

TWENTY-THIRD ANNUAL
CATALOGUE OF

The Tempe Normal
School *of* Arizona

AT TEMPE, ARIZONA

1908-9

For the School Year

1907 - 1908

With Announcements for
1908 - 1909

Press of The McNeil Company
Phoenix, Arizona

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CALENDAR FOR 1908-1909

1908

| | |
|---|-----------------|
| First Semester begins..... | September 7 |
| Entrance Examinations and Classification..... | September 7-8-9 |
| First Quarter ends..... | November 13 |
| Second Quarter begins..... | November 16 |
| Thanksgiving Vacation..... | November 26-27 |
| Holiday Vacation begins..... | December 19 |
| Holiday Vacation ends..... | December 27 |

1909

| | |
|--|---------------|
| First Semester ends..... | January 22 |
| Second Semester begins..... | January 25 |
| Entrance Examination and Classification..... | January 25-26 |
| Third Quarter ends..... | April 2 |
| Fourth Quarter begins..... | April 5 |
| Examinations and Commencement Exercises..... | June 7-11 |

FACULTY 1908-1909

A. J. MATTHEWS, Principal,
School Economy 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, B. Pd.,
Mathematics.

EDNA NEWBERT, B. L.,
English.

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

*

Literature, Elocution and Physical Culture.

History and Civics.

FRED C. AYER, M. S.,
Biology and Director of Athletics.

ROBT. M. GEORGE, M. A.,
English and Mathematics.

GRACIA L. FERNANDEZ, A. B.
Spanish and Librarian.

A. B. CLARK,

Manual Training, Sloyd and Carpentry.

LAURA DOBBS,

Secretary to the President and Board.

IVA CARUTHERS,

Critic Teacher Seventh and Eighth Grades.

LEONA M. HAULOT,

Critic Teacher Fifth and Sixth Grades.

LOUISE LYND,

Critic Teacher Seventh and Eighth Grades.

MARY E. McNULTY,

Critic Teacher First and Second Grades.

*

MRS. ELIZABETH C. BROWN,
Matron of Girl's Dormitory.

GEO. W. WILSON,
Superintendent of Buildings.

HARRY WALKER,
Superintendent of Grounds.

*

Engineer.

* To be supplied.

COURSES OF STUDY—English Co

FIRST YEAR

| First Semester | Wk.Rec. | Second Semester |
|---|---------|---------------------------------------|
| Grammar and Composition | 20 5 | Grammar and Compos |
| Reading | 20 5 | Arithmetic |
| Algebra | 20 5 | Algebra |
| Spelling and Word Analy- sis | 20 2 | Spelling and Word A: sis |
| Drawing | 20 2 | Drawing |
| Music | 20 2 | Music |

SECOND YEAR

| First Semester | Wk.Rec. | Second Semester |
|---|---------|---|
| Rhetoric and Composition | 20 5 | Rhetoric and Compos |
| Algebra | 20 5 | Algebra |
| Biology (Field & Labora- tory) | 20 5 | Biology (Field & Lal tory) |
| Ancient History | 20 5 | Ancient History |
| Drawing | 20 2 | Drawing |
| Music | 20 2 | Music |

THIRD YEAR

| First Semester | Wk.Rec. | Second Semester |
|---|---------|---|
| English Literature (3) } Theme Writing (2) (S) } | 20 5 | English Literature (3 Theme Writing (2) (S |
| Geometry | 20 5 | Geometry |
| Physiography | 20 5 | Physiology |
| Mediaeval & Modern Hist. | 20 5 | United States History |
| Drawing (S) | 20 2 | Drawing (S) |
| Music (S) | 20 2 | Music (S) |

JUNIOR YEAR

| First Semester | Wk.Rec. | Second Semester |
|---|---------|---|
| American Literature (3) } Grammatical Analysis (2) } | 20 5 | American Literature () Grammatical Analysis |
| Physics (Laboratory) . . . | 20 5 | Chemistry or Physics (Laboratory) |
| Arithmetic (S) | 20 4 | Geography (S) |
| Science of Government . . . | 20 5 | Pedagogy |
| Psychology | 20 5 | Observation in Trainin |
| Music | 20 2 | Drawing |
| | | Music |

SENIOR YEAR

| First Semester | Wk.Rec. | Second Semester |
|----------------|---------|-----------------|
|----------------|---------|-----------------|

LATIN COURSE

FIRST YEAR

| First Semester | Wk.Rec. | Second Semester | V |
|--------------------------|---------|--------------------------|---|
| Grammar and Composition | 20 5 | Grammar and Composition | |
| Reading | 20 5 | Arithmetic | |
| Algebra | 20 5 | Algebra | |
| Spelling & Word Analysis | 20 2 | Spelling & Word Analysis | |
| Drawing | 20 2 | Drawing | |
| Music | 20 2 | Music | |

SECOND YEAR

| First Semester | Wk.Rec. | Second Semester | V |
|------------------------------|---------|------------------------------|---|
| Rhetoric and Composition | 20 5 | Rhetoric and Composition | |
| Algebra | 20 5 | Algebra | |
| Biology (Field & Laboratory) | 20 5 | Biology (Field & Laboratory) | |
| Latin | 20 5 | Latin | |
| Drawing | 20 2 | Drawing | |
| Music | 20 2 | Music | |

THIRD YEAR

| First Semester | Wk.Rec. | Second Semester | V |
|--------------------------|---------|------------------------|---|
| English Literature (3) | } 20 5 | English Literature (3) | } |
| Theme Writing (2) | | Theme Writing (2) | |
| Geometry | 20 5 | Geometry | |
| Latin | 20 5 | Latin | |
| Mediaeval & Modern Hist. | 20 5 | United States History | |
| Drawing (S) | 20 2 | Drawing (S) | |
| Music (S) | 20 2 | Music (S) | |

JUNIOR YEAR

| First Semester | Wk.Rec. | Second Semester | V |
|------------------------|---------|--------------------------------------|---|
| Latin | 20 5 | Latin | |
| Physics (Laboratory 5) | 20 5 | Chemistry or Physics (Laboratory) | |
| Arithmetic (S) | 20 4 | Geography (S) | |
| Science of Government | 20 5 | Pedagogy | |
| Psychology | 20 5 | Observation in Training S | |
| Music | 20 2 | Drawing | |
| | | Music | |

SENIOR YEAR

| First Semester | Wk.Rec. | Second Semester | V |
|--------------------------------------|---------|-----------------------|---|
| Practice Teaching | 20 5 | Practice Teaching | |
| Logic and Philosophy of Education | 20 5 | Latin | |
| | | School Law and School | |

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 lesson to his class, but discusses with the students the method of presentation and requires them to note his plans of work in all 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 text-books on theory.

The relation between the professional and academic work is maintained during the Senior Year by the pupil-teachers consulting frequently with such members of the Normal School faculty as have charge of the subject they are teaching in the Training School.

The members of the Normal School faculty are also expected to prepare outlines of work, special lessons and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class. This work, both as to time of presentation and subject matter, to be indicated by the Director of the Training School.

The relation is further maintained by the members of the Normal School faculty visiting the pupil teachers while they are teaching the subjects pertaining to their department and offering such criticisms or suggestions as may be helpful to them.

By such methods the professional side of the work is emphasized and correlated with the academic work throughout the entire course, the students are thoroughly prepared for teaching, and the special object of the Normal School accomplished.

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 student not only efficient but inspiring teachers of English.

The works used for study in Literature, Rhetoric, Grammatical Analysis, Theme Writing and Reading include the list of entrance requirements to the chief Western Universities.

READING

This course in reading is carried by all regular students during the first semester of the first year. The class recites five times a week. 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 principles of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. 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.

This year the class read the following:

Scott's "Marmion."

Shakespeare's "Julius Caesar."

Shakespeare's "Merchant of Venice."

Selections from "Cunnock's Choice Readings."

SPELLING AND WORD ANALYSIS.

The work in spelling and word analysis demands two hours a week during the entire first year. The aim is two-fold: to teach written spelling, and to enlarge the student's vocabulary.

The first step in this course is the mastery of the symbols and abbreviations commonly used by lexicographers; and, preparatory to the year's work, the student is given a rapid review in phonetics, syllabification, and the simpler rules of spelling, with special instruction and practice in the subject of defining.

After this brief preliminary work, spelling is taught by a short, direct, daily, written drill on words commonly misspelled, the word lists being so made up as to bring about a constant repetition of the stumbling blocks. The method is old fashioned and aims at old-fashioned results in spelling.

The chief purpose of the course, however, is to enlarge the student's vocabulary, and a constant effort is made to stimulate the interest of the class in the study of words as words. To this end the student is required to commit to memory the roots listed in the text, and these foreign roots are used as a basis for written and oral exercises in the analysis, definition and use of English words. The course tends toward securing a ready and accurate diction, and insures some familiarity with the use of a dictionary.

Text books: Webster's Academic Dictionary; Swinton, "New Word Analysis."

References: Trench, Richard Grant White, Greenough and Kittredge.

GRAMMAR

This course constitutes a thorough review of the essentials of grammar with special study of sentence structure. During the first semester a simple review is made of the fundamental principles of English grammar—the parts of speech, and their properties and uses. The second semester is devoted to a more detailed study of the sentence, with constant practice in both the logical and the grammatical analysis of English idiom.

The first year course in composition is correlated with the courses in grammar and word analysis. The themes required are always brief, and, in criticism, emphasis is laid on two points: diction and sentence structure.

The aim of the English courses for the first year is to insure a foundation, and to this end the work is made simple, direct and practical.

Text-books: Allen, "A School Grammar of the English Language;" Kimball, "The English Sentence."

References: Maxwell, Whitney, Bain, Gould Brown.

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. 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.

Guerber's "Myths of Greece and Rome" will be used in connection with the work of the first year. The class has also read, this last year, Pope's "Illiad." In the second year, Kavana and Beatty's "Composition and Rhetoric" forms the basis of the composition work.

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 course includes the study of figures of speech, versification, style sentence and paragraph structure, and the complete theme, embracing the four types of composition.

Emphasis is put upon the rhetorical analysis of various selections from literature, these selections being made from the college entrance requirements in English. The past year the following were read:—

Irving's "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal," and other poems.

Whittier's "Snow Bound," and other poems.

Poe—Poems and Tales.

Scott's "Lady of the Lake."

Hawthorne—The Old Manse and a Few Mosses.

The text-book used is Kavana and Beatty—"Composition and Rhetoric."

THEME WRITING

In the third year, theme writing alternates twice a week with English Literature. The course strives not only for clear and correct expression, but also for the development of literary style. There is much practice in all the four forms of composition—description, narration, exposition, and argument. A strong point is made of oral expression and of the correcting of themes. Where possible, this work is correlated with the work in literature.

GRAMMATICAL ANALYSIS

Two periods a week throughout the Junior year are devoted to this course. A thorough review of grammar is given. The aim is to give the student a definite knowledge of the essentials of the subject, and also of how to teach these essentials. As a basis for the work, this last year, the class read:—

Coleridge—"Ancient Mariner."

Webster's "First Bunker Hill Oration."

Washington's "Farewell Address."

Lillian Kimball's "The English Sentence," is used as a text.

ENGLISH LITERATURE

This course is pursued by all regular Third year students. Three periods a week throughout the year are devoted to the work. The aims of the course are: To enable the student to read intelligently and appreciatively; to make him realize that literature is a representation of life; to develop somewhat the power of discrimination in his 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.

A review of the history of English literature from 449 to 1900 is given. This stretch of history is taken in six convenient periods and a survey is made of each period. The source 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.

This year the class read: Selections from the Caroline Poets; Shakespeare's "As You Like It;" Milton's "L'Allegro," "Il Penseroso," "Lycidas;" Dryden's "Alexander's Feast," "St. Cecilia's Day;" Addison's "Sir Roger de Coverly Papers;" Gray's "Elegy Written in a Country Churchyard;" Goldsmith's "Vicar of Wakefield" and "The Deserted Village;" Johnson's "Rasselas;" Cowper's "On Receipt of My Mother's Picture," "To Mary," and others; Burns' "Songs and Lyrics;" Wordsworth's "Ode on Intimations of Immortality," some of his sonnets; Tennyson's "The Princess," "The Passing of Arthur;" selections from Keats, Byron, Shelley; Ruskin's "Sesame and Lilies;" Carlyle's "Essay on Burns."

Texts—"History of English Literature," Halleck; Palgrave's Golden Treasury of Songs and Lyrics.

The following are a few of the reference books accessible:—Ten Brink, "English Literature;" Jusserand, "A Literary History of the English People;" Taine, "English Literature;" Courthope, "A History of English Poetry;" Ward, "A History of English Dramatic Literature;" Dowden, "Shakespeare, His Mind and Art;" Ordish, "Shakespeare's London;" Snider, "The Shakespearean Drama;" Ten Brink, "Five Lectures on Shakespeare;" "Carlyle's Critical and Miscellaneous Essays;" "Macaulay's Critical and Historical Essays;" Gwynn, "The Masters of English Literature;" Woodberry, "Makers of Literature;" "Wendell, "The Temper of the Seventeenth Century in English Literature;" Leslie Stephen, "Hours in a Library;" Kellogg, "English Literature;" Shaw, "History of English Literature;" Minto, "Characteristics of English Poets;" Pancoast, "Introduction to English Literature;" H. A. Beers, "English Romanticism;" Morley, "English Men of Letters" (complete series); Seccombe, "The Age of Johnson;" Oliphant, "The Victorian Age;" Whipple, "The Literature of the Age of Elizabeth;" Herford, "The Age of Wordsworth;" Snell, "The Age of Chaucer;" Garnett, "The Age of Dryden;" Dennis, "The Age of Pope;" Walker, "The Age of Tennyson;" VanDyke, "The Poetry of Tennyson;" Harrison's "Tennyson, Ruskin, Mill;" Brooke, "Tennyson, His Relation to Modern Life;" Mabie, "Shakespeare, Poet, Dramatist and Man;" Saints-

bury, "A History of Nineteenth Century Literature;" Rawnsley, "Ruskin and the English Lakes;" Bagehot, "Literary Studies;" "Library of the World's Best Literature;" Alden's "Universal Literature;" "Library of American Literature;" also the complete works of all important writers. Numerous biographies.

AMERICAN LITERATURE

This course is given in the Junior year. Three periods a week throughout the year are devoted to this work. 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.

This year the class read the following masterpieces: Irving's "Life of Goldsmith;" Cooper's "The Spy;" Bryant's "Sula," and others; Emerson's "Self-Reliance," "Compensation," "Each and All," and other poems; Hawthorne's "Marble Faun;" Holme's "Autocrat of the Breakfast Table;" Lowell's "Fable for Critics;" selected Poems and Tales of Poe; Longfellow's "Hiawatha," "Tales of the Wayside Inn," "Poems on Slavery," ballads, "The Building of the Ship," "Morituri Salutamus," and others; Whittier's "Mable Martin," and others.

The following references are used: Barrett Wendell, "A Literary History of America;" Richardson, "American Literature;" Stedman, "Poets of America;" Trent, "American Literature;" Mitchell, "American Lands and Letters;" Burton, "Literary Leaders of America;" Lawton, "The New England Poets;" Howells, "Literary Friends and Acquaintances;" Smiley, "Manual of American Literature;" Higginson, "Old Cambridge;" American Men of Letters Series; Beacon Biographies; Pickard, "Whittier Land;" Hale's "Lowell and His Friends;" Mead, "The Influence of Emerson;" Curtis, "Literary and Social Essays;" Marble's "Thoreau, His Home, Friends and Books;" Julian Hawthorne's "Hawthorne and His Circle." Numerous other biographies and the complete works of all the important writers of American prose and poetry.

Text—"Introduction to American Literature," by Brander Matthews.

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 student 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.

ARITHMETIC

Arithmetic is studied during one Semester in the First Year. The aim in this class is to make a thorough review and study of the underlying principles, as well as to give rigorous drill in rapid and accurate calculation. The necessity of being accurate will be emphasized, for advancement in mathematics must be slow so long as error is prevalent in calculations. Methods of checking and proving the work will be noticed in connection with all parts of the subject. Special attention will be paid to common fractions, metric system, proportion, and percentage and its applications.

During the Junior year Arithmetic is again studied for one Semester, with a view of thoroughly reviewing elementary and higher arithmetic. The aim will be to broaden the view, give a thorough comprehension of underlying principles and a capability of making difficult arithmetical calculations. The subject will be presented from the standpoint of the teacher, thus bringing out methods of presentation, so that graduates of the Normal when they 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.

Text book:—Robinson's New Higher.

References:—Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, Walsh, White, The New Franklin.

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:—Well's 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 includes both concrete and demonstrative geometry, 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 demonstrations will be given to secure elegance and conciseness of expression, and when the art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions.

Text-book:—Gore's Plane and Solid Geometry.

References:—Phillips and Fisher, Milne, Bowser, Shultz, Sevenoak, Hobbs and Wentworth.

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, and the pupil-teachers are given assistance and advice in arranging courses in nature study for the different grades of the Training School.

With the completion of the new Science Hall, this department will be housed in excellent laboratories, which will be equipped in proper style with ample apparatus for the various courses offered. It is the aim of the Board to keep the department abreast of the times and new apparatus is continually being added to the stock as the progress of methods demands. 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.

BIOLOGY

Zoology—Second Year, First Semester. Twenty Weeks.

This course introduces the study of Biology. After a few elementary experiments in chemistry and physics, the student learns the use and manipulation of the compound microscope. The study of a typical insect, usually the locust, is then begun. Field study of its habits and laboratory work on structure are supplemented by discussion of the fundamental functions of life. Animal physiology and ecology, systematic classification, and the factors of organic evolution are brought out by field and laboratory study of related types. The remainder of the semester is

then devoted to a study of the prominent types of the remaining branches of the animal kingdom.

While the course in biology is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study.

Students are instructed in and held to proper and scientific methods of recording their observations in notebooks. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work.

Text-book:—Linville and Kelly's Text-Book in General Zoology.

References:—Boyer—"Laboratory Manual in Elementary Biology;" Kellog—"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;" "The River-side Natural History," in six volumes; Lee—"The Microtomist's Vade Mecum;" Keeler—"Our Native Trees."

PHYSIOLOGY

Third Year, Second 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 health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human

body as a **living** mechanism is not only the foundation of physiology, hygiene, and sanitation, but particularly concerns intellectual and moral behavior. Therefore, we bring into greater prominence **the right conduct of physical life**, hygiene and sanitation, and reduce anatomy to its lowest terms.

Experimental work is done from Peabody's "Exercises in Anatomy and Physiology." The work is supplemented by lectures by the instructor. Specialists are also accessible for frequent lectures.

An excellent human skeleton, charts and diagrams serve to illustrate the work in anatomy.

Text-book:—Peabody's Studies in Physiology.

References:—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 Physiology."

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 practical, 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 germinating and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower.

The campus and surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate the pollination, fertilization and other factors of plant ecology. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field

trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. 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.

Text-book:—Bergen's Elements of Botany.

References:—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;" Zimmerman—"Botanical Microtechnique;" Chapman—"Flora of Southern United States;" Newhall—"Leaf Collector's Handbook;" Lloyd and Bigelow—"The Teaching of Biology;" Newman—"Bacteria."

PHYSIOGRAPHY

Third Year, First 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 local conditions are then studied in the field, the students making collections of soils, rocks and minerals for purposes of study and comparison. The study of physiographic processes and features of the land is supplemented by short field trips, for which the immediate vicinity is admirably adapted. Laboratory exercises are recorded in suitable note-

books. During the entire course 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 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 and maps of the United States Geological Survey, Interior Department Reports, Coast Survey maps and charts, etc. Tarr'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," "Physiography of the United States;" Dodge—"A reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography;" Jackson—"Field Work in Nature Study;" Chamberlin and Salisbury—Geology, Journal of Geology, National Geographic Magazine, Journal of Geography, School Science and Mathematics.

GEOGRAPHY

Junior Year, Second Semester; Twenty Weeks

This course in geography is intended to serve as a thorough review of the subject, preparatory to the year of practice teaching

in the training school. Methods of collecting and preparing illustrative materials are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much drill is given in the various phases of map making and map reading, including the actual mapping of a limited area by the use of simple and easily constructed instruments. A considerable portion of the time is devoted to local geography and to the geography of Arizona. The work in general geography follows the plan of the Tarr and McMurry geographies which are used as texts. The student is encouraged to draw as much information as possible from outside sources, particularly from the current magazines and reference works in the library, a partial list of which may be found under the heading of Physiography. A card index of articles of interest in this connection greatly facilitates the use of library and periodicals. The supply of maps, globes and charts is ample, and the student's imagination is assisted and developed by the use of lantern slides.

PHYSICS

The work in physics aims to give the student some acquaintance with experimental methods of investigation of natural phenomena, together with the necessary facility in the handling of apparatus, and, at the same time, to give him such a knowledge of the more important laws of matter and their everyday applications as will enable him to read more intelligently and teach more rationally. An attempt is made to correlate the work with that in physiology, biology, and physiography, to the end that the future teacher may have the power of real knowledge behind his instruction in nature study and kindred work in the public schools.

The laboratory work which carries the thread of the courses is supplemented by lectures and by assigned reading in the library. The courses include much quantitative work, in order that the student may arrive at some conception of the value of accuracy, careful manipulation, and close observation, and at the same time may develop a wholesome respect for truth and independent work. The student learns to control the inevitable errors of measurement and to understand the value of the mean of a series of observations, and the utility of graphic methods of expressing results by curves and diagrams. Loose leaf notebooks are used and notes are required to be written at first hand in the laboratory, thus doing away with the faulty habits connected with a system of temporary notes.

Much time is saved by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The stock of apparatus for lecture demonstra-

tion has been carefully selected and is being increased each year. A motor-generator set supplies current for experimental work, charging of storage cells, etc., beside furnishing a means of illustrating the practical use and operation of motor and dynamo.

Two courses are offered. Course I, consisting of lectures and laboratory work in mechanics, heat, and electricity, covers twenty weeks, first semester, Junior year, and is required in both the English and Latin course.

Course II, consisting of electrical measurements and work in sound and light, is open to Juniors in the second semester, alternative with chemistry.

Milikan and Gale's "First Course in Physics" is used as a text, and laboratory directions are furnished by use of the mimeograph.

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 Machines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Bottone—"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 six Becker balances and one Staudinger No. 3.

McPherson and Henderson's "Elementary 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

Aim:—The main purpose of the work in history is to help the student to arrive at the true point of view in his study of the subject. He is not expected to memorize history but to understand it. Thus it is the unity of history and not a record of events that is stressed.

The student is helped to interpret the life and times of a race or nation and to feel that its life is the development of its thought and feelings as expressed in the events of history.

Method:—It is the aim of the department to get the student to consult and interpret for himself the originals and sources of historic writing, thereby gaining a first-hand knowledge of events.

Hence, references are made to translations and original documents, upon which reports are made for class discussion.

Notebooks for outlines and parallel reading are required.

Course 1, Second Year; Ancient History

This work consists in a brief survey of the life and times of nations of the East, with special emphasis on their contributions to the civilizations of the Greeks and Romans.

The history of the Greek and Roman peoples takes up the rest of the year. Special attention is given to the question of finding out what we owe to the ancients, and their importance for subsequent history.

Text-books:—Wolfson's "Essentials in Ancient History," and Emerton's "Introduction to the Middle Ages."

References:—Grote's—"History of Greece;" Mommsen's—"History of Rome;" Plutarch's—"Lives," "Epochs of Ancient History;" Myers—"General History;" Fisher's—"Outlines of Universal History;" Botsford's—"History of Greece;" Rawlinson's—"Seven Great Monarchies;" Pelham's—"Outlines of Roman History;" and the use of the rich collection of books of the Latin Department.

Course II, Third Year. Mediaeval and Modern History

This course runs for twenty weeks. For a few lessons a rapid review of the period from 476 A. D. to 800 A. D. is made.

For the rest of the period emphasis is laid upon the big questions—Renaissance, Reformation, Revolution—while the

minor points are discussed only in so far as they relate to these three questions.

Some time is given to a discussion of the part played by America in European politics.

Text-Book:—Robinson's "History of Western Europe."

References:—Emerton's—"Mediaeval Europe;" Adam's—"Civilization During the Middle Ages;" Henderson's—"Historical Documents;" Bryce's—"Holy Roman Empire;" Green's—"History of England;" Carlyle's Works; Motley's Works; Gummere's—"Germanic Origins," "Twelve English Statesmen;" Hallam's—"Middle Ages;" Oman's—"The Dark Ages;" Seignobo's—"Political History of Europe;" and a great many monographs and biographies.

Course III, Third Year. United States History

This course runs through the last semester of the Third year. The students are made acquainted with some of the original and the very best secondary authorities. Members of the class are assigned one or more topics for investigation and report. From time to time subjects are discussed by the whole class, and in this manner independent thinking is encouraged. The study of current events, both American and European, is continued.

Text-book:—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"—Windsor; "Old So. Leaflets;" "American History Leaflets;" Blaine's—"Twenty Years in Congress;" Hildreth's—"United States History;" Bryce's—"American Commonwealth;" McMaster's—"History of the People of the United States;" Wilson's—"A History of the American People;" Rhodes—"History of the United States;" Von Holst's—"Constitutional History of the United States;" Thorpe's—"Constitutional History of the United States;" Parkman's Works; H. H. Bancroft's Works, "American Commonwealths;" Doyle's—"English Colonies in America;" Fiske's Works; Lowell's—"Governments and Parties in Continental Europe;" many works on Sociology and Economics, besides biographies and autobiographies of men who have taken a prominent part in politics.

Course IV, Junior. Civil Government

The first few exercises are taken up with talks on the origin and foundation of society, the relation of the individual to society, and, finally, the origin of government in general.

The students are required to make a detailed study of some foreign system of government and make a report comparing the government they have chosen with that of the United States.

A text-book is used, but much work is done in outside reading, from which reports are made. An opportunity is given the class of attending the meetings of the Territorial Legislature while in session.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of a 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 and philosophy of education, logic, ethics, methods of teaching, school law and school economy, and the practice in the training school.

PSYCHOLOGY

The course in psychology comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where some attention has been given to the study of the nervous system. The aim of this course is to show that mental activity is dependent upon sense perception, and, 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. It 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-books:—"Psychology," Angell, 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 refers back to psychology and leads to methods of instruction. The practical illustrations are found in the observation of the training school and in the student's own experience. Introspection is the watchword not only in the study of psychology, but in the study of methods of instruction as well.

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.

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 induction and deduction. From the historical side, Socrates, Aristotle and Bacon receive attention. Logic comes during the first quarter of the Senior year.

Text-book:—"Lessons in Logic," Jevons; MacMillan Co.

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

PHILOSOPHY OF EDUCATION

This course follows as a text Herbert Spencer's "Education." Spencer's views find favor in many quarters and one cannot be said to be intelligent on modern theories of education who is not familiar with Spencer.

HISTORY OF EDUCATION

In a general sense, the history of education is the story of the growth and social 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 mediaeval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, 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," Monroe; The MacMillan Co.

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 give 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; "European History of Morals," Lecky.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussion will cover the whole field of organization, 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.

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 text-books used in this course are McMurry's Special Methods in Literature, History, Geography, Science, Reading and Arithmetic. 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 conducted 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 class-rooms 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.

The study of methods of teaching includes the preparation by each student of a thesis bearing directly on this work.

Through the courtesy of the faculty of the public school, the student-teachers are allowed to observe the work there, so that the practical application of the method work may be seen under the conditions which must be met by them in the schools of the Territory. They also visit the schools in the rural districts and towns in the vicinity of the Normal. During the past year district 13 and Mesa were visited. The discussions that these visits led to proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

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

TRAINING SCHOOL

The Twenty-third Legislature made an appropriation for the erection of a Training School. In this new building the work is now carried on. It was planned with reference to convenience, completeness and hygiene and is in every way a model. It contains ten class rooms, two manual training rooms, a senior class room, assembly rooms and offices. Fully equipped, it gives every advantage to the pupils of the school.

All the work of the course in pedagogy is done in the Training School, and Seniors are 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 the critic teachers.

At the beginning of each quarter, with the assignment of classes the pupil teacher 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.

It is desirable that the pupil-teacher go, not only to the respective critic teacher and the director of the Training School for suggestions relative to the subject he is teaching, but also to such member of the Normal School faculty as has charge of the branch of study to which the subject in question belongs. At the same time, members of the Normal School faculty are expected to visit pupil-teachers while teaching. It is the duty of the pupil-teacher to call upon such visitors for criticism, the same as when visited by the critic teacher. It is at this point where the connection between the Normal and the Training School is best sustained.

While the Territorial course of study is followed in the Training School, yet the conditions governing the schools 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 fourth 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.

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 eight years' 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 advance, 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.

The year just closed has been very successful. There was no dropping off of the attendance, as is so frequently the case toward the close of the year. The school spirit was never better. One of the most gratifying features has been the hearty co-operation of the parents.

COURSE OF STUDY FOR TRAINING SCHOOL

| SUBJECT | First Grade | | Second Grade | | Third Grade | | Fourth Grade | | Fifth Grade | | Sixth Grade | | Seventh Grade | | Eighth Grade | |
|-----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|
| | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation | Number of Recitations | Length of Recitation |
| Arithmetic..... | Incide ¹ | 15 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| Reading..... | 15 | 20 | 10 | 20 | 5 | 20 | 5 | 30 | 5 | 30 | 5 | 30 | 5 | 30 | 5 | 30 |
| Writing..... | 10 | 15 | 10 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 |
| Spelling..... | Incide ¹ | 5 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| Language..... | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| History..... | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 |
| Drawing..... | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 |
| Manual Training..... | 2 | 25 | 2 | 25 | 2 | 25 | 2 | 25 | 2 | 25 | 2 | 25 | 2 | 25 | 2 | 25 |
| Music..... | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 | 5 | 15 |
| Geography..... | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| General Exercise..... | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| Grammar..... | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| Civics..... | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |
| Physiology..... | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 | 5 | 45 |

¹ For first thirty weeks.

† For last ten weeks.

‡ For last twenty weeks.

NOTE.—From the Fourth to the Eighth grades, one period of forty-five minutes each day is given to study under the direction of the teacher. The time is devoted to whatever work the pupils need most.

DEPARTMENT OF LATIN

The course in Latin begins the second year and extends over the last four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year—making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures, and possesses a stereopticon lantern with several hundred slides. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology,* and literature. The Reading Room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin Department is one of the best in the Southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California. The course is outlined as follows:

SECOND YEAR:—First Latin Lessons, Smith and Laing (Allyn and Bacon).

THIRD YEAR:—Second year Latin, Greenough, D'Ooge, and Daniell (Ginn & Co., \$1.25). Latin Composition to accompany the same, D'Ooge (Ginn & Co., \$0.50). Latin Grammar, Allen & Greenough (Ginn & Co., \$1.20).

JUNIOR YEAR:—Cicero's Orations against Cataline, Von Minckwitz (Macmillan, \$1.25). Vergil's Aeneid, Books i-iii, Greenough & Kittredge (Ginn & Co., \$1.50). Latin Composition, D'Ooge, Part ii (Ginn & Co., \$0.60). Latin Grammar, Allen & Greenough (Ginn & Co., \$1.20).

SENIOR YEAR:—Cicero's Orations—Archias, Manilian Law; Selected Letters, Von Minckwitz (MacMillan, \$1.25). Salust's Life of Cataline, Merivale (MacMillan). Vergil's Aeneid, Books iv-vi, Greenough & Kittredge (Ginn & Co., \$1.50.) Latin Composition, D'Ooge (Ginn & Co., \$0.60). Latin Grammar, Allen & Greenough (Ginn & Co., \$1.20).

SPANISH

A two years' course in Spanish is offered as an elective, beginning the Third year of the Normal course.

In the entrance requirements in foreign languages, 1 of Spanish are accepted as two units by the University of the universities of California, and other universities of th

A practical knowledge of Spanish has become a r factor in modern education, owing to its growing impc our colonial and international relations. In all branche ness there is an increasing demand for a usable kno Spanish.

For those who require the language for its utility, students as desire Spanish for its literary value, the courses have been arranged:—

THIRD YEAR:—Worman's First Spanish Book; ción á la Lengua Castellana, Des Garenes; Spanish Hills and Ford; Bransby's Spanish Reader; "El Capitán Alarcon.

During this year effort is made chiefly to lay a goc tion for future study by a thorough drill in the forms mentary syntax of the language. Frequent prose comp required as a valuable means of securing accuracy in sy

As much Spanish as possible is used in the class-r the beginning. Every effort is made to have the student Spanish as a living language. In translation the bes idiom is required, but as far as practicable, English is l the class work, translation being employed as a test of preparation.

An interesting feature of the work is the weekly Spanish of the current events in Spain and Spanish Ame rate material being obtained from the Spanish period Novedades."

JUNIOR YEAR:—Spanish Grammar, Hills and Fo Spanish Composition; "La Vida es Sueño," Calderon; "fecta," Galdós; "El Cautivo," Cervantes.

In the second year a more thorough and detailec made of the language and literature, and an increasin of independent parallel work is required of the student tion with the study of Spanish history and literature.

Spanish Language, Loiseaux; Spanish Composition, Loiseaux; Lemly's New System of Spanish Accentuation. Literature: Spanish Literature, Clark; Ford's Spanish Anthology; "Bardos Cubanos," Hills; "Electra," Galdós; "El Niño de la Bola," Alarcón; "El Haz de Lena," Nuñez de Arce.

ART DEPARTMENT

This department embraces several interrelated lines of work: representation, designing, illustration, construction, clay-modelling, history of art, etc.

The aim in this work 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 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 embraces 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 and the making of simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; blackboard drawing from objects and memory; easy problems in construction, and clay modelling.

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

Third-year work includes pen and ink drawing; light and shade; historic ornament; black-board illustration; colored crayons; clay modelling; projection; perspective problems; sketching; wash drawing; balance, rhythm, and harmony in designs; study of color harmonies, and 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 decorations; how

to conduct recitations; preservation of pupils' drawings; programs; picture study, etc.

All through the course, students are encouraged to bring to class for criticisms and suggestions, sketches and drawings done outside of recitations. This department is liberally supplied with casts, still-life models and charts. A kiln is supplied for the firing of models, and pottery. The library contains many works on art subjects. To these, additions are made each year.

References:—International Studio; School Arts Book; Craftsman; Brush and Pencil; Manual Training Magazine; Perry Magazine; 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, DeForrest; 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, Tadd; History of Mediaeval Art, Reber; Prang Manuals; History of Art, Lubke; Letters and Lettering, Brown; Pictorial Composition, Poore; Plant Form, Clark; Practical Designing, White; Applied Perspective, Longfellow; Figure Composition, Hatton; Arts and Crafts, Sanford; I. C. S. Books on Drawing and Design, 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.

In order to accommodate special cases and those who may have failed in one semester, the work is continuous throughout the school year.

Sixty recitations cover the work in bookkeeping. 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. At the same time, the student must prove that he has a clear com-

prehension of the theory of accounts, both by the double and the single entry method. Practice is given in the uses of Auxiliary books and business forms, through the voucher system.

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 reviewing, as well as to stimulate interest in the subject, actions are made out by the students and trials conducted.

Special emphasis is laid upon the topics: commercial paper, bailments, real property, deeds and mortgages.

Text-books:—Bookkeeping, Williams & Rogers' Modern Illustrative; Commercial Law, Gano.

References:—Commercial Law, Williams & Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster; Business Law, White; Statutes of Arizona; I. C. S. Books on Commercial Law.

DEPARTMENT OF MUSIC

The study of music comprises a course of three years, consisting of two class recitations of forty-five minutes each, and one additional recitation in which the whole school is required to participate, the latter being used entirely for the purpose of study in, and practice of the best choral music.

It has been demonstrated that the chorus work has developed into one of the most attractive features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds.

The class work is principally devoted to sight reading, and proper voice production, through the study of song forms selected from good composers, simple at first, the degree of difficulty increasing only with the progress of the student; each new idea introduced, lucidly led up to, with exercises, minutely illustrating them in the simplest and most direct manner possible.

The first year's work consists of scale and song material containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale, and its intervals, but a repertoire of good songs at the same time.

This method of instruction is continued through the second and third years of the course, the study of chromatic progressions, and the minor mode, being taken up in due order, both melodically and in part singing.

In the third year, instruction is also given in Elementary Harmony, and methods of teaching music in the schools.

The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for musical art. Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

Pianos are available for practise of students, who may have stated hours assigned them for such purpose.

Text-books used:—Melodic Course (four books) of the Natural Music Series, Elements of Harmony, Stephen A. Emery; Laurel Song Book, W. L. Tomlins. (Last-named book is furnished free by the school.)

Auxiliary books:—The library contains much of the choicest literature on the subject of music, including Grove's Dictionary of Music and Musicians, so far as it has been issued from the press (to be completed soon).

Papers:—The Musician, and Etude are on file.

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 in so far 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 is 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:

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

2.—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.

Two 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 barbell 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 company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent. of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard.

The drill is conducted in strict accordance with the regulations of the United States Army.

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

The necessity of physical exercise has been fully explained under the headings "Physical Culture" and "Military Drill." Few schools in the West do more for the bodily development of the students than this one. The athletic training is under the personal charge of a competent director, who is a member of the faculty. Nowhere else in the Southwest can the clean-minded athlete find so good advantages for his highest development physically. Particular stress is laid upon gentlemanly conduct on the part of all those who participate, and as a result, the Tempe teams are commended everywhere for their true sportsmanship, and gentlemanly conduct.

During the past year great interest was added to the work in general and class teams in particular by the presentation to the athletic associations of three beautiful silver cups. These were given by the "Student," and stand as prizes to be contended for yearly by the various class teams in track, tennis, and basketball.

BASKET-BALL

This game has proven to be one of the most popular and exhilarating pastimes of the school. Adjacent to the Girls' Dormitory are two ideal basket-ball courts for the benefit of the young ladies who enjoy this game. Numerous teams are organized and many interesting games played. The annual Inter-Class Tournament for the "Student" cup provides a series of games that are full of spirit and enthusiasm and gives every player a chance to participate in match games. Besides these, various teams play games with other school teams.

There is no game superior for general physical development, and the grade of training is shown by the fact that the Normal teams won every inter-scholastic game this season, notwithstanding that the Normal line-up was repeatedly changed.

TRACK ATHLETICS

A Track Association was organized during the past year, and so successful was its growth that it already stands on a level with any of the older organizations.

Suits and equipment were purchased; a fine one-sixth-mile track constructed, and three enthusiastic track meets held. Many of the records made would be a credit to any college team. The inter-class contest for the "Student" cup gives all a chance to show their merit. Any student interested in track work will find a splen-

did field at the Normal. As this affords one of the best means for building up healthy bodies, no effort will be spared to foster its growth.

BASEBALL

The baseball team showed its quality by twice winning the territorial championship. The diamond, located on the campus, is one of the best in Arizona; and adjoining it are the well-equipped training quarters, provided with shower baths, suits, gloves, and various other conveniences.

An annual schedule of games is arranged with the leading teams of the territory and many interesting games are played. A convenient and well-equipped grand-stand has been established on the Normal field. In this, as in all other sports, the most careful supervision is exercised, and the very highest grade of coaching given.

TENNIS

The one branch of athletics that does and can do most for class-spirit is Tennis. In it the class as a whole is best represented.

Several splendid courts—the best in the Territory—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year.

In February of each year a tournament is held, wherein the most prominent schools of this part of the Territory take part. Two valuable cups are offered for the men's games, while individual prizes go to the winners in the ladies' games.

In addition to this event, inter-class matches are held, generally two each year, besides matches with leading schools not represented in the tournament.

DEPARTMENT OF MANUAL TRAINING

The manual training course affords opportunity for complete preparation for workmanship and teachers of the subject. The department is excellently equipped for cabinet work and certain forms of carving and pattern-making. Turnery will be added to the course, beginning September, 1908. Instruction in other materials will be given such as the needs of the students seem to demand.

The aims of manual training as taught here are:

1. To encourage and stimulate self-reliance, invention, neatness, proportion, harmony, and accuracy; to make competent, independent workmen, capable of designing, making or repairing in house or furniture construction.
2. To recognize correct effect in furniture or house design, and to enable the student to judge of their intrinsic value from the standpoint of a buyer.
3. To assist Juniors and Seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach the subject.

As outlined, the course embraces all grades of the training school above the fourth; and includes the first three years of the Normal. In the remaining two years the work is elective.

The problems designated below aim to embody such principles of construction and finish as are within the scope of the student ability of the grade to which the problems are assigned. All discussions are built upon the material, construction and finish of these problems.

Other problems than those mentioned may be substituted, provided the same principles are embodied. The time devoted to the work is two periods a week. Much extra time may be put in by pupils who elect to do so.

As in other work in the grades, the Training School pupils will be taught by means of a series of problems, the fundamentals in preparing wood for use in construction. Through the problems will come talks on wood and tool manipulation. Nothing but work well done will be accepted. Incorrect habits of workmanship will be guarded against, that the pupil will not find himself under the necessity of unlearning errors of thinking and working. No class of pupils is required to execute all of the constructions in a certain year or term, nor will any pupil be limited by anything except his manifest ability.

By grades, the pupils make such articles as the following:

Fifth Grade:—Bread board, pen-tray, key-rack, toothbrush-holder, blotter pad.

Sixth Grade:—Towel-roller, spool-holder, foot-stool, bookrack, hexagonal trays and cutting boards.

Seventh Grade:—Wall-pocket, candlestick-holder, coat-hanger, broom-holder, book-trough, hatrack, tabourette, square, stool.

Eighth Grade:—Towel-rack, plate-rack, picture frame, square table, carved trays, lamp-stand, pedestal.

These problems are made from drawings and pupils are required to understand and read same at completion of the eighth grade, with ability to execute drawings of simple constructions.

The Normal course allows considerable latitude as to specific articles, but will insist upon certain points being executed; such as haunched tenon and mortise, keyed mortise and tenon, half lap, half-lap miter dovetail, framing. The pupils make such problems as the following:

Tabourette, knife-box, center-table, library-table, settee, Roman chair, lamp-stand, hall-tree, plate-rack, picture frame, piano bench, magazine case, etc.

The problems are made the foundation for discussions of woods and their growth as related to constructive or building uses; the making of wood preservatives and finishes, and a variety of discussions pertinent to the work. While the theoretical and educational are not lost sight of, the trade or practical side of the workshop is kept largely in mind, that the young men who elect the work may be fitted in a great measure for workmen in the trades. This side is made a feature because not all of the young men who enter school will become teachers, but wish to fit themselves for more skillful positions in the various fields of industrial work. Those who prepare for professional work receive extra instruction and lectures upon the scope and intent of this branch of the public school work.

Plan and elevation drawing, isometric and cabinet projection, as well as pure mechanical drawing, dealing with geometrical principles necessary to shop work is required. Working drawings, tracings and blue-prints are made, and experience in their preparation and manipulation required of the pupils. The completion of this work will be sufficient to obtain positions for graduates in drafting rooms.

Structural drafting is offered as an elective.

Juniors and Seniors who elect to take the work, will finish a series of problems to cover a suitable course for teaching. They

will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent.

The students have access to a number of reference books for assistance, among which the following are especially helpful:

Craftsman; Manual Training Magazine; School Arts Book; Chicago Course of Study, R. M. Smith; American Carpenter and Builder; American Cabinetmaker; Mechanical Drawing, Anson Cross; The Manual Training School, Woodward; Elementary Woodworking, Foster; Mechanical Drawing, Tracy; Primer of Forestry, Department of Agriculture; Problems in Woodworking, Murray; Woodworking, Hasluck; Encyclopedia of Carpentry, Masonry, and Joinery; National Builder; Woodworkers' Review; Pattern Making and Molding.

The Tempe Normal School of Arizona

GENERAL INFORMATION

LOCATION

The Tempe Normal School of Arizona was instituted by an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1,400 inhabitants, nine miles from Phoenix, the capital of Arizona. Railroad communication with all parts of the Territory is furnished by the Maricopa and Phoenix and Salt River Valley R. R. and the Phoenix & Eastern, giving direct connection with the main lines of the Southern Pacific and Santa Fe systems.

Tempe is situated in the midst of the fertile Salt River Valley, one of the finest agricultural sections of the West, and whose residents are a thrifty and industrious people, engaged in farming and fruit raising. The moral and social atmosphere is of the best, and the climate during the entire school year is delightful and most salubrious.

The school buildings are thoroughly modern, sanitary, well equipped and pleasantly and conveniently situated. Seven church societies hold services in the 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, covering an area of twenty acres, are beautifully arranged with gravelled walks and drives, bordered with fine lawns and lined with a pleasing variety of shade trees, shrubbery, and flowering plants. Abundance of water and the constant care of an experienced gardener makes the campus a truly delightful spot. The plants have been selected with a view to furnishing material for work in botany, as well as for adornment, and one

will find here many varieties of hardwood trees, as well and other sub-tropical vegetation. Not the least interest is the "desert garden," which exhibits many of the types of the neighboring arid region, including many species of yucca, and the like. The campus includes a parade ground, military drill, screened basket-ball and tennis courts, athletic field, including ball ground and running track.

BUILDINGS

NORMAL BUILDING

The oldest building on the campus is the Main Building, which was erected in 1894. This is a commodious three-story building of pleasing architecture, the lower story of sandstone, the upper structure of brick with sandstone trimmings. It contains the main assembly rooms, class-rooms and an armory. The building is characterized by ample corridors and high ceilings, affording an abundance of light and air.

SCIENCE HALL

The new Science Hall will be in readiness for occupancy at the opening of the school year 1908-09. It is a handsome building, 94x70 feet, and two stories in height.

Upon the first floor are located a lecture room for physics and chemistry, with raised seats, demonstration table, gas and electric projection lantern and other facilities for illustration. On either side of this room are the laboratories for physics and chemistry. These are lighted by ample windows on two sides. The building is to be equipped in thoroughly modern fashion, with gas supply, electric current for experimental work and ventilation by means of fans. The laboratory furniture will be of the best design and complete in detail.

The first floor will also contain a well-equipped laboratory in physiography. The second floor includes laboratories in biology and physiology which will be fitted in the same manner, also a museum and quarters for the department of drawing.

the new Science Hall, and these, with the Main Building, will form a quadrangle which will be suitably laid out in lawns and adorned with flowering plants and shrubbery.

TRAINING SCHOOL

It may well be said that the Training School is a model building of its kind. It is located conveniently near the Main Building, and is constructed on rational lines, is built of brick, covering a space of 130x136 feet, and comprises two offices, ten class-rooms, large double assembly room, and two manual training rooms, all of which are upon the one floor level, thus entirely avoiding the use of stairs. By an ingenious arrangement of windows, perfect lighting and ventilation are secured, and the entire equipment is in consonance with the latest and most approved ideas of school hygiene and management.

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, with the addition completed last year, furnishes rooms for 135 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 a deep well, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

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.

DINING HALL

The new dining hall which was recently erected at a cost of \$6,500 is located midway between the dormitories and is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 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.

PRINCIPAL'S RESIDENCE

With the rapid increase in attendance and the establishment of dormitories, have come increased demands upon the personal attention and supervision of the principal. To facilitate the proper performance of these executive duties, the Board has deemed it expedient to erect upon the campus a residence for the use of the principal. This is a neat two-story brick dwelling of eight rooms, located east of the Main Building, well arranged and fitted with modern improvements. Its architectural style is in harmony with that of the other buildings, and it adds in no small degree to the appearance of the group.

HEATING SYSTEM

A central heating plant has been installed at a cost of \$15,000. This furnishes 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.

EXPENSES

DORMITORIES

Board, room, light, heat, etc., can be procured in the dormitories at \$16.50 per month. This includes all articles mentioned under the heading, "Dormitories," \$14 per month will be charged for board at the Dining Hall to students who do not room in the dormitories. Board and room can be obtained in private homes if desired.

REGISTRATION FEE

All students of the Normal School, except the pupils of the Training Department, are charged an annual registration fee of \$5, payable when they register for the year.

TUITION

A tuition of \$5 per quarter is charged to special students. This includes the registration fee and is payable quarterly in advance. Special students are those who do not sign a declaration to pursue the regular Normal course, and who do not expect to become teachers. Such students are not required to take any of the professional studies of the course, and they may select such subjects from the course as will be most advantageous to them in pursuing special courses of study.

BOOKS

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

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, and comprises the eight grades of the public school course.

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 sees 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. HIGH SCHOOL GRADUATES

Graduates of High Schools maintaining a four years High School course will be admitted to the Senior Class, provided, that the courses of study of said high schools are approved by the Territorial Board of Education and the graduates are recommended for professional work by the principals of the High Schools.

4. 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 without examination. They are also accredited in the State of California.

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.

GOVERNMENT

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 the seminary plan.

The library subscribes regularly for about eighty of the best magazines along literary, professional, scientific and general lines.

As volumes of these magazines are completed, they are bound and placed on the shelves as reference books. One hundred and twenty bound volumes of magazines have been added to the library during the past year. Their use is facilitated by a cumulative index furnished by the library.

The total number of volumes is 5,000, and additions are made annually.

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 researches 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.

Following is a list of the periodicals regularly taken for reading room:

American Journal of Archaeology, American Journal of Philology, Army and Navy Register, American Naturalist, American Carpenter and Builder, Atlantic Monthly, American Historical Review, Art Bulletin, American Physical Educational Review, Bookman, Botanical Gazette, Classical Review, Classical Journal, Classical Philology, Carpentry and Building, Current Literature, Craftsman, Collier's, Chicago Record-Herald, Century, Delineator, Electrical Age, Electrical World, Engineering Magazine, Education, Educational Review, Etude, Edinburgh Review, Forum, Harper's, House Beautiful, Hints, International Studio, Journal of Geography, Journal of Geology, Journal of Philosophy, Psychology, and Scientific Methods, Library Journal, Las Novedades (Spanish), Life, Literary Digest, McClure's, Manual Training Magazine, Magazine of History, Musician, Nature, National Geographic Magazine, National Magazine, Nation, North American Review, Our Times, Outlook, Pacific Monthly, Physical Culture, Political Science Quarterly, Practical Carpenter, Psyche, Pathfinder, Pedagogical Seminary, Popular Educator, Primary Education, Popular Science Monthly, Reader, Review of Reviews, Readers' Guide, Success, Sunset, St. Nicholas, School Arts Book, School Review, Scientific American, Scientific American Supplement, School Science and Mathematics, Science, School Music, Scribner, Speaker, Theatre, Technical World, Teachers' Monographs, World Today, World's Work, Western Journal of Education, Woodcraft, Youth's Companion.

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. The society is known as the Athenian Debating Club, and meets in the Normal building each Tuesday evening.

PUBLICATIONS

THE STUDENT

During the school year the students publish a weekly paper, the "Tempe Normal Student." It aims to report and to stimulate the activities of school life, and is illustrated with half-tones and original drawings by the pupils of the Art Department; besides the local news, it contains papers of general interest contributed by the Alumni and others. The publication brings outside friends into touch with the life of the school and is a bond of union between Alumni, parents, and students.

For the past two years the "Student" has offered two medals to the pupils of the Arizona high schools, to be competed for in a declamatory contest held at Tempe in March. These contests have been highly successful in stimulating a beneficial rivalry among the various schools, and the contest has established itself as an annual event.

Following the policy inaugurated at the outset, the managers of the "Student" last year offered three silver trophy cups to be competed for in athletics by the various classes. These inter-class athletic contests have contributed something to the general good of athletics at the Normal, and next year the cups will again be competed for in basket-ball, tennis, and track work.

The editorial staff of the paper is self-perpetuating, three elections being held during the course of the school year. Students are encouraged to write for its columns, and every student has a chance to try for a place on the staff. While the paper serves as an adjunct to the English department, it is primarily a student publication.

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.

Upon the completion of the new Science Hall, the museum will be removed to the more commodious quarters there provided, where increased space will enable the collections to be displayed in the manner best suited to their use as a means of education. Additions to the collections have this year been received from Dr. Burt Ogburn, Rev. W. H. Salyer, Mr. Sharkey, Rev. T. F. Bolger, Tempe, and Frank C. Miller, and Jos. M. Culver, Los Angeles, Calif., F. A. Golder, Cambridge, Mass.

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 physiographic laboratory is to be equipped with tables for individual and class work, with wall cases for illustrative material, and with suitable maps and relief models and facilities for modelling in sand and clay.

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

The Moeur medal, awarded by Dr. B. B. Moeur, of Tempe, for excellence in debate, is contested for by representatives of the Olympian and Philomathean Literary societies, the medal being awarded to the best individual debater.

The Jones Prize, for scholarship, which was established by the late Dr. Chas. H. Jones, of Tempe, 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. The prize consists of a complete set of the Encyclopedia Americana, 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.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona, the subject matter of the essay to be original.

The Alpha Literary Society offers three gold medals to its own members for excellence in essay, declamation and oration.

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 319 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.

REGISTER FOR 1907-8

NORMAL DEPARTMENT

| | | | |
|-------------------------|-------------------|----------------------------|----------------|
| Armitage, Ethel..... | Benson | Conroy, Olive..... | Tempe |
| Axtell, Elizabeth..... | Tombstone | Cook, Erce..... | Globe |
| Ballou, Herbert..... | Illinois | Corbell, Homer..... | Tempe |
| Barkley, Robena..... | Buckeye | Corbell, Mary..... | Tempe |
| Barnard, Edward..... | Michigan | Cornelius, Carlos..... | Globe |
| Barr, Eula..... | Phoenix | Cox, Loreen..... | Jerome |
| Barr, Hazel..... | Phoenix | Craig, Edward..... | Texas |
| Baxter, Francis..... | Mesa | Creswell, Rufus..... | Winslow |
| Beebe, Lillis..... | Kelvin | Crook, Pearl..... | Tempe |
| Belknap, Carroll..... | Skull Valley | Cummings, Lucy..... | Tempe |
| Beloat, Carrie..... | Liberty | Cummings, Maude..... | Tempe |
| Benson, May..... | Willcox | Cummins, Blanche..... | Tempe |
| Blake, Parley..... | Tempe | Curtis, Elsie..... | St. David |
| Blakeley, Isabel..... | Kingman | Curtis, Elzina..... | Thatcher |
| Blome, Harold..... | Tempe | Decker, Natalie..... | Pennsylvania |
| Blome, Maurice..... | Tempe | DeMund, Lottie..... | Yuma |
| Blount, Elizabeth..... | Tempe | Diaz, Antonia..... | Solomonsville |
| Blount, Louise..... | Tempe | Dickinson, Meda..... | Tempe |
| Bond, Eliza..... | Mesa | Dines, Flossie..... | Tempe |
| Brandenberg, Annie..... | Winkelman | Doherty, Edith..... | Nogales |
| Breedlove, Fannie..... | Phoenix | Dorsett, Pearl..... | North Carolina |
| Brooks, Jennie..... | Michigan | Duulap, Marv..... | Douglas |
| Buck, Vera..... | Tempe | Duval, Helen..... | Phoenix |
| Calkins, Francis..... | Phoenix | Dykes, John..... | Mesa |
| Campbell, George..... | Phoenix | Dykes, Leonard..... | Mesa |
| Carrol, Hazel..... | Mesa | Easterwood, Iva..... | Tempe |
| Carter, Marcia..... | Phoenix | Ellis, Dora Jean..... | Tempe |
| Casanega, Anna..... | Calabasas | Farley, Mary..... | Dos Cabezos |
| Casanega, Nelly..... | Calabasas | Fellows, William..... | Tempe |
| Cave, Lillian..... | California | Finch, Lora..... | Tempe |
| Chatham, Jesse..... | Nogales | Fitzgerald, Catherine..... | Prescott |
| Chilson, Bessie..... | Payson | Fitzgerald, May..... | Solomonsville |
| Clifford, Jesse..... | Nacoziari, Mexico | Forsee, Blossom..... | Tempe |
| Cole, Lena..... | Tempe | Francis, Marvinne..... | Flagstaff |
| Coleman, Amelia..... | Tempe | Gilleland, Eugene..... | Globe |
| Collins, Hazel..... | Florence | Gilleland, Millicent..... | Tempe |
| Collins, Helen..... | Florence | Goodfellow, Lillias..... | Pine |

| NAME | ADDRESS | NAME | ADDRESS |
|--------------------|------------|----------------------|-------------|
| Goodwin, Leona | Tempe | McKay, Nettie | Congress |
| Gordon, Erna | Phoenix | McKee, Blanche | Phoenix |
| Greenlaw, Vera | Flagstaff | McNeley, Allene | Phoenix |
| Halbert, Jackson | Christmas | McNulty, Frances | Tempe |
| Halleck, June | Signal | McPherson, Josephine | Tombstone |
| Haigler, Pearl | Tempe | Mahoney, Desmond | Benson |
| Hanson, Wiley | Tempe | Mansfield, Lucile | Phoenix |
| Harmon, Ben | Tempe | Marlar, Lou | Phoenix |
| Harmon, May | Tempe | Maurel, Anthony | Globe |
| Harmon, Zenobia | Mesa | Merritt, Harriett | Prescott |
| Harris, Nellie | Tempe | Meskimons, Irving | Tempe |
| Hartnett, Dan | Jerome | Meskimons, Lucile | Tempe |
| Haulot, Mary | Phoenix | Meyer, Mabel | Tempe |
| Hayden, Augusta | Scottsdale | Miller, Emma | Tempe |
| Hazlewood, Johnie | Young | Miller, Fay | Tempe |
| Hibbert, Florence | Mesa | Miller, Halbert | Tempe |
| Hibbert, Maude | Mesa | Miller, Rosie | Tempe |
| Holmesley, Hallie | Tempe | Miller, Winchester | Tempe |
| Hudlow, Ulah | Hillside | Millet, Art | Tempe |
| Hurler, Clarence | Mesa | Millet, Cheddie | Tempe |
| Hurler, Jennie | Mesa | Millet, Neoma | Tempe |
| Johnston Edith | Tempe | Minor, Bert | Tempe |
| Johnston, Kenneth | Tempe | Mullen, Edith | Tempe |
| Jones, Doctor | Mesa | Mullen, John | Tempe |
| Jones, Dorothy | Congress | Nash, Lucy | Globe |
| Jones, Evelyn | Congress | Painter, Juanita | Tempe |
| Jones, Laura | Tempe | Parry, Elizabeth | Tempe |
| Jones, Lucy | Congress | Pearce, Zetta | Mesa |
| Jungermann, Albert | Tempe | Pearl, Dannie | Casa Grande |
| Jungermann, Otto | Tempe | Pearl, Harry | Casa Grande |
| Keating, Lulu | Bisbee | Perry, Agnes | Tempe |
| Kilsby, May | Clifton | Perry, Eben | Tempe |
| Kindred, Evelyn | Bisbee | Perry, Maude | Tempe |
| Kirk, Burl | Humboldt | Pickrell, Charles | Tempe |
| Larson, Gladys | Tombstone | Pickrell, William | Tempe |
| Larson, Nathaly | Bisbee | Pieper, Emma | Payson |
| Larson, Robert | Bisbee | Pine, Clarence | Tempe |
| Leavell, Marjorie | Tempe | Pine, Nellie | Tempe |
| Lee, Ivy | Phoenix | Pomeroy, Francelle | Mesa |
| Lorona, Eliza | Florence | Potts, Gertrude | Kingman |
| Lyll, Emma | Phoenix | Prewitt, Fletcher | Bowie |
| Lynch, John | Washington | Priest, Annie | Tempe |
| McComas, Ruth | Tempe | Priest, Lourdes | Tempe |
| McDonough, John | Prescott | Quinn, Jean | Tempe |
| McGill, Laura | Tombstone | Rabinovitz, William | San Carlos |
| McKay, May | Congress | Rich, Ione | Tempe |

| NAME | ADDRESS | NAME | ADDRESS |
|--------------------|---------------|--------------------|-----------|
| Richards, Ethel | Tempe | Stewart, Marie | Tempe |
| Rieckhoff, Fred | Tempe | Stewart, Norton | Tempe |
| Robbins, Inez | Tempe | Stewart, Olin | Mesa |
| Robbins, Ruth | Tempe | Sullivan, Jay | Yuma |
| Roberts, Louise | Prescott | Sund, Aaron | Tempe |
| Robertson, Dorris | Tempe | Swiggett, Charles | Phoenix |
| Robertson, Lillian | Tempe | Thew, Flora | Tempe |
| Rogers, Drua | Mesa | Thomas, Frank | Globe |
| Rogers, Elva | Mesa | Tompkins, Ruby | Phoenix |
| Rogers, Mabel | Mesa | Trent, Nellie | Mesa |
| Rogers, Norma | Mesa | Tucker, Jeannetta | Tempe |
| Rush, Ovillah | Placerita | Turner, Eva | Tempe |
| Saylor, Alson | Tempe | Turner, Mary | Tempe |
| Schaal, Della | Douglas | Turner, Ruth | Tempe |
| Schmidt, Irma | Tempe | Vanderwalker, Lulu | Tempe |
| Schoshusen, Flora | Tempe | Van Noate, Corrine | Tempe |
| Scofield, Ralph | Humboldt | Waddell, Beulah | Safford |
| Sheldon, Joe | Texas | Waddell, Laveda | Safford |
| Shivers, Maud | Solomonsville | Walsh, Aileen | Gila Bend |
| Sirrine, Ethel | Mesa | Warner, Grace | Tempe |
| Sirrine, Maud | Mesa | Waterhouse, Jessie | Tempe |
| Smith, Helen | Patagonia | Webb, Mabel | Roosevelt |
| Spear, Lola | Tempe | Westover, Charles | Tempe |
| Snyder, Mamie | Kansas | White, Arthur | Bisbee |
| Stafford, Rubv | Dos Cabezos | White, Nell Louise | Yuma |
| Standage, Earl | Mesa | Wiatt, Lottie | Phoenix |
| Stayton, Lillian | Humboldt | Wilson, James | Tempe |
| Stephens, Belle | Phoenix | Windes, Dudley | Tempe |
| Stephens, Bettie | Dos Cabezos | Wolf, Irene | Tempe |
| Stewart, Ben | Tempe | Wolf, Mabel | Tempe |
| Stewart, Josephine | Mesa | Zeigler, Mae | Humboldt |
| Stewart, Marco | Mesa | | |

TRAINING DEPARTMENT

EIGHTH GRADE

- | | |
|----------------------|---------------------|
| 1. Marie Alexander | 11. Katherine Parry |
| 2. Ethel Billengsly | 12. Caroline Ruiz |
| 3. Rita Cole | 13. Irene Robbins |
| 4. Maud Cole | 14. Beulah Sturgeon |
| 5. Ida Fourr | 15. Nelue Still |
| 6. Anna Ford | 16. Ida Tyler |
| 7. Pansy Harmon | 17. Edith Warner |
| 8. Edna Miller | 18. Don Alexander |
| 9. Lillian Meskimons | 19. Paul Corbell |
| 10. Lela Rich | 20. Floyd Fisk |

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|----------------------|--------------------|
| 21. Ernest Gilleland | 28. Chas. Parry |
| 22. Horace Griffen | 29. Walter Pine |
| 23. Tommy Gailey | 30. Chas. Rouse |
| 24. Julius Goodwin | 31. Chas. Sturgeon |
| 25. Wallace Miller | 32. Carl Spangler |
| 26. Will Nash | 33. George Seals |
| 27. Fred Parry | |

SEVENTH GRADE

- | | |
|----------------------|----------------------|
| 1. Enid Alexander | 14. Forrest Brady |
| 2. Edith Calkins | 15. Frank Billengsly |
| 3. Lois Cole | 16. Lester Bender |
| 4. Knell Coleman | 17. Chas. Cole |
| 5. Grace Hudlow | 18. Chas. Chilson |
| 6. Marguerita Oviedo | 19. Victor Corbell |
| 7. Mabel Quinn | 20. George Decker |
| 8. Grace Stewart | 21. Harry Garner |
| 9. Addie Stone | 22. Harry Meyer |
| 10. Lura Wickiiffe | 23. Roy Richards |
| 11. Norma Webb | 24. Barney Treut |
| 12. Zenobia Harmon | 25. John Van Riter |
| 13. Sheldon Bayless | |

SIXTH GRADE

- | | |
|----------------------|-----------------------|
| 1. Bejarano, Elvira | 11. Meyer, Albert |
| 2. Blount, Paul | 12. Meyer, Carl |
| 3. Crook, Veiva | 13. Miller, Anna |
| 4. Chilson, Wilmath | 14. Miller, Gussie |
| 5. Fisk, Louise | 15. Roberts, Clara |
| 6. Ford, Dean | 16. Robertson, Orrick |
| 7. Ivester, Florence | 17. Stone, Frank |
| 8. Johnston, Helen | 18. Stone, Isabella |
| 9. Laney, Mabel | 19. Tucker, Elyott |
| 10. Manley, Mildred | 20. Wickliffe, Winnie |

FIFTH GRADE

- | | |
|------------------------|----------------------|
| 1. Blount, Marie | 12. Ruiz, Joe |
| 2. Chapin, Lucy | 13. Ruiz, Josie |
| 3. Chilson, Edna | 14. Sampson, Allan |
| 4. Cole, Lewis | 15. Seals, Neva |
| 5. Coleman, Willamclia | 16. Skoknich, Maelan |
| 6. Corbell, Ethel | 17. Spangler, Lola |
| 7. Hanson, Lucy | 18. Spangler, Luia |
| 8. Johnston, Dorothy | 19. Stone, Margaret |
| 9. Knight, Alice | 20. Teeter, Eva |
| 10. Laney, Grant | 21. Teeter, Glen |
| 11. McLennon, Kenneth | 22. Teeter, Sam |

23. Tucker, Myrtle
24. Turner, Nevada
25. Valentine, Karl

26. Walker, Marjori
27. Zuck, Edna

FOURTH GRADE

1. Crook, Lanier
2. Daggs, Mary
3. Collins, Harold
4. Dobbie, Searles
5. Frizzell, Florence
6. Geach, Frances
7. Harmon, Tom
8. Kirkpatrick, Earl
9. Kirkpatrick, Helen

10. Kirkpatrick, Robert
11. McKinney, Byron
12. Mullen, Thaddeus
13. Oviedo, Rosa
14. Painter, James
15. Ruiz, Mary
16. Simmons, Linton
17. Turner, Ethel
18. Zimmerman, Erma

THIRD GRADE

1. Blount, Alma
2. Cole, Annie
3. Cole, Ruth
4. Collins, Marie
5. Corbell, Mabel
6. Ford, Vera
7. Ivester, Dewey
8. Ivester, Flora

9. Johnston, Janet
10. Pulsifer, Dean
11. Roberts, Irvin
12. Robertson, Alleen
13. Seals, Irvin
14. Williams, Frances
15. Zimmerman, Erdene

SECOND GRADE

1. Benetes, Pedro
2. Blount, Raymond
3. Calkins, Dorothe
4. Chapin, Leverett
5. Corbell, Beulah
6. Durnal, Leonard
7. Flumerfelt, Percy
8. Fryer, Henry
9. Imperial, Amalia
10. Miller, Horace

11. Mullen, Kenneth
12. Noriega, Beatrice
13. Pope, Helen
14. Roberts, Bernard
15. Robbins, Dick
16. Simmons, Charleton
17. Spainhower, Velma
18. Teeter, Earl
19. Uvez, Carmelita
20. Westover, Stella

FIRST GRADE

1. Alexander, Cecil
2. Benetes, Jose
3. Calkins, Margaret
4. Chilson, Warren
5. Cole, William
6. Collins, Homer
7. Daggs, Charles
8. Ford, Dove
9. Goodwin, Gordon
10. Hall, Frank

11. Imperial, Mercedes
12. Lohman, Henry
13. Lutzgens, Henry
14. Matley, Welcome
15. Meyer, Margaret
16. Mullen, Teddy
17. Murchison, Daniel
18. Murphy, Francis
19. O'Conor, Jack
20. Osborn, Mary

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|-------------------------|-----------------------|
| 21. Ovieno, Susie | 27. Spainhower, Floyd |
| 22. Painter, Marguerite | 28. Stone, Ollie |
| 23. Parry, Susan | 29. Tnatcher, George |
| 24. Pulsifer, Paul | 30. Turner, Paul |
| 25. Quinn, Katherine | 31. Uvez, Frances |
| 26. Salyer, Bee | 32. Zimmerman, Wesley |



SUMMARY OF REGISTRATION

| | |
|---|-------|
| Normal Department, including Class of 1908..... | 229 |
| Training Department..... | 191 |
| | <hr/> |
| Total | 420 |

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 | Twelve Years | Clifton |
| Reese M. Ling (District Attorney, Yavapai County) | Two Years | Prescott |
| Colonel James H. McClintock | Five Years | Postmaster, Phoenix |
| Gertrude Pomeroy* | Five Years | |

CLASS OF 1888

| | | |
|---------------------------------------|----------------|-------|
| Kate Cummings (Mrs. Fisher Bailey) | Five Years | Tempe |
| Martha Sears* | Five Years | |
| Henry Q. Robertson | Nineteen Years | Tempe |

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 |
| Jeosphine 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

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

CLASS OF 1894

| | | |
|---|----------------|---------------------|
| Myrtle Alpin (Physician at Napa Insane Asylum) | One Year | East Highland, Cal. |
| Joseph T. Birchett | One Year | Tempe |
| Addie Bury (Mrs. Ira Reedy) | Nine 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 | Thirteen Years | Tempe |

*Deceased

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

CLASS OF 1895

| | | |
|--|--------------|-----------------|
| Mariam Anderson (Mrs. M. A. Davenport) | One Year | Wickenburg |
| John R. Birchett | Two Years | Tempe |
| John J. Carroll | | Tempe |
| Carrie Culver | Twelve 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, LL. D. (Harvard University, '05) | | Boston |
| Maude J. Welcome (Mrs. Hudson Searles) | Four Years | Tucson |
| Bertha Wilson | Twelve Years | Tempe |
| E. Stanley Windes (Mrs. Dr. Metzgar) | Six Years | Santa Ana, Cal. |

CLASS OF 1896

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

CLASS OF 1897

| | | |
|---|-----------|-------------------|
| May A. Austin (Mrs. William M. Goodwin) | Two Years | Tempe |
| Julius G. Hansen | | Los Angeles, Cal. |
| Adele Hauxhurst | Ten Years | Rodondo, 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. Z. M. Zander) | Seven Years | |
| Flora L. Mills* | Eight Years | |
| J. Oscar Mullen | Seven Years | Postmaster, Tempe |
| Ada M. Peyton (Mrs. William Dodenhoff) | One Year | Phoenix |
| Mary C. Robinson (Mrs. W. J. Bowen) | Two Years | Mesa |
| Lucy M. Schwarz | Nine Years | Mesa |
| Addie Sirrine (Mrs. Ellis Johnson) | Five Years | Mesa |
| Verner A. Vanderhoff | Four Years | Scottsdale |
| Walter S. Wilson | Ten Years | Phoenix |
| Alice B. Windes | Eleven Years | Santa Ana, Cal. |

CLASS OF 1898

| | | |
|---|-------------|--------------|
| Edith R. Abell (Mrs. Dr. Drane) | | Mesa |
| Mary C. Bosbyshell (Mrs. Chas. Rhone) | One Year | Douglas |
| Flora N. Cohn | Ten Years | Los Angeles |
| Elizabeth W. England* | Two Years | |
| 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 | Tempe |
| Olive J. Maxwell (Mrs. C. A. Stewart) | Five Years | Los Angeles |
| Florence A. McKee (Mrs. Chas. Arnold) | Four Years | Phoenix |
| Julia E. Melton | Seven 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 |
| Clyue A. Stewart | One Year | Los Angeles |
| Ida Warren Swiggett (Mrs. Van Kirk) | Nine Years | Phoenix |
| Walter H. Wilbur | | Banker Tempe |

CLASS OF 1899

| | | |
|---|-------------|----------------------|
| Garnett, Allison | Three Years | Mesa |
| Bessie Frances Archbald | Eight Years | Los Angeles |
| Eva L. Bowyer (Mrs. E. N. Jenkins) | Five Years | El Paso, Tex. |
| Lutie Marion Carlyle | Five Years | San Bernardino, Cal. |
| Nella E. Clark (Mrs. A. M. Harmer) | Two Years | Tempe |
| Robert O. Duncan | Six Years | Phoenix |
| Inez B. Fisher (Mrs. T. A. Collins) | Seven Years | Phoenix |
| Jessica Frazier | Seven Years | Denver |
| Martha Garnett | Eight Years | Phoenix |
| Garfield A. Goodwin | | Tempe |
| Lena Rivers Hartsfield (Mrs. Will Payne) | Six Years | Tucson |

*Deceased

| NAME | TIME DEVOTED TO TEACHING | P. O. ADDRESS |
|---|--------------------------|-------------------|
| Ella Leota Hauxhurst (Mrs. Harry Galliver) | Six Years | Phoenix |
| Harry G. Hendrix | Five Years | Globe |
| Benjamin E. Hicks | | Globe |
| Margaret Beatrice Hughes | Six Years | Weir City, Kansas |
| Frank R. Kellner (Mrs. J. Baxter Lewis) | Two Years | El Paso, Texas |
| D. Maude Lincoln (Mrs. A. C. Lockwood) | Four Years | Douglas |
| Alice A. Morse | Seven Years | Seattle, Wash. |
| Lillian M. Murray (Mrs. Irving Andrews) | | Los Angeles, Cal. |
| Grace Newell (Mrs. Guy Collins) | | Roosevelt |
| Edna A. Ozanne (Mrs. Walter S. Wilson) | Three Years | Phoenix |
| L. Clay Henshaw (Mrs. Ed. Bowers) | Two Years | Phoenix |
| Zebulon Pearce | Seven Years | Mesa |
| Minnie A. Perry (Mrs. Joe Bassett) | Two Years | Cordes |
| Madge P. Richmond (Mrs. Oscar Roberts) | Five Years | Phoenix |
| Gilbert States, M. D. | Three Years | Franklin, Idaho |
| Ida W. Temple (Mrs. E. C. Piper) | Five Years | Benson |
| Ruby M. Tucker (Mrs. Chas. Woolf) | Four Years | Tempe |
| Lillian A. Vaughn (Mrs. J. Dunbar) | Two Years | Benson |
| Emma Peyton (Mrs. Geo. Swindel) | Four Years | Manila, P. I. |
| Mary Malvina Wallace (Mrs. A. W. Woods) | Five Years | Bisbee |
| Veronica White | Eight Years | Bisbee |
| Lulu Belle Wingar (Mrs. Dr. R. R. Root) | Four Years | Pima |

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 (Mrs. Archambeau) | Two Years | Prescott |
| Hattie M. Green (Mrs. Henry Lockett) | Three Years | Phoenix |
| Edna Lucy Greenleaf* | Two Years | |
| Dean Ely Godwin | Two Years | Ann Arbor, Mich. |
| Minnie A. Hill | | Phoenix |
| Elizabeth India Hedgpeth | Seven Years | Phoenix |
| Josephine K. Hottinger (Mrs. Jessie Bunk) | Four Years | Santa Rosa, Cal. |
| Perla E. Martin (Mrs. Ed. Halderman) | Two Years | Bisbee |
| Eleanor Atlee Merriam | Seven Years | Phoenix |
| Mary Emma McNulty | Seven Years | Tempe |
| Helen Marion Stewart (Mrs. Ellis Wilcox) | Two Years | St. David |
| Elizabeth Schwarz (Mrs. Jones) | Four Years | Mesa |

*Deceased

| NAME | TIME DEVOTED TO TEACHING | P. O. ADDRESS |
|--|--------------------------|---------------|
| Serretta Anne Sirrine (Mrs. Clarence Paddock) | Seven Years | Fallon, Nev. |
| Charles Albert Stauffer | | Phoenix |
| Ethel M. Wilbur (Mrs. W. Dorman) | | Mesa |
| L. Grace Webb | Seven Years | Mesa |

CLASS OF 1902

| | | |
|--|-------------|-------------------|
| Alice B. Appleby (Mrs. H. Wagnon) | Three Years | Douglas |
| Rachel Brady (Mrs. Levi Walker) | One Year | Tempe |
| Jessie F. Creager (Mrs. J. Kelly) | Three Years | Los Angeles, Cal. |
| Florence C. Ford | Six Years | Prescott |
| J. H. Gerard | Three Years | Phoenix |
| Leona L. Gibson | Six Years | Whittier, Cal. |
| Grace M. Godwin | Two Years | Santa Rosa, Cal. |
| Charles A. Haigter (Univ. So. Cal.) | | Los Angeles, Cal. |
| Victoria F. Harmon | Six Years | Tempe |
| Leona M. Haulot | Six Years | Tempe |
| Clara W. Johnson | Six Years | Phoenix |
| D. D. Jones | Five Years | Mesa |
| Orren C. Jones | Six Years | Thatcher |
| Stella F. Ross | Six Years | Mesa |
| Mary J. C. Snyder (Mrs. Kendrick) | Two Years | Bumblebee |
| Orpha C. Standage (Mrs. O. Babbitt) | Three Years | Mesa |
| Edith F. Stewart (Mrs. J. Lane) | Five Years | Bisbee |
| Harry R. Trusler, LL.D., Class '06. | One Year | Enid, Oklahoma |

CLASS OF 1903

| | | |
|--|------------|---------------------------|
| Charles Alexander | Four Years | Tempe, Ariz. |
| Raymond H. Alexander | Four Years | Lee Summit, Mo. |
| Elizabeth Cosner | Five Years | Tempe |
| Alice Curnow | Five Years | Tempe |
| E. Murray Curnow | | Bisbee |
| Lelia Hicks (Mrs. Thos. Long) | | Livingstone |
| Rose Irene Hottinger | Five Years | Oakland, Cal. |
| Jamie Izora Irvine (Mrs. J. M. Lindsey) | | Sunnyvale, Cal. |
| Ida May Johnson (Mrs. Ira H. Frankenberg) | Four Years | Tempe |
| Emma Laura King* (Mrs. Alma Davis) | One Year | |
| Mamie Gertrude King | Five Years | Phoenix |
| Lynn M. Laney | | Univ. Cal., Berkeley |
| Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin) | | 618 Gail St., Los Angeles |
| Clarence Mark Paddock | | Fallon, Nev. |
| George Reed | Four Years | San Diego, Cal. |
| Elmer Ruse | One Year | Mesa |
| Orrin L. Standage | Five Years | Mesa |

CLASS OF 1904

| | | |
|--------------------------------------|------------|---------|
| Deborah Allen | Four Years | Mesa |
| Rebecca Allen (Mrs. O. A. Phelps) | Two Years | Mesa |
| Winifred E. Allison (Mrs. Johns) | Two Years | England |
| Fannie Armitage | Four Years | Benson |

*Deceased

| NAME | TIME DEVOTED TO TEACHING | P. O. ADDRESS |
|---|--------------------------|--------------------|
| Helen Axtell | Four Years | Tombstone |
| Ernest Corbell | Four Years | Los Angeles |
| Grace Culver | Four Years | Los Angeles |
| Lucy Cummings (Mrs. J. F. Warner) | One Year | Washington, D. C. |
| Mabel Goldsworthy (Mrs. Fred Kenny) | One Year | Bisbee |
| Alice Grier | Four Years | Phoenix |
| Adelaide Kindred (Mrs. O. C. Fouse) | Three Years | Bisbee |
| Louise Lynd | Four Years | Tempe |
| Sallie Miller (Mrs. Paul Seitz) | Two Years | Lordsburg, N. Mex. |
| Mary Millet | Four Years | Tempe |
| Charlotte Mullen | Four Years | Tempe |
| Getha Munds (Mrs. A. A. Benedict) | Two Years | Camp Verde |
| Jennie Munds (Mrs. David Wingfield) | One Year | Camp Verde |
| Della Penn | Four Years | Santa Monica, Cal. |
| Ida Penn | Four Years | Santa Monica, Cal. |
| Pansy Robbins | Four Years | Tempe |
| Marion Thomas | Four Years | Yuma |
| Everett Wilbur | One Year | Tempe |
| Maude Wilson | Four Years | Tempe |

CLASS OF 1905

| | | |
|--|--------------------------------------|-------------|
| Florence Armitage | Three Years | Fairbank |
| Jessie Blake | Three Years | Tempe |
| Jessie Clark | Three Years | Benson |
| Mattie Corbell (Mrs. Harry Brown) | Three Years | Show Low |
| Alice DeForest | Three Years | Troy |
| Nellie Duncan (Mrs. Everett Wilbur) | One Year | Mesa |
| Frank Dykes | Three Years | Clifton |
| Alice Greenleaf (Mrs. Francis Byrne) | Three Years | Yuma |
| Ione Greenleaf | Three Years | Yuma |
| Edgar Hendrix | Reclamation Service, Browning, Mont. | |
| Frank Hough | Reclamation Service, Fallon, Nev. | |
| Alma Jones | Three Years | Mesa |
| Laverna Lossing | Three Years | Phoenix |
| Bertha Lyall | Three Years | Phoenix |
| Ina McComas | Three Years | Tempe |
| Helen MacIntyre | Two Years | Phoenix |
| Mary Mullen | Three Years | Douglas |
| Elma Pulsifer (Mrs. Cone Webb) | Two Years | Roosevelt |
| Margaretha Schwarz | Three Years | Mesa |
| Harry Van Noate | Three Years | Los Angeles |
| Vessa Wright | Three Years | Bisbee |

CLASS OF 1906

| | | |
|--|----------------------|------------|
| Laura Agnew | Two Years | Tempe |
| Mabel Anderson | Two Years | Tempe |
| Harry Brown | Two Years | Tempe |
| Mamie Cain | Two Years | Prescott |
| Clara Clem (Mrs. Norman P. Palmer) | Two Years | Camp Verde |
| Eula Clem (Mrs. W. H. Dougherty) | One Year | Wickenburg |
| Leila Carrol | Two Years | Bisbee |

| NAME | TIME DEVOTED TO TEACHING | P. O. ADDRESS |
|---------------------------------------|--------------------------|----------------------|
| Maud Collins (Mrs. Elmer Redden) | One Year | Benson |
| Alma Cowan | Two Years | Bisbee |
| Iva Cox | Two Years | Tausred, Cal. |
| Olivia Doherty | Two Years | Nogales |
| Ethel Doherty | One Year | Nogales |
| Harriet Gaddis | Two Years | Clifton |
| Genevieve Gerald | Two Years | Globe |
| Ada Halderman | Two Years | Dragoon |
| Alma Harris (Mrs. Merton Stewart) | One Year | Tempe |
| Hazel Hendrix | Two Years | Clifton |
| Alta Holmes | Two Years | Phoenix |
| Clifford Johnston | Two Years | Tempe |
| Bertran Jones | Two Years | Mesa |
| Rollin Jones | Two Years | Mesa |
| Reinhold Jungermann | One Year | Univ. Cal., Berkeley |
| Mabel Kemp (Mrs. A. C. Duffy) | One Year | Vail, Ariz. |
| James King | Two Years | Phoenix |
| Annes Keating (Mrs. Fred C. Ayer) | One Year | Tempe |
| Karl Leebrick | Two Years | Covina, Cal. |
| Lucy Leitwich | Two Years | Jerome |
| Anna Matthews | Two Years | Tempe |
| Carrie Marlar (Mrs. G. Bright) | | Phoenix |
| Marina Priest | Two Years | Tempe |
| Clarence Standage | | Mesa |
| Jean Standage (Mrs. Don Le Baron) | One Year | Mesa |
| Sadie Stauffer | Two Years | Moroni |
| Bertha Stewart | Two Years | Mesa |
| Mary Stilwell | One Year | Phoenix |
| Elizabeth Ullman | Two Years | Moroni |
| Hester Wallace | Two Years | Bisbee |
| Gladys Wright (Mrs. Bertran Jones) | Two Years | Mesa |

CLASS OF 1907

| | | |
|--|----------|-----------------|
| Kathryn Barnett | One Year | Los Angeles |
| Frankie Bellamy | One Year | Superior |
| Helen Benedict | One Year | Tombstone |
| Helen Blome (Mrs. Norman Windes) | | Canal Zone |
| Stella Brown | One Year | Tempe |
| Rena Cole | One Year | Tucson |
| Josie Critchley | One Year | Tombstone |
| Fannie Dobbie | One Year | Mesa |
| Olive Griffen | One Year | Tempe |
| Mamie Hadsell (Mrs. Henry Marlette) | One Year | Buckeye |
| Emma Haulot | | Los Angeles |
| Maud Hayes | One Year | Phoenix |
| Fred Holmes | | Roosevelt, Utah |
| Genevieve Hubbard | One Year | Phoenix |
| Rosa Jaime | One Year | Clifton |

| NAME | TIME DEVOTED TO TEACHING | P. O. ADDRESS |
|-------------------|--------------------------|---------------|
| Ethel Jones | One Year | Bisbee |
| Lucy Kenney | One Year | Bisbee |
| Mary Leavell | One Year | Tempe |
| Kittie McNichol | One Year | Humboldt |
| Alice Merritt | One Year | Bisbee |
| Nelly Murphy | One Year | Tempe |
| Georgia Quinn | One Year | Tempe |
| Amelia Rabinovitz | One Year | Phoenix |
| Eva Ruse | One Year | Tempe |
| Lemnie Stauffer | One Year | Glendale |
| Maud Stewart | One Year | Tempe |
| Edna Stobbs | One Year | Phoenix |
| Palmyra Tamborino | One Year | Congress |
| Carrie Thompson | One Year | Douglas |
| Sydney Vensel | One Year | Phoenix |
| Iva Walker | | Tempe |

CLASS OF 1908

| | | | |
|-----------------------|-----------|---------------------------|---------|
| Ballou, F. Herbert | Tempe | Miller, Halbert | Tempe |
| Benson, May | Willcox | Millet, Artemus | Tempe |
| Cummings, Maude B. | Tempe | Perry, Maud | Phoenix |
| Duval, Helen | Phoenix | Pine, Nellie | Tempe |
| Easterwood, Iva | Phoenix | Potts, Gertrude | Kingman |
| Fitzgerald, Catherine | Prescott | Robbins, Inez | Tempe |
| Haulot, Mary | Tempe | Schaal, Della | Douglas |
| Hazelwood, Johnie | Douglas | Stephens, Belle | Phoenix |
| Jones, Doctor | Mesa | Trent, Nelly | Tempe |
| McKee, Blanche | Phoenix | Van Noate, Corinne | Tempe |
| McPherson, Josephine | Tombstone | White, Nellie Louise | Yuma |
| Marlar, Lou | Phoenix | Wiatt, Lottie | Phoenix |
| Merritt, Harriett | Prescott | Woolf, Mabel | Tempe |
| Meskimons, Irving | Tempe | Total number of graduates | 319 |