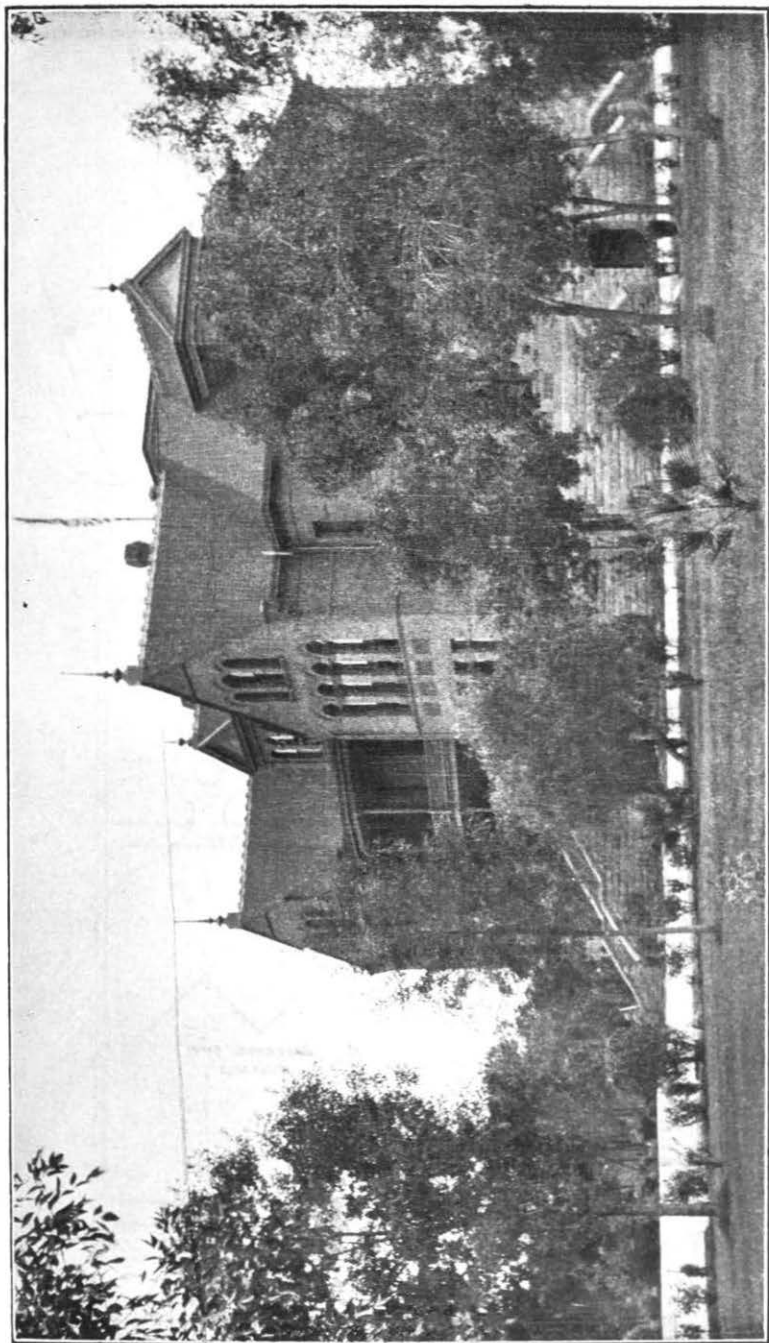


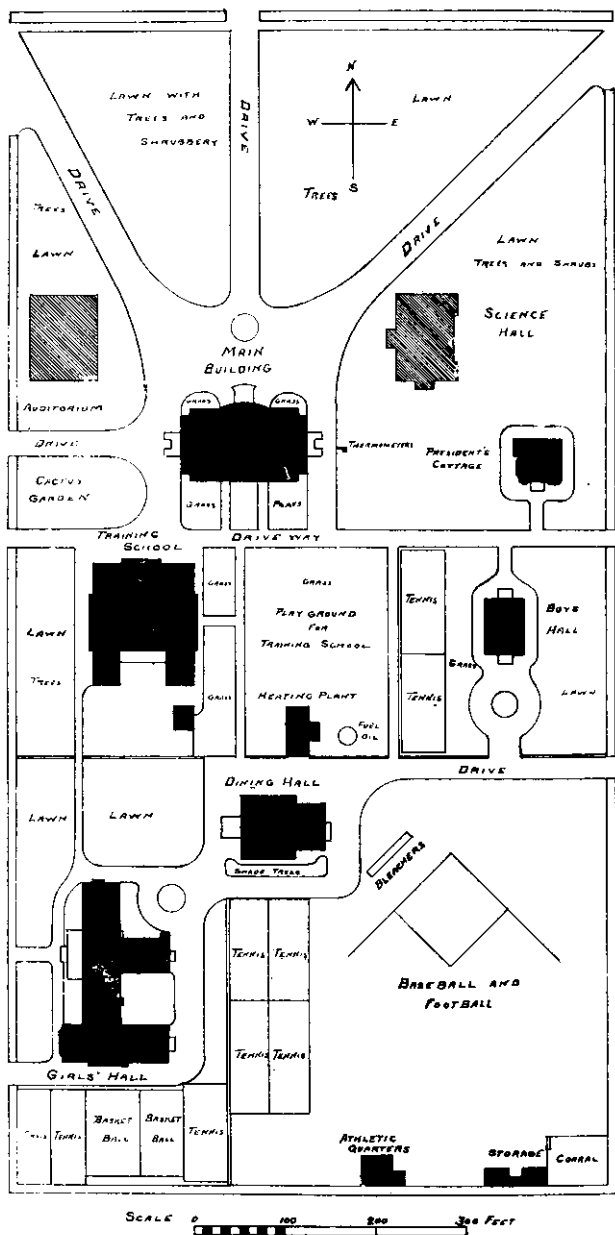
The Tempe
Normal
School
of Arizona
a t T e m p e



Annual Catalogue
1909-1910



MCCUNE HIGH SCHOOL, FORTSMITH, ARKANSAS



Oct. 1907

PLAN OF CAMPUS

TWENTY-FOURTH ANNUAL
CATALOGUE OF

The Tempe Normal
School of Arizona

AT TEMPE, ARIZONA

For the School Year

1909-1910

TUCSON, ARIZONA
F. E. A. KIMBALL, PRINTER AND STATIONER
1909

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Mrs. IDA O'CONNOR } Executive Committee
JOE BIRCHETT

CALENDAR FOR 1909-1910

1909

First Semester begins	September 6
Entrance Examinations and Classification	September 6-7-8
First Quarter ends	November 12
Second Quarter begins	November 15
Thanksgiving Vacation	November 25-26
Holiday Vacation begins	December 19
Holiday Vacation ends	December 27

1910

First Semester ends	January 21
Second Semester begins	January 24
Entrance Examinations and Classification	January 24-25-26
Third Quarter ends	April 1
Fourth Quarter begins	April 4
Examinations and Commencement Exercises	June 6-10

FACULTY 1909-1910

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

F. M. IRISH
Physical Science and Military Drill

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

J. L. JOHNSTON,
Vocal Music

GEORGE M. FRIZZELL, B. Pd.
Mathematics

JAMES F. HALL, A. M.
Latin

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

A. B. CLARK
Manual Training, Sloyd and Carpentry

F. G. WAIDE, A. M.
History and Civics

GRACIA L. FERNANDEZ, A. B.
Spanish

RENE M. ODELL, A. M.
Elocution and Physical Culture

EDNA NEWBERT, B. L.
English

WILLIAM HAWTHORNE COOPER, A. M.
English

Psychology, Pedagogy, and Director of Training School

LILLIAS D. FRANCIS

Domestic Science and Domestic Art

LAURA DOBBS

Secretary to the Principal and Board

WINIFRED E. PETERS

Librarian

MRS. MAY BELLE BLAKELY

Matron Girls' Dormitory

TRAINING SCHOOL

J. B. WRIGHT

Critic Teacher and Supervisor of Grammar Grades

MARY E. McNULTY

Critic Teacher and Supervisor of Primary Grades

LEONA HAULOT

Critic Teacher in Grammar Grades

LAVERNA LOSSING

Critic Teacher in Grammar Grades

JOSIE CRITCHLEY

Critic Teacher in Primary Grades

COURSE OF STUDY.

Conforming with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the Territorial Board of Education, the following regulations were approved by said Board of Education.

I. The length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

II. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this territory.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four years' high school course.

III. Students who are graduates from a four years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases the student shall be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course, the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise.

A minimum of fifteen academic subjects and nine professional subjects must be acquired for the Normal diploma, as follows:

Academic Units for the Five Years' Course	
English	3
Science	2
Science or (Modern or Foreign Languages)	2
Mathematics (Arith. 1-2, Alg. 1 1-2, Geom. 1)	3
History and Civics	2
Electives	3
Total	15

Professional units for the Five Years' Course

Psychology and Pedagogy.....	1
History and Philosophy of Education, Logic.....	1
Practice Teaching.....	1
School Law and School Economy.....	$\frac{1}{2}$
Method.....	1
Music.....	1
Drawing.....	1
Arithmetic and Geography.....	1
Bookkeeping and Commercial Law.....	$\frac{1}{2}$
Reading and Word Analysis.....	1
<hr/>	
Total.....	9

Required Units for the Two Years' Professional Course

Psychology and Pedagogy.....	1
History and Philosophy of Education.....	1
Method.....	1
Practice Teaching.....	1
School Law and School Economy.....	$\frac{1}{2}$
Arithmetic and Geography.....	1
Reading and Word Analysis.....	1
Electives from the following list.....	2 $\frac{1}{2}$
<hr/>	
Total.....	9

List of Electives for the two years' course: Drawing, 1; Music, 1; bookkeeping and Commercial Law, 1-2; Spanish, 2; English, 1 or 1-2.

According to the plan for readjustment of the relations between state normal schools and the leading universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure one years' credit on a university course or such a portion thereof as the individual preparation may merit.

Graduates from the five years' normal course are admitted to colleges and universities without advanced credit.

COURSE OF STUDY—Five Years.

For Graduates of Grammar Schools Based on Preceding Explanation.

FIRST YEAR

FIRST SEMESTER	rec. per wk.	SECOND SEMESTER	rec. per wk.
Grammar and Composition.....	5	Grammar and Composition.....	5
Reading.....	5	Spelling and Word Analysis...5	
Arithmetic.....	5	Algebra.....	5
Manual Training or Domestic Sci.	3	Manual Training or Domestic Sci.	3
Drawing.....	2	Drawing.....	2
Music.....	2	Music.....	2

SECOND YEAR

Rhetoric and Composition.....	5	Rhetoric and Composition.....	5
Algebra.....	5	Algebra.....	5
Biology (including laboratory)...5		Biology (including laboratory).5	
Ancient History or Latin.....	5	History or Latin.....	5
Drawing.....	2	Drawing.....	2
Music.....	2	Music.....	2
Manual Training or Domest. Sci.	2	Manual Training or Domest. Sci	2

THIRD YEAR

Eng. Literature and Themes.....	5	Eng. Literature and Themes...5	
Geometry.....	5	Geometry.....	5
Physiography.....	5	Physiography.....	5
Mædieval History.....	5	U. S. History.....	5
Drawing, 2 { } Spanish		Drawing, 2 { } or Spanish	
Music, 2 { } or { } Latin	4	Music, 2 { } or Latin	4

JUNIOR YEAR

Amer. Lit. and Gram. Analysis		Amer. Lit. and Gram. Analysis	
or Spanish Latin.....	5	or Spanish Latin.....	5
Physics (including laboratory)...5		Physics or Chemistry(inc. lab.)5	
Arithmetic.....	5	Geography.....	5
Psychology.....	5	Pedagogy.....	5
Science of Government.....	5	Music.....	2
		Drawing.....	1
		Observation in Training School.	1

SENIOR YEAR

Practice Teaching.....	5	Practice Teaching.....	5
Method.....	5	Method.....	5
Philosophy of Educa. and Logic..5		History of Educa. and Ethics..5	
Bookkeeping and Commer. Law..5		School Law and School Economy5	
Spanish or Latin (elective).....	5	Spanish or Latin (elective)....5	

First semesters are nineteen weeks long exclusive of holidays.

Second semesters are nineteen weeks long exclusive of commencement week.

COURSE OF STUDY—Two Years.

For Graduates from a Four Years' High School Course

JUNIOR YEAR

FIRST SEMESTER	rec. per wk.	SECOND SEMESTER	rec. per wk.
Psychology.....	5	Pedagogy.....	5
Arithmetic.....	5	Geography.....	5
Reading.....	5	Word Analysis and Spelling.....	5
Electives.....		Observation.....	1
		Electives.....	

SENIOR YEAR

Practice Teaching.....	5	Practice Teaching.....	5
Method.....	5	Method.....	5
Philosophy of Educa. and Logic.....	5	History of Educa. and Ethics.....	5
Electives.....		School Law and School Econ.....	5
		Electives.....	

The following units are offered as electives from which the students may select a sufficient number to complete a total of nine units for the two years' course: Drawing, 1; music, 1; bookkeeping and commercial law, 1-2; Spanish, 2; English, 1-2 or 1.

In selecting electives, students who have not completed drawing, music and bookkeeping and commercial law in their high school course must include these subjects in their electives.

NOTE.—In both courses a class period is 45 minutes, two laboratory periods counting as one class period.

ACADEMIC COURSE

Students who do not desire to become teachers may pursue regular four years' academic or high school courses, omitting all of the professional work and specializing in Latin and Spanish, English, science or mathematics. Students completing such four year courses will be granted a certificate which can be used as a credential to admit them to a college or university, but they will not receive a diploma entitling them to teach in the public schools.

Students pursuing such regular courses will be exempt from the payment of tuition.

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 plan 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; they may also be required to teach certain subjects in the Training School. 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

A course in reading is required of all regular students during the first semester of the first year. The aims of the course are:

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

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

A course in reading will also be required of students who enter the Normal as graduates of a high school. This work is considered a part of the professional course for such students, and considerable attention will be given to method as well as to the several phases of the subject.

During the past year the class have read selections from Lowell, Arnold, Dickens and Shakespeare and others, memorizing selections from each.

ELOCUTION

The work of this department is devoted mainly to the general supervision of the societies, drilling for the annual plays and contests, and for the regular rhetorical work.

The intention is to supplement the work of the societies and to assist the monitors, so far as possible, by general suggestions, when such assistance is needed.

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis demands five hours a week during the last semester of the first year. The aim is two-fold—to teach written spelling and to enlarge the student's vocabulary.

A course in spelling and word analysis is also required of students who enter the Normal as graduates of a high school, and is considered a part of the professional course, word analysis being one of the subjects taught in the public schools.

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 (Amer. Book Co.); Swinton, "New Word Analysis." (Am. Book Co.).

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 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"; (D. C. Heath & Co.); Kimball, "The English Sentence," (Am. Book Co.).

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 sentence structure, and to this end it is carried on in connection with the course in grammar. The themes required are short, dealing with subjects within the interest and knowledge of the student; and particular attention is paid to the development of logical thinking as well as to such important details as spelling and punctuation. As a basis for the work of composition the class is required to make an analytical study of several simple literary classics.

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.

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, 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.

RHETORIC

Appreciation and enjoyment of good reading and ready, comprehensible expression are the chief aims of this course. Various types of narration by the best writers of English are analyzed that the student may know both good structure and style. While the basis of rhetorical analysis is narration, much stress is laid upon the other classes of composition, especially as combined with narration. Figurative language and poetic forms are carefully considered, also a detailed study is made of a number of pieces, and rapid reading, for appreciation, of others. Some attention is given to short stories by the

best writers of today, and class discussion and reproduction is encouraged for training in oral expression.

Composition is correlated, to a certain extent, with the literature, but an effort is made for originality, wherever possible. The whole theme and the paragraph are developed; but correctness of grammatical form and sentence structure are striven for especially, while due attention is paid to rhetorical clearness, force and diction. Corrections are sometimes made by fellow-students, but usually by class criticism and, especially, by individual consultation with the instructor. Note books are carefully prepared and corrected.

The past year the following were studied:

Irving's "Alhambra."

George Eliot's "Silas Marner."

Scott's "Lady of the Lake."

Hawthorne's "The Old Manse and a Few Mosses."

Poe's "Poems and Tales."

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

Longfellow, Selected ballads and short poems.

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

Selected stories by Thomas Nelson Page, Owen Wister, James Lane Allen, Stevenson, Kipling, Bunner, Doyle.

Text: "Composition-Rhetoric," Brooks and Hibbard.

GRAMMATICAL ANALYSIS

This subject, together with American Literature, gives the required unit of English for the Junior year. The object of the course is primarily to give a general review of grammar and to emphasize those essentials that will be most helpful in the practise of teaching. The basis of the work is the study and analysis of the sentence.

The regular text is Kimball, "The English Sentence." This is supplemented by numerous modern grammars.

ENGLISH LITERATURE AND THEMES

The work of this course is pursued by all regular third year students and comprises two branches: English literature, proper, three days a week, and themes two days. In the former three divisions are made: the study of the literature from the Anglo-Saxon period to the present time, outside reading by the students, and formal note-book work.

The outside reading is selected from a list embracing the literature of all periods and reports upon it are made once or twice each quarter.

The theme work is devoted entirely to exposition and argumentation, emphasis being put upon the development of the individual

style of each student. No text-book in rhetoric is used, but the necessary information is given both by general and individual criticism and in short informal lectures by the instructor.

Texts used in English Literature:

General: "A First View of English Literature," Moody and Lovett.

Classics for class study: "Henry V," "Bacon's Essays," "Sir Roger de Coverly Papers," Macaulay's Essays on Addison and Johnson.

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

AMERICAN LITERATURE

Beside the chronological arrangement of authors, as given in the regular text, this year the students kept their own literary-historical note-books in which they attempted to trace the development of Americanism, its spirit, expressed in our literature. This was kept in mind in the study of novelists, poets and essayists. The literary characteristics of each author were emphasized. The aim of the course is to correlate the life of our nation and its literature and to appreciate the best American writers.

This year the class read:

Irving, "Life of Goldsmith."

Cooper, "The Spy."

Hawthorne, "Marble Faun."

Bryant, "Sula," "The Little People of the Snow," and other selected poems.

Emerson, "Self-Reliance," and "Compensation," "The Adirondacs," "The Titmouse," "Monadnoc," and other poems.

Whittier, "Snow Bound," "Among the Hills," "Mabel Martin," and other poems.

Longfellow, "Evangelife," "The Courtship of Miles Standish," "The Building of the Ship," and selected short poems.

Holmes, "Grandmother's Story," "The Schoolboy," and selected short poems.

Lowell, "Vision of Sir Launfal," "Agassiz," and other poems.

The regular text was Brander Matthews' "Introduction to American Literature," copiously supplemented by Newcomer's "American Literature."

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 Packard, "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, "Hawthorne and His Circle." Numerous other biographies and the complete works of all the important writers of American prose and poetry.

DEPARTMENT OF MATHEMATICS

The course in mathematics is designed to be a drill in thinking along the lines of observation, analysis, synthesis, and reasoning processes, to the end that the student may gain the habit of interpreting and correctly solving the problems not only from a book, but also those that he may meet at every point in life. Results should be produced rather than automatic machines that "spit out" "answers," without appreciation of principles and processes of thought. In all the work the effort is made to lead away from a habit of following rules and typical solutions and to give the student independent thought and careful investigation.

ARITHMETIC

Arithmetic is begun in the first year of the course and continues for one semester for the purpose of reviewing and thoroughness in the fundamental facts of arithmetical calculation. Much stress is laid upon the analysis of problems, and by thoughtful interpretation rules and methods of solution are developed.

Much attention is devoted to the manner of expression and written work being criticised as to correctness and clarity.

The subject of Arithmetic is also taken up in the Junior year of the course and studied as a professional subject. It is studied from the standpoint of teacher and pupil.

The endeavor is to see the subject as the pupil in the school sees it, and to discover methods by which the pupil may be led to a thoughtful investigation and thus lead him to discover principles and methods of solution.

In all work in arithmetic particular stress is laid upon the necessity of correct calculations. Systems and methods of checking work are introduced and it is insisted that the student show his own work.

Abbreviated processes are developed by study of the mathematical principles involved, and exercises in rapid calculation and mental arithmetic are given as often as possible.

Text-book: Lyman's "Advanced Arithmetic."

facts of arithmetic to the more abstract and complex facts as set forth in the equation, powers, roots, quadratics, series, logarithms, etc. Rigid drill is given in factoring and solution, by means of graphs as presented as a method of check on other ways of solution, also as a method for approximate and comprehensive solution.

Text-book, Wells' "Essentials of Algebra."

GEOMETRY

Geometry is studied during the third year of the course. Here, as in both arithmetic and algebra, the pupil is led to investigate conditions and relations and, so far as possible, make his own demonstrations. Care is exercised to have the student observe the hypothesis and by careful thought draw the correct conclusions. The value of the subject lies in the training to habits of observing conditions and noting their relation to facts already discovered, and by reasonable comparisons discover new truth.

The course in geometry is calculated not only to give fundamental facts and principles of mensuration, but to develop in the student a habit of logical analysis, formal and logical statement of argument, and the habit of drawing conclusions only after sufficient proof. The student is led to develop alertness which enables one to take advantage of opportunities as they present themselves; accuracy, which prevents falling into error; and that consecutiveness of thought which enables one to see, from the beginning, the end to be attained as well as the steps which render its attainment possible. These are the qualities of mind that contribute most to success in any occupation and hence geometry, as well as arithmetic and algebra, become of paramount importance in mind training.

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

DEPARTMENT OF SCIENCE

The work of this department is intended to give the student an opportunity to develop his powers of observation and logical reasoning and to acquire a proper regard for truth and an adequate appreciation of the value of scientific methods of investigation. Throughout all courses the endeavor is made to inculcate the true spirit of the student and the desire for precise knowledge at first hand. The student is given a sufficient acquaintance with the fundamental principles of the sciences to enable him intelligently to interpret the ordinary natural phenomena with which he comes in contact and to give him that broad view of things in general so necessary to the teacher. Sufficient work of a special nature is done in each line to insure against his becoming superficial and to give him the elements of the technique of the subject which he may later enlarge upon if favorably situated.

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 is followed by a careful and thorough laboratory study of its habits. This introduces the general principles of anatomy and familiarizes the student with zoological nomenclature. The study of structure is made a basis to the understanding of the fundamental functions of life. Following the locust, one type from each family of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. The careful research among these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the factors of organic evolution. The remainder of the semester is devoted to a similar study of the prominent types of the other 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 scientific methods of recording their observations in note-books. 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.

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 Riverside Natural History," in six volumes; Lee, "The Microtometist's Vade Mecum;" Jordan and Kellogg, "Animal Life;" Linville and Kelly, "General Zoology;" Lloyd and Bigelow, "The Teaching of Biology;" Hunter, "Elements of Biology."

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 in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites and other factors of health are given an ample place in the course.

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

This is a very practical course for all students, and particularly for teachers. There is a large separate and well equipped physiological laboratory.

Text: Eddy, "General Physiology and Anatomy."

References: Colton, "Physiology, Experimental and Descriptive;" Foster, "Text-book of Physiology;" Wilder and Gage, "Anatomical Technology;" Keen, "Gray's Anatomy;" Foster, "American Text-book of Physiology;" Peabody, "Laboratory Exercises in Anatomy and Physiology;" Blaisdell, "Practical Physiology;" Foster and Langley, "Practical Physiology." Kirk, "Hand-book of Physiology;" Fitz, "Physiology and Hygiene;" Hough and Sedgwick, "The Human Mechanism;" Eddy, "Experimental Physiology and Anatomy;" Davison, "Practical Physiology;" Newman, "Bacteria;" Schenk, "Elements of Bacteriology;" Peabody, "Studies in 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. A few typical cryptogams are then investigated.

The campus and the 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.

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: Coulter, "A Text-book of Botany."

References: Strasburger, Noll, Schenck and Schimper, "Text-book of Botany;" Strasburger, "Hand-book of Practical Botany;" Warming, "Hand-book 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," burger 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.

The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. A brief review of general geography presents the salient features of the earth as a basis for the work which is to follow upon the world building changes in the earth's crust, the effects of the agents of elevation, erosion and land sculpture. The work of streams, the effects of volcanic action, glaciation, and kindred topics are discussed at length and illustrated by laboratory exercises. In preparation for the study of atmospheric agencies, weather and climate, the student is required to make and record daily observations of the barometer, temperature, relative humidity and other data. These observations are used as the basis of monthly reports of the weather, accompanied by barometer and thermometer curves and graphic wind charts. The student is taught to interpret the government weather maps, which are received daily, and to which reference is frequently made in connection with the daily observations and the study of weather and climate.

The use of contour maps and the construction of profiles is taught early in the course in order that the student may be enabled to make use of the large supply of government topographic maps in the study of typical regions.

Short field trips are made both by the students individually and by the class as a whole.

The laboratory is located in the new science building and is well equipped with gas and water supply, sand table, globes, wall maps and relief models. There is a good stereopticon for the projection of a growing collection of illustrative lantern slides. The meteorological equipment includes a complete set of Green's thermometers, a good barometer, barograph, thermograph, wind vane, anemometer and rain gauge.

Tarr's "New Physical Geography" is used as a text, 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;" Jackman, "Field Work in Nature Study;" Chamberlain 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 relief 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 card index of articles of interest in this connection greatly facilitates the use of the 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

In the work in physics the student finds practical application for much of his work in Mathematics, and the habits of close attention and careful observation acquired in the biological laboratory will here stand him in good stead. Throughout the course the lecture and recitation work is based upon a carefully planned scheme of individual work in the laboratory which is performed under the direct supervision of the instructor. A store of duplicate sets of apparatus enables the entire class to work out each exercise simultaneously either singly or in small groups, thus effecting a saving of time and unity of purpose in following the thread of the course. This work is amplified by many lecture experiments and class-room demonstrations performed by the instructor with the assistance of members of the class. The new lecture room is equipped with the usual apparatus for demonstration purposes. Water, gas, electricity and compressed air are supplied to the lecture table. A motor-generator set operated by the 110-volt alternating current, furnishes direct current at 20 volts, for work in electro-dynamics. The "P. E. D." electrical equipment provides for a great variety of work in this line. In addition there is an electrolytic rectifier furnishing current up to 50 volts and a storage battery. A good spectrometer and a Hart optical disk are among the appliances for work in optics, and provision is made for directing a beam of sunlight by means of a heliostad into the lecture room.

The laboratory is roomy and well lighted. Gas and three electric currents are available at each table. The equipment includes duplicate balances, calipers, graduates, calorimeters, galvanometers, and all apparatus necessary for a complete course in elementary physics.

Course A

Junior Year, First Semester; Twenty Weeks.

This course includes practice in measurement of length, volume, mass, and time in connection with a series of exercises developing the leading principles of mechanics, heat, electricity and magnetism, with selected exercises upon the subjects of sound and light.

Text: Milliken and Gale's "First Course in Physics."

Course B.

Junior Year, Second Semester; Twenty Weeks

An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures per week is open to those who, upon completion of Course A, have shown special ability along this line, and who desire to elect this course in place of the course in chemistry.

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 Bernard, "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 Engineers' Pocket-book;" 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;" Oudin, "Standard Polyphase Apparatus and Systems;" Foster, "Electrical Engineer's Pocket-book;" 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**

This course is intended to articulate with Course A, in physics, which precedes it. The student thus brings to the work in chemistry the results of his previous laboratory experience, his facility in the handling of apparatus and his elementary knowledge of the laws of energy and the physical constitution of matter. He is now taught to apply the laws of Boyle and Charles to the reductions of volume necessary in experiments with gases. He learns to save time in his calculations by the use of logarithms, and the relation of physical laws to chemical processes is pointed out. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. This quantitative work has a tendency to increase the care and accuracy

with which the exercises are performed, but is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties and uses of the more important chemical elements and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to metallurgical processes.

The lecture room is the same as that used for physics, having been planned with a view to this double use.

The laboratory is fitted with modern tables, stone topped and provided with gas, water and waste and electric current. Draft chambers are provided for those exercises which develop unpleasant fumes. Each student is furnished with all the necessary apparatus and chemicals required in the course, and the general equipment includes balances, burettes, graduates, thermometers of various ranges, electrolytic apparatus, etc.

The student is frequently referred to standard works of reference and scientific periodicals in the library, and Brownlee's "First Principles of Chemistry" is used as a text.

The following references are available:

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

The work of this department begins with a course of ancient history in the second year and continues through two years and a half. Recitations are daily for forty weeks in ancient history, but for twenty weeks in the other courses.

Besides a careful study of the narrative an attempt is made to have the student interpret events in the lime light and see their logical connection.

Stress is laid upon the value of, and power developed from, independent thinking. In this way history is looked upon more as a study of what men have thought and done than of mere facts and events.

Translations of classical writings and originals in English are used for individual investigations and reports.

The department has a very full library of historical works, especially of those relating to the United States.

Course I, 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-book: West's "Ancient History."

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.

Most of the time is taken up with the discussion of the great movements of history which have influences reaching down to present day questions.

Special emphasis is given any events that go to make up the European background of American history.

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

Course III, Third Year. United States History.

There are two objects in view in this course; first, it provides a review of U. S. history, and second, there is an attempt made to help the student get at the principles behind the facts. Thus a training

is given in weighing and selecting opinions that the student may arrive at some definite and independent conclusions for himself.

Reports and discussions are frequent and a term thesis is required. Text-book, Ashley's American History.

References: The library has a large number of reference books: Schouler's "United States History," "American Statesmen Series" (complete); Hart, "American History as Told by Contemporaries;" Windsor, "Critical and Narrative History of the United States;" "Old So. Leaflets;" "American History Leaflets;" Blaine, "Twenty Years in Congress;" Hildreth, "United States History;" Bryce, "American Commonwealth;" McMaster, "History of the People of the United States;" Wilson, "A History of the American People;" Rhodes, "History of the United States;" Von Holst, "Constitutional History of the United States;" Thorpe, "Constitutional History of the United States;" Parkman's Works; H. H. Bancroft's Works, "American Commonwealths;" Doyle, "English Colonies in America;" Fiske's Works; Lowell, "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.

Many historical publications are on file in the magazine room, viz: Political Science Quarterly.

The American Historical Review.

American Political Science Review.

Annals of the American Academy of Political and Social Science.

In addition, many government reports are received, including the Congressional Record.

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.

Text-book: Ashley, "The American Federal State."

References: "The State;" "The American Commonwealth;" Cyclopaedia of Political Science; "The Federalist;" "Theory of the State;" Documents (Macdonald), Congressional Government (Wilson), and many others.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing feature of a Normal school lies in the fact that 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. To these subjects are added, to complete the professional course, a course in reading, spelling, arithmetic, geography and bookkeeping, making a total of nine units.

PSYCHOLOGY

The course in psychology comes the first semester of the Junior year. 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-book: "Psychology," Angell, Henry Holt & Co.

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

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 watch word not only in the study of psychology, but in the study of methods of instruction as well.

Text-books: Roark, "Method in Enuciation" (American Book Co.) and McMurry, "Methods of the Recitation" The MacMillan Co., New York.

References: Payne, "Compayre's Lectures on Pedagogy;" Quick, "Locke on Education;" Spencer, "Education;" Froebel, "Education of Man," White, "Elements of Pedagogy;" Howland, "Practical Hints for Teachers;" Froebel, "Pedagogics of the Kindergarten."

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

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 mediæval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, Pestalozzi, Herbart and Froebel, and the principals advocated by them; and a comparison of the school systems of Germany, France, England and America.

Text-book: "A Brief Course in the History of Education," Monroe; (The MacMillan Co.).

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

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 treatise is selected as a text. The present year the class used Kidd's "Social Evolution," published by the MacMillan Co.

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

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. It occupies forty weeks, and five periods each week. The text-books used in this course are McMurry's Special Methods—Primary Reading, Reading of English Classics, Language, Geography, History, Elementary Science, and Arithmetic. The study of these texts is preceded by a thorough discussion of the basic principles of teaching. Roark, "Method in Education," is used as a basis for the principles of teaching, Chapters I, II, and III.

In this course after the subject matter and plans of teaching the subject in hand have been discussed, typical lessons are presented in the presence of the class, conducted by a student or a critic teacher. These lessons are criticized by the class under the guidance of the teacher of methods and in the presence of one who taught the class.

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 Alma and Mesa were visited. These visits led to discussions that proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

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

TRAINING SCHOOL

The Twenty-Third Legislative Assembly made an appropriation for the erection of a Training School building on the campus and 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 eleven class rooms, besides assembly rooms and offices. Completely equipped, it gives every advantage to the pupils of the school.

The pupils in attendance at the Training School represent the eight grades of the public schools and are residents of the Tempe Public School District. For this reason, recent legislation has made the Training School a branch of the public school so far as the apportionment of the school funds is concerned. In all other respects, the control and management of the Training School is vested in the Normal Board.

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.

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 finds here a school that closely approximates to the ideal, and the training given should fit the student to give to his pupils the best when he becomes a member of the Territorial teaching force.

Each member of the Junior class is required to observe the work done by the student-teachers in the Training School, for two hours a week, on consecutive days, for six weeks.

Criticisms upon the lessons observed are handed to a critic teacher who discusses the work with the Junior in the presence of the Senior teacher.

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. 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.....	Incid't'l		5	45	5	45	5	45	5	45	5	45	5	45	5	45
Reading.....	15	20	10	45	10	45	10	30	10	30	5	30	3	45	3	45
Writing.....	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20
Spelling.....	5	20	5	20	5	15	5	15	5	15	5	15	2	45	2	45
Language.....	5	45	5	45	5	45	5	45								
History.....									3	45	5	45	5	45	5	45
Drawing.....	2	45	2	45	2	45	2	45	3	45	3	45	3	45	3	45
Manual Training.....	Incid	ental			Incid	ental			2	45	2	45	2	45	2	45
Music.....	2	45	2	45	2	45	2	45	5	20	5	45	5	45	5	45
Geography.....					5	45	5	45	5	45	5	45	5	45	5	45
Grammar.....									5	45	5	45	5	45	5	45
Civics.....															3	45
Physiology.....															* 5	45

*Last twenty weeks.

NOTE.—The Grammar Grades are given one period of 45 minutes each day for study under the direction of the teacher.

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. 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 Book, Moore (Appleton).

THIRD YEAR.—Second Year Latin, Greenough, D'Ooge and Daniell (Ginn & Co., \$1.25). Latin Prose Composition, Pearson (American Book Co., \$1.00). Latin Grammar, Allen and Greenough (Ginn & Co., \$1.20).

JUNIOR YEAR.—Cicero's Orations Against Cataline, Harkness, Kirtland & Williams (American Book Co., \$1.25). Vergil's Aeneid, Books i-iii, Greenough & Kittredge (Ginn & Co., \$1.50). Latin Prose Composition, Pearson (American Book Co., \$1.00). Latin Grammar, Allen & Greenough (Ginn & Co., \$1.20).

SENIOR YEAR.—Cicero's Orations—Archias, Manilian Law; Marcellus, Ligarius, Fourteenth Phillipic, Harkness, Kirtland & Williams (American Book Co., \$1.25). Sallust's Life of Cataline, Merivale (MacMillan). Vergil's Aeneid, Books iv-vi, Greenough & Kittredge (Ginn & Co., \$1.50). Latin Prose Composition, Pearson (American Book Co., \$1.00). Latin Grammar, Allen & Greenough (Ginn & Co., \$1.20).

SPANISH

Owing to the rapidly increasing commercial relations of the United States with the great industrial nations of Spanish America, there is a growing demand for Spanish-speaking Americans with the necessary technical knowledge to further the industrial development of those countries.

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

school graduates who may desire Spanish, the Junior and Senior years as an elective.

In the entrance requirements in foreign languages, two years of Spanish are accepted as two units by all Universities.

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

ELEMENTARY SPANISH.—Worman's First Spanish Book (American Book Co.). Spanish Grammar, Hills and Ford (D. C. Heath & Co.). Bransby's Spanish Reader (D. C. Heath & Co.). *El Capitan Veneno*, Alarcon (D. C. Heath & Co.).

During this year effort is made chiefly to lay a good foundation for future study by a thorough drill in the forms and elementary syntax of the language. Frequent prose composition is required as a valuable means of securing accuracy in syntax.

As much Spanish as possible is used in the class-room from the beginning. Every effort is made to have the students think in Spanish as a living language. In translation the best English idiom is required, but as far as practicable, English is left out of the class work, translation being employed as a test of individual preparation.

An interesting feature of the work is the weekly report in Spanish of the current events in Spain and Spanish America, accurate material being obtained from the Spanish periodical, "Las Novedades."

ADVANCED SPANISH.—Spanish Grammar, Hills and Ford (D. C. Heath & Co.). Ford's Spanish Composition (D. C. Heath & Co.). "Dona Perfecta," Galdos (American Book Co.). "Partir a Tiempo," Larra (American Book Co.). "El Cautivo," Cervantes (D. Appleton & Co.). "La Vida es Sueno," Calderon (American Book Co.).

In the second year a more thorough and detailed study is made of the language and literature, and an increasing amount of independent parallel work is required of the student in connection with the study of Spanish history and literature.

During the entire course short letters are exchanged among the students, and special attention is given to the technicalities of commercial correspondence.

The following reference works are accessible in the library:

Dictionaries: Mariano Velazquez de la Cadena; De Veitelle. Language: Garner's Spanish Grammar; Elementary Grammar of the

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," Galdos; „El Nino de la Bola," Alarcon; "El Haz de Lena," Nunez de Arce.

ART DEPARTMENT

The aim here is the training of students to know form, color, and composition; also to lead them to an appreciation of the beautiful as exhibited by these in nature and in art.

We hope to cultivate in the student the power to properly correlate this work with other subjects of the school course and to impart some of this appreciative ability to those in the school room under his care. Further, we aim to make work in this department the most effective approach to industrial art.

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 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 study from casts and pose; perspective, designing, illustrative work, mechanical problems, color harmony.

Third year work includes practice in pen and ink drawing; light and shade, elements of historic ornament; black-board illustration; colored crayons; clay modelling; mechanical drawing; perspective problems; sketching; wash drawing; balance, rhythm and harmony in designs; study of color harmonies, and elements of 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; 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 well supplied with casts, still-life models, charts, and a kiln for the firing of models and pottery. The library contains many works on art subjects.

References: "International Studio;" "School Arts Book;" "Craftsman;" Brush and Pencil;" "Manual Training Magazine;" "Perry Magazine;" Day, "Ornament;" Myers, "Hand-book of Ornament;" Day, "Anatomy of a Pattern;" Crane, "Line and Form;"

Dow, "Composition;" Jackson, "Theory and Practice of Design;" Ruskin, "Elements of Drawing;" Batchelder, "Principles of Design;" Midgley and Lilley, "Plant Form in Design;" Year Books of Supervisors of Manual Arts; Mathews, "Story of Architecture;" Mrs. Clement, "Legendary Art;" Adeline, "Art Dictionary;" Taine's "Lectures on Art;" Stimson, "The Gate Beautiful;" DeForrest, "History of Art;" Reber, "History of Ancient Art;" Goodyear, "History of Art;" Tarbell, "Greek Art;" Hartman, "History of American Art;" Sturgis, "How to Judge Architecture;" Singleton, "Turrets, Towers and Temples;" Rosengarten, "Architectural Styles;" Longfellow, "The Column and the Arch;" Pennell, "Modern Illustration;" Ware, "Modern Perspective;" Hoyt, "World's Painters;" Day, "Ornament and its Application;" Clement's Hand-books for Beginners; Emery, "How to Enjoy Pictures;" Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English, and American Painters; Tadd, "New Methods of Education;" Reber, "History of Mediaeval Art;" Prang Manuals; Lubke, "History of Art;" Brown, "Letters and Lettering;" Poore, "Pictorial Composition;" Clark, "Plant Form;" White, "Practical Designing;" Longfellow, "Applied Perspective;" Hatton, "Figure Composition;" Sanford, "Arts and Crafts;" I. C. S. Books on Drawing and Design, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are taken during the first semester, by Senior students, and, in order to accommodate special cases, the work is continuous throughout the school year. The course in bookkeeping embraces the double and the single entry method. Practice is given in the use of auxiliary books and business forms through the voucher system.

The aim in commercial law is to familiarize students with the laws governing the ordinary transactions of business life. To this end, 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. Special emphasis is laid on these topics: principles of contracts, negotiable instruments, real property, insurance, and bailments.

Text-books: Williams and Rogers, "Modern Illustrative Bookkeeping;" Gans, "Commercial Law."

References: William & Rogers, "Commercial Law;" Townsend, "Compendium of Commercial Law;" McMaster, "Commercial Digest;" White, "Business Law;" Statutes of Arizona; I. C. S. Books on Commercial Law; Huffcutt, "Elements of Business Law."

DEPARTMENT OF MUSIC

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study.

Voice culture and sight reading are the branches of music taught in the school, and three years, consisting of two recitations each week are required to complete the course, divided as follows: First year—Scale and Song materials 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 as well. In the second and third years this method of instruction is continued and the study and practice of chromatic progressions, and the progressions of the Minor modes is taken up, both in melodic form and in part singing. In the third year instruction in elementary harmony is also given and methods of teaching music in the public schools discussed.

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.

Chorus practice occupies one period each week, bringing the entire student body together for this purpose. Results have demonstrated that this work has developed into one of the most attractive and useful 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.

Many of our students take instruction in piano playing; there are a few excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practising, and such students may have stated hours assigned them upon application.

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).

PHYSICAL CULTURE

At the opening of the school in September, the work of this department will be transferred from its present quarters in the Main building to the new gymnasium which is being fitted with the necessary apparatus for a thorough course in physical culture. The usual work in calisthenics will also be carried on, instruction being given in Indian club, dumb-bell, and wand exercises. Special attention will be given to the needs of individual students and classes will be formed for those who are not able to take the more vigorous exercises.

In order that the work may be carried on to the best advantage, the girls must be provided with proper gymnasium suits.

All girls of the first three years must take physical culture two periods a week, the work being elective in the Junior and Senior years, 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 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.

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 three 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.

Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation.

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.

Great interest has been 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.

BASKETBALL

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 basketball courts for the benefit of the young ladies who enjoy this game. Numerous teams are organized and many interesting games are 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 for two seasons, notwithstanding that the Normal line-up was repeatedly changed.

TRACK ATHLETICS

The Track Association has had a remarkable growth. Although the youngest athletic organization in school, it has developed track teams worthy of any college.

There is a fine track on the campus for distance events, and a 220-yard straight-away course for the sprints. Suitable apparatus has been purchased for training in all standard events.

This branch of athletics is rapidly growing in the favor of the Arizona public. One of the events of the season is the Arizona Fair Athletic Games at Phoenix. This meet, with the numerous inter-scholastic meets, gives the ambitious athlete a splendid opportunity to win honors.

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

BASEBALL

The Normal baseball team is one of the best teams in the Southwest. In four years it has won the championship three times, and the 1909 team was the best in its history.

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 greatest encouragement 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, pattern making and turning. 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 are taught by means of a series of problems, the fundamentals in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. Nothing but work well done will be accepted. Incorrect habits of workmanship are guarded against, that the pupil may 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, hat-rack, 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 construction.

The Normal course allows considerable latitude as to specific articles but insists upon certain points being executed; such as haunched tenon and mortise, keyed mortise and tennon, 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 foundations 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 must 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," R. M. Smith, "Chicago Course of Study," "American Carpenter and

Builder;" "American Cabinetmaker;" Anson Cross, "Mechanical Drawing;" Woodward, "The Manual Training School;" Foster, "Elementary Woodworking;" Tracy, "Mechanical Drawing;" "Primer of Forestry," Department of Agriculture; Murray, "Problems in Woodworking;" Hasluck, "Woodworking;" "Encyclopedia of Carpentry, Masonry and Joinery;" "National Builder;" "Woodworkers' Review;" "Pattern Making and Molding."

DOMESTIC SCIENCE

It has been decided by the Normal Board to introduce Domestic Science into the course this year. The basement of the Main building is being remodeled to accommodate this department and will be thoroughly furnished with the latest and most improved equipment for the work. A competent instructor, who has specialized in this department, has been employed to organize and conduct the work.

The work in sewing provides a practical course in the elementary phases of needlework, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The course in cookery includes lectures and laboratory practice in all the details from the care of the kitchen and its furnishings to the planning of menus and the preparation and serving of meals.

The course in Domestic Science is designed for the pupils of the grammar grades in the Training School and will be compulsory for the first two years in the Normal School. A successful completion of this course in the Normal will count one unit toward graduation.

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 & Phoenix & 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 as palms and other sub-tropical vegetation. Not the least interesting tract is the "desert garden," which exhibits many of the typical plants of the neighboring arid region, including many species of cactus, yucca, and the like. The

campus includes a parade ground for military drill, screened basketball and tennis courts, and an 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 structure of pleasing architecture, the lower story of sandstone and the superstructure of brick with sandstone trimmings. Here are located the main assembly rooms, class rooms and armory. The building is characterized by ample corridors and high ceilings, supplying an abundance of light and air.

SCIENCE HALL

The department of science is now housed in a handsome two-story brick building, 92 x 70 feet. This structure is located conveniently near the Main building and is of a style of architecture in harmony with the other buildings on the campus.

The first floor contains the lecture room for physics and chemistry, fitted with demonstration table, electric generator, switchboard for control of demonstration currents, draft chambers, water and gas. The windows are so arranged as to be easily screened when the room is to be darkened for use of the projection lantern, and the class seats are so elevated that each student has an unobstructed view of the lecture table.

Adjoining the lecture room is a stock room for chemicals and apparatus. The laboratories for physics and chemistry are placed on opposite sides of the lecture room and are so connected with it as to utilize all floor space. These laboratories are equipped in a thorough manner with cement floors, ample blackboard space and modern tables, supplied with gas, water and electricity. Storage room for apparatus is supplied by an elaborate system of cupboards and drawers, and there is in addition a room for such apparatus as needs protection from dust and the laboratory fumes.

A shop is provided for the construction and repair of apparatus and materials. The chemical laboratory has sufficient draft chambers to accommodate an entire division, also large sinks, side tables, apparatus for supplying distilled water and photographic dark room.

The laboratory for physiography and geography communicates with the chemical laboratory and has also its own separate entrance. This room is equipped with suitable tables, barometer, maps, charts, globes, mineral collections, sand bins and modelling table, relief models, and wall cases for storage of material. A standard thermometer shelter is located close by on the campus and contains a full set of standard thermometers as well as a thermograph.

The offices of the Board of Education and of the President of the School are also located on this floor on either side of the main entrance.

The south half of the second floor is devoted to the laboratories for biology and physiology, with lecture tables supplied with gas and water. Students' tables of substantial style, aquaria, and all necessary furniture. A stock room and instructor's laboratory connects these main laboratories and there is a dark room for photographic work and experiments in germination.

These laboratories are equipped in thorough fashion with microscopes, glassware, balances, dissecting implements, chemicals and alcoholic material for study.

The north half of this floor contains the museum and the art department. The latter occupies three rooms especially planned with a view to suitable lighting and proper exposure. Here are all the facilities for work in drawing and for modeling in clay and other media. A potter's wheel and kiln form part of the equipment and there is abundant material in the way of models, casts and subjects for study.

AUDITORIUM AND GYMNASIUM

The new auditorium is a substantial brick building 72 x 100 feet, so situated as to balance the science hall and complete the architectural scheme of arrangement of the campus. The first floor contains a large gymnasium with hardwood floor, running track and spectators' gallery. Adjoining this are locker and dressing rooms both for men and women.

The second floor is occupied by the auditorium which, with its galleries, will seat 1,000 persons. The stage is to be equipped with suitable scenery and properties for the dramatic work of the various literary societies, and ample dressing room space is provided. This enables all public entertainments, lectures, concerts and the like to be presented in a suitable manner, with comfort and convenience to audience and performers and with a minimum of labor and trouble in preparation. Particular attention has been paid to the matters of ventilation and safety and to the acoustic qualities of the audience room, and this building will be heartily appreciated by students and faculty as well as by the patrons of the school entertainments.

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 130 x 136 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, 60 x 85 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., are furnished for \$16.50 per calendar month and includes all articles and supplies mentioned under "Dormitories." An annual assessment of \$3 is levied for renewing such articles and supplies. Non-resident students are required to board and room in the dormitories except those who work for their board, or who can live in the homes of members of the faculty or near relatives. Students who reside in the valley and find it convenient to return to their homes every Friday night may be allowed to board and room outside the dormitories under such conditions as may be approved.

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.—No tuition is charged to students who enter the Normal with the intention of completing a course leading to graduation, either professional or academic. A tuition of \$5 per quarter is charged to students who desire to take up work of a special nature without intention of completing either a professional or academic course. No back tuition is collected from students who entered the Normal with the intention of completing a course but who for some unforeseen reason are prevented from doing so.

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.

MILITARY UNIFORMS and GYMNASIUM COSTUMES.—constitute an expense varying according to the taste and vote of the company or class. The uniforms take the place of civilian clothes to a considerable extent.

TERMS.—Dormitory expenses payable monthly in advance. Registration fee payable upon matriculation. Tuition payable quarterly in advance.

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 into two departments—the Normal School and the Training School. The Normal School offers a five-year course to graduates of the eighth grade of the public schools, a two-year course to graduates of a four-year high school course, and a four-year academic course to those who do not desire to pursue the professional course and become teachers.

The Training School is an adjunct to the Normal School proper and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first-year work in the Normal and comprises the eight grades of the public school course. Students not prepared to enter the Normal School may take some preparatory work in the Training School. Graduates from the training School are admitted to the first year in the Normal School on the same basis as graduates of the public schools.

ADMISSION.

THE NORMAL

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

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

HIGH SCHOOL GRADUATES

Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-year's course. Graduates from such a course will not only receive a diploma which will entitle them to teach for life in the public schools of Arizona, California, and other states, but will entitle them to a maximum of one year's credit on a university course.

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 in addition thereto, must have completed some of the required professional units in a college or normal school, and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of the Territory during life without examination. They are also accredited in the State of California and other states.

EXAMINATIONS AND REPORTS

Students shall attend all the 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 the 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, Magazine of History, 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, Scribners, 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 a been 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 usage, and are designed to acquaint the 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 every Wednesday 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 three 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" two years ago 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 basketball, 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

The museum occupies a well-lighted room 50 x 20 feet, in the second story of the Science building. This feature of the equipment is as yet in a formative stage, though it already contains a set of typical minerals, and a fair-sized collection of representative minerals of Arizona, as well as considerable material for illustration in the department of natural science. It is intended to make the museum an educative feature by arranging collections of material for use in the nature study and geography work in the Training School. Many valuable additions to the collections have been received from time to time from friends of the institution.

PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a most liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. The established fund is restored annually by Mr. Kingsbury to the amount of three hundred dollars. While the fund is primarily for the aid of Seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty,

draw upon the fund as a loan. The establishment of this means of assistance is indicative of the general feeling of the community toward earnest, worthy students.

The Moeur medal, for scholarship, offered by Dr. B. B. Moeur, of Tempe, is awarded each year at commencement to that student who has obtained the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

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 369 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all the 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 fit-

ness 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, clergy, 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 1908-09

NORMAL DEPARTMENT

Alexander, Don	Pima Agency	Cole, Lena	Tempe
Alexander, Florence	"	Cole, Maude	Tempe
Alexander, Marie	Tempe	Cole, Rita	Tempe
Armitage, Ethel	Benson	Coleman, Amelia	St. Johns
Axtell, Elizabeth	Tombstone	Conroy, Olive	Tempe
Babbitt, Zelma	Mesa	Cooke, Ercel	Globe
Barr, Hazel	Phoenix	Corbell, Mary	Tempe
Belknap, Carroll	Wickenburg	Corbell, Paul	Tempe
Bell, Emma	Bismarck, N. D.	Cornelius, Carlos	Globe
Bell, Zollie	Douglas	Cornell, Hazelle	Cananea, Mex.
Billingsley, Ethel	Clifton	Cox, Loreen	Jerome
Blake, Parley	Tempe	Craig, Edward	Texas
Blakely, Isabel	Kingman	Crawford, Abbie	Douglas
Blomé, Harold	Tempe	Critchley, Daniel	Tombstone
Blome, Maurice	Tempe	Crook, Pearl	Tempe
Blount, Anna	Tempe	Crouse, Ruth	Holbrook
Bond, Eliza	Mesa	Cuber, Leo	Mesa
Braly, Inez	Prescott	Culley, Edith	Tucson
Breedlove, Fannie	Phoenix	Cummings, Lucy	Tempe
Bryant, Lillian	Phoenix	Cummins, Blanche	Tempe
Buck, Vera	Tempe	Cunningham, Katherine	Bisbee
Calkins, Francis	Phoenix	Curtis, Elsie	St. David
Carrol, Hazel	Mesa	Curtis, Zina	Thatcher
Carroll, Anna	Prescott	Daggs, Jennie	Williams
Carter, Cortlandt	Walnut Grove	Davis, Vesta	Eugene, Ore
Carter, Glenna	Walnut Grove	Diaz, Antonia	Solomonville
Carter, Marcia	Phoenix	Dickinson, Jessie	Tempe
Casanega, Anna	Calabasas	Dickinson, Meda	Tempe
Casanega, Nellie	Calabasas	Dichtenmiller, Lena	Clifton
Cave, Lillian	Tempe	Dines, Flossie	Tempe
Chase, Carl	Hiawatha, Kas	Doherty, Edith	Nogales
Chatham, Jesse	Nogales	Dorris, Lee	Colorado
Chilson, Bessie	Tempe	Dorsett, Pearl	Marion, N. C.
Clarke, Nellie	Morenci	Dunlap, Mary	Douglas
Cohen, Rachel	Douglas	Dykes, John	Mesa
		Dykes, Leonard	Mesa

Ellis, Dora Jean	Pima Agency	Keating, Lulu	Bisbee
Everett, George	Duquesne	Keating, Mary	Florence
Farrell, May	Harshaw	Kilsby, Mae	Clifton
Fellows, William	Tempe	Kindred, Evelyn	Bisbee
Fike, Aura	Naco	King, Willie	Patagonia
Finch, Lora	Tempe	Kittle, Grace	Globe
Fitzgerald, May	Solomonsville	Kittle, Ruth	Globe
Francis, Marvinne	Flagstaff	Lacy, Alice	Solomonsville
Gardner, Mary	Los Angeles	Larson, Nathaly	Bisbee
Gilleland, Millicent	Tempe	Larson, Robert	Bisbee
Godley, Ida	Snyder, Texas	Leavell, Marjorie	Tempe
Goodfellow, Lillias	Pine	Lee, Ivy	Phoenix
	(Natural Bridge)	Lloyd, Jessie	Morenci
Goodwin, Leona	Tempe	Lorona, Eliza	Florence
Gordon, Erna	Phoenix	Lyall, Emma	Phoenix
Griffen, Horace	Tempe	Lynch, John	Kelvin
Haby, Romeo	Willcox	McComas, Ruth	Tempe
	(Garden Ranch)	McCord, Carrie	Myrtle
Halbert, Jackson	Ray	McDonald, Mary	Prescott
Halleck, June	Signal	McDonough, Arthur	Prescott
Hanna, Martha	Yuma	McGill, Laura	Tombstone
Hanson, Wiley	Tempe	McKay, May	Congress
Harberson, Nina	Tombstone	McKay, Nettie	Congress
Harmon, May	Tempe	McNeley, Allene	Phoenix
Harmon, Pansy	Tempe	McNulty, Frances	Tempe
Harmon, Zenobia	Mesa	Marks, Fannie	San Diego
Harris, Nellie	Tempe	Martin, Henrietta	Clifton
Hart, Mildred	Bisbee	Maurel, Anthoney	Globe
Hayden, Augusta	Scottsdale	Meskimons, Lillian	Tempe
Hayes, Lucretia	Phoenix	Meskimins, Lucile	Tempe
Heaton, Hazel	Show Low	Meyer, Mabel	Tempe
Hendrix, Bertrande	Tempe	Michelena, Trinidad	Solomonsville
Hilligass, Pearl	Payson	Miller, Emma	Tempe
Holmesley, Hallie	Tempe	Miller, Rose T.	Tempe
Houske, Magna	Ashby, Minn.	Millet, Neoma	Mesa
Hudlow, Ulah	Hillside	Moore, Eunice	Crystal. N. M.
Irvine, Veronica	Phoenix	Morris, Joseph	Mesa
Jennings, Arthur	Safford	Mullen, Edith	Tempe
Johnson, Harold	Globe	Mullen, John	Tempe
Johnston, Edith	Tempe	Mullen, Lois	Tempe
Johnston, Kenneth	Tempe	Nash, Lucy	Globe
Jones, Lucy	Wickenburg	Nash, William	Globe
Jordan, Bradley	Indianapolis	Painter, Juanita	Tempe
Jungermann, Albert	Tempe	Parry, Katherine	Tempe
Jungermann, Otto	Tempe	Partch, Paul	Benson
Kane, Ralph	Phoenix	Passey, Viola	Mesa

Pearce, Zetta.....	Mesa	Spear, Lola.....	Tempe
Peart, Dan.....	Casa Grande	Standage, Earl.....	Mesa
Perry, Agnes.....	Tempe	Stayton, Lillian.....	Humboldt
Perry, Altha.....	Kingman	Stewart, Marie.....	Tempe
Perry, Ivy.....	Bisbee.	Stewart, May.....	Tempe
Pickrell, Charles.....	Phoenix	Stewart, Norton.....	Mesa
Pickrell, William.....	Phoenix	Stewart, Olin.....	Mesa
Pieper, Emma.....	Payson	Stoker, Ross.....	Chicago
Pine, Clarence.....	Tempe	Studley, Florence.....	Bisbee
Prewitt, Fletcher.....	Bowie	Stukey, Mae.....	Walker
Priest, Annie.....	Tempe	Sturgeon, Beulah.....	Tempe
Priest, Lourdes.....	Tempe	Sullivan, Jay.....	Yuma
Quinn, Jean.....	Tempe	Sund, Aaron.....
Rabinovitz, William.	San Carlos	Newman Grove, Neb
Rea, Jessie.....	San Francisco	Sweeten, Delia.....	Willcox
Richards, Ethel.....	Tempe	Swiggett, Charles.....	Phoenix
Rieckhoff, Fred.....	Tempe	Sydnor, Arthur.....	Globe
Robbins, Irene.....	Tempe	Terrell, Mary.....	Clifton
Robbins, Ruth.....	Tempe	Thew, Flora.....	Tempe
Robertson, Dorris.....	Globe	Thomas, Frank.....	Globe
Robertson, Lillian.....	Globe	Tompkins, Ruby.....	Phoenix
Robinson, Gladys.....	Mesa	Tong, Anna.....	Bisbee
Rock, Ada.....	Morning Sun, Iowa	Tong, Maud.....	Bisbee
Rodger, Theodora.....	Los Angeles	Treat, Gussie.....	Flagstaff
Rodgers, Emily.....	Prescott	Tucker, Nettie.....	Tempe
Rogers, Bea.....	Mesa	Turner, Will.....	Tempe
Rogers, Drua.....	Mesa	Turner, Eva.....	Tempe
Rogers, Elva.....	Mesa	Turner, Mary.....	Tempe
Rogers, Mabel.....	Mesa	Turner, Ruth.....	Tempe
Rogers, Norma.....	Mesa	Vanderwalker, Lulu.....	Tempe
Rouse, Charles.....	Mesa	Waddill, Beulah.....	Safford
Rush, Berry.....	Placerita	Waddill, Laveda.....	Safford
Rush, Ovillah.....	Placerita	Wagnon, Ira.....	Casa Grande
Sanders, Mary.....	Ft. Thomas	Walsh, Aileen.....	Gila Bend
Schmidt, Irma.....	Tempe	Warner, Edith.....	Tempe
Schoshusen, Flora.....	Tempe	Warner, Grace.....	Tempe
Sheldon, Joe.....	El Paso, Texas	Waterhouse, Jessie.....	Tempe
Shew, Edna.....	Walnut Grove	Webb, Mabel.....	Roosevelt
Shivers, Kate.....	Solomonsville	Welborn, Lela.....	Phoenix
Shivers, Maude.....	Solomonsville	Westover, Charles.....	Tempe
Sirrine, Ethel.....	Mesa	Wheeler, Wilber.....	Del Rio, Texas
Sirrine, Maud.....	Mesa	White, Arthur.....	Bisbee
Smith, Helen.....	Patagonia	White, Georgia.....	Tombstone
Snyder, Mamie.....	Glendale	Wndes, Eustace.....	Mercer, Tenn
Snyder, Myrtle.....	Bisbee	Wolf, Irene.....	Tempe
Solomon, Madge.....	Cline		

TRAINING DEPARTMENT.

Aiton, Nancy	Daggs, Mary
Alexander, Cecil	Dobbie, Searles
Alexander, Enid	Ewing, Mary Eleanor
Benetes, Angelita	Fisk, Louise
Benetes, Jose	Ford, Dean
Benetes, Pedro	Ford, Vera
Blount, Alma	Frizzell, Florence
Blount, Marie	Frizzell, Stella
Blount, Paul	Flummerfelt, Percy
Blount, Raymond	Galas, Carmen
Brady, Forest	Galas, Elisa
Brewester, Helen	Galas, Miguel
Brewster, Olive	Galas, Petra
Calkins, Dorothe	Geach, Frances
Calkins, Edith	Goodwin, Gordon
Calkins, Margaret	Hall, Frank
Carter, George	Hanson, Lucy
Chase, Iola	Harmon, Tom
Chase, Ruth	Harmon, Zenobia
Chilson, Charles	Herzberg, Frances
Chilson, Edna	Haulot, Helen
Chilson, Warren	Holmes, Harriett
Chilson, Wilmirth	Hudlow, Oscar
Cole, Annie	Imperial, Amalia
Cole, Charles	Imperial, Mercedes
Cole, Lewis	Ivester, Dewey
Cole, Lois	Ivester, Flora
Cole, Roy	Ivester, Florence
Cole, Ruth	Ivester, Oren
Coleman, Knell	Johnston, Dorothy
Coleman, Willamelia	Johnston, Janet
Corbell, Beulah	Johnston, Helen
Corbell, Ethel	Jordon, Seas
Corbell, Mabel	Kirkpatrick, Earl
Corbell, Victor	Kirkpatrick, Helen
Crafts, Lowell	Kirkpatrick, Robert
Crause, Elwood	Knight, Alice
Crofut, Mabel	Laney, Grant
Crofut, Viola	Laney, Mabel
Crook, Lanier	Lohman, Henry
Crook, Veiva	Lovett, Julia
Daggs, Charles	Manly, Mildred

Matley, Welcome	Sipprell, Earl
Meyer, Albert	Surface, Henry
Meyer, Carl	Stewart, Jeb
Meyer, Harry	Spangler, Ruth
Meyer, Margaret	Spangler, Lulu
Miller, Anna	Spangler, Lola
Miller, Annie	Taylor, Raymond
Miller, Floyd	Teeter, Earl
Miller, Gussie	Teeter, Glen
Miller, Horace	Teeter, Eva
Miller, Nellie	Teeter, Sam
Mullen, Kenneth	Thatcher, George
Mullen, Teddy	Thatcher, Tom
Mullen, Thaddeus	Tong, James
Murchison, Dan	Tong, Raymond
McGrath, Pearl	Trent, Barney
McLennan, Kenneth	Tucker, Elyott
Noriega, Beatrice	Tucker, Myrtle
Osborn, Mary	Urkhart, Donald
Oviedo, Rosa	Uvez, Carmelita
Oviedo, Marguerita	Uvez, Frances
Oviedo, Susie	Uvez, Manuel
Quinn, Katherine	Van Ostrand, Barbara Ray
Robertson, Alleen	Walker, Marjorie
Roberts, Clara	Watson, Ernest
Roberts, Bernard	Webb, Norma
Roberts, Irvin	Westover, Stella
Robbins, Dick	White, Elvin
Romo, Rita	White, Garland
Romo, Rovertto	Williams, Hazel
Ruiz, Joe	Williams, Harry
Ruiz, Josie	Williams, Myrtle
Ruiz, Mary	Williams, Suisie
Rush, Bruce	Windes, Leldon
Rye, Robert	Woods, Stanley
Salyer, Bee	Young, Ward
Seals, Irwin	Zimmerman, Erdene
Seals, Neva	Zimmerman, Erma
Simmons, Linton	Zimmerman, Wesley

SUMMARY OF REGISTRATION.

Normal Department.....	251
Training Department.....	172
Total.....	423

ALUMNI REGISTER.

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell.	Four Years	Los Angeles, Cal.
(Mrs. J. Webster Johnson)		
Georgia A. Holmesley	Twelve Years	Clifton
Reese M. L. ng.	Two Years	Prescott
(Distric Attorney, Yavapai County)		
Colonel James H. McClintock	Five Years	Postmaster, Phoenix
Gertrude Pomeroy *	Five Years	

CLASS OF 1888

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

CLASS OF 1890

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

CLASS OF 1891

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

CLASS OF 1892

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

CLASS OF 1893

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

CLASS OF 1894

Myrtle Alpin	One Year	East Highland, Cal.
(Physician at Napa Insane Asylum)		
Joseph T. Birchett	One Year	Tempe
Addine Bury	Nine Years	La Cananea
(Mrs. Ira Reedy)		

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
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, Texas
Leroy F. Hill		Birmingham, Ala.
Mary E. McNeill	Thirteen Years	Tempe
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 Andersn (Mrs. M. A. Davenport)	One Year	Wickenburg
John R. Brichett	Two Years	Tempe
John J. Carroll		Tempe
Cartie 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, Mo.
Chas. P. Mullen	Two Years	Tempe
Roscoe Walsworth, I.I. 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, Cal.
Don J. Frankenberg	— One Year	Tempe
Nott E. Guild		Red Rock
Florence G. Hanna (Mrs. J. B. Flummerfelt)	Four Years	Tempe

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Carl T. Hayden		Sheriff Maricopa Co., Tempe
Jane M. Hedgepeth	Eleven Years	Phoenix
Lewis G. Hedgpeth	Eleven Years	Phoenix
Georgia A. Hendrix	Three Years	Nordheitu, Texas
(Mrs. L. C. Austin)		
Amina W. McNaughton	Eleven Years	Pasadena, Cal.
(A. B. 1898)		
Deborah I. Morris	Two Years	Benson
(Mrs. Doane Merrill)		
Julia R. Nichols	Five Years	Tempe
(Mrs. B. C. Calhoon)		
Bertha M. White	Eight Years	Bisbee
(Mrs. Reese)		
Roy Frankenberg		Imperial, Cal.

CLASS OF 1897

May A. Austin	Two Years	Tempe
(Mrs. William M. Goodwin)		
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Ten Years	Redondo, Cal.
May C. Huffer	Two Years	Globe
(Mrs. Bondhower)		
Jane P. Martin	Two Years	Scottsdale
(Mrs. Verner A. Vanderhoof)		
Ana M. Miller	Three Years	Phoenix
(Mrs. L. D. Yeager)		
Clara M. Miller *	Seven Years	
(Mrs. Z. M. Zander)		
Flora L. Mills *	Eight Years	
J. Oscar Mullen	Seven Years	Postmaster, Tempe
Ada M. Peyton	One Year	Phoenix
(Mrs. William Dodenhoff)		
Mary C. Robinson	Two Years	Mesa
(Mrs. W. J. Bowen)		
Lucy M. Schwarz	Nine Years	Mesa
Addie Sirrine	Five Years	Mesa
(Mrs. Ellis Johnson)		
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. Abeil		Mesa
(Mrs. Dr. Drane)		
Mary C. Bosbyshell	One Year	Douglas
(Mrs. Chas. Rhone)		

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Flora N. Cohn	Ten Years	Los Angeles, Cal.
Elizabeth W. England *	Two Years	
Louie V. Gage	Three Years	Silver Bell
(Mrs. Dr. Dennett)		
Una B. Hanna	Three Years	Kingman
(Mrs. E. G. Decker)		
J. Wesley Hill	Two Years	Tempe
Olive J. Maxwell	Five Years	Los Angeles, Cal.
(Mrs. C. A. Stewart)		
Florence A. McKee	Four Years	Phoenix
(Mrs. Chas. Arnold)		
Julia E. Melton	Seven Years	Downey, Cal.
Mary R. Moore	One Year	Bisbee
(Mrs. J. T. Hood)		
Ethel M. Orme	Four Years	Phoenix
(Mrs. E. W. Lewis)		
Charlotte E. Perry		Long Beach, Cal.
(Mrs. Homer Redden)		
William R. Price		Phoenix
Clyde A. Stewart	One Year	Los Angeles, Cal.
Ida Warren Swiggett	Nine Years	Phoenix
(Mrs. Van Kirk)		
Walter H. Wilbur		Banker, Tempe

CLASS OF 1899

Garnett, Allison	Three Years	Mesa
Bessie Frances Archbald	Eight Years	Los Angeles, Cal.
Eva L. Bowyer	Five Years	El Paso, Texas
(Mrs. E. N. Jenkins)		
Luttie Marion Carlyle	Five Years	San Bernardino, Cal.
Nella E. Clark	Two Years	Tempe
(Mrs. A. M. Harmer)		
Robert O. Duncan	Six Years	Phoenix
Inez B. Fisher	Seven Years	Phoenix
(Mrs. T. A. Collins)		
Jessica Frazier	Seven Years	Denver, Col.
Martha Garnett	Eight Years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Six Years	Tucson
(Mrs. Will Payne)		
Ella Leota Hauxhurst	Six Years	Phoenix
(Mrs. Harry Galliver)		
Harry G. Hendrix	Five Years	Globe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Six Years	Weir City, Kansas

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
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
Gilbers 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	Leorine, Idaho
Ailce 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
<u>Elizabeth India Hedgpeth</u>	Seven Years	Phoenix

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
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
Serretta Anne Sitrine (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. Applby (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. Haigler (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. Trussler, LL. D., Class '06	One Year	De Land, Fla.

CLASS OF 1903

Charles Alexander	Four Years	Tempe
Raymond H. Alexander	Four Years	Lee Summit, Mo

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Elizabeth Cozner.....	Five Years.....	Tempe
Alice Curnow.....	Five Years.....	Tempe
E. Murray Curnow.....		Bisbee
Lelia Hicks.....		Livingstone
(Mrs. Thomas Long)		
Rose Irene Hottinger.....	Five Years.....	Oakland, Cal.
Janie Izora Irvine.....		Sunnyvale, Cal.
(Mrs. J. M. Lindsey)		
Ida May Johnson.....	Four Years.....	Tempe
(Mrs. Ira H. Frankenberg)		
Emma Laura King*.....	One Year.....	
(Mrs. Alma Davis)		
Mamie Gertrude King.....	Five Years.....	Phoenix
Lynn M. Laney.....		Univ. Cal., Berkeley
Ina Lucinda Listebarger.....		618 Gail St., Los Angeles
(Mrs. J. Randolph Hamlin)		
Clarence Mark Paddock.....		Fallon, Nev.
George Reed.....	Four Years.....	San Diego, Cal.
Elmer F. Ruse.....	One Year.....	Mesa
Orrin L. Standage.....	Five Years.....	Mesa
CLASS OF 1904		
Deborah Allen.....	Four Years.....	Mesa
Rebecca Allen.....	Two Years.....	Mesa
(Mrs. O. A. Phelps)		
Winifred E. Allison.....	Two Years.....	England
(Mrs. Johns)		
Fannie Armitage.....	Four Years.....	Benson
Helen Axtell.....	Four Years.....	Tombstone
Ernest Corbell.....	Four Years.....	Los Angeles, Cal.
Grace Culver.....	Four Years.....	Los Angeles, Cal.
Lucy Cummings.....	One Year.....	Washington, D. C.
(Mrs. J. F. Warner)		
Mabel Goldsworthy.....	One Year.....	Bisbee
(Mrs. Fred Kenny)		
Alice Grier.....	Four Years.....	Phoenix
Adelaide Kindred.....	Three Years.....	Bisbee
(Mrs. O. C. Fouse)		
Louise Lynd.....	Four Years.....	Tempe
Sallie Miller.....	Two Years.....	Lordsburg, N. Mex.
(Mrs. Paul Seitz)		
Mary Millet.....	Four Years.....	Tempe
Charlotte Mullen.....	Four Years.....	Tempe

Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
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 Loss ng	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		Los Angeles, Cal
Vessa Wright	Three Years	Bisbee

CLASS OF 1906

Laura Agnew	Two Years	Tempe
Mabel Anderson (Mrs. John F. Dooley)	Two Years	Bracketville, Texas
Harry Brown	Two Years	Tempe
Mamie Cain	Two Years	Prescott

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Clara Clem. (Mrs. Norman P. Palmer)	Two Years	Camp Verde
Eula Clem. (Mrs. W. H. Dougherty)	One Year	Wickenburg
Delila Carrol. (Mrs. W. F. Drew)	Two Years	Mesa
Maud Collins. (Mrs. Elmer Redden)	One Year	Benson
Alma Cowen	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
Bertram Jones	Two Years	Mesa
Rollin Jones	Two Years	Mesa
Reinhold Jungerman	One Year	Univ. Cal., Berkeley
Mabel Kemp. (Mrs. A. C. Duffy)	One Year	Vail
James King	Two Years	Phoenix
Annes Keating. (Mrs. Fred C. Ayer)	One Year	Tempe
Karl Leebrick	Two Years	Covina, Cal
Lucy Leftwich	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. (Mrs. F. W. Griffen)	Two Years	Tempe
Bertha Stewart	Two Years	Mesa
Mary Stilwell	One Year	Phoenix
Elizabeth Ullman	Two Years	Morenci
Hester Wallace	Two Years	Bisbee
Gladys Wright. (Mrs. Bertran Jones)	Two Years	Mesa

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
CLASS OF 1907		
Kathryn Barnett	One Year	Los Angeles, Cal.
Frankie Bellamy	One Year	Superior
Helen Benedict	One Year	Tombstone
Helen Blome		Canal Zone
(Mrs. Norman Windes)		
Stella Brown	One Year	Long Beach, Ca
(Mrs. A. Hadsell)		
Rena Cole	One Year	Tucson
Josie Critchley	One Year	Tombstone
Fannie Dobbie	One Year	Mesa
Olive Griffen	One Year	Tempe
Mamie Hadsell	One Year	Phoenix
(Mrs. A. R. Taylor)		
Emma Haulot		Los Angeles, Cal.
(Mrs. Henry Mariette)		
Maud Hayes	One Year	Phoenix
Fred Holmes		Roosevelt, Utah
Genevieve Hubbard	One Year	Phoenix
(Mrs. Frank Pettit)		
Rosa Jaime	One Year	Clifton
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
Lemmie 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		Salida, Col.
(Mrs. Lewis Hallenbeck)		

CLASS OF 1908

F. Herbert Ballou	One Year	Tempe
May Benson	One Year	Willcox
Mude B. Cummings	One Year	Tempe
Helen Duval	One Year	Phoenix
Iva Easterwood	One Year	Yuma

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Catherine Fitzgerald	One Year	Prescott
Mary Haulot	One Year	Mesa
Johnie Hazelwood	One Year	Douglas
Doctor Jones	One Year	Hubbard
Blanche McKee	One Year	Phoenix
Josephine McPherson	One Year	Tombstone
Lou Marlar	One Year	Phocnix
Harriett Merritt		Tempe
(Mrs. William LePage)		
Irving Meskimons	One Year	Tempe
Halbert Miller		Tempe
Artemus Millet	One Year	St. David
Maud Perry	One Year	Prescott
Nellie Pine	One Year	Douglas
Gertrude Potts	One Year	Kingman
Inez Robbins	One Year	Payson
(Mrs. Marshall Brown)		
Della Schall	One Year	Douglas
Belle Stephens	One Year	Phoenix
Nelly Trent	One Year	Mesa
Corinne Van Noate	One Year	Congress Junc.
Nellie Louise White	One Year	Mesa
(Mrs. Orrin Standage)		
Lottie Wiatt	One Year	Phoenix
Mabel Woolf		Tempe
Sara Hayden	One Year	Phoenix

CLASS OF 1909

Alexander Florence, Pima Agency	Irvine, Veronica	Phoenix
Armitage, Ethel	Benson Kane, Ralph	Phoenix
Axtell, Elizabeth	Tombstone Kindred, Evelyn	Bisbee
Babbitt, Zelma	Mesa Lloyd, Jessie	Morenci
Bell, Zoll e	Douglas McDonald, Mary	Prescott
Blakely, Isabel	Kingman Martin, Henrietta	Clifton
Bryant, Lillian	Phoenix Perry, Agnes	Tempe
Buck, Vera	Tempe Perry, Ivy	Bisbee
Carter, Marcia	Phoenix Pine, Clarence	Tempe
Clarke, Nellie	Morenci Priest, Lourdes	Tempe
Cohen, Rachel	Douglas Quinn, Jean	Tempe
Crawford, Abbie	Douglas Robinson, Gladys	Mesa
Cunley, Edith	Tucson Rock, Ada	Morning Sun, Iowa
Cunningham, Katherine	Bisbee Rodger, Theadora	Los Angeles
Curtis, Elsie	St, David Rogers, Bee	Mesa
Curtis, Elzina	Thatcher Rodgers, Emily Belle	Prescott
Daggs, Jennie	Williams Rush, Ovillah	Placerita

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Dykes, John.....	Tempe	Schmidt, Irma..... Tempe
Ellis, Dora Jean....	Pima Agency	Sirrinc, Maude..... Mesa
Gardner, Mary..	Los Angeles, Cal.	Snyder, Mamie.... Elmdale, Kas.
Gilleland, Millicent.....	Tempe	Snyder, Myrtle..... Bisbee
Harmon, May.....	Tempe	Studley, Florence..... Bisbee
Harmon, Zenobia.....	Mesa	Stukey, Mae..... Walker
Harris, Nellie.....	Tempe	Turner, Mary..... Tempe
Hudlow, Ulah.....	Hillside	Woolf, Irene..... Tempe

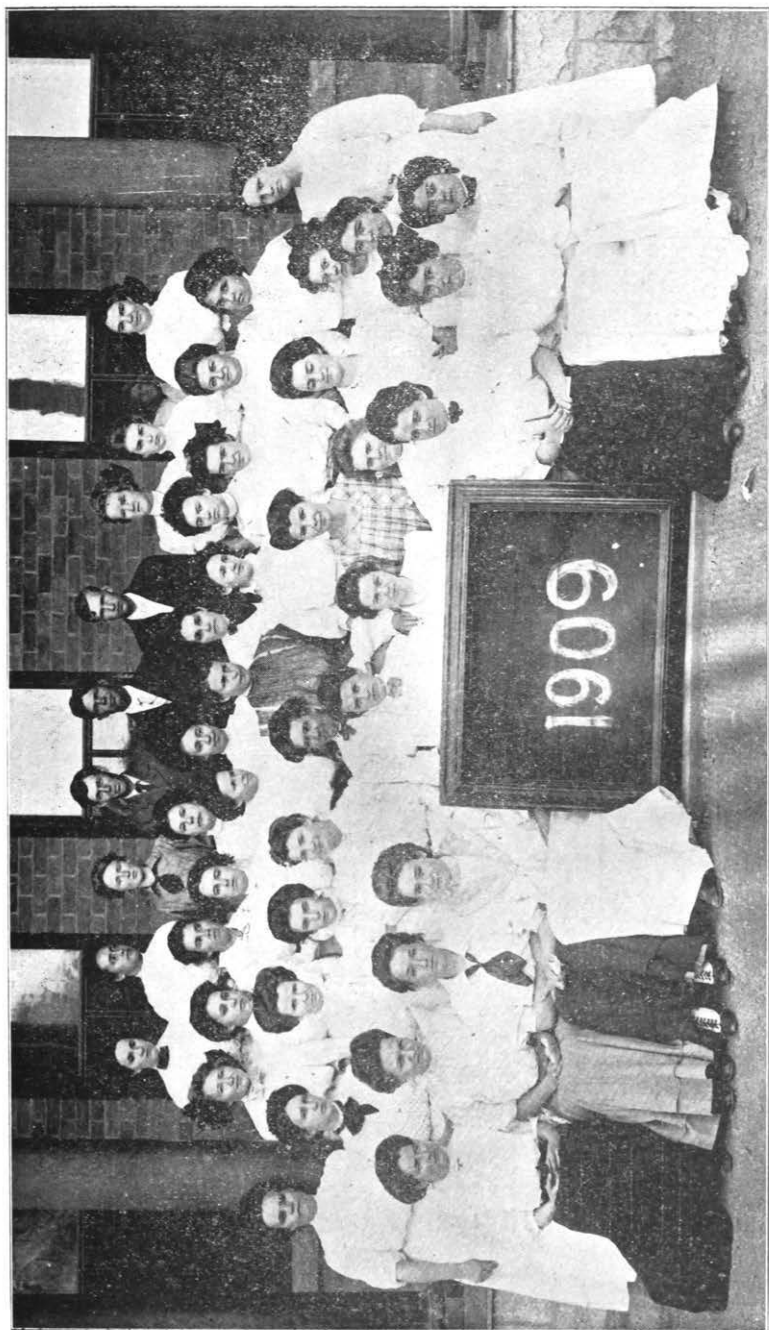
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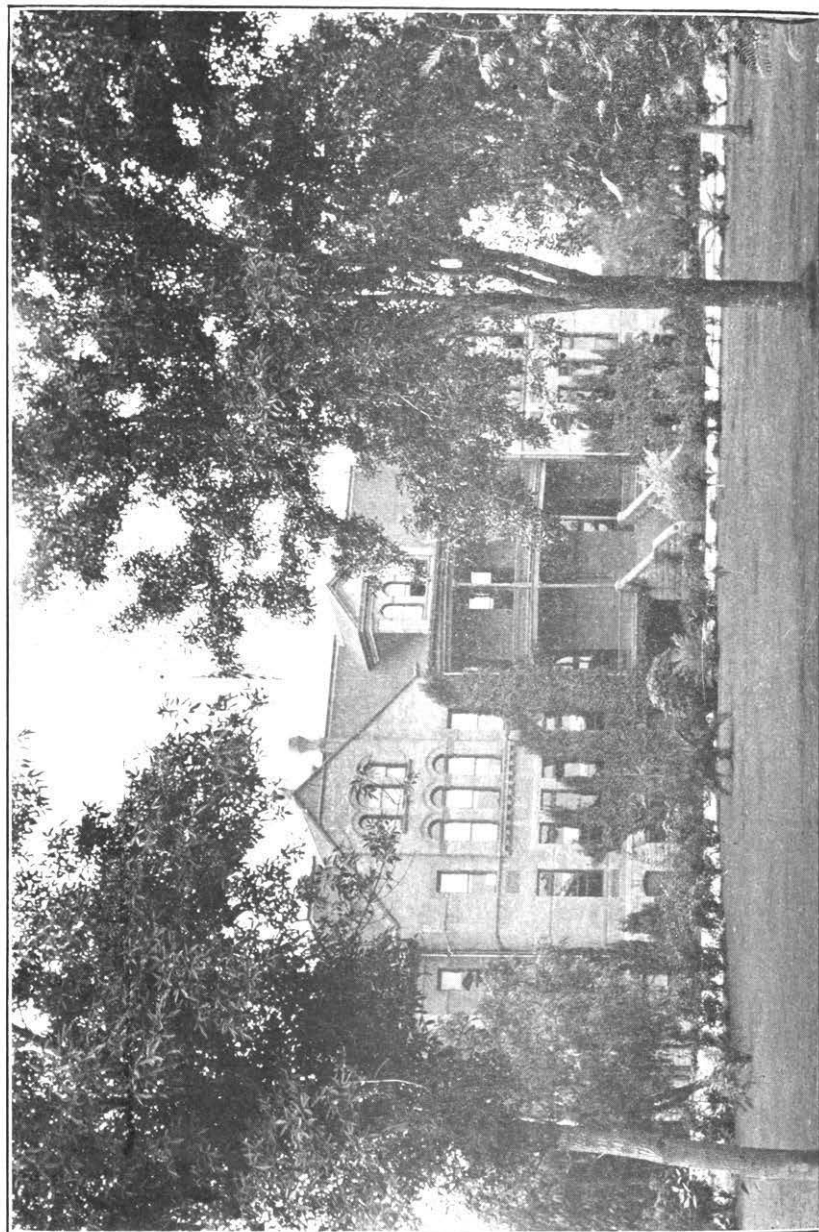
Tempe Normal School
of ARIZONA



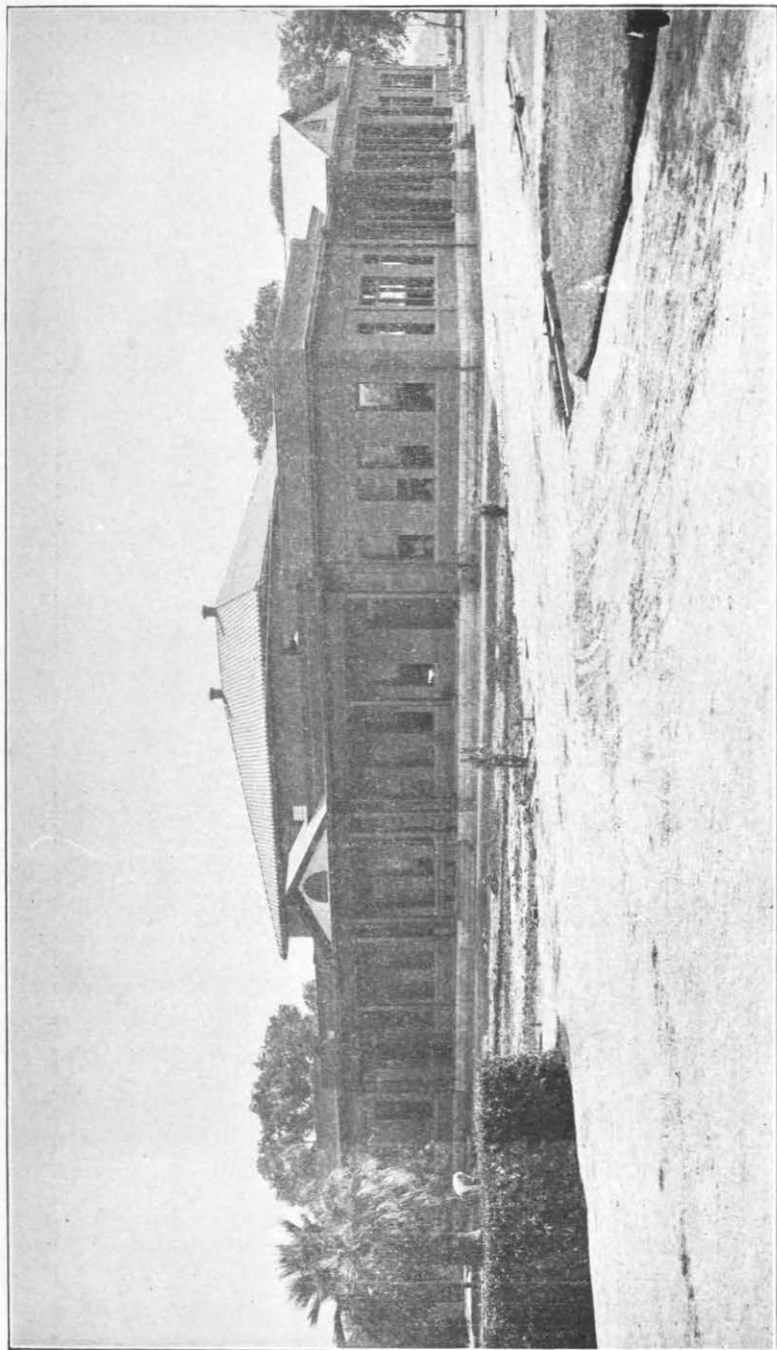
VIEWS OF BUILDINGS, GROUNDS,
INTERIORS, ETC.



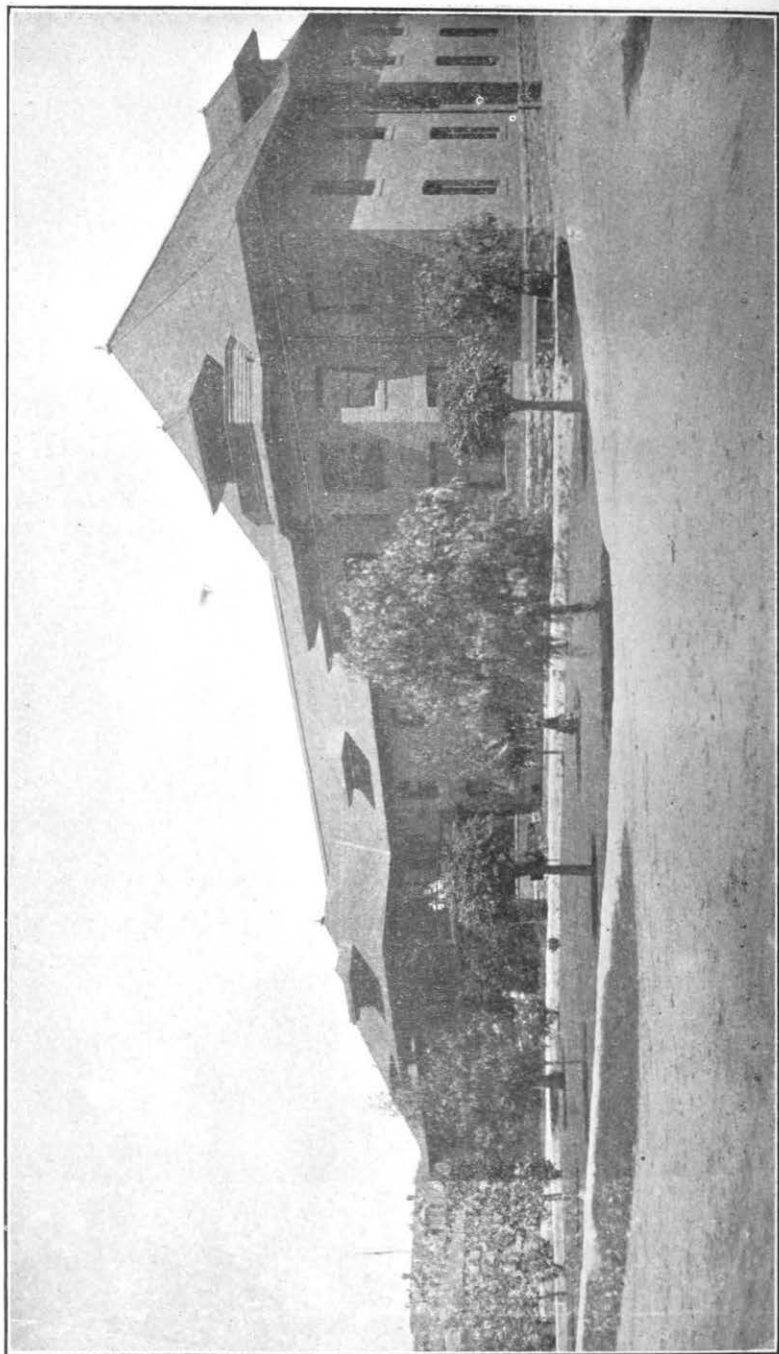
CLASS OF 1909



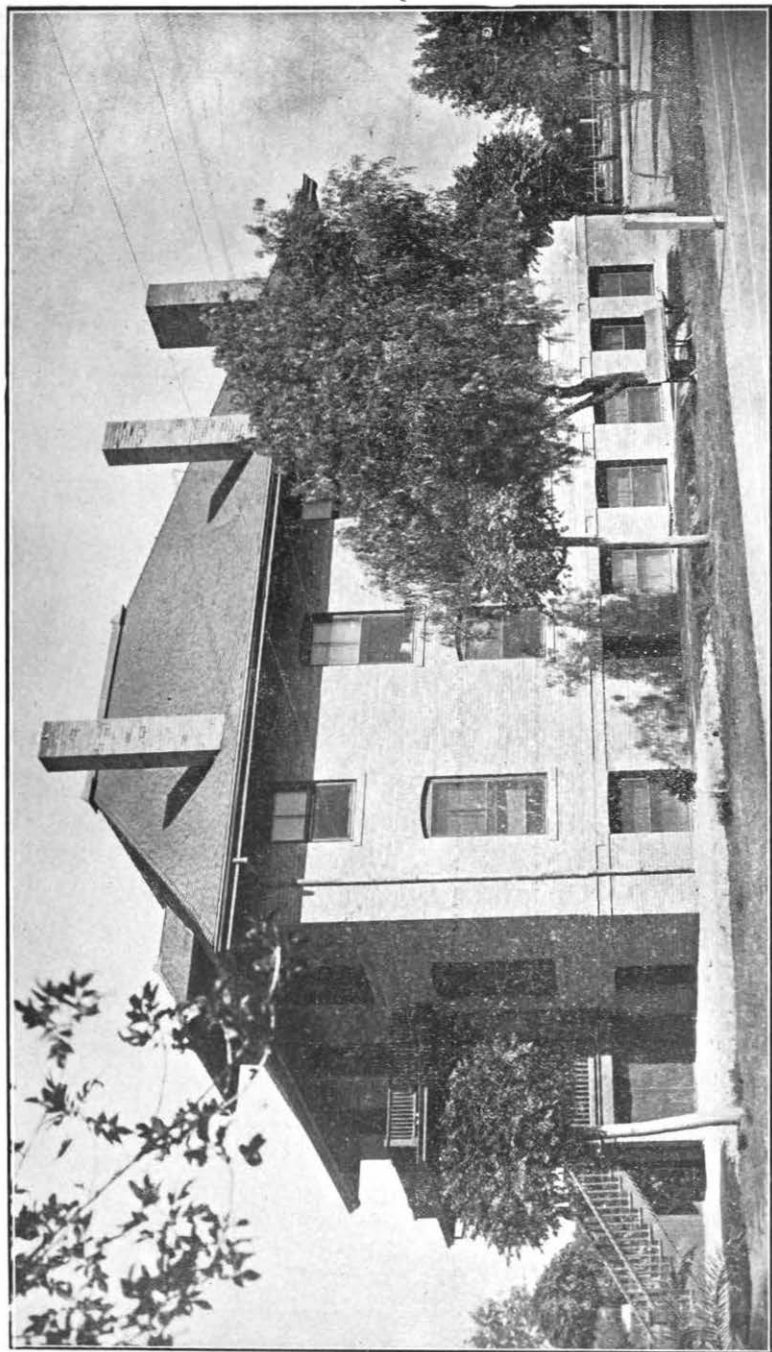
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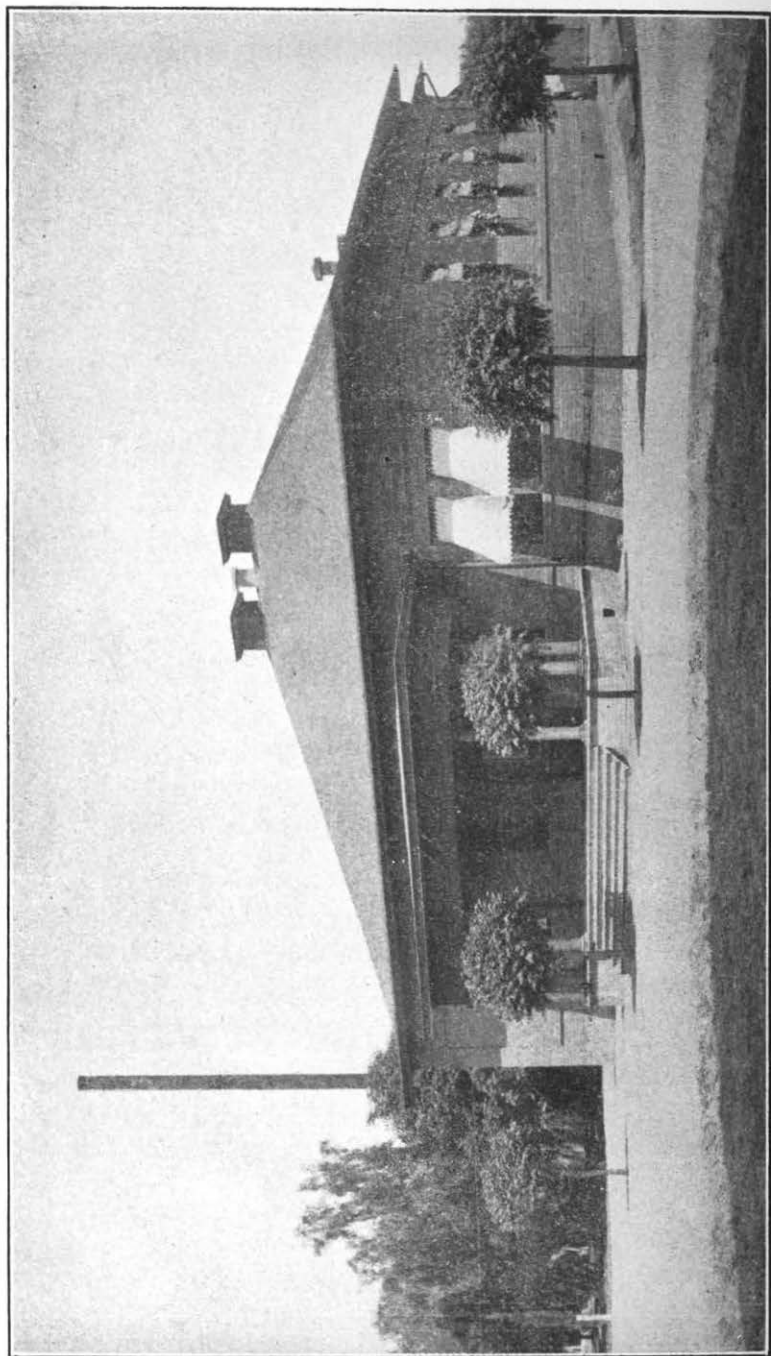
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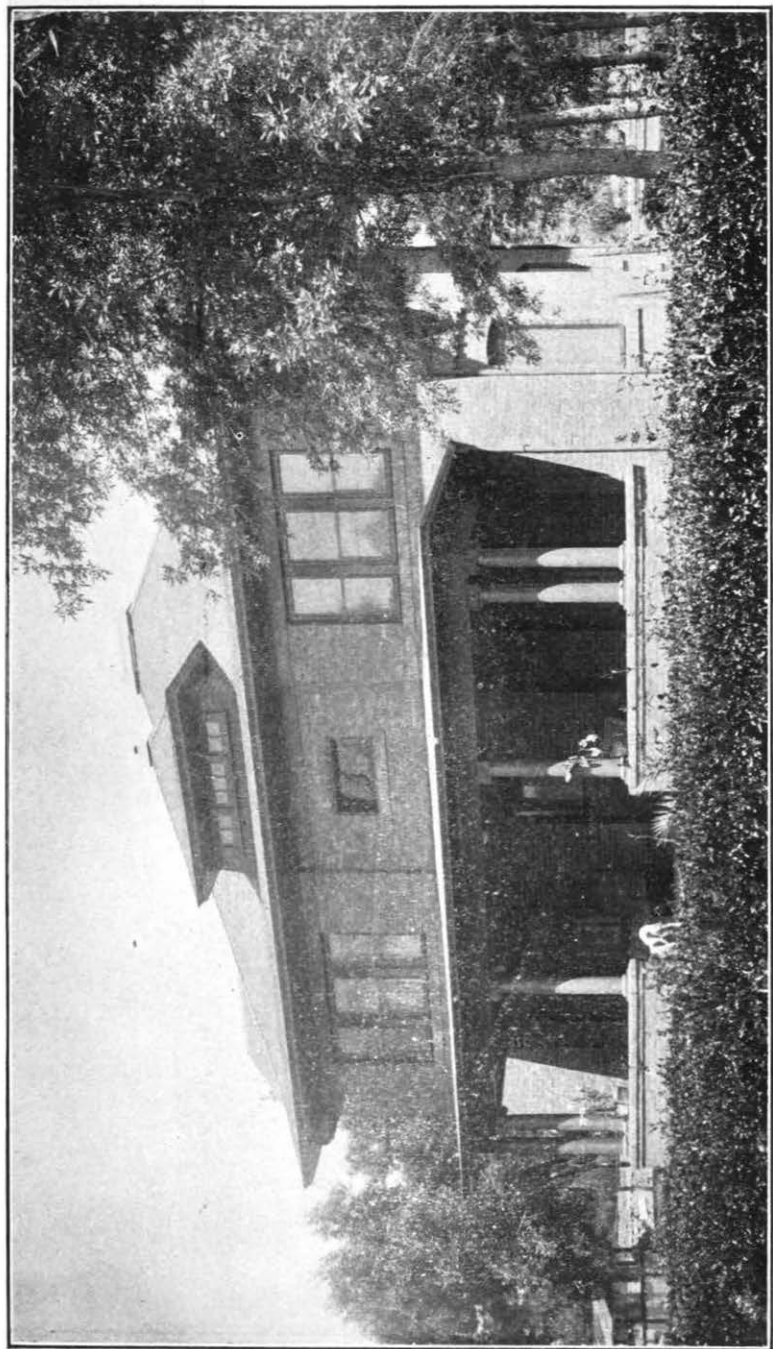
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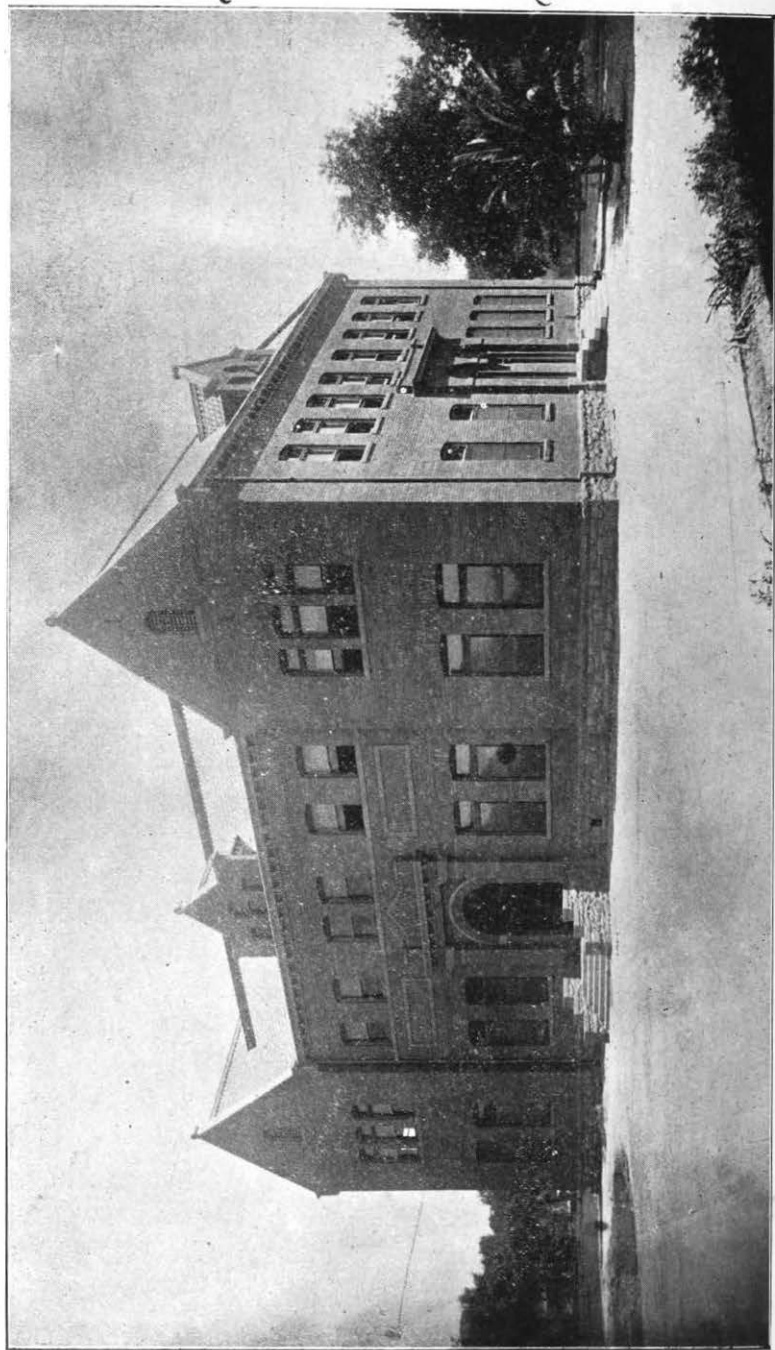
BOYS' DORMITORY



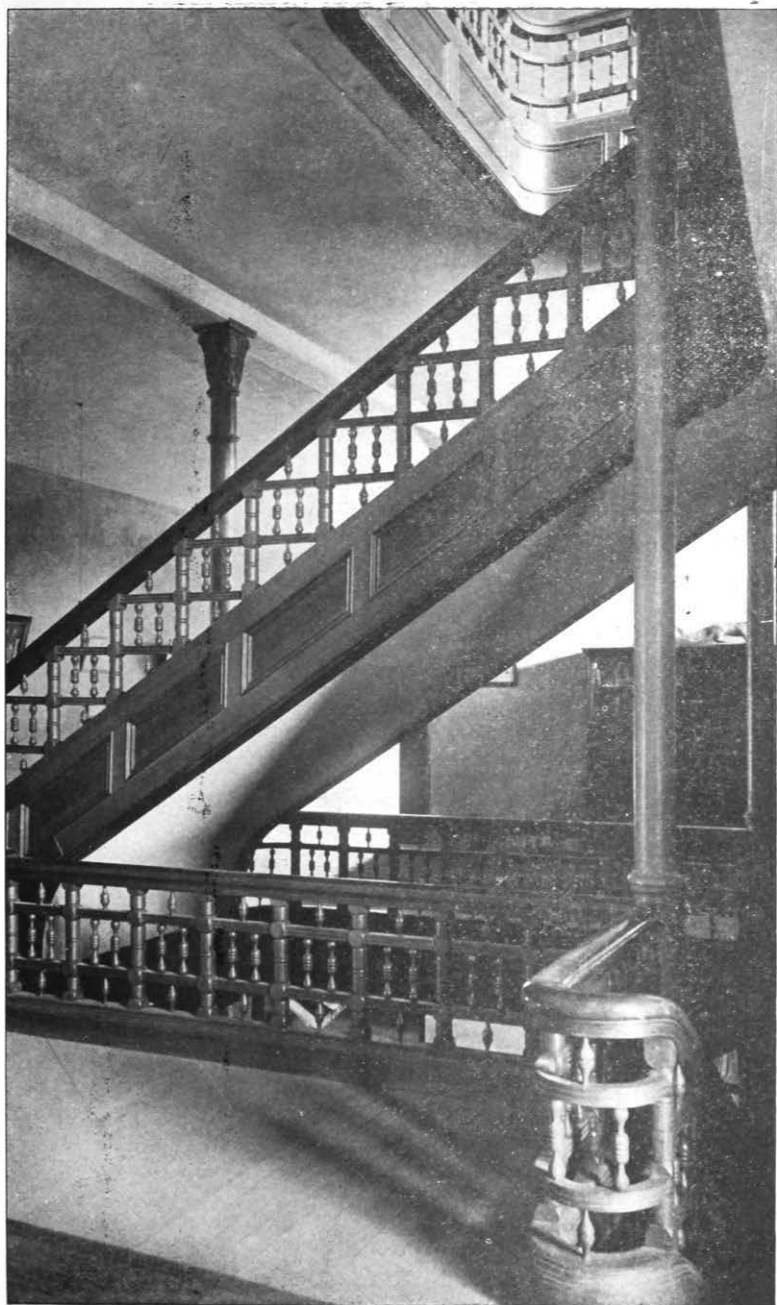
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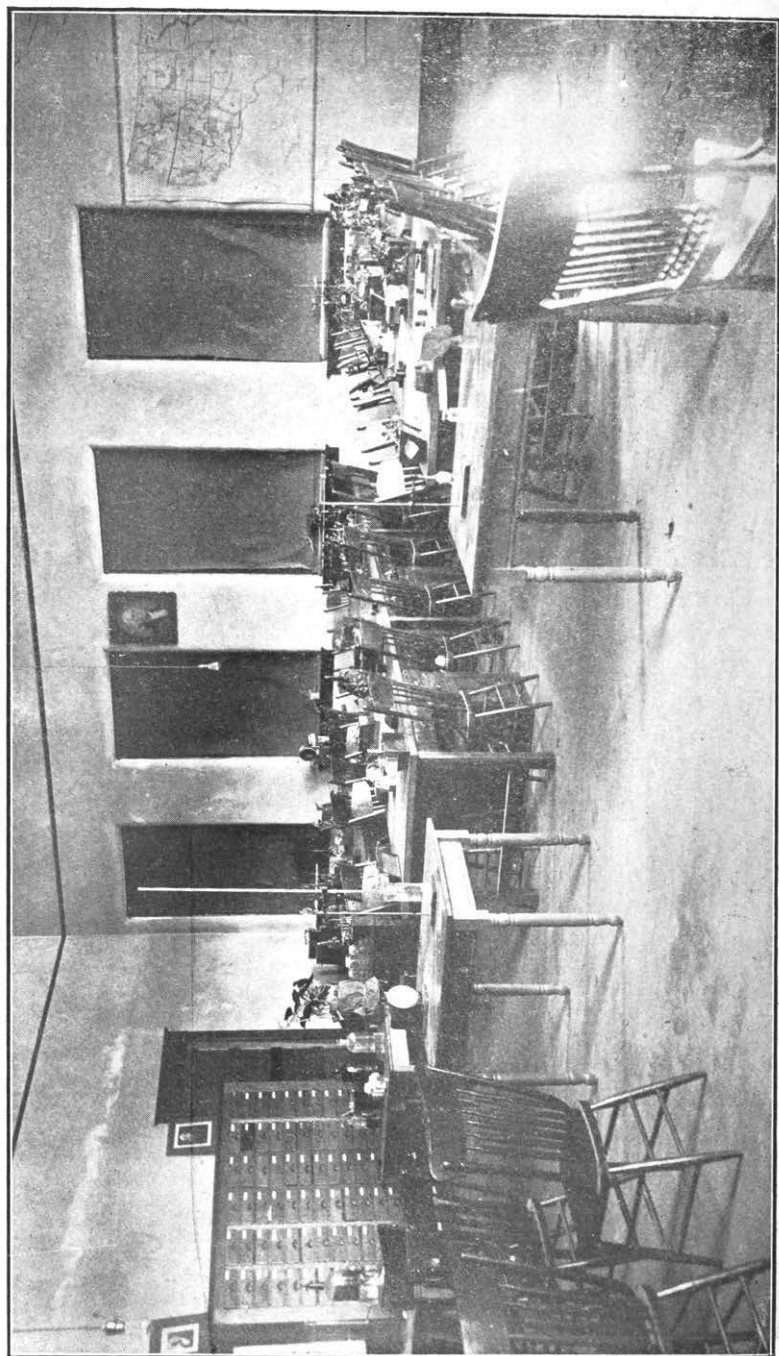
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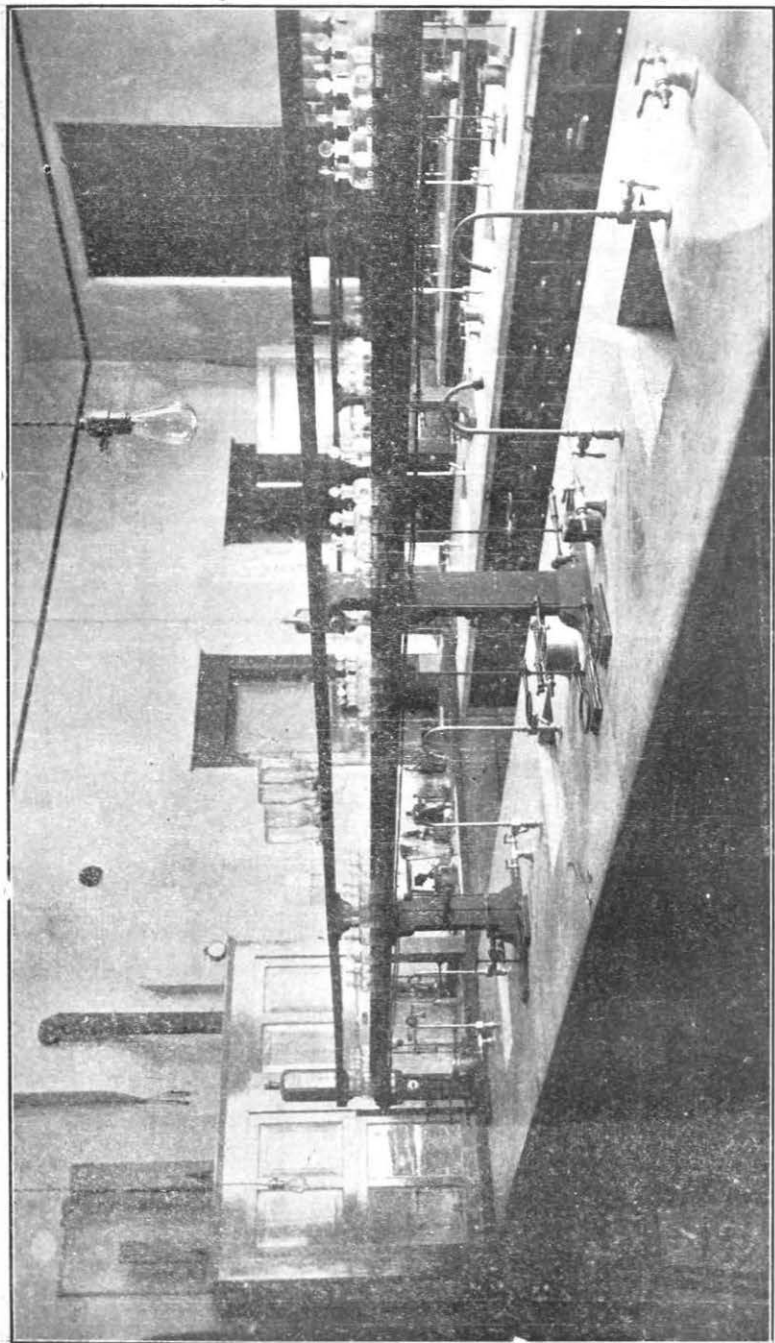
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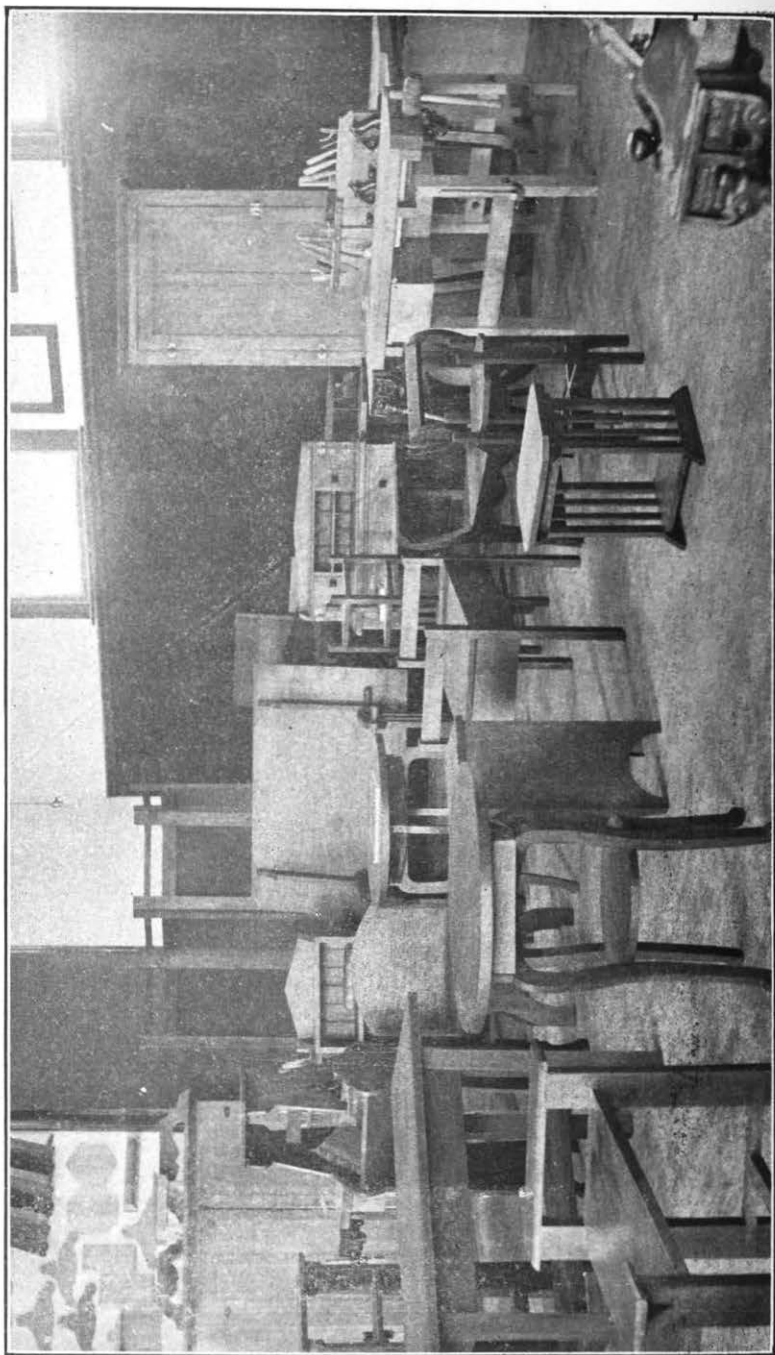
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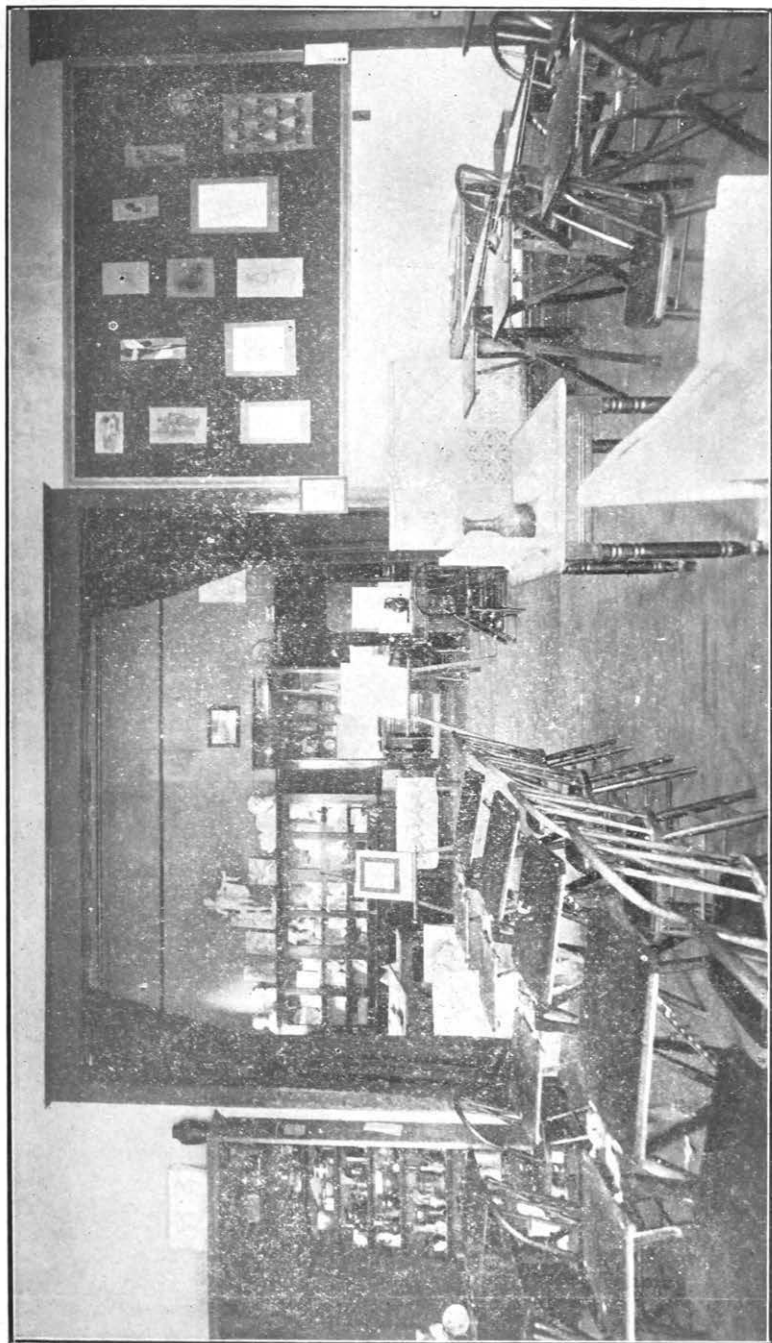
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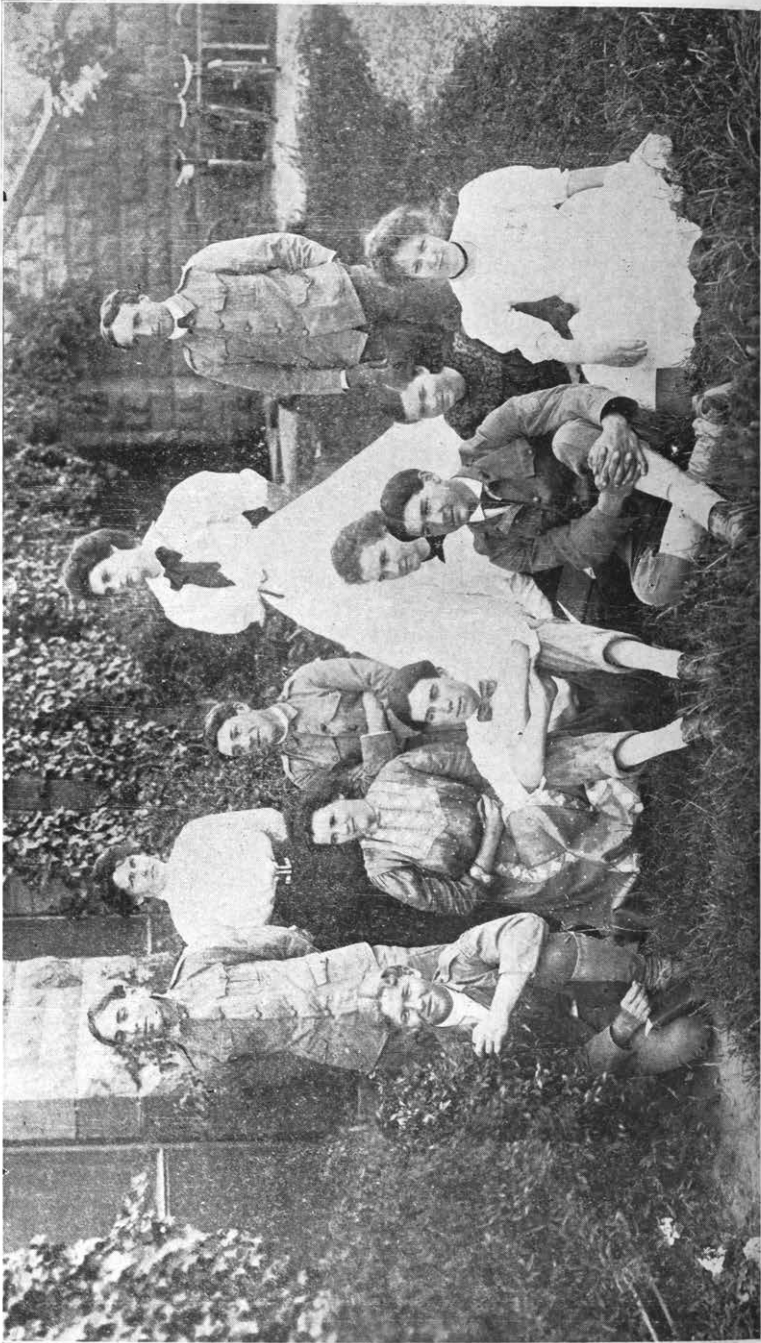
CHEMICAL LABORATORY



CORNER IN MANUAL TRAINING DEPARTMENT



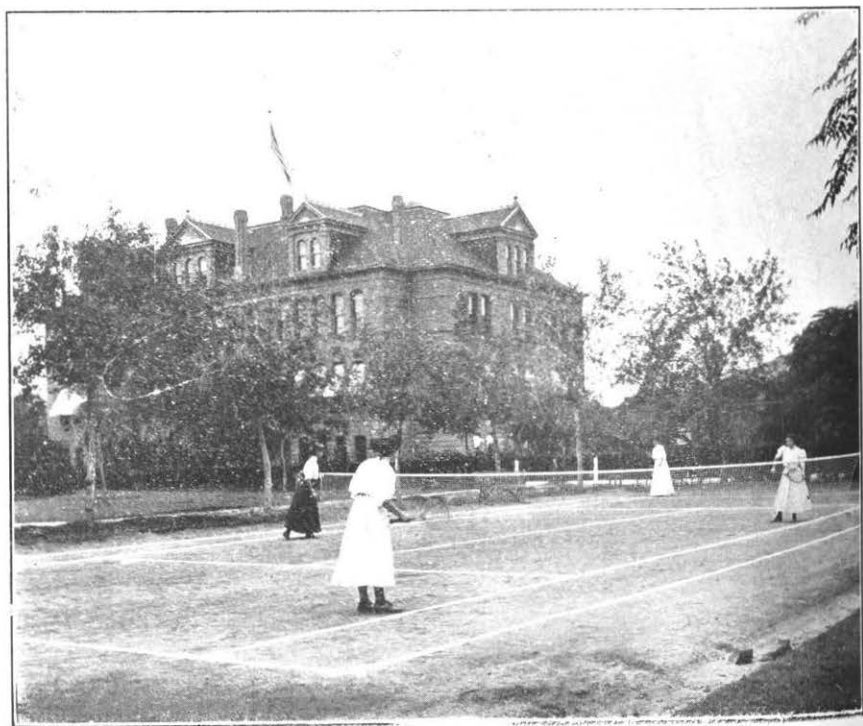
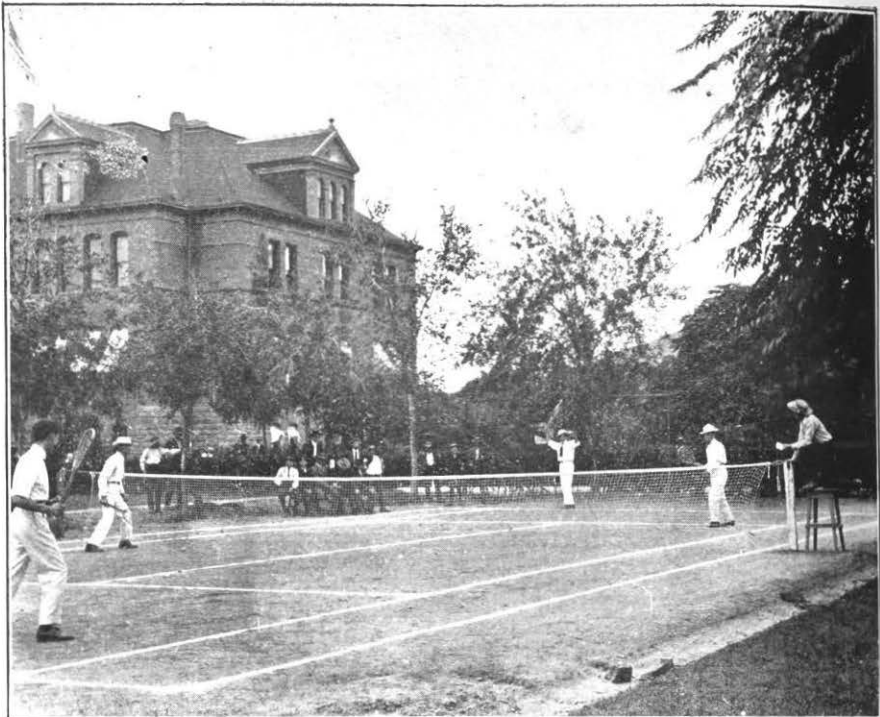
ART DEPARTMENT



STAFF "TEMPE NORMAL STUDENT" 1908-9

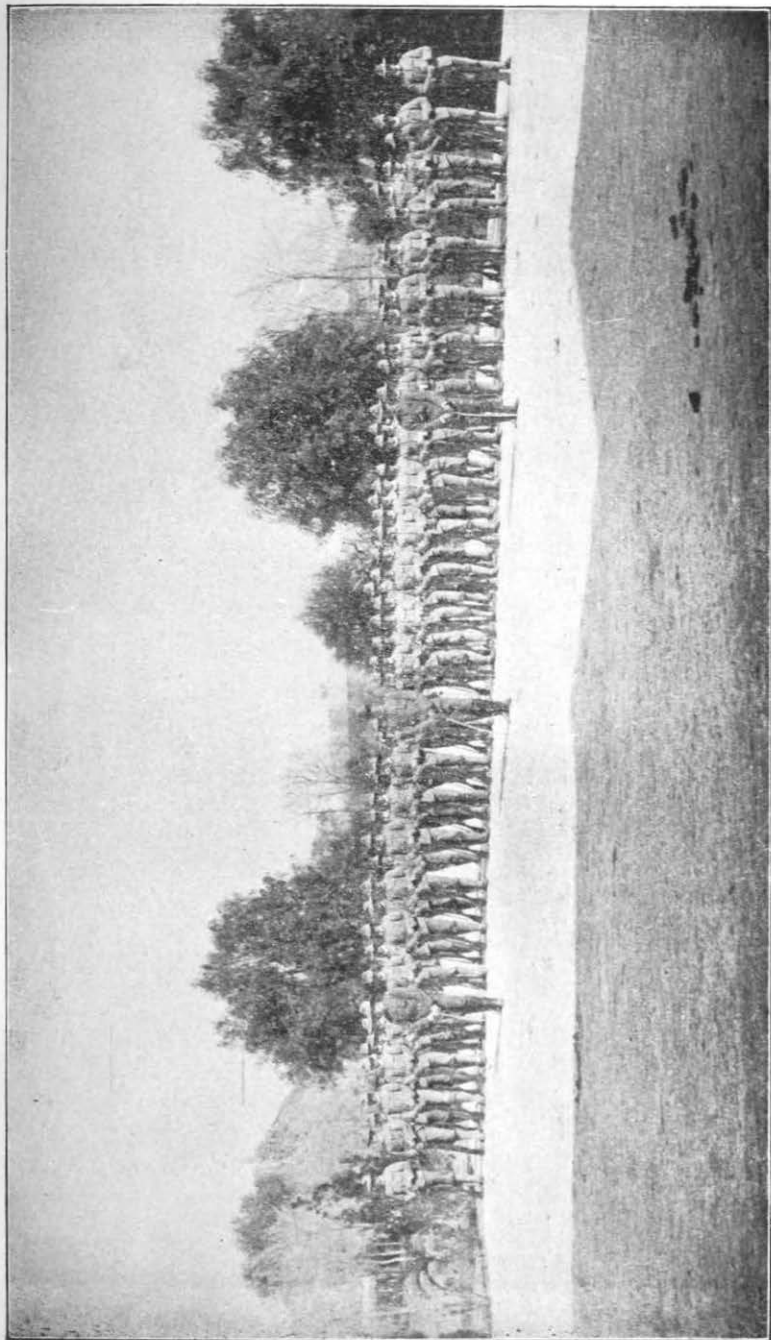


BASE BALL TEAM, 1908 '9



TENNIS

MILITARY COMPANY STARTING ON A LONG MARCH





BASKET BALL TEAM



TRACK SQUAD
1907-8.



JUDITH LYNCH
BEST INDIVIDUAL SCORE



JOE SHELTON - 220 YDS
HOLDER OF ARIZONA RECORD
22 2-5



TRACK SQUAD



ATHLETIC TROPHIES