is to develop the natural musical talent of the pupil, so far as the singing voice is concerned, treating the voice as a musical instrument and perfecting it as such to as high a degree as the time allotted to this study will permit in class work. But much may be accomplished by the ambitious student outside of the classroom by the daily practice of the vocal exercises used and application of the principles taught in the school.

Our course provides vocal practice that will insure pure intonation and good enunciation, also the ability to read at sight, from the staff. The latter is simplified by chart work and the use of the modulator applied to the staff.

An important feature of our course in music is the opportunity for chorus practice and study of the best choral music. By this means the student is enabled to apply the knowledge gained in theory in a thorough and practical manner.

TEXT BOOKS

Natural Music Series—Short Course in Music, Book II; Elements of Harmony, Stephen A. Emery; Laurel Song Book, William L. Tomlins. [Last named is furnished by the school.]

AUXILIARY BOOKS

Voice Building and Tone Placing, Curtis; Voice, Song and Speech, Browne and Behuke; Music, Challoner; Vocal Economy and Expressiveness, Aldrich; Art of Singing, Sieber; Musical Analysis, Goodrich.

The library contains many choice books and periodicals along musical lines, and the collection is being increased.

PHYSICAL CULTURE

While the primary object of a school of this kind is the training of the mind, we recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim, "A sound mind in a sound body," should carry the same force today that it did with the ancient Greeks. Students away from home are prone to neglect the matter of muscular exercises. For this reason, if for no other, some form of physical drill is a necessary adjunct to the course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students insofar as they do not conflict with their work. However, the fact remains that such exercises can be of benefit to comparatively few of the students. In order, therefore, that every member of the student body may have opportunity for physical drill of the proper amount and kind there have been provided a course in physical culture work for the young women and military drill for the young men.

All girls who carry any work whatever in the school are required to take systematic physical training during the whole course, unless a certificate is presented from a physician, recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

I.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.

II.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The system used is a modification of the Swedish system. Instruction is given in club, wand and dumb bell drills. While some of the exercises will be taught in uniform series as drills, emphasis will be laid upon the distinct value of each exercise from a hygienic standpoint.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Four periods a week are devoted to this work.

MILITARY DRILL

By the placing of military drill in the school course, several important objects are gained. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes, the "setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended

order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-First Legislative Assembly of the Territory of Arizona the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The drill is conducted in strict accordance with the regulations of the United States Army, and the company is annually inspected by the officers of the National Guard.

Opportunity is given for target practice, a good range having been fitted up within a mile of the campus.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS

Interest in athletic work is encouraged among the students, and dressing-rooms and baths are provided for members of the teams while training. The success of the work in this line is indicated by the championship cup of the Territorial foot ball league, which has become the property of the Normal eleven.

Considerable attention is paid to track athletics for which facilities are provided. Basket ball furnishes opportunity for outdoor exercise for the young women, a convenient and well appointed court being located on the campus near the girls' dormitory.

REGISTER FOR 1904-5

CLASS OF 1905

Florence Armitage.....Fairbank	Alma Jones.....Mesa
Jessie Blake.....Tempe	Laverna Lossing.....Phoenix
Jessie Clark.....Benson	Bertha Lyall.....Santa Ana, Cal.
Mattie Corbell.....Tempe	Ina McComas.....Tempe
Alice DeForrest.....Tempe	Helen MacIntyre.....Phoenix
Nelly Duncan.....Mesa	Mary Mullen.....Tempe
Frank Dykes.....Mesa	Elma Pulsifer.....Tempe
Alice Greenleaf.....Yuma	Margaretha Schwarz.....Mesa
Ione Greenleaf.....Yuma	Harry Van Noate.....Tempe
Edgar Hendrix.....Tempe	Vessa Wright.....Bisbee
Frank Hough.....Tempe	

NORMAL DEPARTMENT

NAME	ADDRESS	NAME	ADDRESS
Agnew, Laura.....	Tempe	Clark, Jessie.....	Benson
Alexander, Helen.....	Phoenix	Clem, Clara.....	Tempe
Anderson, Mabel.....	Tempe	Clem, Eula.....	Tempe
Armitage, Ethel.....	Fairbank	Clifford, Cloa.....	Pearce
Armitage, Florence.....	Fairbank	Collins, Maude.....	Benson
Barkley, John G.....	Yuma	Conroy, Olive.....	Tempe
Barkley, Ollie.....	Buckeye	Conser, Cecil.....	Tempe
Bellamy, Frankie.....	Tempe	Corbell, Louis.....	Tempe
Benedict, Helen.....	Tombstone	Corbell, Mattie.....	Tempe
Bennett, Dant.....	Maricopa	Cosner, Ida.....	Tempe
Benson, Jean.....	Buckeye	Cowan, Alma.....	Tombstone
Benson, May.....	Willcox	Cowan, Sadie.....	Tombstone
Biery, Joy.....	Florence	Cox, Ernest.....	Jerome
Blake, Jessie.....	Tempe	Cox, Iva.....	Phoenix
Blakely, Isabel.....	Kingman	Coy, Gladys.....	Buckeye
Blome, Helen.....	Tempe	Critchley, Josie.....	Tombstone
Brown, Frances.....	Tempe	Cullen, Finley.....	Jerome
Brown, Harry.....	Tempe	Cummings, Maude.....	Tempe
Brown, Stella.....	Tempe	DeForrest, Alice.....	Phoenix
Buck, Vera.....	Tempe	Devore, Jennie.....	Globe
Burg, Stanley.....	Los Angeles	Doherty, Ethel.....	Nogales
Cain, Mamie.....	Prescott	Doherty, Olivia.....	Nogales
Calbick, Chester.....	Chicago	Drew, Anna.....	Tempe
Carico, Nettie.....	Clifton	Duncan, Nelly.....	Mesa
Carpenter, Ysabel.....	Tombstone	Dykes, Frank.....	Mesa
Carrier, Iva.....	Congress	Dykes, John.....	Mesa
Carroll, Della.....	Mesa	Easterwood, Iva.....	Tempe

35
27
27
76

TEMPE NORMAL SCHOOL OF ARIZONA.

NAME	ADDRESS	NAME	ADDRESS
Eichenberger, Mildred	Phoenix	Lopez, Henry	Tempe
Ellingson, Harry	Tempe	Lossing, Laverna	Phoenix
Ellingson, Johnnie	Tempe	Lukin, Joe	Tempe
Filson, Alberta	Tempe	Lyall, Bertha	Santa Ana
Forsee, Lon	Tempe	McComas, Ina	Tempe
Fitzgerald, C. N.	Tempe	MacIntyre, Helen	Phoenix
Gaddis, Hattie	Gold Hill, N. M.	McKay, May	Congress
Gerald, Genevieve	Globe	McKay, Nettie	Congress
Gibson, Ada	Mesa	McNichol, Kitty	Blanchard
Gibson, Ida	Mesa	Marlar, Carrie	Phoenix
Gilleland, Millicent	Tempe	Martin, Nelly	Mesa
Greenleaf, Alice	Yuma	Matthews, Anna	Tempe
Greenleaf, Ione	Yuma	Meskimons, Irving	Arlington
Griffen, Olive	Tempe	Miller, Frank	Tempe
Griffeth, Bert	Williams	Miller, Halbert	Tempe
Hadsell, Mamie	Buckeye	Millett, Art	Tempe
Haldeman, Ada	Dragoon	Modie, Richard	Nogales
Hamill, Carrie	Globe	Moer, Hubbard	Tempe
Hanna, Frank	Tempe	Morrow, Bessie	Tempe
Harmon, May	Tempe	Mullen, Mary	Tempe
Harris, Alma	Tempe	Murphy, Imogene	Tempe
Harris, Nellie	Tempe	Murphy, Nellie	Tempe
Haulot, Emma	Phoenix	Murphy, Richard	Tempe
Haulot, Mary	Phoenix	Nicholas, Sarah	Tempe
Hazelwood, Johnie	Tempe	Nichols, Grace	Tempe
Hendrix, Edgar	Tempe	Nichols, Virginia	Tempe
Hendrix, Hazel	Tempe	Odell, Ora	Tempe
Hibbert, Leo	Mesa	Painter, Alberta	Tempe
Holmes, Alta	Tempe	Painter, Mack	Tempe
Holmes, Fred	Tempe	Painter, Roy	Tempe
Houck, Mary	Cave Creek	Pemberton, Stella	Roosevelt
Hough, Frank	Tempe	Pew, Ellis	Mesa
Hough, Mary	Tempe	Pine, Clarence	Tempe
Hubbard, Genevieve	Tombstone	Pine, Nellie	Tempe
Huffer, Birdena	Roosevelt	Pomeroy, Francelle	Mesa
Jaime, Rosa	Safford	Potts, Gertrude	Kingman
Jobs, Margaret	Phoenix	Price, Fay	Prescott
Johnson, Joseph	Mesa	Price, Ralph	Tempe
Johnston, Clifford	Tempe	Priest, Annie	Tempe
Jones, Alma	Mesa	Priest, Lourdes	Tempe
Jones, Bertran	Lehi	Priest, Marina	Tempe
Jones, Doctor	Lehi	Pulsifer, Elma	Tempe
Jones, Ethel	Bisbee	Pulsifer, Willa	Tempe
Jones, Rollin	Lehi	Rich, Forrest	Tempe
Jungermann, Albert	Tempe	Robbins, Inez	Tempe
Jungermann, Reinhold	Tempe	Rogers, Earl	Mesa
Keating, Annes	Florence	Rowley, Daisy	Mesa
Kemp, Mable	Willcox	Royce, Proctor	Tempe
Kenney, Lucy	Bisbee	Ruse, Eva	Tempe
Kindred, Evelyn	Bisbee	Russell, Mabel	Chloride
King, James	Phoenix	Schaal, Della	Douglas
King, Virgil	Phoenix	Schmidt, Laura	Tempe
Leavell, Mary	Tempe	Schwarz, Margaretha	Mesa
Leebrick, Bessie	Tempe	Shute, Eugene	Livingstone
Leebrick, Karl	Tempe	Sirrime, Maude	Mesa
Lewis, Sadie	Tempe	Sirrime, Roy	Mesa
Lisonbee, Barl	Mesa	Smith, Annie	Nogales
Lisonbee, Joseph	Mesa	Standage, Clarence	Mesa

NAME	ADDRESS	NAME	ADDRESS
Standage, Jean.....	Mesa	Van der Walker, Lulu.....	Tempe
Stauffer, Lemmie.....	Glendale	Van Meter, Herbert.....	Mesa
Stauffer, Sadic.....	Glendale	Van Noate, Corrine.....	Tempe
Stephens, Belle.....	Phoenix	Van Noate, Harry.....	Tempe
Stewart, Bertha.....	Mesa	Vensel, Sidney.....	Phoenix
Stewart, Le Roy.....	Mesa	Wallace, Hester.....	Mesa
Stewart, Maude.....	Tempe	Wallace, Sarah.....	Mesa
Stewart, Merton.....	Tempe	Wacaser, W.....	Tempe
Stewart, Owen.....	Mesa	Wayland, Myrtle, New Franklin, Mo.	
Stilwell, Mary.....	Phoenix	Webb, Cone.....	Roosevelt
Stone, Sarah.....	Tempe	Will, Mary.....	Florence
Sturzenegger, Gertrude.....	Yuma	Williams, Geneva.....	Clifton
Tamborino, Palmira.....	Congress	Wilson, William.....	Wickenburg
Thomas, Jack.....	Bloomington, Ill.	Woolf, Arthur.....	Tempe
Tomlinson, Georgia.....	Tempe	Woolf, Irene.....	Tempe
Tool, Bertie.....	Tempe	Woolf, Mabel.....	Tempe
Trent, Nelly.....	Mesa	Woolf, William.....	Tempe
Turner, Mary.....	Tempe	Wright, Gladys.....	San Bernardino
Ullman, Elizabeth.....	Tempe	Wright, Vessa.....	Bisbee

SUB-NORMAL DEPARTMENT

Burnett, Jessie.....	Prescott	Lewis, Amy.....	Tempe
Connolly, Bernie.....	Phoenix	Miller, Clyde.....	Bisbee
Cox, Loreen.....	Jerome	Ming, Ethel.....	Phoenix
Graham, Estelle.....	Los Angeles, Cal.	Murphy, Mildred.....	Tempe
Haigler, Chester.....	Tempe	Nichols, Warren.....	Tempe
Jones, Dorothy.....	Congress	Pine, Oscar.....	Tempe
Jones, Lucy.....	Congress	Rich, Ioue.....	Tempe
Keating, Lulu.....	Bisbee	Rieckhoff, Fred.....	Tempe
Keegan, William.....	Globe	Sampson, Shirley.....	Phoenix
Leavell, Marjorie.....	Tempe	Schmidt, Irma.....	Tempe
Leebrick, Ruth.....	Tempe		

TRAINING DEPARTMENT

Akers, Bryan	Bracomonte, Nijo	Casner, Edith
Abril, Antonio	Bracomonte, Santos	Crafts, Lowell
Abril, Ventura	Bracomonte, Lupa	Cole, Lena
Acebedo, Carmelita	Bruce, Hazel	Cole, Lewis
Acebedo, Elisandro	Clifford, Jesse	Cole, Charles
Acebedo, Thomas	Corbell, Homer	Cole, Maude
Apodoca, Louisa	Corbell, Paul	Daggs, Mary
Apodoca, Teresa	Corbell, Mabel	Drew, Lewis
Bagil, Levrada	Corbell, Ethel	Elias, Paula
Benito, Pedro	Cave, Lillian	Elias, Matilda
Blome, Harold	Cole, Rita	Frizzell, Florence
Blome, Maurice	Cole, Lois	Fields, Marriott
Blount, Louise	Celaya, Carmelita	Filson, Maxwell
Bejauaro, Elvira	Chapin, Lucy	Filson, Sydney

Gilleland, Eugene	Lynch, John	Ruez, Caroline
Gilleland, Oliver	Leudke, Lizzie	Ruez, Mercedes
Gilleland, Ernest	Leebrick, Samuel	Ruez, Josie
Griffen, Horace	Lancy, Mabel	Ruez, Joe
Guidacan, Angelita	Lancy, Grant	Ruez, Mary
Garcia, Mercedes	Martin, Hattie	Ruskin, Ruth
Guidican, Matilda	Martin, Vera	Sheldon, Joe
Goodwin, Leona	McNulty, Frances	Sturgeon, Beulah
Goodwin, Julius	Miller, Emma	Sturgeon, Charles
Hendrix, Bertrande	Miller, Gussie	Still, Nellie
Hackett, Letha	Miller, Edna	Stewart, Grace
Holsapple, Sarah	Miller, Wallace	Schenck, Elbert
Holsapple, Marion	Martinez, Josefa	Scudder, Kathreen
Holsapple, Raymond	Martinez, Antonio	Stone, Charles
Hu, Lydia	Martinez, Sara	Spangler, Carl
Hawes, Eugene	Monson, Ingborg	Spangler, Carl
Hawes, Woodson	Oviedo, Margarite	Spangler, Lulu
Hocker, Monroe	Oviedo, Rosa	Spangler, Lola
Johnston, Edith	Obregon, Severo	Turner, Eva
Johnston, Kenneth	Ochoa, Juan	Turner, Nevada
Johnston, Helen	Pine, Walter	Tapia, Richard
Johnston, Dorothy	Pickrell, William	Uvez, Carmelita
Jasse, James	Parry, Charles	Van Meter, Jack
Imperial, Amalia	Parry, Katherine	Valencia, Ignacio
Knight, Alice	Robbins, Ruth	Walker, Marjorie
Kavanaugh, Rose	Robbins, Irene	Warner, Dorothy
Leeper, Blanche	Rollins, John	Westover, Charles
Longley, Dorothy	Rollins, Ralph	Wilson, John
Longley, Marian	Richards, Roy	Williams, Poncho

SUMMARY OF REGISTER

Normal Department, including Class of 1905.....	207
Sub-Normal Department.....	21
Training Department.....	129
Total.....	<u>357</u>

ALUMNI REGISTER

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell..... (Mrs. J. Webster Johnson)	Four Years.....	Los Angeles
Georgia A. Holmesley..... (University of Arizona)	Ten Years.....	Clifton
Reese M. Ling..... (District Attorney, Yavapai County)	Two Years.....	Prescott
Colonel James H. McClintock.....	Five Years.....	Phoenix
Gertrude Pomeroy*.....	Five Years.....	

CLASS OF 1888

Kate Cummings..... (Mrs. Fisher Bailey)	Five Years.....	Tempe
Martha Sears*.....	Five Years.....	
Henry Q. Robertson.....	Seventeen Years.....	Globe

CLASS OF 1890

Nanna Brown..... (Mrs. John Knight)	Three Years.....	Tempe
Lena Coughran..... (Mrs. J. M. Sears)	One Year.....	Tempe

CLASS OF 1891

Lee Gray, LL. B. (Yale, 1893)..... (Attorney)		Los Angeles
Josephine Frankenberg.....	Five Years.....	Tempe

CLASS OF 1892

Lillian J. McAllister.....		Los Angeles, Cal.
Victoria B. Shaw..... (Mrs. Geo. K. Smith)	Two Years.....	Tucson

CLASS OF 1893

Manie Anderson..... (Mrs. J. E. Boyd)	Four Years.....	Wickenburg
Agnes Halbert*.....		
W. I. Melton.....	Eight Years.....	Toluca, Cal.
Lidia Rembert.....	One Year.....	San Francisco
Mary Wingar.....	Eleven Years.....	Tempe
Chas. C. Woolf, LL. B. (Univ. of Colo.)..... (Attorney)		Tempe

CLASS OF 1894

Myrtle Aplin..... (Physician at Napa Insane Asylum)	One Year.....	East Highland, Cal.
Joseph T. Birchett.....	One Year.....	Tempe
Addie Bury..... (Mrs. Ira Reedy)	Eight Years.....	La Cananea
Nettie Clay..... (Mrs. Ashby Hawes)	One Year.....	Tempe
Agnes Dobbie..... (Mrs. J. D. Loper)	Ten Years.....	Mesa
Allie Gray..... (Mrs. Joe Sparks)	Nine Years.....	El Paso, Tex.
Leroy F. Hill.....		Birmingham, Ala.
Mary E. McNeill.....	Ten Years.....	Tempe

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz	Six Years	Tucson
Blanche Newell	Nine Years	Mesa
Rosina Pomeroy	Six Years	Mesa
Ella Saunders (Mrs. Louis Cordon)	Two Years	Shumway, Miss.
Anna R. Stewart	Six Years	Tempe
Ida W. Woolf (Mrs. A. J. O'Connor)	Five Years	Florence

CLASS OF 1895

Miriam Anderson (Mrs. M. A. Davenport)	One Year	Wickenburg
John R. Birchett	Two Years	Tempe
John J. Carroll		Tempe
Carrie Culver	Nine Years	Corona, Cal.
Lottie Gibson (Mrs. R. L. Mullen)	Two Years	Tempe
Allie Holmesley (Mrs. Josiah Williams)	Six Years	Pima
J. Wallace Morse	Two Years	St. Louis
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth (Student, Harvard University)		Tempe
Maude J. Welcome (Mrs. Hudson Searles)	Four Years	Tucson
Bertha Wilson	Nine Years	Tempe
E. Stanley Windes (Mrs. Dr. Metzgar)	Six Years	Tempe

CLASS OF 1896

J. Lawrence Abell	One Year	Tucson
Nellie E. Culver (Mrs. Roy Frankenberg)	Six Years	Imperial
Don J. Frankenberg	One Year	Tempe
Nott E. Guild		Tucson
Florence G. Hanna (Mrs. J. B. Flummerfelt)	Four Years	Tempe
Carl T. Hayden		Tempe
Jane M. Hedgpeth	Six Years	Phoenix
Lewis P. Hedgpeth	Seven Years	Phoenix
Georgia A. Hendrix (Mrs. L. C. Austin)	Three Years	Nordheim, Tex.
Amina W. McNaughton (A. B. 1898)	Five Years	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Two Years	Jerome
Julia R. Nichols (Mrs. B. C. Calhoon)	Four Years	Phoenix
Bertha M. White (Mrs. Reese)	Eight Years	Biabee
Roy Frankenberg		Imperial

CLASS OF 1897

May A. Austin [Mrs. William M. Goodwin]	Two Years	Tempe
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Six Years	Los Angeles, Cal.
May C. Huffer [Mrs. Bondhower]	Two Years	Globe
Jane P. Martin [Mrs. Verner A. Vanderhoof]	Two Years	Scottsdale

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ana M. Miller [Mrs. L. D. Yeager]	Three Years	Phoenix
Clara M. Miller [Mrs. C. M. Zander]	Five Years	Buckeye
Flora L. Mills	Three Years	Phoenix
J. Oscar Mullen	Four Years	Tempe
Ada M. Peyton [Mrs. William Dodenhoff]	One Year	Phoenix
Mary C. Robinson [Mrs. W. J. Bowen]	Two Years	Mesa
Lucy M. Schwarz	Seven Years	Mesa
Addie Sirrine [Mrs. Ellis Johnson]	Five Years	Mesa
Verner A. Vanderhoff	Three Years	Scottsdale
Walter S. Wilson	Four Years	Phoenix
Alice B. Windes	Eight Years	Clifton

CLASS OF 1898

Edith R. Abell [Mrs. Dr. Drane]		Mesa
Mary C. Bosbyshell [Mrs. Chas. Phone]	One Year	Douglas
Flora N. Cohn	Three Years	Phoenix
Elizabeth W. England	Two Years	Galesburg, Ill
Louie V. Gage [Mrs. Dr. Dennett]	Three Years	Silver Bell
Una B. Hanna [Mrs. E. G. Decker]	Three Years	Kingman
J. Wesley Hill	Two Years	Phoenix
Olive J. Maxwell [Mrs. C. A. Stewart]	Five Years	Tempe
Florence A. McKee [Mrs. Chas. Arnold]	Two Years	Phoenix
Julia E. Melton	Five Years	Downey, Cal.
Mary R. Moore [Mrs. J. T. Hood]	One Year	Bisbee
Ethel M. Orme [Mrs. E. W. Lewis]	Four Years	Phoenix
Charlotte E. Perry [Mrs. Homer Redden]		Phoenix
William R. Price		Phoenix
Clyde A. Stewart	One Year	Tempe
Ida Warren Swiggett	Four Years	Phoenix
Walter H. Wilbur		Tempe

CLASS OF 1899

Garnett Allison	Three Years	Mesa
Bessie Frances Archbald	Four Years	Cal.
Eva L. Bowyer	Three Years	Phoenix
Lutie Marion Carlyle	Two Years	San Bernardino, Cal.
Nellie E. Clark [Mrs. M. A. Harmer]	Two Years	Tempe
Robert O. Duncan	Four Years	Phoenix
Inez B. Fisher	Four Years	Tempe
Jessica Frazier	Three Years	Denver
Martha Garnett	Four Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Five Years	Jerome
Ella Leota Hauxhurst	Five Years	Tempe
Harry G. Hendrix	Five Years	Tempe

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Four Years	Wier City, Kansas
Frank R. Kellner	Two Years	Globe
D. Mande Lincoln	Three Years	Jerome
Alice A. Morse	Four Years	Phoenix
Lillian M. Murray		Phoenix
[Mrs. Irving Andrews]		
Grace Newell		Roosevelt
[Mrs. Guy Collins]		
Edna A. Ozanne	Three Years	Phoenix
[Mrs. Walter S. Wilson]		
L. Clay Henshaw	Two Years	Phoenix
[Mrs. Ed. Bowers]		
Zebulon Pearce	Four Years	Mesa
Minnie A. Perry	Two Years	Cordes
[Mrs. Joe Bassett]		
Madge P. Richmond	Four Years	Phoenix
[Mrs. Oscar Roberts]		
Gilbert States	Three Years	Delta, Colo.
Ida W. Temple	Three Years	Benson
[Mrs. E. C. Piper]		
Ruby M. Tucker	Four Years	Tempe
[Mrs. Chas. Woolf]		
Lillian A. Vaughn	Two Years	Benson
[Mrs. J. Dunbar]		
Emma Peyton	Four Years	Manila, P. I.
[Mrs. Geo. Swindel]		
Mary Malvina Wallace	Five Years	Bisbee
[Mrs. A. W. Woods]		
Veronica White	Five Years	Bisbee
Lulu Belle Wingar	Four Years	Pima
[Mrs. Dr. R. R. Root]		

Owing to the action of the Board in extending the course of Study no class was graduated in 1900.

CLASS OF 1901

Noble Carter	Two Years	Manila, P. I.
Alma Morgan Davis	Two Years	Leorin, Idaho
Alice A. Fultz	Two Years	Prescott
[Mrs. Archambeau]		
Hattie M. Green	Three Years	Phoenix
Edna Lucy Greenleaf	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich.
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Three Years	Phoenix
Josephine K. Hottinger	Three Years	Santa Rosa, Cal.
Perla E. Martin	Two Years	Bisbee
[Mrs. Ed. Halderman]		
Eleanor Atlee Merriam	Three Years	Phoenix
Mary Emma McNulty	Four Years	Tempe
Helen Marion Stewart	Two Years	St. David
[Mrs. Ellis Wilcox]		
Elizabeth Schwarz	Two Years	Mesa
[Mrs. Jones]		
Serretta Anne Serrine	Two Years	Mesa
[Mrs. Jones]		
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur		Mesa
[Mrs. W. Dorman]		
L. Grace Webb	Four Years	Globe

*Deceased.

CLASS OF 1902

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Alice B. Appleby.....	Two Years.....	Phoenix
Rachel Brady..... (Mrs. Levi Walker)	One Year.....	Mesa
Jessie F. Creager.....	Two Years.....	Nogales
Florence C. Ford.....	Three Years.....	Phoenix
J. H. Gerard.....	Three Years.....	Williams
Leona L. Gibson.....	Three Years.....	Lehi
Grace M. Godwin.....	One Year.....	Santa Rosa, Cal.
Charles A. Haigler.....	.....	Tempe
Victoria F. Harmon.....	Three Years.....	Tempe
Leona M. Haulot.....	Three Years.....	Tempe
Clara W. Johnson.....	One Year.....	Phoenix
D. D. Jones.....	Three Years.....	Mesa
Orren C. Jones.....	Three Years.....	Laei Oahu, H. I.
Stella F. Ross.....	Three Years.....	Mesa
Mary J. C. Snyder..... (Mrs. Kendrick)	Two Years.....	Bumblebee
Orpha C. Standage..... (Mrs. O. Babbitt)	One Year.....	Mesa
Edith F. Stewart.....	Three Years.....	Benson
Harry R. Trusler.....	One Year.....	Ann Arbor, Mich.

CLASS OF 1903

Chas. Alexander.....	Two Years.....	Lee's Summit, Mo.
Raymond H. Alexander.....	Two Years.....	Lee's Summit, Mo.
Elizabeth Cosner.....	Two Years.....	Tempe
Alice Curnow.....	Two Years.....	Tempe
E. Murray Curnow.....	.....	Bisbee
Lelia Hicks..... (Mrs. Thos. Long)	.....	Livingstone
Rose Irene Hottinger.....	Two Years.....	Santa Rosa, Cal.
Janie Izora Irvine..... (Mrs. J. M. Lindsey)	.....	Sunnyvale, Cal.
Ida May Johnson.....	Two Years.....	Tempe
Emma Laura King..... (Mrs. Alma Davis)	One Year.....	Leorin, Idaho
Mamie Gertrude King.....	Two Years.....	Phoenix
Lynn M. Laney.....	.....	Univ. Cal. Berkeley
Ina Lucinda Listebarger.....	Two Years.....	Tempe
Clarence Mark Paddock.....	.....	Livingstone
George Reed.....	Two Years.....	San Diego, Cal.
Elmer F. Ruse.....	.....	Tempe
Orrin L. Standage.....	Two Years.....	Mesa

CLASS OF 1904

Deborah Allen.....	One Year.....	Mesa
Rebecca Allen.....	One Year.....	Mesa
Winifred E. Allison.....	One Year.....	Globe
Fannie Armitage.....	One Year.....	Benson
Helen Axtell.....	One Year.....	Tombstone
Ernest Corbell.....	One Year.....	Tempe
Grace Culver.....	One Year.....	Tempe
Lucy Cummings.....	One Year.....	Tempe
Mabel Goldsworthy.....	One Year.....	Bisbee
Alice Grier.....	One Year.....	Phoenix
Adelaide Kindred.....	One Year.....	Bisbee
Louise Lynd.....	One Year.....	Glendale

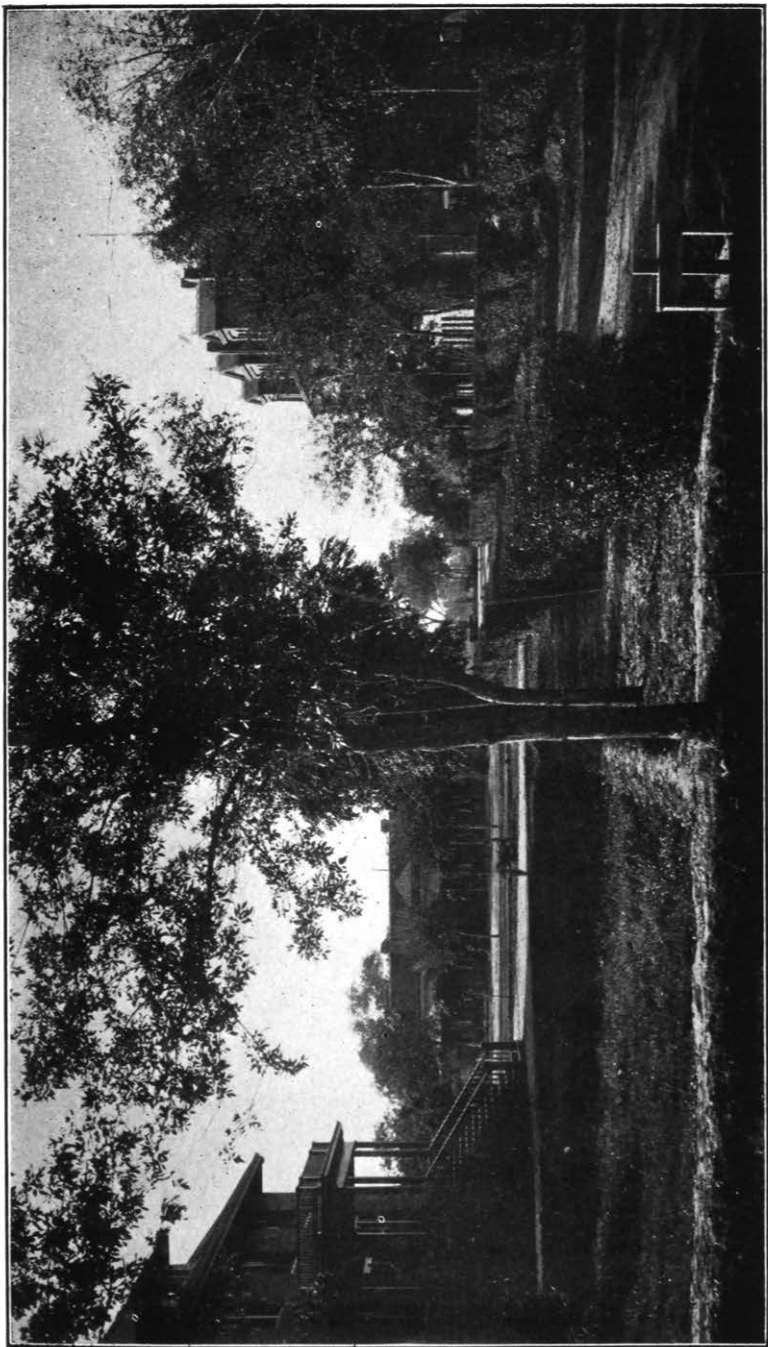
NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Sallie Miller.....	One Year.....	Florence
Mary Millet.....	One Year.....	Tempe
Charlotte Mullen.....	One Year.....	Tempe
Getha Munds.....	One Year.....	Camp Verde
Jennie Munds.....	One Year.....	Camp Verde
Della Penn.....	One Year.....	Santa Monica, Cal.
Ida Penn.....	One Year.....	Santa Monica, Cal.
Pansy Robbins.....	One Year.....	Tempe
Marion Thomas.....	One Year.....	Bisbee
Everett Wilbur.....	One Year.....	Thatcher
Maude Wilson.....	One Year.....	Tempe

CLASS OF 1905

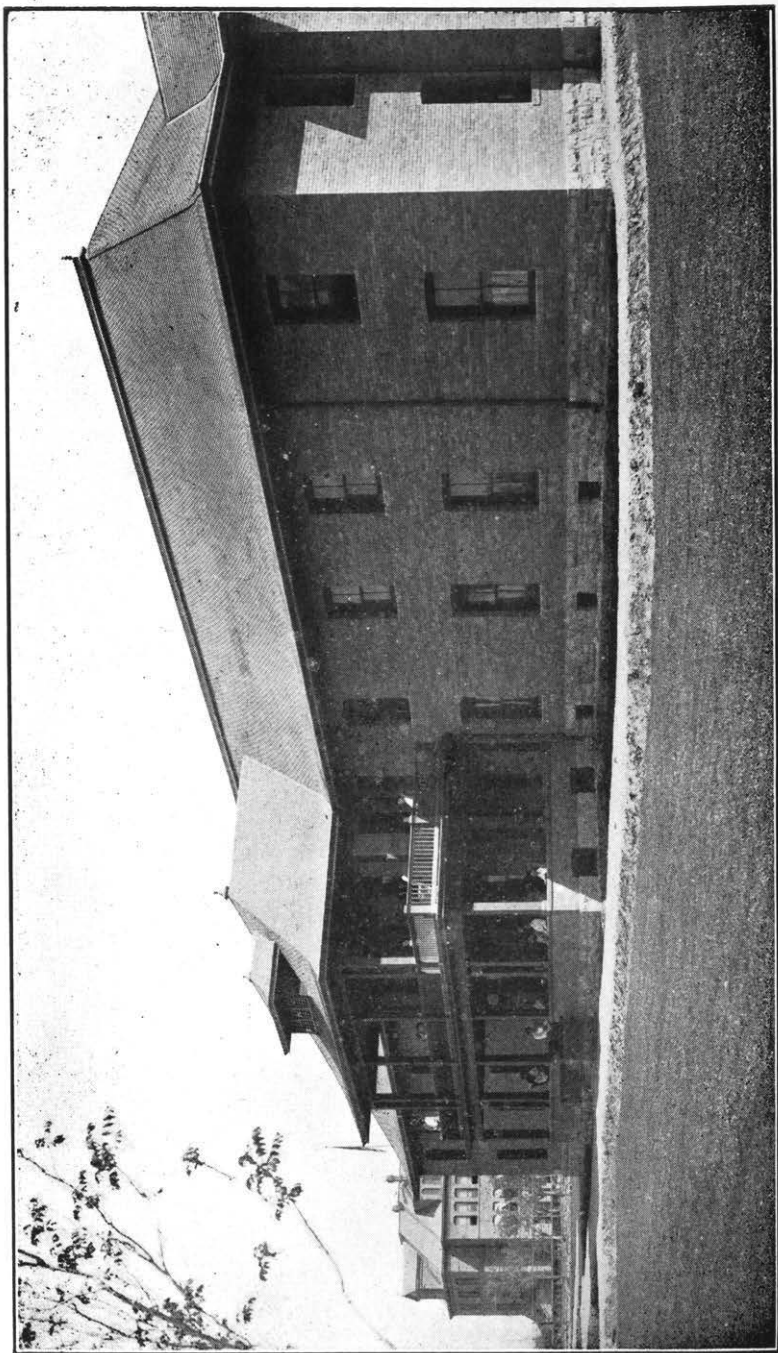
Florence Armitage.....		Fairbank
Jessie Blake.....		Tempe
Jessie Clark.....		Benson
Mattie Corbell.....		Tempe
Alice DeForrest.....		Phoenix
Nelly Duncan.....		Mesa
Frank Dykes.....		Mesa
Alice Greenleaf.....		Yuma
Ione Greenleaf.....		Yuma
Edgar Hendrix.....		Tempe
Frank Hough.....		Tempe
Alma Jones.....		Mesa
Laverna Lossing.....		Phoenix
Bertha Lyall.....		Santa Ana, Cal.
Ina McComas.....		Tempe
Helen MacIntyre.....		Phoenix
Mary Mullen.....		Tempe
Elma Pulsifer.....		Tempe
Margaretha Schwarz.....		Mesa
Harry Van Noate.....		Tempe
Vessa Wright.....		Bisbee

Tempe Normal School
of Arizona

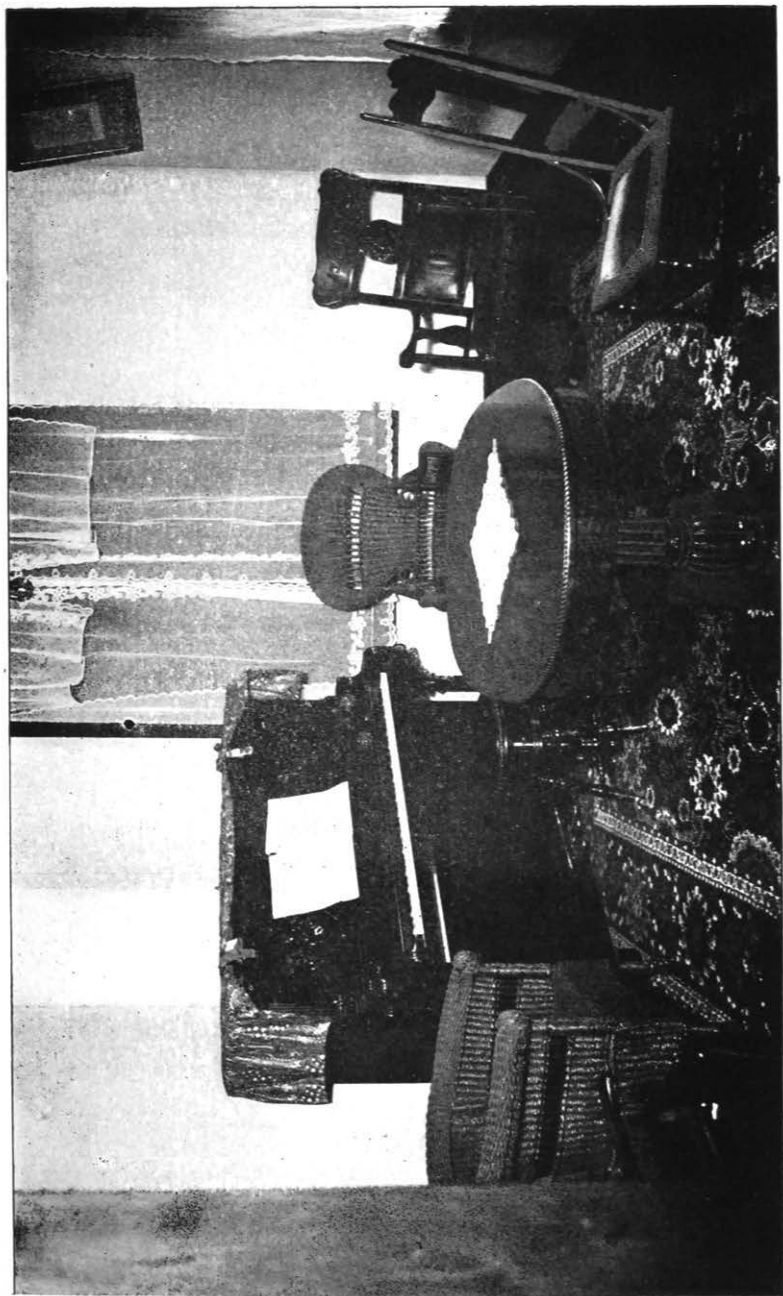
*Views of Buildings, Grounds,
Interiors, Etc.*



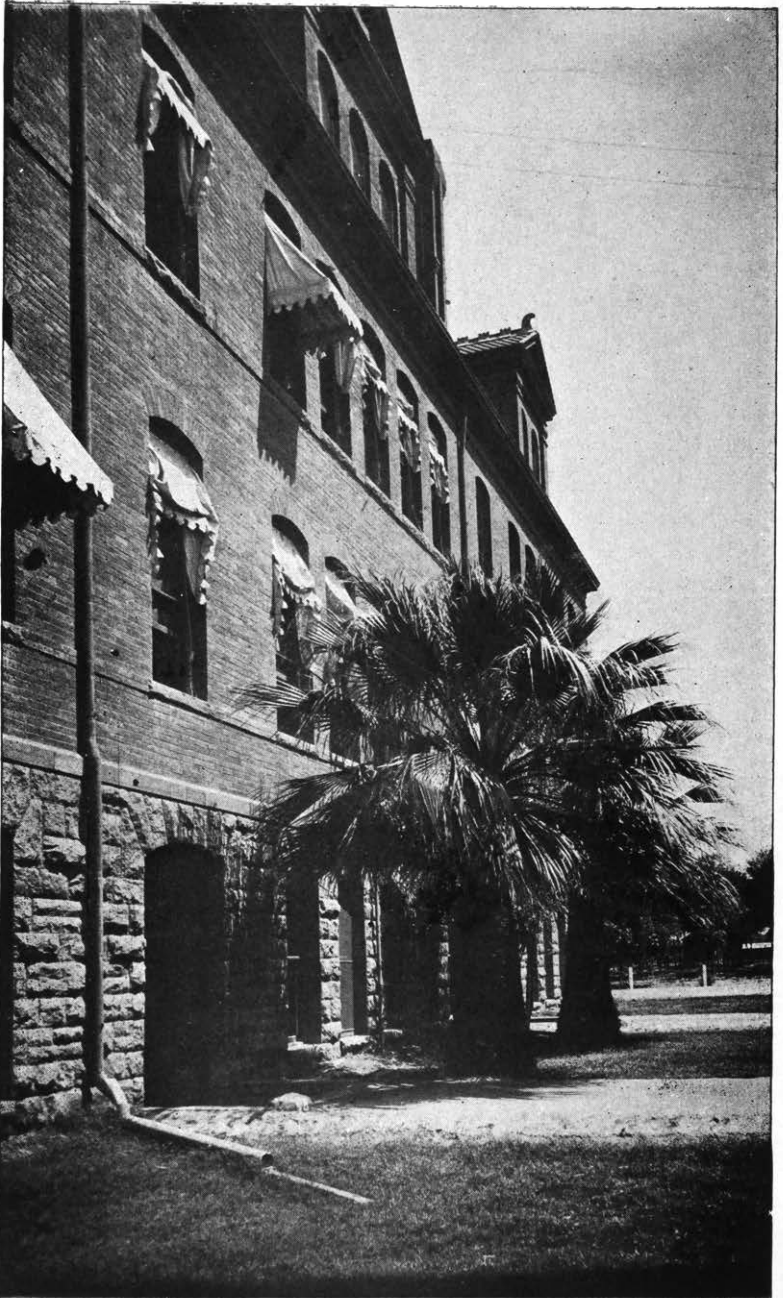
DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST



LADIES' DORMITORY



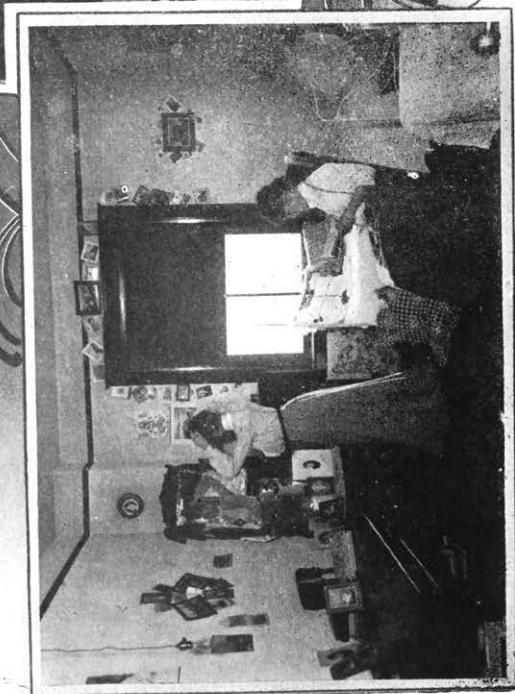
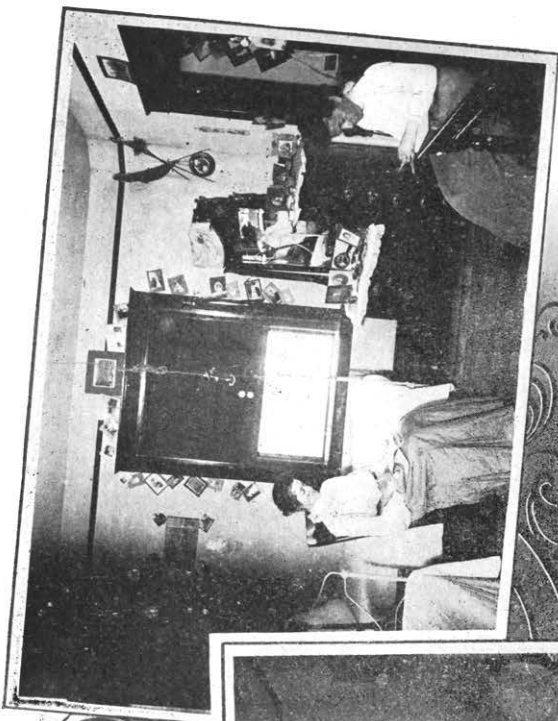
PARLOR IN DORMITORY



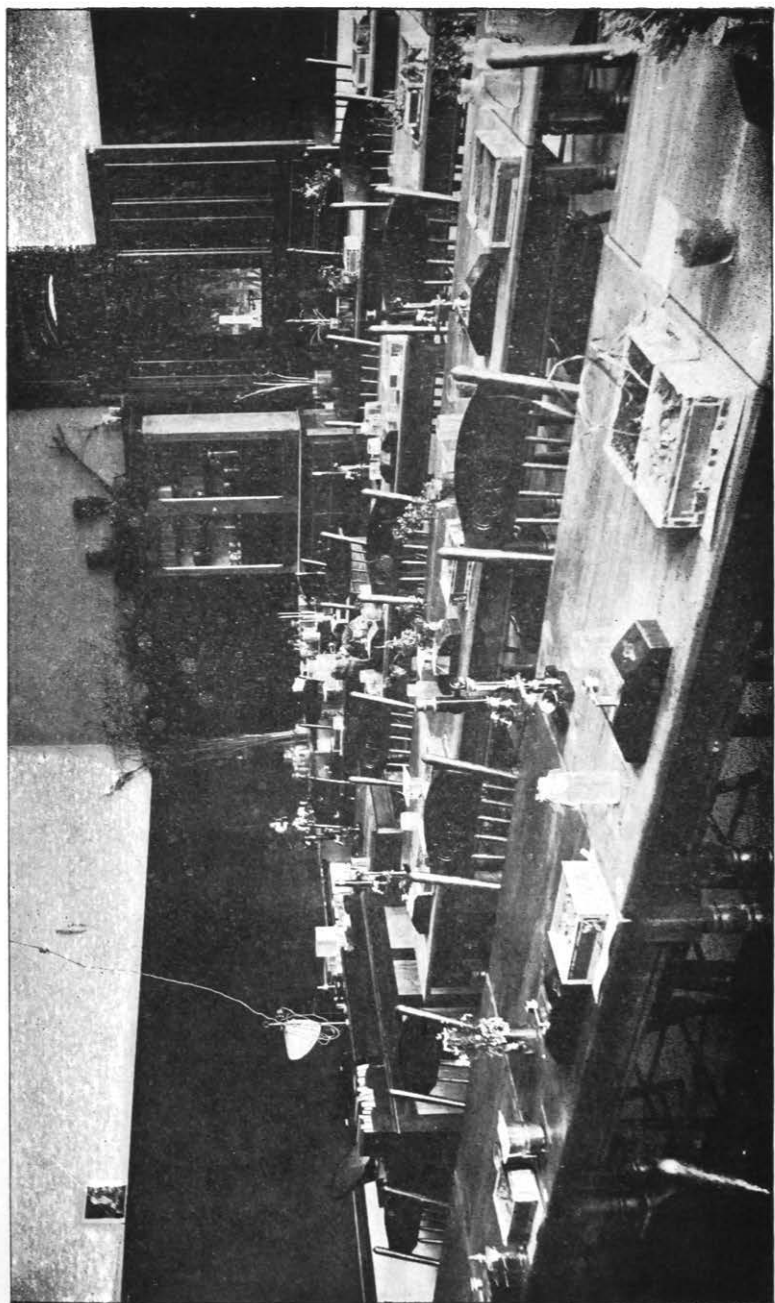
MAIN BUILDING, SOUTH SIDE



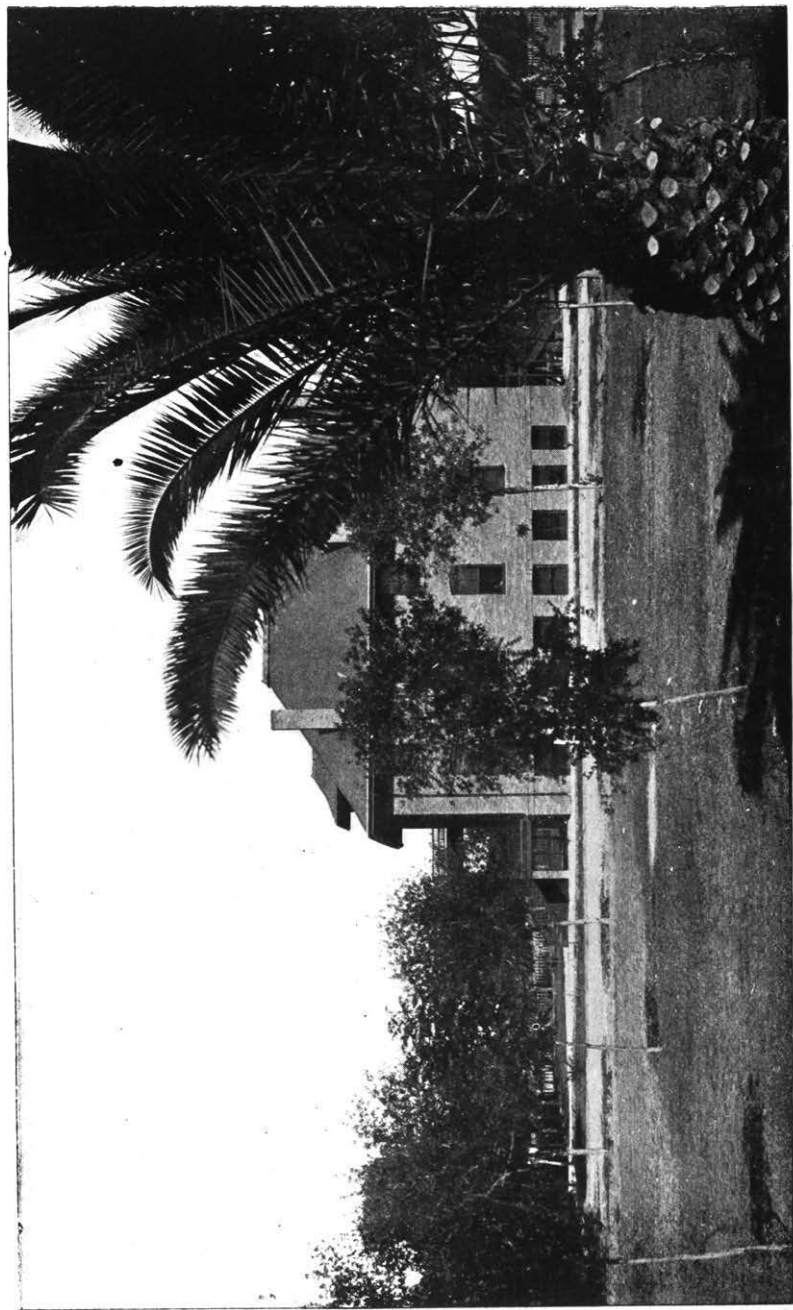
STAIRWAY IN MAIN BUILDING



LADIES' ROOM IN DORMITORY



BIOLOGICAL LABORATORY



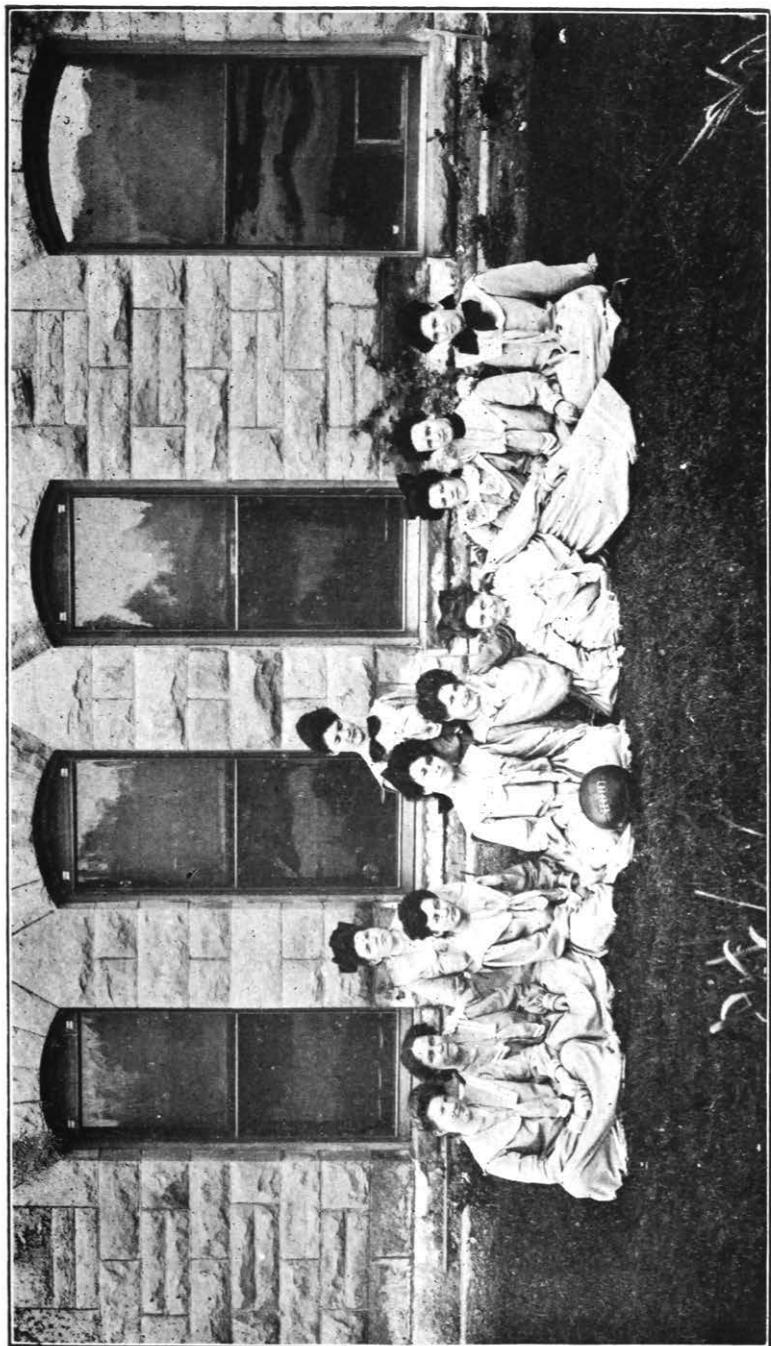
BOYS' DORMITORY



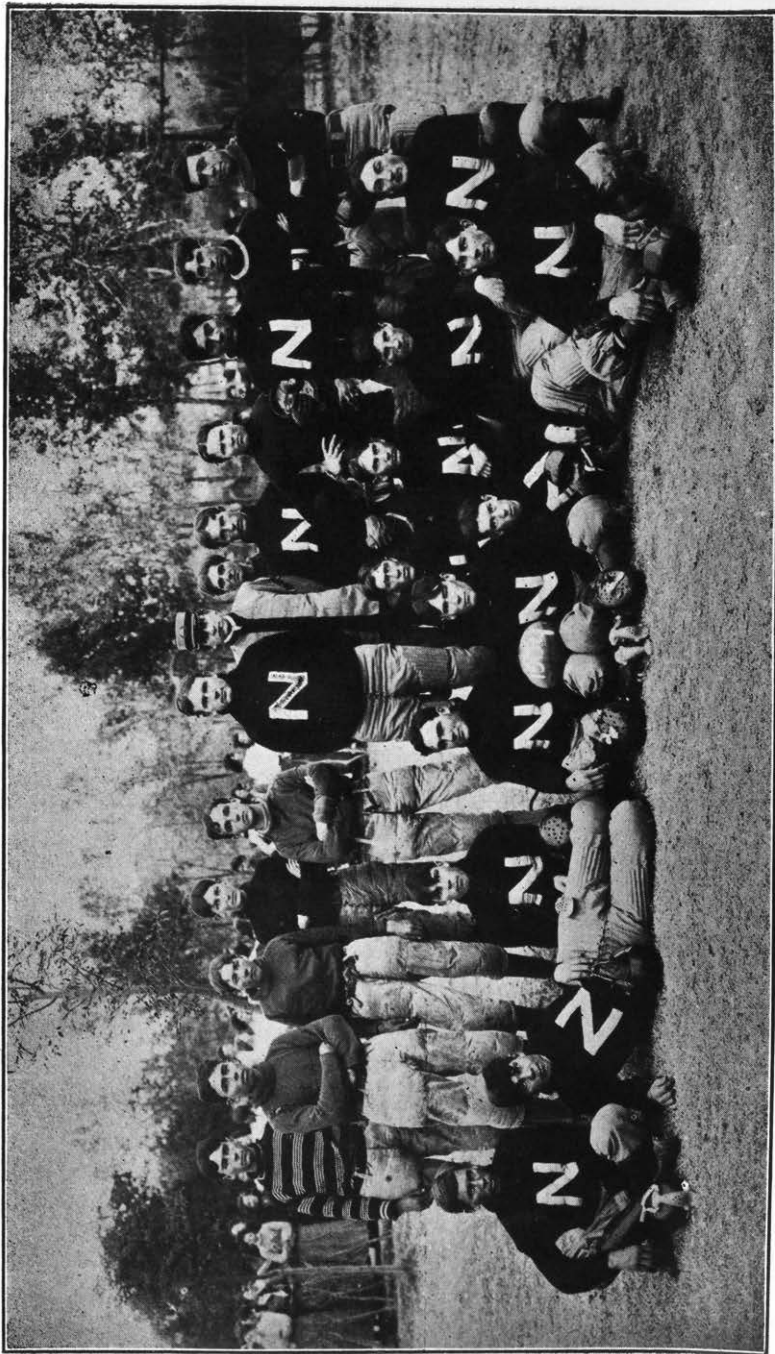
AUDITORIUM



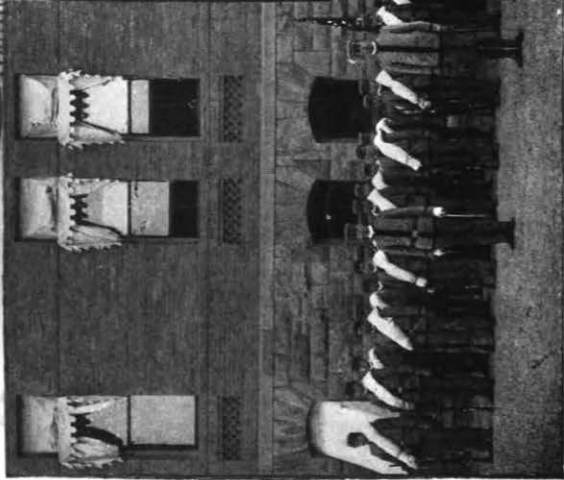
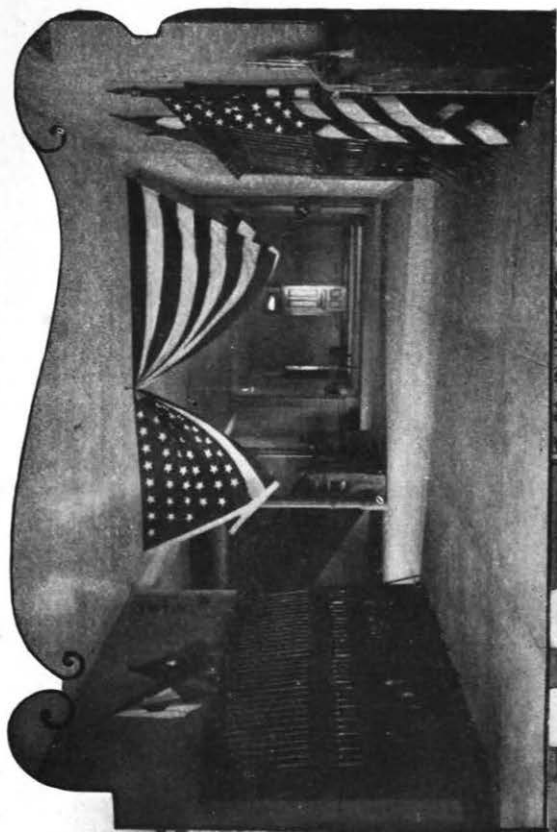
DINING ROOM



BASKET BALL TEAM

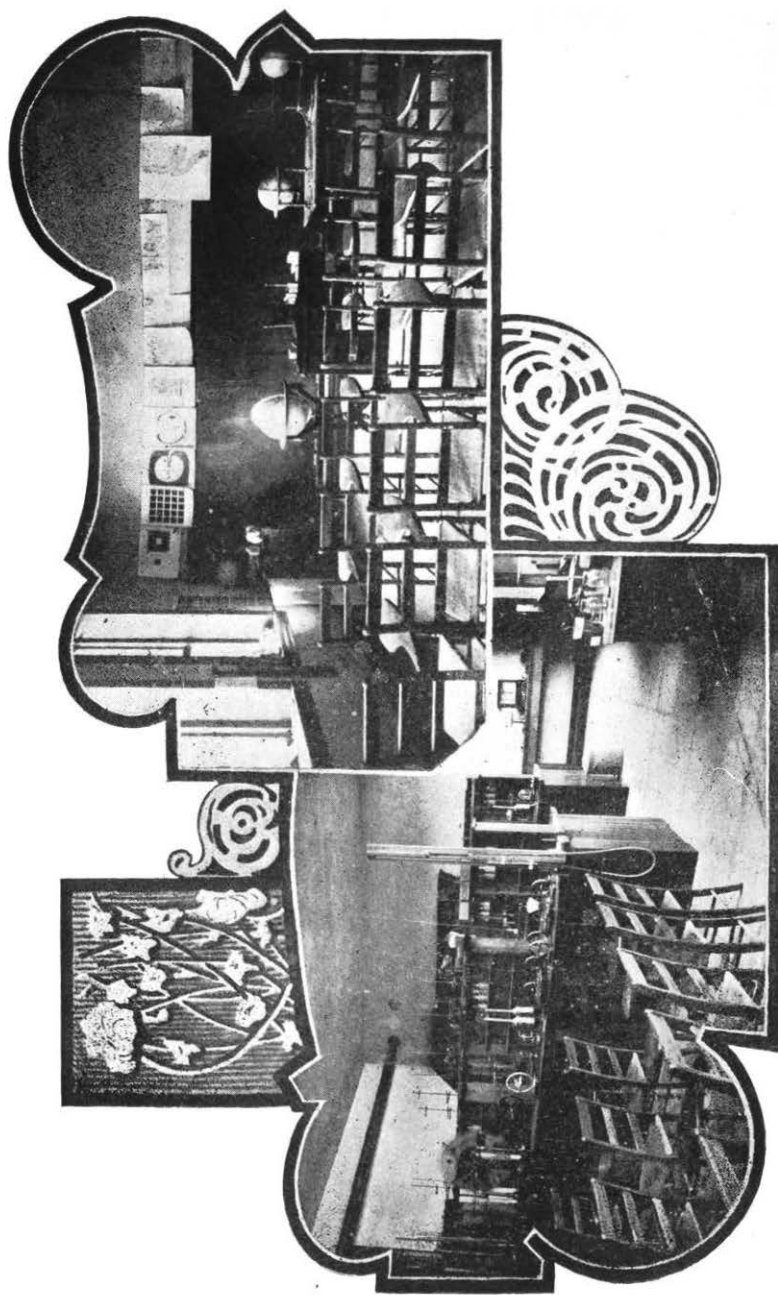


MEMBERS OF FOOTBALL TEAMS



MILITARY COMPANY

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CLASS ROOM—PHYSICAL GEOGRAPHY AND PHYSIOLOGY

PHYSICAL AND CHEMICAL LABORATORY