

The Tempe Normal
School of Arizona
AT TEMPE, ARIZONA



ANNUAL CATALOGUE
NINETEEN TEN—NINETEEN ELEVEN

Twenty-Fifth Annual
Catalogue of

The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year

1910 - 1911

Phoenix, Arizona
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1910

TABLE OF CONTENTS

Calendar for 1910-1911.....	5
Boards	
Territorial	6
Examiners	6
Normal	6
Visitors	6
Officers of Alumni Association.....	6
Faculty for 1910-1911.....	7
General Information	
Location	9
Campus	9
Expenses of Students	10
Nomination of Students	11
Departments of Normal.....	11
Government of Students.....	11
Alumni Association	11
Teachers' Bureau	12
Correspondence	12
Visitors	12
Assistance and Prizes.....	13
Buildings	
Normal Building	14
Science Hall	14
Auditorium and Gymnasium.....	15
Training School	15
Dormitories	16
Principal's Residence	17
Heating System	17
Admission and Graduation	
To Normal	18
To Advanced Standing.....	18
For High School Graduates.....	18
Graduation	18
Examination and Reports.....	19
Course of Study	
Units	20
Outline of Course.....	22

Analysis of Course	
Introduction	24
Art Department	24
Commercial Branches	25
Department of English and Rhetoric.....	26
History and Civics.....	29
Mathematics	30
Household Arts	31
Latin	33
Manual Training	35
Military Drill	37
Department of Music	38
Biological Science	39
Physical Science	42
Earth Science	43
Spanish	44
Physical Culture	45
Department of Professional Instruction.....	46
Course of Study for Training School.....	53
Library and Museum	
Library Instruction.....	54
Magazines	54
Museum	55
The Student	55
Literary Societies	56
Lectures	56
Athletics	
Tennis	57
Basketball	57
Track	58
Baseball	58
Register for 1909-1910	
Normal Department	59
Training Department	61
Alumni	63
Illustrations	
Views of Buildings and Grounds.....	73-95

Calendar 1910-1911

1910

First Semester begins.....	September 12
Entrance Examination and Classification.....	September 12-13-14
First Quarter ends.....	November 18
Second Quarter begins.....	November 21
Thanksgiving Vacation.....	November 24-25
Holiday Vacation begins.....	December 23
Holiday Vacation ends.....	January 1

1911

First Semester ends.....	January 27
Second Semester begins.....	January 30
Entrance Examination and Classification.....	January 30-31
Third Quarter ends.....	April 7
Fourth Quarter begins.....	April 10
Examination and Commencement Exercises.....	June 5-9

NORMAL BOARD OF EDUCATION

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Faculty 1910-1911

A. J. MATTHEWS, Principal	School Law and School Economy
F. M. IRISH	Physical Science and Military Drill
W. J. ANDERSON, B. S.	Drawing and Commercial Subjects
J. L. JOHNSTON	Vocal Music
GEO. M. FRIZZELL, B. Pd.	Mathematics
JAMES F. HALL, A. M.	Latin
FRED C. AYER, M. S.	Biology and Director of Athletics
A. B. CLARK	Manual Training and Carpentry
F. G. WAIDE, A. M.	History and Civics
GRACIA L. FERNÁNDEZ, A. B.	Spanish
LILLIAS D. FRANCIS	Domestic Science and Art
JAMES L. FELTON, A. B.	English
(To be Supplied)	Elocution and Physical Culture

THADDEUS L. BOLTON, Ph. D.	Psychology and Education
CLARENCE L. PHELPS, A. B.	Director of Training Department
MARY E. McNULTY	Critic Teacher in Primary Grades
LEONA HAULOT	Critic Teacher in Grammar Grades
LOUISE B. LYND	Critic Teacher in Grammar Grades
JOSIE CRITCHLEY	Critic Teacher in Primary Grades

LAURA DOBBS	Secretary to the Principal and Board
WINIFRED E. PETERS	Librarian
MRS. MAY BELLE BLAKELY	Matron Girls' Dormitory

The Tempe Normal School of Arizona

General Information

LOCATION



THE Tempe Normal School of Arizona was founded by an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1,600 inhabitants, nine miles from Phoenix, the capital of Arizona. Railroad communication with all parts of the Territory is furnished by the Phoenix & Eastern Railroad, 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. The residents are thrifty and industrious people, engaged in farming and fruit raising. The moral and social atmosphere is the best, and the climate during the entire school year is delightful and salubrious.

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," * * * * "in all the various branches that pertain to a good common school education;" and "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 should show that the legislative intent has been fully met.

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 make 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 ornament, and one will find here many varieties of hardwood trees, as well as palms and other sub-tropical vegetation. Not the least interesting portion 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 which includes ball ground and running track.

EXPENSES OF STUDENTS

Dormitories—Board, room, light, heat, etc., are furnished for \$16.50 per calendar month. Dormitory expenses are payable monthly in advance. An annual assessment of \$3 is levied upon each student living in the dormitory for the renewal of dormitory 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 by the faculty.

Registration Fee—All students of the Normal School—the pupils of Training School are excepted—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 fee of \$5 per quarter, payable in advance, 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, ink, pencils, etc., are furnished to the students without expense.

Military Uniforms and Gymnasium Costumes—The cost of these articles varies with the taste and preference of the

student. The style is often fixed by a vote of the class or the military company. The military uniform takes the place of civilian clothes a considerable part of the time.

Nomination of Students—Every member of the House and Council of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member preference is to be shown students from the county which the member represents. After this time in case no student has accepted the nomination a student from any other county may be named. No tuition is charged students receiving the nomination, but no student is exempt from the payment of the annual registration fee of \$5.00. It is greatly to be desired that members of the Legislature, the County Superintendents and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in the 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 school, 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.

GOVERNMENT OF STUDENTS

The endeavor of the faculty is to enforce strict discipline in all departments of the school. This is first sought for 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 resort to other means. Those who can not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

THE ALUMNI ASSOCIATION

This association now numbers 369 members. It holds two regular meetings each year and an annual banquet. It

is earnestly desired that all the graduates of this school should show 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 to render them professional assistance as far as possible. The association is a valuable means toward this end. The Principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

The faculty does not wish to be misunderstood as agreeing to furnish employment for their students upon graduation, but the members feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers. The Principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, it is necessary that the Principal be in possession of a full and detailed statement of the requirements of the position and of its conditions.

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, Tempe, Arizona. Those who have decided to attend the Normal should write to him stating when they will arrive, so that they may be met at the train. In case students should arrive when there is nobody at the train to meet them, they should come directly to the Normal Building.

VISITORS

Visitors are welcome at all times. Teachers, educators and clergymen are especially invited. The faculty is always pleased to see the parents of the students and are glad to have visitors at the opening exercises in the morning which commence at 9 o'clock. The school belongs to the people

of the Territory and they should show their interest by paying an occasional visit at least.

ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. 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 it as a loan.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur, of Tempe, is awarded each year at commencement to the student who obtains 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 second semester.

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 as well as the treatment must 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.

Buildings

NORMAL BUILDING

The oldest building on the campus is the Main building, which was erected in 1894. This is a commodious three-story building of pleasing architecture. The lower story is built of sandstone and the superstructure of brick with sandstone trimmings. Here are located the main assembly room, class rooms and armory. The building contains 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, 92x70 feet. This building 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 give easy access to both. These laboratories are equipped with cement floors, ample blackboard space and modern tables. The tables are supplied with gas, water and electricity. There is in addition a special room for such apparatus as needs protection from dust and the laboratory fumes. A shop is provided for the construction and repair of apparatus. The chemical laboratory has sufficient draft chambers to accommodate an entire class division. It has 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. It has also its own separate entrance from the outside. 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 thermograph and a full set of standard thermometers.

On the south half of the second floor are located the laboratories for biology and physiology. These are equipped with lecture tables, supplied with gas and water, students' tables, aquaria, and all necessary furniture. A stock room and instructor's laboratory connects these two main laboratories. Besides these there is a dark room for photographic work and experiments in germination. Both laboratories are supplied with microscopes, glassware, balances, dissecting instruments, chemicals, and all materials necessary 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. A potter's wheel, kiln, models and casts form part of the equipment.

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

AUDITORIUM AND GYMNASIUM

The new auditorium is a substantial brick building 72x100 feet, so situated as to balance the science hall and complete the architectural scheme of arrangement for the campus. The first floor contains a large gymnasium with hardwood floor, running track and spectators' gallery. Adjoining this are locker and dressing rooms for both men and women. The second floor is occupied by the auditorium which, with its galleries, will seat 1,000 persons. The stage is equipped with scenery for the dramatic work of the various literary societies, and ample dressing rooms are provided. This auditorium is a suitable place for all public entertainments, lectures, concerts and the like to be given in connection with the Normal.

TRAINING SCHOOL

The Training School building is a model of its kind. It is located near the Main building and covers a space of 130 by 136 feet. There are two offices, eleven class rooms and one large double assembly room. All the rooms are located

on one floor. Great care has been bestowed upon the arrangement of the class rooms about the assembly room with view to bringing them into as close communication as possible and equal care has been given to the distribution of windows that all rooms may be properly lighted and ventilated.

DORMITORIES

There are two dormitories situated on the campus, one for young women and one for young men. The ladies' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 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 water supply for the dormitories is from the Tempe city water works. The water is pumped from a deep well which insures it being free from any contamination. Chemical analysis shows it to be free from deleterious mineral or other impurities.

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

DINING HALL

The new dining hall which was recently erected at a cost of \$6,500, is located midway between the dormitories and is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is excellent in quality and well served.

PRINCIPAL'S RESIDENCE

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 artistic appearance of the campus 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.

Admission and Graduation

Admission to 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.

Admission to 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.

Admission for High School Graduates—Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-years' 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 and California, and other states, but will entitle them to at least 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 in some other states.

Examinations and Reports—Students must 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. A grade below seventy per cent is a failure, and the subject must be taken over again by the student. The examinations are in writing, or partly written and partly oral, and are 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 to the parents and students at the end of each quarter showing the standing in the subjects studied during the quarter.

Course of Study

In conformity 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. The school year is divided into two semesters, each of nineteen weeks exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A minimum of fifteen academic subjects and nine professional subjects is required 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. $\frac{1}{2}$ Alg. $1\frac{1}{2}$ Geom. 1).....	3

History and Civics.....	3
Electives	3
	<hr/>
Total.....	15

Professional Units for the Five Years' Course

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

Professional Units for the Two Years' Course

Psychology and Pedagogy.....	1
History of Education, Ethics and Logic.....	1
Method of Teaching	1
Practice Teaching.....	1
School Law and School Economy.....	$\frac{1}{4}$
Arithmetic and Geography	1
Reading and Word Analysis.....	1
Electives from the following list.....	$2\frac{1}{2}$
	<hr/>
Total.....	$8\frac{3}{4}$

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

According to the plan adopted for the readjustment of the relation between state normal schools and the universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure one year's credit on a university course or such a portion thereof as the individual preparation may merit. Graduates from the five year normal course are admitted to colleges and universities without advanced credit.

OUTLINE OF THE FIVE YEARS' COURSE FOR GRADUATES OF THE GRAMMAR SCHOOLS

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 Science.....	3	Manual Training or Domestic Science.....	3
Drawing	2	Drawing	2
Music	2	Music	2

SECOND YEAR

Rhetoric and Composition.....	5	Rhetoric and Composition.....	5
Algebra	5	Algebra	5
Biology with laboratory.....	5	Biology with laboratory.....	5
Ancient History or Latin.....	5	History or Latin.....	5
Drawing	2	Drawing	2
Music	2	Music	2
Manual Training or Domestic Science.....	2	Manual Training or Domestic Science.....	2

THIRD YEAR

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

JUNIOR YEAR

Amer. Lit. and Gram. Analysis or Spanish or Latin.....	5	Amer. Lit. and Gram. Analysis or Spanish or Latin.....	5
Physics with laboratory.....	5	Physics or Chemistry with laboratory	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
Methods	5	Methods	5
History of Education.....	5	Ethics and Logic.....	5
Bookkeeping and Com. Law.....	5	School Law and School Economy	5
Spanish or Latin (elective).....	5	Spanish or Latin (elective).....	5

OUTLINE OF THE TWO YEARS' COURSE FOR GRADUATES OF HIGH SCHOOLS

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
Methods .....5	Methods .....5
History of Education.....5	Ethics and Logic.....5
Electives	School Law and School Econ...5
	Electives

The following units are offered as electives from which the students may elect a sufficient number to complete a total of nine units for the two years' course: Drawing, 1; music, 1; bookkeeping and commercial law, $\frac{1}{2}$; Spanish, 2; English, $\frac{1}{2}$ 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 first among their electives.

ACADEMIC COURSE

Students who do not desire to become teachers may pursue the regular five year course, omitting all the professional work and specializing in Latin and Spanish, English, science or mathematics. Such a course will require four years' work. Students completing such four year course 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 the Course of Study

Introduction—The primary aim of a Normal school is the training of teachers, and this is made prominent throughout the course. In each department the teacher not only teaches his class, but he 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 made pre-eminent in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the senior year by the pupil-teachers consulting frequently with the members of the Normal faculty who have charge of the subject which 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.

ART DEPARTMENT

Mr. Anderson.

This department aims to develop in students the power to know and the ability to express objects in their true shape and color, to make them familiar with something of the science and arrangement of colors in producing relations of harmony, and to lead them to an appreciation of good composition and design. Special emphasis is laid upon the subject of designing that the student may understand the elementary principles that lead him to the original production of creditable designs; or at least that he may have the foundation by which he can judge the good in design. Students are taught to correlate drawing with other subjects of the course so that upon graduating as teachers they can use it as a ready and effective aid in their school work. The department is liberally supplied with plaster-casts, still life models and charts. A kiln is used in the modeling room for the firing of clay models and pottery.

First Year—The work of the first year embraces: Drawing of the type-forms and objects based upon these; elements of design; practice with brush and ink, pencil, charcoal, crayons and color; black-board practice; problems in construction; clay modeling. Two times a week.

Second Year—The second year's work is review and continuation of that of the first year, together with these topics: elements of historic ornament; perspective problems; designing from plant and animal motives; illustrative work; mechanical problems; color harmonies; clay modeling. Two times a week.

Third Year—The third year work includes: Light and shade studies; pen-and-ink drawing; colored chalk practice; mechanical drawing; perspective; out-door sketching; wash drawing; black-board illustration; clay modeling; study and application of balance, rhythm, and harmony in designs; water color practice. Two times a week.

Junior Year—In the junior year the topics for discussion and methods will be along lines suitable for the primary and grammar grades; such as: the use of black-board; brush and ink practice; work with charcoal, pencil, colored crayons, and water colors; story telling through drawing; constructive work; mounting of drawings; school room decoration; paper and clay modeling; picture study. Second semester, once a week. References:

International Studio, John Lane Company, New York; The Craftsman, Gustav Stickley, New York; W. Crane, The Basis of Design, George Bell & Sons, New York; W. Crane, Line and Form, George Bell & Sons, New York; L. Day, Ornament and Its Application, Chas. Scribner's Sons, New York; J. Pennell, Modern Illustration, George Bell & Sons, New York; Midgley & Lilley, Plant Form in Design, Chas Scribner's Sons, New York; Russell Sturgis, Lubkes History of Art, Dodd Meade & Co., New York; F. S. Meyer, Hand Book of Ornament, Bruno Hessling, Pub., New York; Russel Sturgis, How to Judge Architecture, The Baker & Taylor Co., New York; E. Singleton, Turrets, Towers and Temples, Dodd Mead and Co., New York; S. Hartman, History of American Arts, L. C. Page & Co., Boston.

COMMERCIAL BRANCHES

Mr. Anderson.

Bookkeeping—The course in bookkeeping gives the student a thorough drill in the science of accounts which involves accuracy and rapidity of computation and neatness of execution. The voucher plan is used so that the student has all the forms as in actual business practice. While the principal portion of the work is by the double entry system, the single entry method is given some attention. Senior year. Second semester. Four times a week. Text book—

Williams and Rogers, *Modern Illustrative Bookkeeping*, American Book Company.

Commercial Law—The aim in this subject is to familiarize the student with the laws governing the ordinary transactions of business life. It offers good opportunities for logical thinking and precise expression both in the topics for discussion and in the framing of definitions. The principal topics presented are: Contract; sales of personal property; negotiable instruments; bailments; agency; partnership; insurance and real property. Senior year. Second semester. Once a week. Text book—D. C. Gano, *Commercial Law*, American Book Company.

References:—J. S. McMaster, *Commercial Digest*, Comm. Text Book Company; E. W. Huffcutt, *Elements of Business Law*, Ginn & Co., New York; *Statutes of Arizona*.

DEPARTMENT OF ENGLISH AND RHETORIC

Mr. Felton.

Instruction in English is designed to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends the student is given courses in word analysis, grammar, rhetoric, composition, grammatical analysis, themes, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

Grammar—The aim of the course in grammar is to insure a practical working knowledge of the elements of the English language, and to construct a foundation for the language courses which follow. The first semester is taken up with a review of fundamentals for the purpose of supplementing the work of the eighth grade. The second semester is devoted to a detailed study of type sentences illustrating the uses of phrases and clauses with special emphasis on infinitive, participial, and idiomatic constructions. The written work of the course is intended to be an exercise in brief and accurate expression of thought, and may be based on the topics studied or on incidents and events in which the student is interested. First year. First and second semesters.

Reading—This work is divided into two courses, one for students of the first year and the other for graduates of high schools who enter the junior year. First Year—The main object of the work of the first year is to secure clear, forcible reading with a minimum amount of

attention to the study of the elements of reading. Junior Year—This course deals with the subject from a pedagogical standpoint as being best adapted to the needs of future teachers. Emphasis is put upon the value of an appreciation of the meaning and beauty of literature in order to be a successful teacher of reading. The first quarter in this course is devoted to study of the elements underlying good reading, illustrated by selections from the best writers, interspersed with lectures by the instructor. No text book is used. In the second quarter the students are required to make a practical application of the principles previously studied.

In both courses the standard classics are used, the following having been read the past year: first year, *Vision of Sir Launfal*, *Merchant of Venice*, *Sohrab and Rustum*; junior year, *Crawford*, *Twelfth Night*.

Spelling and Word Analysis—The work of spelling and word analysis is divided into two courses; one for students of the first year and the other of a professional nature for graduates of high schools who enter the junior year. The work in both courses comprises a study of the history of the English language, beginning with the early invasions and their contributions to the language. The student is also given a brief review of the elements of spelling usually taught in the grades. This review is followed by a study of foreign root-words and their derivatives. The latter part of the year is devoted to tests in spelling which include words ordinarily misspelled and words which the student will meet in daily life. The work of the junior year puts more stress upon the methods of teaching spelling and includes a more detailed study of the history of the language. First year. Second semester. Texts—Webster's Academic Dictionary, Swinton's Word Analysis.

Rhetoric and Composition—Second year—To comprehend the thought and purpose of the story, the art of construction, and to appreciate the methods of skillful character portrayal and beauty of language is the first aim in literary texts. The tests of formal rhetoric are applied or principles deduced; and diagrams, outlines or original papers are required in each instance to test the student's understanding. Considerable attention is given to the construction of isolated and connected paragraphs in exposition and argument, but more emphasis is laid on narrative and descriptive writing. To compose logical paragraphs of coherent and unified sentences is the chief aim of composition in this course. Note books are written up carefully and systematically corrected. All papers are either

discussed and corrected in class, or by individual consultation with the instructor. Texts—Brooks and Hubbard, Rhetoric and Composition, A. B. Co.; Q. H. White, Irving's Alhambra, Ginn & Co.; Scott's Lady of the Lake, Standard English Classics Series, Ginn & Co.; Eliot's Silas Marner, Standard English Classics Series, Ginn & Co.; Hawthorne's The Old Manse and a Few Mosses, Riverside Edition, Ginn & Co. In addition to the work in these regular texts, this year the students made written reports on assigned selections from Longfellow, Whittier and Lowell; and short stories from Poe, Harte, Allen, Page and Bunner were read and discussed in class. First and second semester.

English Literature and Themes—This course has three main purposes: First, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by assigned reading on which reports are made; third, to exercise the student in collecting, arranging, and presenting material in the form of well-written papers. Usually three days a week are devoted to the historical study and interpretation of literature, and two days to the preparation, discussion and correction of themes. Third year. First and second semester.

American Literature—Junior year—A genuine appreciation and enjoyment of the best that has been written by American authors, together with the realization that this literature is a record and reflection of the life and thought of our nation is the aim of this course. Contrast and comparison are used wherever possible to indicate change or progress in national events or ideals; and the fact that certain works and writers are contemporaneous is emphasized, especially in the New England group. The character of the individual authors, their life and interest in the welfare of our country is noted as well as their literary qualities. The following texts were studied this year: Irving, Life of Goldsmith, Scott, Foresman Co.; Cooper, The Spy, McMillan Co.; Hawthorne, Marble Faun, Riverside Ed.; Emerson, Self Reliance and Compensation, Scott, Foresman Co.; Churchill, Coniston, McMillan Co.; Johnston, Lewis Rand, Houghton Mifflin Co.; Long, American Poems, American Book Co.; Newcomer, American Literature, Scott, Foresman Co. First semester.

Grammatical Analysis—Junior year—This subject is pursued by all junior students who elect American Literature with which it alternates two days of each week throughout the year. An exhaustive study of the analysis of sentences

is made the basis of a thorough review in grammar. Free expression of individual opinion is encouraged and students are warned against fine, arbitrary classifications. The course aims for breadth of understanding of the subject, and sympathy with young students as essential in practical teaching. Note-book work consists of diagrams, analysis, tabulations and original illustrations. Text—Lillian Kimball, *The English Sentence*. Second semester.

HISTORY AND CIVICS

Mr. Waide

From the following outline it will be seen that much emphasis is placed on reading beyond the limits of a text book. Thus a basis is laid for theses, reports and discussion in class. An attempt is made to train the student in the outlining of chapters and subjects where material is gathered from all available sources. Map drawing is required in every course to show movements in exploration, conquest and social phenomena. The aim of getting a clear idea of the essentials of history is not made the all-important. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The library is well equipped for all the courses and especially for the study of the history and government of United States. Many periodicals relative to this department are on file in the magazine room.

Courses

1. Ancient and Mediaeval History. Second year. First semester. Texts—W. M. West, *Ancient History*; J. H. Robinson, *History of Western Europe*. Supplementary Reading—Histories of Botsford and Pelham; Adams, *Civilization During the Middle Ages*.

2. English and European History. First year. First semester. Texts—E. P. Cheyney, *A Short History of England*; J. H. Robinson, *History of Western Europe*. Supplementary Reading—Green, *Short History of England*; Fyffe, *History of Modern Europe*; *The Epoch's Series*, (Longmans).

3. American History. Third year. Second semester. Text—R. L. Ashley, *American History*. Supplemental Reading—*The Epoch's Series*, (Longmans); *The American History Series* (Scribner's).

4. Civil Government. Junior year. First semester. Text—R. L. Ashley, *The American Federal State*. Supplementary Reading—Bryce, *The American Commonwealth*; Beard, *Reading in American Government and Politics*.

MATHEMATICS

Mr. Frizzell

Mathematics should form an important part of the course of study in a normal school, for the logical product of such school is teachers of children, teachers who are to go out and train children in village and country so that they may become useful and competent citizens. Since citizens must have legitimate and lucrative occupations and since the science of mathematics is fundamental in all business transaction and constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School, the effort is made to train the student in a manner that will best fit him for work as teacher and also give him a comprehensive and thorough knowledge of the subject. The course is presented under three heads, namely, arithmetic, algebra and geometry.

Arithmetic—Arithmetic is presented for a half year in the first year class, and also for a half year in the junior class. In the first year the endeavor is to drill thoroughly in fundamental processes of arithmetic, broaden the view and establish a basis for the subject of algebra. In the junior year, in addition to thorough review and advanced investigation, the subject is presented from the teacher's standpoint and methods of teaching are freely discussed. First year; first semester. Junior year; first semester. Text—Elmer A. Lyman, *Advanced Arithmetic*.

Algebra—Algebra is based upon the work in arithmetic. Beginning with concrete and simple operations students are led to the development and comprehension of the more abstract and general truths. Special attention is given to the fundamental operations. Also close study is made of fractions, the equation as a means for solution of problems, simultaneous equations, quadratics, series, proportion, and logarithms. The subject is treated in a simple and careful way so that a student who has ordinary intelligence and who has mastered the grammar school arithmetic can do the work in algebra in a satisfactory manner. The work in algebra covers a period of one and one-half years. First year, second semester, and second year, first and second semesters. Text—Webster Wells, *Essentials of Algebra*.

Geometry—Geometry is offered in the third year of the course. It is continued for one year in which both plane and solid geometry are covered. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have clear understanding of the hypothesis. This fastens upon him the habit of close observation and prepares him to meet conditions everywhere and view them in proper light. The aim is, also, to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient proof before drawing conclusions. Third year. First and second semesters. Text—J. H. Gore, Plane and Solid Geometry.

DEPARTMENT OF HOUSEHOLD ARTS

Miss Francis

The general aim of the work is to teach the art of right living through the elevation of the ideals of the home, and through the application of scientific principles to the management and work of the household. The purpose is not only to insure a knowledge of the subject, but to develop habits of order, accuracy and self reliance, and to cultivate an appreciation of artistic effect as well as utility. The courses in Household Arts are intended to give familiarity with the best and most economical methods of home-making and housekeeping. By practical work, reference work and lectures, emphasis is brought to bear on the best ways of conducting a home healthfully, economically and comfortably. Two rooms in the basement of the main building are used for Household Arts. One is equipped for individual work in Domestic Science, the other has the necessary tables and machines for hand and machine sewing. The equipment is of the best and is not yet a year old. Courses in sewing and domestic science are given to the grammar grades of the Training School, sewing to the fifth, sixth, seventh and eighth grades, domestic science to the seventh and eighth. The course of study issued by the Territory for grammar schools is used.

Domestic Science—Course A—As the majority of the girls entering the Normal have had no school instruction in Household Arts, the work is necessarily elementary. The practical phase of the work is chiefly emphasized. Foods are prepared and served, and are classified with reference to the five good principles. Besides the cooking and serving of foods, the course includes the care of the kitchen and equipment, dish washing, measuring, general cleaning, the careful use of gas, and the practice in the use of ovens.

The meanings and definitions of certain terms are emphasized, for example: Fry, broil, simmer, boil, sauté. Some simple experiments are given as finding the temperature of boiling water, the effect of heat on eggs, and the action of various liquids upon baking powder and soda. First year. Two periods a week.

Domestic Science—Course B—This course is open to those who have completed Course A. The work is more advanced in practice and in theory. The foods cooked still cover the five food principles but are those which are more difficult of preparation. More experiments are introduced and some reference work is given. Groups of students prepare and serve meals after planning their menus, computing the cost and doing their own marketing. Practical lessons are given in each of the following subjects: Laundry work, home nursing, dietetics, home sanitation. Second year. Two periods a week.

Domestic Science—Course C—Elective—This course is offered to students beyond the second year, who have had no school training in domestic science. Two periods a week for twenty weeks.

Domestic Science—Course D—Elective—Students beyond the second year who have had domestic science for at least one semester may enter this course. Two periods a week for twenty weeks.

Sewing—Course A—If the students in this class have had hand sewing in the grades, the work given is chiefly with the machine. Undergarments are made from patterns drafted by the student. During the first semester all the stitches commonly used in hand sewing are reviewed. During the second semester the use of machine attachments is taught. Students who have had no hand sewing in other schools make useful articles by hand and are taught garment repairing during the first semester. Students completing this course have a working knowledge of all common stitches used in hand sewing, are able to use intelligently a machine and some of the attachments, and know how to draft a pattern for and make at least one undergarment. First year. One period a week for forty weeks.

Sewing—Course B—Students are eligible who have completed Course A. Drafting and use of patterns, making of garments on machine, use of machine attachments and embroidery stitches are taught. Second year. One period a week for forty weeks.

Sewing—Course C—All seniors who have had less than one semester's hand sewing in some school, beyond the sixth

grade, are required to take this course. Sufficient hand sewing is given that each student will know how to make, use and teach all the common stitches used in hand sewing. Senior year. One period a week for twenty weeks.

Sewing—Course D—Elective—Open to students beyond the second year who have had no sewing in school. Useful articles are made by hand to give a working knowledge of all the common stitches. One or two periods a week for twenty weeks.

Sewing—Course E—Elective—Open to students beyond the second year who have had hand and machine sewing in school. Advanced machine work is given. One or two periods a week for twenty weeks.

DEPARTMENT OF LATIN

Mr. Hall

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.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall be not less in amount than Caesar, *Gallic War I-IV*; Cicero, *Orations against Catiline, for the Manilian Law, and for Archias*; Vergil, *Aeneid I-IV*. But in range this amount or its equivalent may be selected from the following authors and works: Caesar, *Gallic War* and

Civil War, and *Nepos, Lives*; Cicero, *Orationes, Letters and De Senectute* and Sallust, *Catiline and Jugurthine War*; Vergil, *Bucolics, Georgics*, and *Aeneid*, and Ovid, *Metamorphoses, Fasti*, and *Tristia*; **Providing always** that this selection shall include the following as Prescribed Reading: Cicero, *for the Manilian Law* and *for Archias*; Vergil, *Aeneid i-ii* and either *iv* or *vi*.

The course is outlined as follows for 1910-1911:

Introductory: Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

Caesar: Gunnison and Harley, *Gallic War*, Silver, Burdett and Co., is the only text used for the second year work. Three recitations a week throughout the year in Caesar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

Cicero: Harkness, Kirkland and Williams, *Nine Orationes*, American Book Company. The orations *against Catiline* will be read in the junior year; also Merivale's Sallust's *Catiline*, The Macmillan Company. In the senior year the orations *for Archias* and *for the Manilian Law*; also *for Marcellus*, *for Ligarius*, and *the Fourteenth Phillipic*. Each class recites in Cicero twice a week throughout the year.

Vergil: Greenough and Kittredge, *Aeneid*, Ginn and Company. Books i-iii will be read in the junior year, and books iv-vi will be read in the senior year. Each class recites in Vergil twice a week throughout the year. Subject-matter, literary and historical allusions, and prosody as well as ability to translate will be demanded in all authors read.

Grammar and Composition: Every student in the junior and senior classes must have the following books: Pearson *Latin Composition*, American Book Co.; Allen and Greenough, *Latin Grammar*, Ginn and Co.; Browne, *Latin Word List*, Ginn and Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose will be rigidly required of each student

upon the completion of the four years' work in Latin. Juniors and seniors recite once a week throughout the year upon this work.

MANUAL TRAINING

Mr. Clark

This course affords opportunity for excellent preparation for workmanship and teachers of the subject. The laboratories are well 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: first, 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; second, to teach estimation of values and effects; third, 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 this work. 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 aim to embody such principles of construction and finish as are within the scope of the ability of the student in 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.

Training School Course—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. None but work well done will be accepted. Incorrect habits of workmanship are noted that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain term or year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings, and pupils are required to understand and read same at completion of the eighth grade with ability to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen tray, key rack, tooth brush holder, blotter pad; sixth grade, towel roller, spool holder, footstool, book rack, hexagonal tray, cutting board; seventh grade, wall pocket,

candle-stick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack; picture frame, square table, carved trays, lamp stand, chair. Thirty-six weeks. Two periods per week.

Normal Course—This course allows considerable latitude as to specific articles, but insists upon certain joints being executed: such as, haunched mortises and tenon, keyed mortise and tenon, half lap, half lap miter, dove tail, framing. The problems are made the foundation for discussion 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; some 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 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. The Normal course is divided into two parts: Academic work for first and second year students and professional work for juniors and seniors. Students who have completed the academic work and do not wish to pursue the professional course may elect to do advanced academic work.

Academic Course—The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, plate rack, picture frame, magazine case, truss framing, rafter cutting. Two periods a week. First and second years.

Professional Course—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 gen-

eral school work to a large extent. The students have access to a number of excellent manuals, art magazines, and industrial publications for suggestions and assistance. Two periods a week. Junior and senior years.

MILITARY DRILL

Mr. Irish

This work is intended to accomplish several important results. 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 graduation of authority and division of responsibility from private to captain furnish a valuable object lesson in government, while the actual 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. 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. Three periods a week.

DEPARTMENT OF MUSIC

Mr. Johnston

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. 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 music. Ample opportunity will be given for chorus practice, and 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. At least one important musical work is performed each year by the school,

under the direction of this department; usually an opera, suitably staged and costumed, has been given in the Spring, but this year it was decided to change the time of this event to Fall, or early winter. Such work affords students splendid opportunity for solo and chorus practice, and the new Auditorium, with its large stage and growing equipment will add greatly to the interest of this performance this year.

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 practicing, and such students may have stated hours assigned them upon application.

Voice culture and sight reading are the branches of music taught in the school, and three years are required to complete the course, divided as follows: 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. First year. Two periods per week. Text book—1st book, Melodic Course, Natural Music Series.

Scale and Song materials, continuing study of diatonic progressions, with the addition of study and practice of chromatic progressions, and progressions of the minor modes, both in melodic form and part singing. Second year. Two periods per week. Text book—2nd book, Melodic Course, Natural Music Series.

Work in sight reading is continued, instruction in elementary harmony given, and methods of teaching music in the public schools discussed. Third year. Two periods per week. Text books—3rd book, Melodic Course, Natural Music Series, and Emery's Elements of Harmony.

Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

BIOLOGICAL SCIENCE

Mr. Ayer

What has been said of the study of science in general may be applied in particular to the study of biology, and more and more is the consideration of living organisms become recognized as a fundamental factor of education. It will be the aim of the department to present in sequence the subjects of zoology, botany, and physiology, co-ordi-

nated into a unified course of biology. While the presentation of the course will employ strictly scientific methods, it will be adapted to the needs of teachers of nature study and physiology in the public schools.

Zoology—This course introduces the study of biology. After a preliminary survey of the purpose and scope of the course, the study of a typical insect, usually the locust is begun. Field study of its habits is followed by a careful and thorough laboratory study of its structure. This introduces the general principles of anatomy and familiarizes the students 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 zoology 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. G. W. Hunter and M. C. Valentine's *Laboratory Manual of Biology* is used in the laboratory, and Alvin Davison's *Practical Zoology* in the class-room. First semester. Second year. Three recitations and four laboratory periods a week.

Botany—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 of 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 in zoology terminates and that of botany begins with the joint consideration of the protozoa, the single-celled animals and the simple algae, the single-celled plants. Both of these groups are found in abundant variety on and near the campus. In this study the student learns the use and manipulation of the compound microscope. By means of these and class demonstrations with the projection lantern an accurate knowledge of cell life, and a clear understanding of the essential biological processes of nutrition, respiration, irritability, sensation, and reproduction are gained.

This is followed by an investigation of typical cryptogams, including a consideration of bacteria. This is succeeded by a laboratory study of the conditions affecting the germination and growth of the seed, the morphology, structure, and functions of the root, stem, leaf and flower. The course is concluded with the study of the chief families of flowering plants. 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 observations and investigations, and to illustrate the same by careful drawings and sketches. Hunter & Valentine's Laboratory Manual of Biology is used as a laboratory guide, and J. M. Coulter's Text Book on Botany in the class-room. Second semester. Second year. Three recitations and four laboratory periods a week.

Physiology—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. This course is planned to afford prospective teachers a practical knowledge of physiology, sufficient for the needs of public school teachers of physiology and hygiene. To this end frequent reference is made to the content and method of the better class of the common physiology text books. J. E. Peabody's *Lab. Exercises in Physiology and Anatomy* is used in the laboratory and Hough & Sedgwick's *The Human Mechanism* forms the basis of the text book work. Second semester. Third year. Recitations and laboratory periods the equivalent of five periods a week.

PHYSICAL SCIENCE

Mr. Irish

Physics, A.—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Milikan and Gale's *First Course in Physics* is used as a text. Junior year. First semester. Five periods a week.

Physics, B.—An additional semester's course of laboratory work in electrical measurement, sound, and light, accompanied by two lectures a week is open to those who have completed Course A, and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Junior year. Second semester. Five periods a week.

Chemistry—Two periods laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Course A in physics which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods

and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it 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 their compounds 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. First Principles of Chemistry by Brownlee and others is used as a text. Junior year. Second semester. Five periods a week.

EARTH SCIENCE

Mr. Irish

Physiography—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 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 and by the use of a good collection of lantern slides. 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 sections and profiles are taught early in the course in order that the student may be enabled to make use of the large stock of government topographic maps in the study of typical regions. The meteorological equipment includes a complete set of Green's thermometers, a good

barometer, barograph, thermograph, wind vane, anemometer, and rain gauge. The laboratory is supplied with wall maps, globes for class and individual use, relief models, and illustrative collections of rocks and minerals. Third year. First semester. Five times a week. Tarr's New Physical Geography is used as a text.

Geography—This course is intended as a thorough review of the subject preparatory to the year of practice teaching in the Training School. Methods of collecting and preparing illustrative material are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much practice 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 school library. A card index of articles of interest in this connection greatly facilitates the use of the library and periodicals. The leading geographical magazines are at the student's disposal. Junior year. Second semester. Five periods a week.

DEPARTMENT OF SPANISH

Miss Fernández

Spanish is the language of eighty millions of people, the greater part of whom now have active business relations with the United States. These relations are increasing rapidly through the acquisition of the Philippines and Puerto Rico, the steady investment of American capital in Mexico, the constructing of the Panama canal, and, chiefly, on account of the trade possibilities North Americans have seen in the great rich territory of South America. In truth, the best business opportunities of the day are offered to Spanish-speaking Americans with the necessary technical qualifications to identify themselves with the industrial development of Spanish America. A two years' course in Spanish is offered as an elective beginning the third year of the Normal course. High school graduates may elect Spanish the junior and senior years. In their entrance requirements in foreign languages, two years of Spanish are accepted as two units by the leading universities of the United States. The course is arranged as follows:

Elementary Spanish—In this year the foundation is laid for an enjoyable and thorough knowledge of the language. The work in grammar is enlivened with conversation and the reading of suitable prose. Text books—Worman, First Spanish Book, American Book Co.; Hills and Ford, Spanish Grammar, D. C. Heath & Co.; Bransby, Spanish Reader, D. C. Heath & Co.; Alarcón, El Capitán Veneno, D. C. Heath & Co.

Advanced Spanish—In the second year much attention is given to familiarizing the student with a wide range of idiomatic expression. Themes are written in Spanish upon the authors and works studied, and upon the historical development of the Spanish language and literature. In addition to the general work in conversation and composition, importance is attached to letter writing and the forms of commercial correspondence. Text books—Hills and Ford, Spanish Grammar, D. C. Heath & Co.; Ford's Spanish Composition, D. C. Heath & Co.; Galdós Doña Perfecta, American Book Co.; Larra, Partí a Tiempo, American Book Co.; Cervantes, El Cautivo, D. Appleton & Co.; Calderón, La Vida es Sueño, American Book Co.

The following are among the reference works available in the library: Galdós Electra; Hills, Bardos Cubanos; Alarcon, El Niño de la Bola; Nuñez de Arce, El Haz de Leña; Bretón ¿Quién es Ella?; Pereda, Pedro Sánchez; Echegaray, O Locura o Sanidad; Moratín, El Sí de las Niñas; Galdós, Marianela; Valdes, La Alegria del Capitán Ribot.

PHYSICAL CULTURE

The work in physical culture is now conducted in the new building, the lower floor of which is occupied by the gymnasium, which has been fitted with the necessary apparatus for a thorough course in physical culture. The apparatus includes chest-weights, quarter-circle travelling-rings, rowing machine, apparatus for corrective exercises and a piano. The ordinary work in calisthenics is given with instructions in Indian clubs, dumb-bells, wand and mat exercises.

The work is required of all girls of the first three years, but is elective the last two years. Special attention is given to the needs of individual students. A certificate from a recognized physician, stating that the exercise would be injurious is the only excuse accepted by the school for non-participation in the work. The girls must be provided with proper gymnasium suits

made according to specifications furnished by the instructor.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

Dr. Bolton, Mr. Matthews, Mr. Phelps

General Statement—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal and the second is open to the graduates of four years high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

Psychology—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text books, experimental demonstration and lecture. The purposes kept in mind are to teach the principles of the science as far as that can be done in so short a course, to show by presenting observations and by experiment how a knowledge of the subject has been built up and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by children and adults in ordinary daily life. The work is given the first semester of the junior year. Text book—J. R. Angell, *Psychology*, Henry Holt & Co.

Pedagogy—The course in pedagogy follows directly upon that of psychology. There are two purposes to be met in the course: first to show the principles of learning and to develop from these the principles of teaching, and second, to make the applications of the principles of learning and teaching to the subjects in the course of study. As the students of this course begin their practice teaching at the beginning of the senior year the latter part of the course is devoted to making preliminary preparation in the methods of teaching for the various subjects in the course of study for the Training School. The more detailed study of methods comes during the senior year. For this preliminary preparation the various methods, aims and purposes that have been suggested for each subject of study by educational writers are gone over and some lesson planning in each subject is given. Such standard works as Roark's *Method in Education*, Winterburn's *Method in Teaching* and Charters' *Method in Teaching* are followed.

Second semester. Junior year. Text books—W. A. Bagley, *The Educative Process*, The Macmillan Co.; Irving E. Miller, *The Psychology of Thinking*, The Macmillan Co.

Junior Observation—As a part of the preparation of Junior class for taking up the work in practice teaching the class is given the opportunity of observing the teaching of the seniors and critic teachers during a part of the year. The aim of this work is to cultivate in the prospective teacher the habit of accurate observation of teaching work together with the power of fidelity in the recording of the same. An outline of the various plans of lesson giving is placed in the hands of the students, and this is gone over in careful detail and then lessons in some subjects of the course of study are planned by the students according to this outline. The students are then assigned to classes of the training School to begin the work of observing. These are some of the points in the outline taken up in successive observations: The observation and recording of the important facts of the lesson observed just as these facts have developed—this is to be done without interpretation or interpolation; the division of the lesson into its various parts with the facts so arranged as to show the type and divisions of the lesson; the methods of questioning both in relation to the subject matter of the lesson and to the control of the class through the method of questioning; the encouragement and discouragement of pupils together with their manner and attitude towards their teachers; the relations of successive lessons to one another are studied by making two successive observations in the same class—two or three sets of such double observations are made by each observer. The observations are written up immediately and as soon as possible thereafter the lesson or lessons are gone over by the critic teachers in the presence of the student teacher and the observers.

History of Education—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text book, reports by the students and lectures. First semester. Senior year. Text book—Paul Monroe, *Text Book in the History of Education*, The Macmillan Co.

Ethics and Child Study—The work in Ethics aims to awaken in the students a clear consciousness of the vital

importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. It is hoped that the students may be led to reflect upon the social order that is spread out before them to the end they may more easily adjust themselves to society as they find it. In the work in child study an attempt will be made to present the moral growth of children in its general relations to physical development and health. The student should be brought into that sympathetic contact with child life which is the only ground for a rational understanding of child nature and the successful handling of it. Second semester. Senior year. Text book—Dewey and Tufts, *Ethics*, Holt & Co.

School Economy and School Law—Instruction is given in these subjects during the last semester in the senior year. The work in *School Economy* is especially adapted to the needs of teachers who must manage schools without the help of a principal, and it deals with practical problems that arise in everyday school rooms of every grade. Rural school problems are given special attention. Among the topics included in the course is school organization; classification and grading of pupils; school discipline; the relation of teacher to pupils, parents, and social environments; arrangement of exercises and provisions relating to order; the keeping of records and making reports; the lighting, heating, ventilating, seating, and decorating of school work because of lack of knowledge of what to do when various problems of management arise, and it is the object of the course to help in this direction.

The course in school law aims to acquaint the students thoroughly with the school laws of the Territory, and to compare our laws with similar ones of other states and territories with a view of arousing an interest in the legislative enactment of such amendments to our school laws as will have a tendency to benefit our public school system. The course embraces a careful study of the laws relating to territorial, county and city supervision, including the powers and duties of Boards of Education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing school districts; the laws relating to school revenues derived from territorial, county and district taxation, including the apportionment of the same; uniform text books, course of study, and

library; regular school elections, bond elections, and district meetings, defining legal voters at each; the laws relating to compulsory education, teachers' institutes, census marshals, arboriculture, and special instruction, including kindergarten, manual training, domestic science, drawing, music and commercial courses.

Methods of Teaching—The work in methods of teaching covers three-quarters of a full year's work, the fourth quarter of the same year being devoted to the study of school law and school economy. There are two aspects to the work in methods as presented by the Normal: there is the work in the fundamental subjects of the course of study which includes reading, language and grammar, arithmetic, history, geography and elementary science or nature study; second, the work in special subjects such as hand work, drawing, rhythm and music. In the method work upon the fundamental subjects McMurray's special method books are followed. These books are carefully read and discussed. The subjects of the course of study which they treat are fully outlined and the types of lessons best suited to the various divisions of the subjects are suggested and planned. Some of the lessons that have been given in the Training School by the members of the class are gone over and further devices for improvement are suggested. The special methods are given by the critic teachers, each of whom is an expert in the methods and teaching of one or more of the special subjects:

Hand Work—The plans and aims of this work are designed to be of practical use to the teacher. It enables the graduate to teach art, basketry, weaving, cord work, paper sloyd, folding and cutting, not only as a subject but in its relation to other subjects. The materials used are such as the teacher will find accessible in any school.

Music and Rhythm—The seniors are given methods in teaching music according as it is taught in the grades from the first to the eighth and all the material with which they are supplied has the same direct connection with the music of the grades. In this work an effort is made to acquaint the student with the material used in teaching music in the public school and the manner of conducting a music class. Such points as rote singing, treatment of monotones, rhythm-scale song, interval drill, ear training, sight reading and part singing are taken up and discussed, this work being graded according to the course given in the Modern Music Series, the text prescribed by law for the schools of Arizona. Seniors are given instruction in rhythm, being taught many singing games, action songs and folk dances

such as they should be able to teach in the lower grade music classes.

The Training School—The practice teaching given to the senior class is done in the Training School which has been established in connection with the Normal. The funds necessary for the founding of this school were appropriated by the Twenty-third Legislative Assembly of the Territory and the organization and administration of the school were provided for by statute: (Session Laws of the Twenty-fifth Legislative Assembly):

Chapter 87. Section 1. That every Normal Training School now or hereafter established in connection with a Normal School of Arizona shall for all purposes except as hereinafter provided be deemed and taken to be a part of the public school system and a branch of the public schools of the school district within which such training school shall be located and shall be governed by the Laws and Regulations relating to the public schools of Arizona, except as otherwise provided in this Act.

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Section 3. Every such Training School shall at all times be under the supervision, control and management of the governing board of the Normal School in connection with which it is established, Provided, however, that all teachers employed to teach in such training school, except the director or principal thereof, shall be employed by the governing board of such Normal School and the trustees of the school district in which such training school shall be located, acting jointly. And the school district in which such training school shall be located shall pay such portion of the total amount of the salaries or other compensation as may be paid each year to the teachers and other employees at such training school, employed by the joint action of both such boards, as shall be equal to one-half the amount of school moneys which it shall be entitled to have apportioned to it on account of the attendance at such training school during the preceding school year, Provided that pupils attending such training school from another school district than that in which such Normal School is located shall not be accredited with attendance in the school district in which said Normal School is situated.

Section 4. The governing board of such Normal School and the Board of Trustees of the district in which such Training School shall be located shall jointly prescribe from time to time such rules and regulations as they may deem proper governing the admission and attendance at

such Training School of children of school age residing within such school district and governing all pupils in changing the place of their attendance from such training school to another public school in such school district or vice versa. But the governing board of such Normal School shall at all times have the right to admit all children of school age residing within such school district not then registered during that year for attendance at another public school of such district to attendance at such training school up to such number as may be necessary or proper for the conduct of such training school and for the proper and efficient training of students from such Normal School in practice and profession of teaching.

The purpose of this school and the sole ground of its existence lie in the fact that it was to give opportunity to the graduates of the Normal for practice in teaching; its organization and nature turn upon this fact. However it is a school where children are taught the elements of an education, and the standards of work are maintained at as high a level as it is possible for skillful management and expert teaching to bring them. The Territorial course of study is in force in the school.

The building contains nine recitation rooms, two offices and one large double assembly room. It is a model of convenience and hygienic arrangement and is fitted with every modern device and all materials necessary to supplement the work of teaching a model school. The pupils of the school are drawn from the city of Tempe and its environs. All eight grades are represented. According to the present arrangement a child may enter the Training School in the first grade and with the completion of the work in the eight grades pass directly into the Normal. The number of pupils is limited, wherefore application should be made in advance for the admission of pupils. Admission of pupils will be made in the order of the application. The same method will be followed in filling vacancies that may occur during the year. The places of children who do not return at the opening of school in the fall will be filled by the children whose names stand upon the list in the order in which they appear. The advantages of the school lie in the fact of its exceptional equipment and in the expert individual supervision which is given the children. The play grounds are spacious and afford ample opportunity for healthful and wholesome play and exercise. A garden is maintained in connection with the school where the children are given opportunity to plant and watch the growth of flowers and vegetables.

Practice Teaching—At the beginning of each quarter the

seniors are assigned classes in the Training School. Each student then teaches four different classes for nine weeks during the year. As far as possible it is in a different grade and a different subject each time. After being assigned to a class the student teacher is given an outline of the subject which is to be taught. From this outline lessons are planned two before they are to be given and handed in to the critic teacher in charge of the grade. The lessons are then criticised and the student teacher is required to meet with the critic for a final discussion of the lesson before it is to be given. In this it is hoped that the teaching may be brought to the highest degree of practical efficiency and the sources of error reduced to the lowest limit. The student teachers are expected to consult frequently with the director of the practice teaching and with the teachers of the Normal who teach the same subjects in the Normal as they do in the Training School. It is required that the teachers of the Normal visit the classes in the Training School and assist in making further improvements in the methods of teaching their subjects.

Visiting of Schools—As a further adjunct to the teaching of methods and the preparation of the students to take up the work of actual teacher, the public school authorities have extended to the senior class the privilege of visiting the schools of Tempe. Furthermore as the graduates of the Normal must in most cases teach for a year or two in the country or rural schools, a plan of taking the senior class to visit the rural schools in the vicinity of Tempe under the charge of their critics has been carried out for several years. This has been looked upon as a most helpful device in making real the work of teaching in this class of schools.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations	Number of Recitations	Length of Recitations
Arithmetic			5	25	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	25	10	30	10	30	10	30	5	30	3	45	3	45
Writing	5	20	5	20	5	20	5	20	5	20	2	20	.....	.....	.....	.....
Spelling	5	20	5	20	5	15	5	15	5	15	5	15	3	25	5	25
Language.....	5	25	5	25	5	25	5	25	.....	.....	.....	.....	.....	.....	.....	.....
History.....	.....	.....	.....	.....	.....	.....	.....	.....	‡5	20	5	45	5	45	*5	45
Drawing.....	5	25	5	25	5	20	5	20	3	45	3	45	3	45	3	45
Manual Training and Hand Work	.....	.....	.....	.....	.....	.....	.....	.....	2	45	2	45	2	45	2	45
Domestic Science.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	90	1	90
Sewing.....	.....	.....	.....	.....	.....	.....	.....	.....	1	45	1	45	1	45	1	45
Music.....	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20
Geography.....	.....	.....	.....	.....	5	45	5	45	5	45	5	45	5	45	*5	45
Grammar and Composition.....	.....	.....	.....	.....	.....	.....	.....	.....	5	45	5	45	5	45	5	45
Civics.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	‡5	45
Physiology.....	.....	.....	.....	.....	.....	.....	.....	.....	*5	25	*5	25	2	45	‡5	45
Nature Study.....	2	20	2	20	2	20	2	20	2	25	2	25	2	25	2	25

*First Semester. †Second Semester.

NOTE—The domestic science requires a double period and displaces two other studies once a week. The periods of 45 minutes include study periods for some studies.

Library and Museum

Miss Peters

Library—The library and reading room occupy two well-lighted rooms on the first floor of the Main building. At present there are about six thousand volumes, and in addition to this many valuable and useful government publications. There are complete sets of encyclopedias, biographical dictionaries, gazetteers, atlas, etc., some of which are placed in the assembly hall and in the several recitation rooms, so that the students may more conveniently consult them at any time. The books are classified according to the Dewey decimal system, which places all books on a kindred subject together on the shelves. A dictionary card catalog giving author, title and subject, greatly increases the usefulness of the library.

Library Instruction—A brief course in Library Instruction has been prepared for those who wish to take it. The first part of the course will include talks on the use of the library in general—classification and arrangement of books, use of card catalog and periodical indexes. The second part of the course will include the relation between library and school, book-binding, book selection and buying, preparation for the shelves, accessioning, classification and book numbers, cataloging and charging systems.

Besides the books in the cases the library is supplied with the following list of magazines which are bound at the end of the year, regularly entered and placed on the shelves with the other books: Advocate of Peace, American Architect, American Botanist, American Boy, American Carpenter and Builder, American Educational Review, American Historical Review, American Journal of Archaeology, American Journal of Philology, American Physical Education Review, American Political Science Review, Annals of the American Academy, Army and Navy Register, Atlantic Monthly Book Review Digest, Boston Cooking School Magazine, Botanical Gazette, Century, Classic Journal, Classical Philology, Classical Review, Classical Weekly, Collier's Weekly, Concrete, Craftsman, Cumulative Book Index, Current Events, Current Literature, Dietetic and Hygiene Gazette, Edinburgh Review, Education, Educational Review, Elementary

School Teacher, Electrical Age, Electrical World, Engineering Magazine, Etude, Everybody's, Forum, Government Publications, Harper's Monthly, Hints, House Beautiful, Independent, International Studies, Journal of Geography, Journal of Geology, Journal of Home Economics, Journal of Philosophy, Psychology and Scientific Methods, Keramic Studio, Las Novedades, Library Journal, Literary Digest, Machinery—Eng. ed., Machinery—Shop ed., Manual Training Magazine, Musician, Nation, National Geographic Magazine, National Guard, National Prohibitionist, Nature, North American Review, Outlook, Pedagogical Seminary, Physical Culture, Plant World, Political Science Quarterly, Popular Educator, Popular Mechanics, Popular Science Monthly, Posse Gymnasium Journal, Primary Education, Psyche, Psychological Review, Psychological Bulletin, Pure Products, Readers Guide to Periodical Literature, Review of Reviews, St. Nicholas, School Arts Book, School Hygiene, School Music, School Review, School Science and Mathematics, Science, Scientific American and Supplement, Spectator, Suburban Life, Survey, Teachers' Monographs, Technical World, Western Journal of Education, World's Work, Youth's Companion.

Museum—The museum occupies a well-lighted room 50x20 feet on the second floor of the Science building. While it is yet in its formative stage, it already contains a set of typical minerals and a fair sized collection of minerals representative of the mining industries of Arizona. Valuable additions to these collections are made from time to time by friends of the institution. It is intended to make the museum a strong educational feature of the school by arranging the collections so that they may be of use in the nature study and geology work of the Training School.

The Student—"The Tempe Normal Student" is a weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work frequently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

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. In addition to these medals three other silver trophy cups are offered in athletics to be competed for the various classes of the Normal. These inter-class contests have played an important role in the life of the school and have done not a little to the fostering of a wholesome rivalry among the classes, and they are besides a valuable adjunct to the work in physical culture.

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 work of the students in these societies is considered a part of the regular work of the school. The regular meetings of the societies are held Wednesday afternoon from 4:00 to 4:50, and public programs are prepared 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 work and to public extemporaneous speaking. The members of the faculty are honorary members of all societies. 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. Its time of meeting is Wednesday evening.

Lectures—Effort is made to arrange for a series of public lectures by members of the faculty and others from the outside who may be available. Prominent people visiting Tempe are frequently secured to give short talks from the rostrum at the opening exercises in the morning.

Athletics

Students are urged to take an active part in athletic games and exercises. The athletic training is under the personal charge of regular members of the faculty. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The athletic work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student" and stand as prizes to be contended for annually by the various class teams in track, tennis and basketball.

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 are held with other leading schools not represented in the tournament.

Basketball—A Basketball association is maintained by the young women of the school, who find in this form of exercise a wholesome sort of outdoor recreation and amusement. Two excellent courts for this game are located upon the campus, convenient to the girls' hall, and the games are under the supervision of a member of the faculty. Much interest and a healthy spirit of rivalry are aroused by the annual contest for the silver cup offered by the management of the Student. This trophy is awarded each year to the class whose representative team wins the largest number of games in the inter-class series. This honor passed, this year, to the class of 1911. In addition to the inter-class games, several match games are played each year with teams from other institutions. This year's team won the

silver cup representing the championship of the Salt River Valley.

Track—The development of track athletics at the Normal has been most remarkable. . Notwithstanding the fact that the comparative number of boys attending the Normal is small, their track teams have not only won numerous championships, but have attained a standard creditable to any college or university team. The Normal School is a member of the Arizona Interscholastic Athletic Association which conducts annual track meets among the representative schools of the territory. Last season the Normal team won the championship making more points than all of the other teams combined. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. Individuality, self-reliance and self-control are encouraged here as elsewhere, and with equally favorable results. There is a fine track on the campus for distance events and a 220-yard straight-away course for sprints. Suitable apparatus for all the standard events has been purchased and all young men are urged to enter this field of athletics.

Baseball—Efficiency in baseball has been gradually attained until the Normal team is now one of the best in the Southwest. During the past year it not only won the championship of the Valley Interscholastic league, but the amateur championship of the territory. During the past five years they have won the championship four times. Only bona fide students in good standing in their classes and deportment are permitted to become members of the teams. Besides the interscholastic series of nine games, an annual series of games is played with the University of Arizona and other leading teams. The Normal diamond, located on the campus, is reputed to be the finest in the territory. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies.

Register for 1909-1910

NORMAL DEPARTMENT

Alexander, Don.....Pima Agency	Crook, Pearl.....Tempe
Alexander, Enid.....Tempe	Cummings, June.....Tempe
Alexander, Marie.....Tempe	Cummings, Lucy.....Tempe
Augustine, Clara.....Mayer	Cummins, Blanche.....Tempe
Austin, Beulah.....Tempe	Davis, Frances.....Phoenix
Baker, Agnes.....Tucson	Dean, Moffatt.....Gila Bend
Baker, Annie.....Tucson	Diaz, Antonia.....Solomonville
Barbour, Winona.....Tempe	Dichtenmiller, Lena.....Clifton
Barkley, Robena.....Glendale	Dickinson, Jessie.....Tempe
Barr, Hazel.....Phoenix	Dickinson, Meda.....Tempe
Beardsley, Eunice.....Helvetia	Dines, Flossie.....Tempe
Beddow, Mabel.....Lowell	Doherty, Edith.....Nogales
Belknap, Carroll.....El Paso, Tex.	Dorsett, Pearl.....Spartanburg, S.C.
Bell, Emma.....Valley City, N. D.	Douglass, Dorothy.....Tucson
Billingsley, Ethel.....Clifton	Duffy, Mary.....Tucson
Blake, Parley.....Tempe	Duncan, Carrie.....Bisbee
Blakely, Ted.....Kingman	Dunlap, Mary.....Douglas
Blendinger, Katherine.....Phoenix	Dykes, Leonard.....Mesa
Blount, Anna.....Phoenix	Ellingson, Alma.....Phoenix
Bond, Eliza.....Mesa	Ellington, Jennie.....Phoenix
Bone, Katherine.....Phoenix	Everett, George.....D.quesne
Bowden, Albertina.....Miami	Everett, Grace.....D.quesne
Brady, Forest.....Tempe	Felch, Bessie.....Phoenix
Braly, Inez.....Phoenix	Fike, Aura.....Naco
Branaman, Lillian.....Florence	Finch, Bert.....Tempe
Brandenberg, Annie.....Winkelman	Finch, Lora.....Tempe
Breedlove, Fannie.....Phoenix	Fogal, Edythe.....Tempe
Brown, Burnadette.....Tombstone	Goodfellow, Lillias.....Pine
Brown, George.....Tombstone	Goodwin, Leona.....Tempe
Calkins, Francis.....Tempe	Goodwin, Olga.....Phoenix
Carrol, Hazel.....Mesa	Gordon, Erna.....Phoenix
Carroll, Anna.....Phoenix	Graham, Mary.....Steelville, Mo.
Carter, Courtlandt.....	Griffen, Horace.....Tempe
.....Walnut Grove	Griffin, Mary.....Tempe
Carter, Glenna.....Walnut Grove	Haby, Romeo.....Wilcox
Casanega, Flora.....Calabasas	Halbert, Jackson.....Tempe
Casanega, Nellie.....Calabasas	Halleck, June.....Signal
Chilson, Bessie.....Tempe	Hanson, Wiley.....Tempe
Coffman, Edna.....	Harbeson, Nina.....Tombstone
.....Long Beach, Cal.	Harmon, Pansy.....Tempe
Coffman, Helen.....	Hart, Mildred.....Bisbee
.....Long Beach, Cal.	Haulot, Leon.....Phoenix
Cole, Charles.....Tempe	Heaton, Hazel.....Mesa
Cole, Lena.....Tempe	Hendrix, Bertrande.....Tempe
Cole, Lois.....Tempe	Higgins, Rena.....Mammoth
Cole, Maude.....Tempe	Hodnett, Geraldine.....Tempe
Cole, Rita.....Tempe	Holmesley, Hallie.....Tempe
Conroy, Olive.....Tempe	Johnson, Ruby.....Hereford
Cooke, Ercel.....Globe	Johnston, Edith.....Tempe
Corbell, Mary.....Tempe	Johnston, Ida.....Los Angeles, Cal.
Corbell, Paul.....Tempe	Johnston, Kenneth.....Tempe
Corbell, Victor.....Tempe	Johnston, Ola.....Junction
Cox, Loreen.....Jerome	Jordan, Bradley.....Los Angeles
Coyle, Velma.....Phoenix	Jungermann, Albert.....Tempe
Craig, Edward.....Tempe	Jungermann, Otto.....Tempe
Creighton, Norma.....Phoenix	Keating, Lulu.....Bisbee
Critchley, Dan.....Tombstone	Keating, Mary.....Florence

Kiesling, Marguerite.....	Medford, Wis.	Robbins, Ruth.....	Tempe
Kittle, Grace.....	Globe	Robertson, Dorris.....	Mesa
Kittle, Ruth.....	Globe	Robinson, Fern.....	Jerome
Larson, Nathaly.....	Bisbee	Rogers, Elva.....	Mesa
Larson, Robert.....	Bisbee	Rogers, Grace.....	Mesa
Lassator, Laura.....	Safford	Rogers, Mabel.....	Mesa
Leavell, Marjorie.....	Tempe	Sandoz, Vernice.....	Tempe
Lee, Irma.....	Phoenix	Schoshusen, Flora.....	Tempe
Lee, Ivy.....	Phoenix	Scott, Vera.....	Detroit, Mich.
Lemons, Paschal.....	Pearce	Sheldon, Joe.....	El Paso, Tex.
Lewis, Amy.....	Tempe	Shew, Edna.....	Walnut Grove
Lorona, Eliza.....	Florence	Shivers, Maud.....	Solomonville
Lynch, John.....	Ray	Sine, Eva.....	Tucson
McComas, Ruth.....	Tempe	Smith, Aileen.....	Douglas
McGill, Laura.....	Tombstone	Spear, Lola.....	Tempe
McGowen, Gladys.....	Globe	Standage, Earl.....	Mesa
McKay, May.....	Congress	Stayton, Lillian.....	Humboldt
McKay, Nettie.....	Congress	Stewart, Marie.....	Tempe
McKee, Marguerite.....	Phoenix	Stewart, May.....	Florence
McNeley, Allene.....	Phoenix	Stewart, Norton.....	Mesa
McNulty, Frances.....	Tempe	Stewart, Olin.....	Mesa
Martin, Arthur.....	Cline	Strumm, Ethel.....	Miami
Meskimons, Lillian.....	Tempe	Sturgeon, Beulah.....	Tempe
Meskimons, Lucile.....	Tempe	Swiggett, Charles.....	Phoenix
Miller, Emma.....	Tempe	Tamborino, Dorothy.....	Congress
Miller, Lyda.....	Tempe	Terrell, Mary.....	Clifton
Miller, Rose.....	Tempe	Thiel, Alice.....	Tombstone
Millet, Neoma.....	Mesa	Thomas, Charles.....	Globe
Morrison, Lucille.....	Prescott	Thomas, Frank.....	Globe
Moss, Florence.....	Tempe	Thomas, Margarita.....	Globe
Mullen, Cecil.....	Tempe	Thompson, Josie.....	.....
Mullen, Edith.....	Tempe	.....	Spring Valley, Ill.
Mullen, John.....	Tempe	Tompkins, Amy.....	Phoenix
Mullen, Lois.....	Tempe	Tompkins, Ruby.....	Phoenix
Mumford, Hazel.....	Mesa	Tong, Anna.....	Bisbee
Nash, Lucy.....	Miami	Tong, Maude.....	Bisbee
Nash, William.....	Miami	Treat, Gussie.....	Flagstaff
Nichols, Warren.....	Tempe	Tucker, Nettie.....	Tempe
Oxley, Ruth.....	Twin Buttes	Turner, Eva.....	Tempe
Painter, Juanita.....	Tempe	Turner, Ruth.....	Tempe
Parry, Katherine.....	Tempe	Waddell, Beulah.....	Safford
Passay, Viola.....	Mesa	Waddell, Laveda.....	Safford
Pattee, Leonard.....	Florence	Walker, Lucile.....	Phoenix
Pearce, Zetta.....	Mesa	Warner, Edith.....	Tempe
Pear, Dan.....	Casa Grande	Waterhouse, Jessie.....	Tempe
Peck, Helen.....	Worcester, Mass.	Weaver, Anna.....	Forbes, Mo.
Peck, Ralph.....	Marshallfield, Wis.	Webb, Mabel.....	Roosevelt
Perkins, Benjamin.....	Junction	Webb, May.....	Douglas
Perry, Altha.....	Kingman	Webb, Norma.....	Roosevelt
Pickrell, Charles.....	Phoenix	Weedin, Jennie.....	Florence
Pieper, Emma.....	Payson	Weir, Irene.....	Tempe
Priest, Annie.....	Tempe	Welborn, Lela.....	Phoenix
Quinn, Mabel.....	Tempe	White, Garland.....	Tempe
Rafoth, Lulu.....	Bisbee	Wilcox, Georgia.....	Tombstone
Rice, Bessie.....	Phoenix	Williams, Bradford.....	Thatcher
Richards, Ethel.....	Tempe	Windes, Cecil.....	Tempe
Robbins, Irene.....	Tempe	Windes, Eustace.....	Mercer, Tenn.
		Wood, Grace.....	Tempe

TRAINING DEPARTMENT

Austin, Harold	Galas, Elisa	Meyer, Albert
Asedo, Artura	Galas, Miguel	Moss, Bryan
Benetes, Angelita	Galas, Carmen	Meyer, Carl
Benetes, Fred	Galas, Petra	Murchison, Dan
Benetes, Jose	George, Verda	Noreiga, Beatrice
Benetes, Pedro	Geach, Frances	Oviedo, Rosa
Blount, Raymond	Griffin, Evelyn	Oviedo, Marguerita
Brown, Elvin	Haulot, Gertrude	Oviedo, Susie
Blount, Marie	Horn, Rolla	Pattee, Cecilia
Blount, Paul	Hudlow, Lois	Pulsifer, Maurice
Bauer, Marie	Ruiz, Joe	Perry, Cipo
Bracamonte, Mary	Halbert, Crellie	Perry, Walter
Bracamonte, Angel	Hanson, Luc,	Pulsifer Paul
Cole, Roy	Haulot, Helen	Perry, Wesley
Crafts, Lowell	Harbeson, Kenneth	Pulsifer, Dean
Cooper, Minnie	Hurtado, Jose	Perry, Eddie
Chase, Ruth	Hudlow, Mary	Perkins, Fannie
Crook, Alta	Imperial, Amulia	Roma, Rita
Coffman, Helen	Johnston, Myrtle	Robbins, Dick
Chilson, Warren	Johnston, Janet	Ruiz, Mary
Chase, Iola	Jordon, Seas	Ruiz, Josie
Calkins, Mary	Johnston, Roland	Rydberg, Ivar
Calkins, Dorothy	Johnston, Dorothy	Surface, Henry
Corbell, Ethel	Johnston, Helen	Sarratigue, Georgia
Carter, George	Kirkpatrick, Earl	Soso, Renaldo
Cole, Annie	Kirkpatrick, Helen	Spangler, Ruth
Cole, Ruthie	Knight, Alice	Smith, Owen
Crook, Lamer	Kirkpatrick, Robert	Suratos, Gregoria
Cole, Lewis	Laney, Grant	Seals, Irving
Corbell,, Ethel	Lohman, Henry	Stone, Frank
Chilson, Edna	Love, Ernest	Simmons, Linton
Crook, Veiva	Le Sieur, Harold	Spangler, Lulu
Chilson, Wilmirth	Lee, Walter	Spangler, Lola
Cole, William	McGrath, Pearl	Seals, Neva
Dobbie, Searles	Mendez, Ramon	Stone, Isabella
Flummerfelt, Percy	Miller, Floyd	Strumm, Irvine
Fisk, Warren	Meyer, Margaret	Scudder, Lucille
Frizzell, Stella	Moss, Lulu	Sedig, Herman
Frizzell, Florence	Matley, Welcome	Siprell, Earl
Fisk, Louise	Miller, Charlie	Teeter, Ronald
Goodwin, Alverta	Miller, Horace	Teeter, Zella
Geary, Helen	Meyer, Clifford	Thatcher, Tom
Goodwin, Gordon	McLennan, Kenneth	Turner, Ruth
Green, Fred	Miller, Anna	Tong, Raymond
George, Mark	Miller, Gussie	Thatcher, George
George, Burney	Manley, Mildred	Teeter, Earl

Triplet, Myrtle	Uvez, Carmelita	Williams, Myrtle
Teeter, Sam	Van Riter, John	Wood, Stanley
Teeter, Glen	Valencia, Lupita	White, Elvin
Teeter, Eva	Warner, Ruth	Watson, Ernest
Turner, Nevada	Williams, Susie	Walker, Marjorie
Tucker, Myrtle	Williams, Hazel	Zimmerman, Wesley
Tucker, Elyott	Willet, Eli	Zimmerman, Erdine
Tong, James	Windes, Teldon	Zimmerman, Erma
Uvez, Francis	White, Irvil	Zimmerman, Marcia
Uvez, Manuel	Westover, Stella	

SUMMARY OF REGISTRATION

Normal Department	225
Training Department	166
	381
Total.....	381

Alumni Register

NAME	ADDRESS
CLASS OF 1887	
Etta Bromell (Mrs. J. Webster Johnson).....	Los Angeles, Cal.
Georgia A. Holmesley.....	Clifton
Reese M. Ling (District Attorney, Yavapai County).....	Prescott
Colonel J. H. McClintock.....	Postmaster, Phoenix
Gertrude Pomeroy * .....	.....
CLASS OF 1888	
Kate Cummings (Mrs. Fisher Bailey).....	Tempe
Martha Sears * .....	.....
Henry Q. Robertson.....	Mesa
CLASS OF 1890	
Nanna Brown (Mrs. John Knight).....	Tempe
Lena Coughran (Mrs. J. M. Sears).....	Tempe
CLASS OF 1891	
Lee Gray, LL. B. (Yale, 1893) (Attorney).....	Los Angeles, Cal.
Josephine Frankenberg.....	Tempe
CLASS OF 1892	
Lillian J. McAllister.....	Los Angeles, Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith).....	Tucson
CLASS OF 1893	
Mamie Anderson (Mrs. J. E. Boyd).....	Wickenburg
Agnes Halbert .....	.....
W. I. Melton.....	Toluca, Cal.
Lidia Rembert.....	San Francisco, Cal.
Mary Wingar (Mrs. Harry Archibald).....	Pasadena, Cal.
Chas. C. Woolf, LL. B., (Univ. of Colo.) (Attorney).....	Tempe
CLASS OF 1894	
Myrtle Alpin (Physician at Napa Insane Asylum)	East Highland, Cal.
Joseph T. Birchett.....	Tempe
Addine Bury (Mrs. Ira Reedy).....	La Cananea
Nettie Clay (Mrs. Ashby Hawes).....	Tempe
Agnes Dobbie (Mrs. J. D. Loper).....	Phoenix
Allie Gray (Mrs. Joe Sparks).....	El Paso, Texas
Leroy F. Hill.....	Birmingham, Ala.
Mary E. McNeill.....	Tempe

*Deceased.

NAME	ADDRESS
John Metz	Tucson
Blanche Newell	Mesa
Rosina Pomeroy	Mesa
Ella Sanders (Mrs. Louis Cordon).....	Shumway, Miss.
Anna R. Stewart.....	Tempe
Ida M. Woolf (Mrs. A. J. O'Connor)	Tempe

CLASS OF 1895

Mariam Auderson (Mrs. M. A. Davenport).....	Wickenburg
John R. Brichett.....	Tempe
John J. Carroll.....	Tempe
Carrie Culver.....	Corona, Cal.
Lottie Gibson (Mrs. R. L. Mullen).....	Tempe
Allie Holmesley (Mrs. Josiah Williams).....	Pima
J. Wallace Morse.....	St. Louis, Mo.
Chas. P. Mullen.....	Tempe
Roscoe Walsworth, LL. D (Harvard University '05).....	Boston
Maude J. Welcome (Mrs. Hudson Searles).....	Tucson
Bertha Wilson	Tempe
E. Stanley Windes (Mrs. Metzgar).....	Tempe

CLASS OF 1896

J. Lawrence Abell.....	Tucson
Nellie C. Culver (Mrs. Roy Frankenberg).....	Imperial, Cal.
Don J. Frankenberg.....	Tempe
Nott E. Guild.....	Red Rock
Florence G. Hanna (Mrs. J. B. Flummerfelt).....	Tempe
Carl T. Hayden.....	Sheriff Maricopa Co., Phoenix
Jane M. Hedgepeth.....	Phoenix
Lewis G. Hedgepeth.....	Phoenix
Georgia A. Hendrix (Mrs. I. C. Austin).....	Nordheim, Tex.
Amina W. McNaughton (A. B. 1898).....	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill).....	Benson
Julia R. Nichols (Mrs. C. B. Calhoon).....	Tempe
Bertha M. White (Mrs. Reesc).....	Bisbee
Roy Frankenberg.....	Imperial, Cal.

CLASS OF 1897

May A. Austin (Mrs. William M. Goodwin).....	Tempe
Julius G. Hansen.....	Los Angeles, Cal.
Adele Hauxhurst	Redondo, Cal.
May C. Huffer (Mrs. Bondhower).....	Globe
Jane P. Martin (Mrs. Verner A. Vanderhoof).....	Scottsdale
Ana M. Miller (Mrs. L. D. Yeager).....	Phoenix
Clara M. Miller * (Mrs. Z. M. Zander).....	

NAME	ADDRESS
Flora L. Mills *	.....
J. Oscar Mullen.....	Postmaster, Tempe
Ada M. Payton (Mrs. William Dodenhoff).....	Phoenix
Mary C. Robinson (Mrs. W. J. Bowen).....	Mesa
Lucy M. Schwarz.....	Mesa
Addie Sirrine (Mrs. Ellis Johnson).....	Mesa
Verner A. Vanderhoff.....	Scottsdale
Walter S. Wilson.....	Phoenix
Alice B. Windes.....	Santa Ana, Cal.

CLASS OF 1898

Edith R. Abell (Mrs. Drane).....	Mesa
Mary C. Bosbyshell (Mrs. Chas. Rhone).....	Douglas
Flora N. Cohn.....	Los Angeles, Cal.
Elizabeth W. England *	.....
Louie V. Gage (Mrs. Dennett).....	Silver Bell
Una B. Hanna (Mrs. E. G. Decker).....	Kingman
J. Wesley Hill.....	Phoenix
Olive J. Maxwell (Mrs. C. A. Stewart).....	Los Angeles, Cal.
Florence A. McKee (Mrs. Chas. Arnold).....	Phoenix
Julia E. Melton.....	Downey, Cal.
Mary R. Moore (Mrs. J. T. Hood).....	Bisbee
Ethel M. Orme (Mrs. E. W. Lewis).....	Phoenix
Charlotte E. Perry (Mrs. Homer Redden).....	Long Beach, Cal.
William R. Price.....	Phoenix
Clyde A. Stewart.....	Los Angeles
Ida Warren Swiggett (Mrs. Van Kirk).....	Phoenix
Walter H. Wilbur.....	Banker, Tempe

CLASS OF 1899

Garnett Allison.....	Mesa
Bessie Frances Archibald.....	Los Angeles, Cal.
Eva L. Bowyer (Mrs. E. N. Jenkins).....	El Paso, Texas
Luttie Marion Carlyle.....	San Bernardino, Cal.
Nella E. Clark (Mrs. A. M. Harmer).....	Tempe
Robert O. Duncan.....	Phoenix
Inez B. Fisher (Mrs. T. A. Collins).....	Phoenix
Jessica Frazier.....	Denver, Colo.
Martha Garnett.....	Phoenix
Garfield A. Goodwin.....	Tempe
Lena Rivers Hartsfield (Mrs. Will Payne).....	Tucson
Ella Leota Hauxhurst (Mrs. Harry Galliver).....	Phoenix
Harry G. Hendrix.....	Globe
Benjamin E. Hicks.....	Globe

*Deceased.

NAME	ADDRESS
Margaret Beatrice Hughes.....	Nogales
Frank R. Kellner (Mrs. J. Baxter Lewis).....	El Paso, Texas
D. Maude Lincoln (Mrs. A. C. Lockwood).....	Douglas
Alice A. Morse.....	Seattle, Wash
Lillian M. Murray (Mrs. Irving Andrews).....	Los Angeles, Cal.
Grace Newell (Mrs. Guy Collins).....	Roosevelt
Edna A. Ozanne (Mrs. Walter S. Wilson).....	Phoenix
L. Clay Henshaw (Mrs. Ed. Bowers).....	Phoenix
Zebulon Pearce.....	Mesa
Minnie A Perry * (Mrs. Joe Bassett).....	
Madge P. Richmond (Mrs. Oscar Roberts).....	Phoenix
Gilbert States, M. D.	Franklin, Idaho
Ida W. Temple (Mrs. E. C. Piper).....	Benson
Ruby M. Tucker (Mrs. Chas. Woolf).....	Tempe
Lillian A. Vaughn (Mrs. J. Dunbar).....	Benson
Emma Peyton, (Mrs. Geo. Swindel).....	Manila, P. I.
Mary Malvina Wallace (Mrs. A. W. Woods).....	Bisbee
Veronica White.....	Bisbee
Lulu Belle Wingar (Mrs. R. R. Root).....	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.....	Manila, P. I.
Alma Morgan Davis.....	Mesa
Alice A. Fultz (Mrs. Archambeau).....	Prescott
Hattie M. Green (Mrs. Henry Lockett).....	Phoenix
Edna Lucy Greenleaf *.....	
Dean Ely Godwin.....	Ann Arbor, Mich.
Minnie A. Hill.....	Phoenix
Elizabeth India Hedgpeth (Mrs. James Monroe Ressinger).....	
.....	San Diego
Josephine K. Hottinger (Mrs. Jessie Bunk).....	Santa Rosa, Cal.
Perla E. Martin (Mrs. Ed. Halderman).....	Bisbee
Elenor Atlee Merriam (Mrs. Charles McDonald).....	Phoenix
Mary Emma McNulty.....	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox).....	St. David
Elizabeth Schwarz (Mrs. Jones).....	Mesa
Serretta Anne Sirine (Mrs. Clarence Paddock).....	Fallon, Nev.
Charles Albert Stauffer.....	Phoenix
Ethel M. Wilbur (Mrs. W. Dorman).....	Mesa
L. Grace Webb.....	Mesa

CLASS OF 1902

Alice B. Appleby (Mrs. H. Wagnon).....	Douglas
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*Deceased.

NAME	ADDRESS
Rachel Brady (Mrs. Levi Walker)	Tempe
Jessie F. Creager (Mrs. J. Kelly)	Los Angeles, Cal.
Florence C. Ford (Mrs. M. Tribby)	Prescott
J. H. Gerard	Phoenix
Leona L. Gibson	Whittier, Cal.
Grace M. Goodwin	Santa Rosa, Cal.
Charles A. Haigler (Univ. So. Cal.)	Los Angeles, Cal.
Victoria F. Harmon	Tempe
Leona M. Haulot	Tempe
Clara W. Johnson	Phoenix
D. D. Jones	Mesa
Orren C. Jones	Thatcher
Stella F. Ross (Mrs. M. P. Holliday)	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Bumblebee
Orpha C. Standage (Mrs. O. Babbitt)	Mesa
Edith F. Stewart (Mrs. J. Lane)	Mesa
Harry R. Trussler, LL. D., Class '06, One Year	Gainesville, Fla.

CLASS OF 1903

Charles Alexander	Tempe
Raymond H. Alexander	Tempe
Elizabeth Cosner	Tempe
Alice Curnow	Bisbee
E. Murray Curnow	Bisbee
Lelia Hicks (Mrs. Thomas Long)	Livingstone
Rose Irene Hottinger	Oakland, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)	Sunnyvale, Cal.
Ida May Johnson (Mrs. Ira H. Frankenberg)	Tempe
Emma Laura King * (Mrs. Alma Davis)	
Mamie Gertrude King	Phoenix
Lynn M. Laney	Univ. Cal., Berkeley
Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin)	
	618 Gail St., Los Angeles
Clarence Mark Paddock	Esperanza, Mexico
George Reed	San Diego, Cal.
Elmer F. Ruse	
Orrin L. Standage	Mesa

CLASS OF 1904

Deborah Allen	Mesa
Rebecca Allen (Mrs. O. A. Phelps)	Mesa
Winnifred E. Allison (Mrs. Johns)	Globe
Fannie Armitage (Mrs. M. J. Roberts)	Benson
Helen Axtell	Tombstone
Ernest Corbell	Los Angeles, Cal.

*Deceased.

Grace Culver.....	Los Angeles, Cal.
Lucy Cummings (Mrs. J. F. Warner).....	Washington, D. C.
Mabel Goldsworthy (Mrs. Fred Kenny).....	Bisbee
Alice Grier (Mrs. Marion Kays).....	Richfield, Idaho
Adelaide Kindred (Mrs. O. C. Fouse).....	Bisbee
Louise Lynd	Tempe
Sallie Miller (Mrs. Paul Seitz).....	Lordsburg, N. Mex.
Mary Millet (Mrs. Alma Davis).....	Mesa
Charlotte Mullen	Tempe
Getha Munds (Mrs. A. A. Benedict)	Camp Verde
Jennie Munds (Mrs. David Wingfield)	Camp Verde
Della Penn	Santa Monica, Cal.
Ida Penn	Santa Monica, Cal.
Pansy Robbins	Tempe
Marion Thomas	Yuma
Everett Wilbur	Tempe
Maude Wilson	Tempe

CLASS OF 1905

Florence Armitage	Fairbank
Jessie Blake	Tempe
Jessie Clark	Benson
Mattie Corbell (Mrs. Harry Brown).....	Reward, Cal.
Alice DeForest	Troy
Nellie Duncan (Mrs. Everett Wilbur).....	Mesa
Frank Dykes	Mesa
Alice Greenleaf (Mrs. Francis Byrne).....	Yuma
Ione Greenleaf	Yuma
Edgar Hendrix.....	Roundup, Mont.
Frank Hough.....	Reclamation Service, Fallon, Nev.
Alma Jones	Globe
Laverna Lossing	Flagstaff
Bertha Lyall	Phoenix
Ina McComas	Tempe
Helen MacIntyre.....	Phoenix
Mary Mullen	Douglas
Elma Pulsifer (Mrs. Cone Webb).....	Phoenix
Margaretha Schwarz	Mesa
Harry Van Noate.....	Los Angeles, Cal.
Vessa Wright	Bisbee

CLASS OF 1906

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

*Deceased.

NAME	ADDRESS
Clara Clem (Mrs. Norman P. Palmer)	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	Wickenburg
Delila Carrol (Mrs. W. F. Drew)	Mesa
Maud Collins (Mrs. Elmer Redden)	Benson
Alma Cowen	Bisbee
Iva Cox	Tausred, Cal.
Olivia Doherty	Nogales
Ethel Doherty	Nogales
Harriet Gaddis	Clifton
Genevieve Gerald	Globe
Ada Halderman	Dragoon
Alma Harris (Mrs. Merton Stewart)	Mayer
Hazel Hendrix	Clifton
Alta Holmes	Phoenix
Clifford Johnston	Tempe
Bertram Jones	Mesa
Rollin Jones	Mesa
Reinhold Jungerman	Univ. Cal., Berkeley
Mabel Kemp (Mrs. A. C. Duffy)	Vail
James King	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	Tempe
Karl Leebrick	Covina, Cal.
Lucy Leftwich	Jerome
Anna Matthews	Tempe
Carrie Marlar (Mrs. G. Bright)	Phoenix
Marina Priest	Tempe
Clarence Standage	Mesa
Jeane Standage (Mrs. Don Le Baron)	Mesa
Sadie Stauffer (Mrs. F. W. Griffen)	Tempe
Bertha Stewart (Mrs. C. Bodily)	Mesa
Mary Stilwell	Phoenix
Elizabeth Ullman (Mrs. Roy Parsons)	Morenci
Hester Wallace	Bisbee
Gladys Wright (Mrs. Bertran Jones)	Mesa

CLASS OF 1907

Kathryn Barnett	Los Angeles, Cal.
Frankie Bellamy (Mrs. Cady Gillum)	Taft, Cal.
Helen Benedict	Tombstone
Helen Blome (Mrs. Norman Windes)	Canal Zone
Stella Brown (Mrs. A. Hadsell)	Long Beach, Cal.
Rena Cole	Tucson
Josie Critchley	Tempe
Fannie Dobbie	Mesa
Olive Griffen (Mrs. Ray Nichols)	Tempe
Mamie Hadsell (Mrs. A. R. Taylor)	Phoenix

NAME	ADDRESS
Emma Haulot (Mrs. Henry Marlette)	Los Angeles, Cal.
Maud Hayes	Phoenix
Fred Holmes	Roosevelt, Utah
Genevieve Hubbard (Mrs. Frank Pettit)	Phoenix
Rosa Jaime (Mrs. Fred Dick)	Clifton
Ethel Jones	Bisbee
Lucy Kenney	Bisbee
Mary Leavell	Tempe
Kittie McNichol	Humboldt
Alice Merritt	Bisbee
Nelly Murphy	Univ. of Cal., Berkeley
Georgia Quinn (Mrs. C. T. Menard)	Ray
Amelia Rabinovitz	Phoenix
Eva Ruse (Mrs. C. Keebler)	Tempe
Lemmie Stauffer	Glendale
Maud Stewart	Tempe
Edna Stobbs	Phoenix
Palmyra Tamborino	Congress
Carrie Thompson	Douglas
Sydney Vensel	Phoenix
Iva Walker (Mrs. Lewis Hallenbeck)	Salida, Colo.

CLASS OF 1908

E. Herbert Ballou	Tempe
May Benson	Willcox
Maude B. Cummings	Tempe
Helen Duval	Phoenix
Iva Easterwood	Yuma
Catherine Fitzgerald	Prescott
Mary Haulot	Mesa
Johnie Hazelwood	Douglas
Doctor Jones	Hubbard
Blanche McKee (Mrs. Leon Jones)	Salome
Josephine McPherson	Tombstone
Lou Marlar	Phoenix
Harriett Merritt (Mrs. William LePage)	Tempe
Irving Meskimons	Tempe
Halbert Miller	Tempe
Artemus Millet	St. David
Maud Perry	Prescott
Nellie Pine	Douglas
Gertrude Potts	Kingman
Inez Robbins (Mrs. Marshall Brown)	Payson
Della Schall	Douglas
Belle Stephens	Phoenix
Nellie Trent	Mesa

NAME	ADDRESS
Corinne Van Noate.....	Congress Junction
Nellie Louise White (Mrs. Orrin Standage).....	Mesa
Lottie Wiatt	Phoenix
Mabel Woolf	Tempe
Sara Hayden	Phoenix

CLASS OF 1909

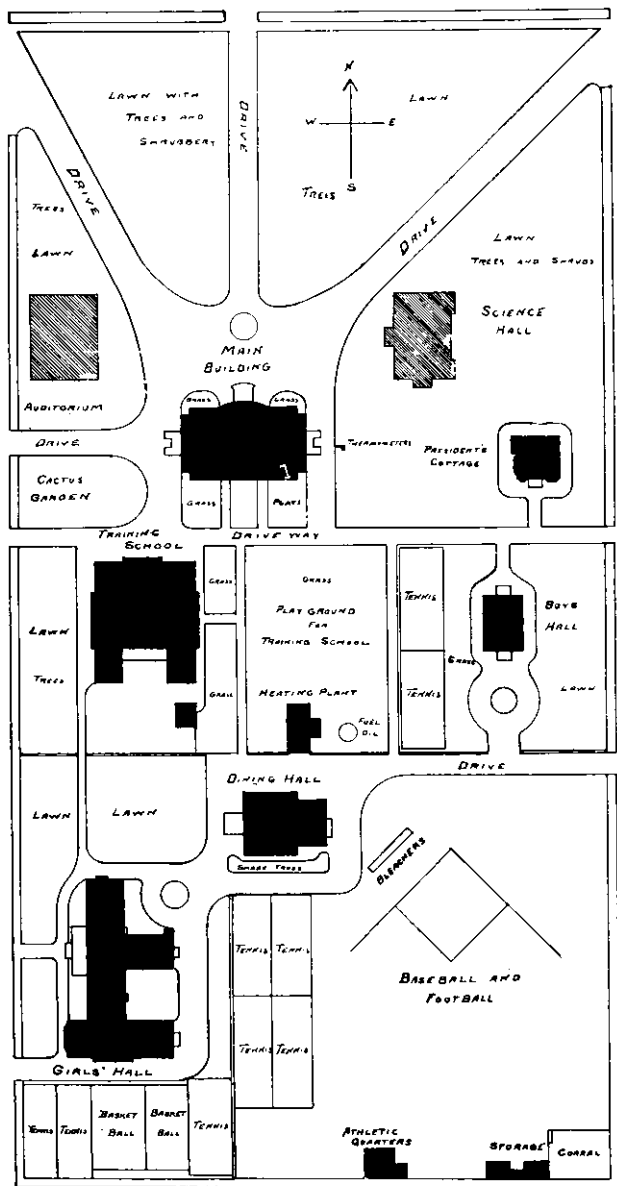
Florence Alexander	Pima Agency
Ethel Armitage.....	Benson
Elizabeth Axtell	Tombstone
Zelma Babbitt (Mrs. George Allison).....	Mesa
Zollie Bell	Douglas
Isabel Blakely (Mrs. J. C. Minge).....	Seattle, Wash.
Lillian Bryant.....	Phoenix
Vera Buck	Tempe
Marcia Carter	Phoenix
Nellie Clarke.....	Morenci
Rachel Cohen	Douglas
Abbie Crawford	Douglas
Edith Culley	Tucson
Katherine Cunningham	Bisbee
Elsie Curtis	Pima
Elzina Curtis	Thatcher
Jennie Dags	Williams
John Dykes	Tempe
Dora Jean Ellis.....	Pima Agency
Mary Gardner.....	Los Angeles, Cal.
Millicent Gilleland	Tempe
May Harmon	Tempe
Zenobia Harmon	Mesa
Nellie Harris	Tempe
Ulah Hudlow	Hillside
Veronica Irvine	Phoenix
Ralph Kane	Phoenix
Evelyn Kindred	Bisbee
Jessie Lloyd	Morenci
Mary McDonald	Prescott
Henrietta Martin	Clifton
Agnes Perry	Tempe
Ivy Perry	Bisbee
Clarence Pine	Tempe
Lourdes Priest	Tempe
Jean Quinn	Tempe
Gladys Robinson	Mesa
Ada Rock.....	Morning Sun, Iowa
Theadora Rodger.....	Los Angeles

NAME	ADDRESS
Bee Rogers (Mrs. W. N. Steverson)	Mesa
Emily Belle Rodgers	Prescott
Ovillah Rush	Placerita
Irma Schmidt	Tempe
Maude Serrine	Mesa
Mamie Snyder	Elmdale, Kas.
Myrtle Snyder	Bisbee
Florence Studley	Bisbee
Mae Stukey	Walker
Mary Turner	Prescott
Irene Woolf	Tempe

CLASS OF 1910

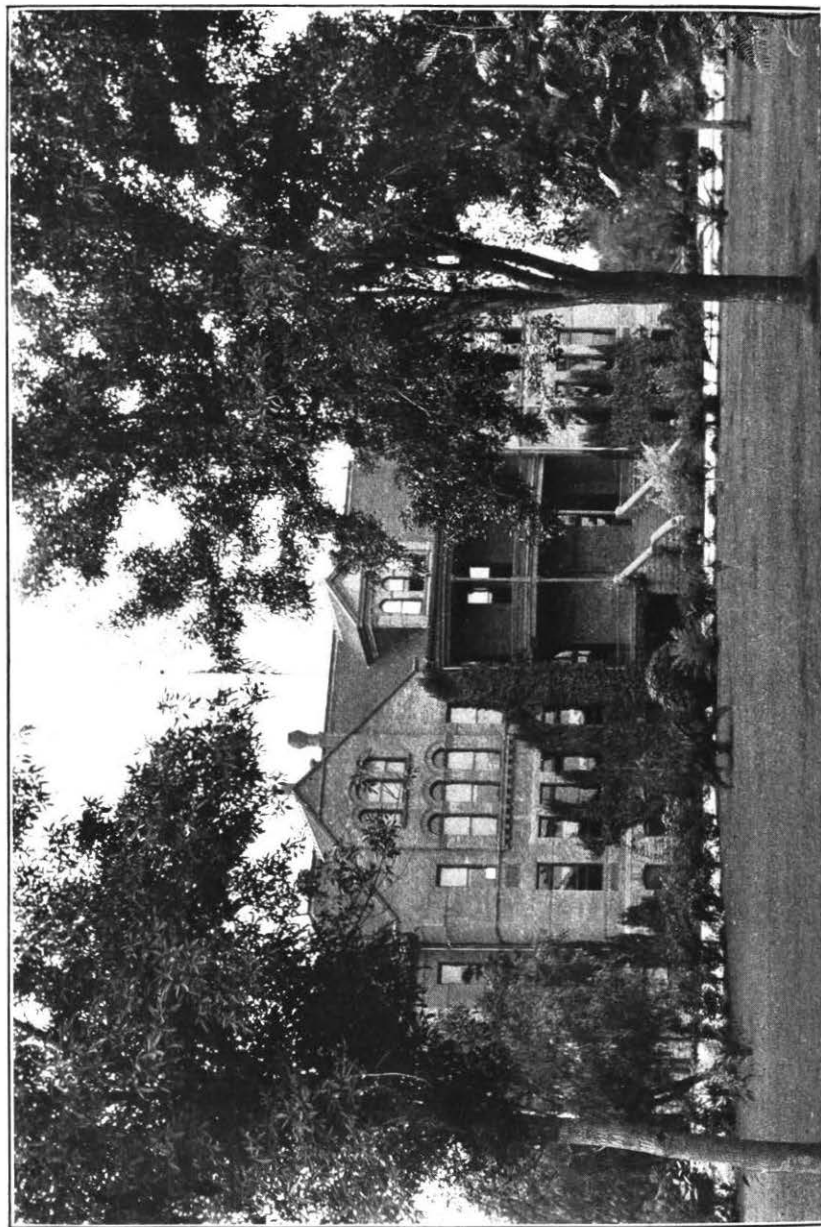
Emma L. Bell	Nathaly Larson
Fannie Breedlove	Marjorie Leavell
Olive Conroy	Laura McGill
Loreen Cox	May McKay
Norma Creighton	Annie Priest
Meda Dickinson	Maud Shivers
Mary Duffv	Mary Terrell
Jennie Ellingson	Frank Thomas
Wiley Hanson	Anna Tong
Albert Jungermann	Ruth Turner
Lulu Keating	Georgia Wilcox

Total Number of Graduates, 391.

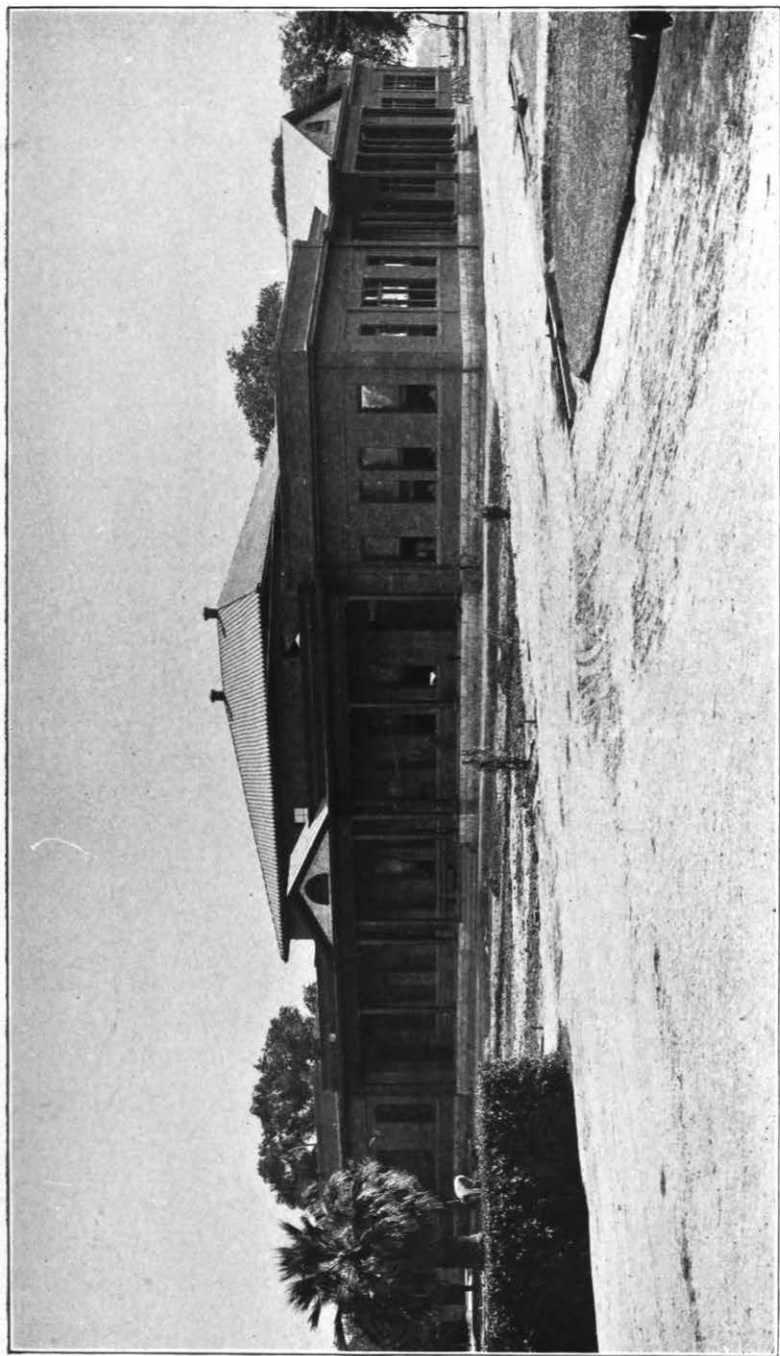


PLAN OF CAMPUS
CONTAINING TWENTY ACRES

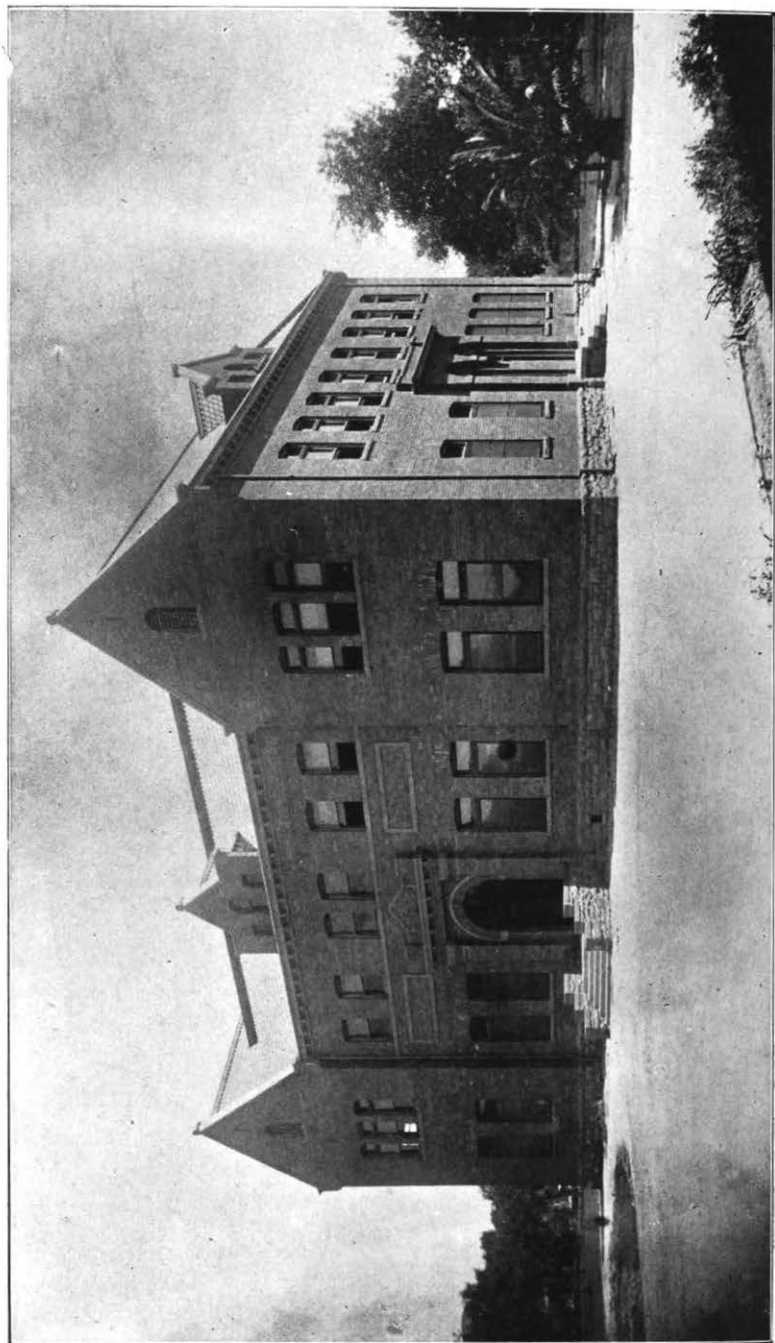
Oct. 1907



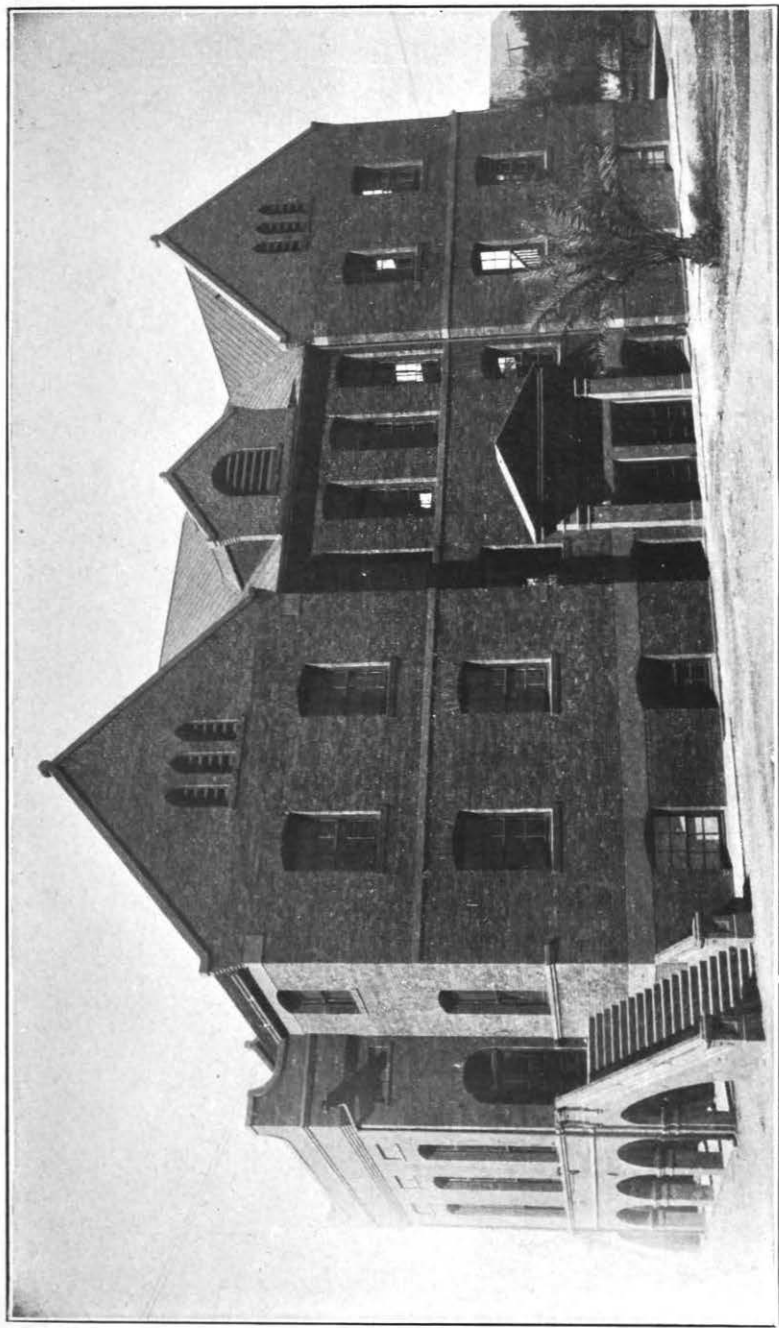
MAIN BUILDING, TEMPE NORMAL SCHOOL, OF ARIZONA.



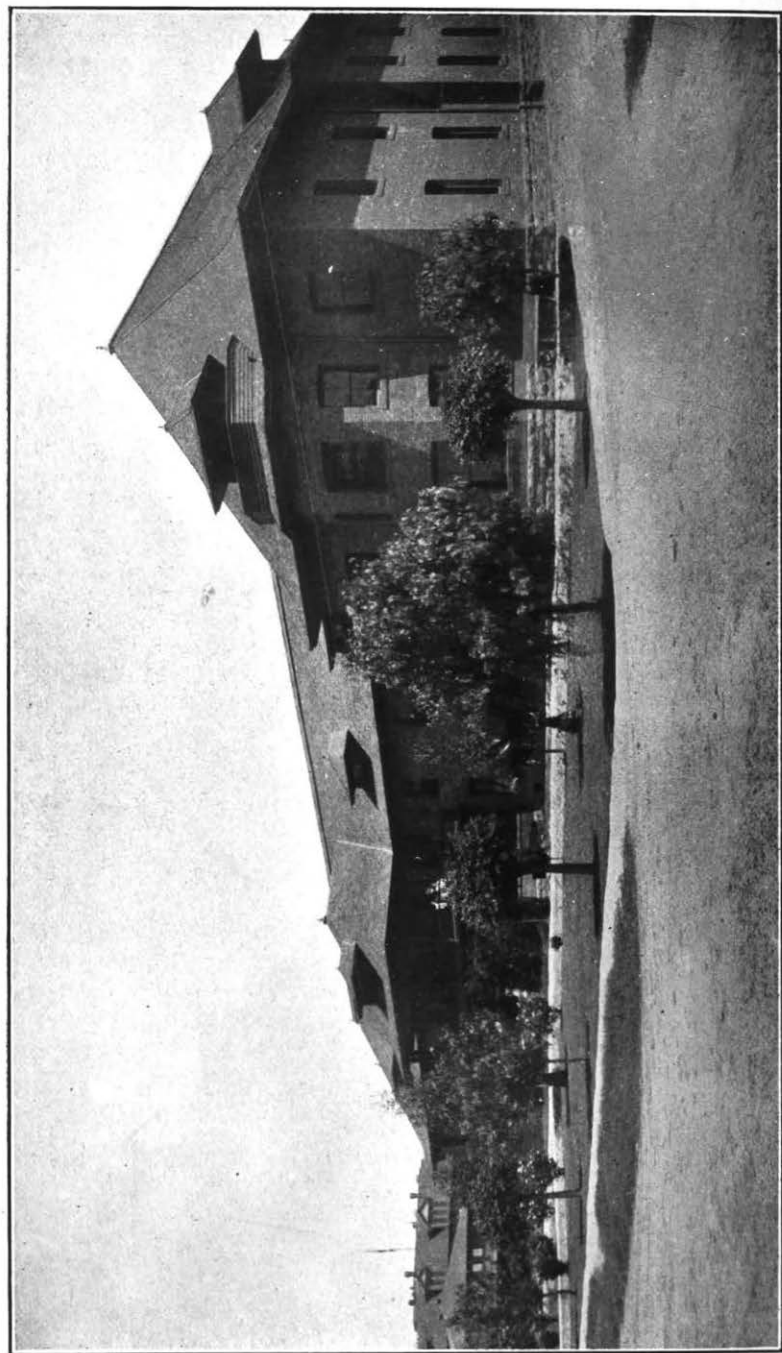
TRAINING SCHOOL



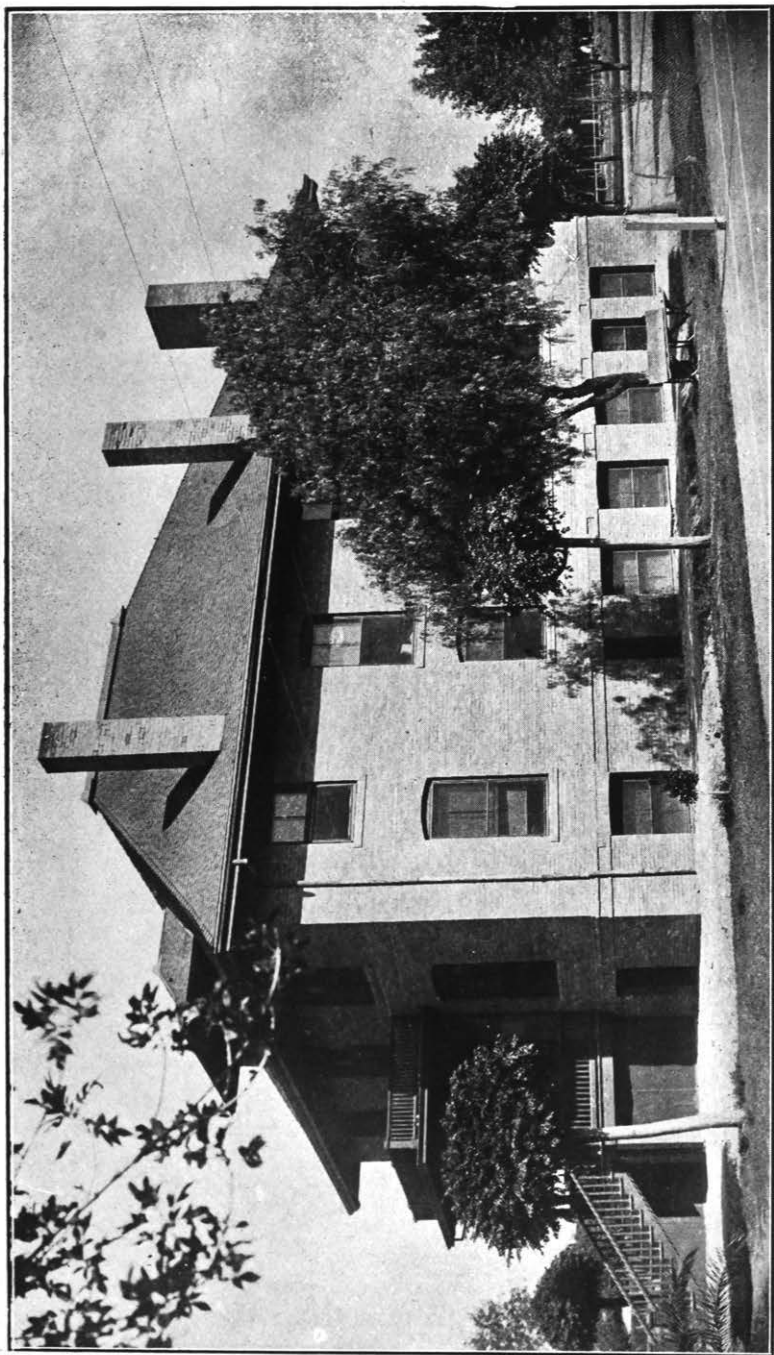
SCIENCE BUILDING



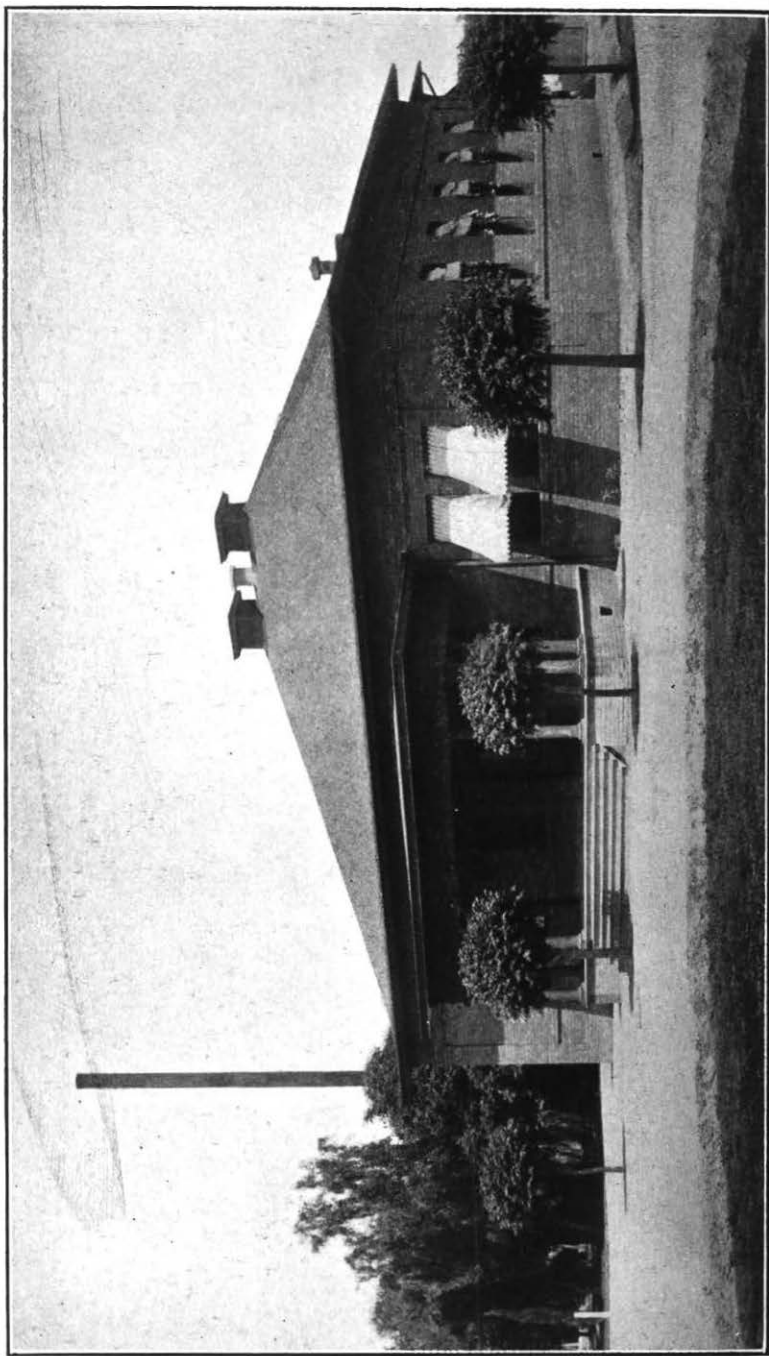
AUDITORIUM AND GYMNASIUM



GIRLS' DORMITORY

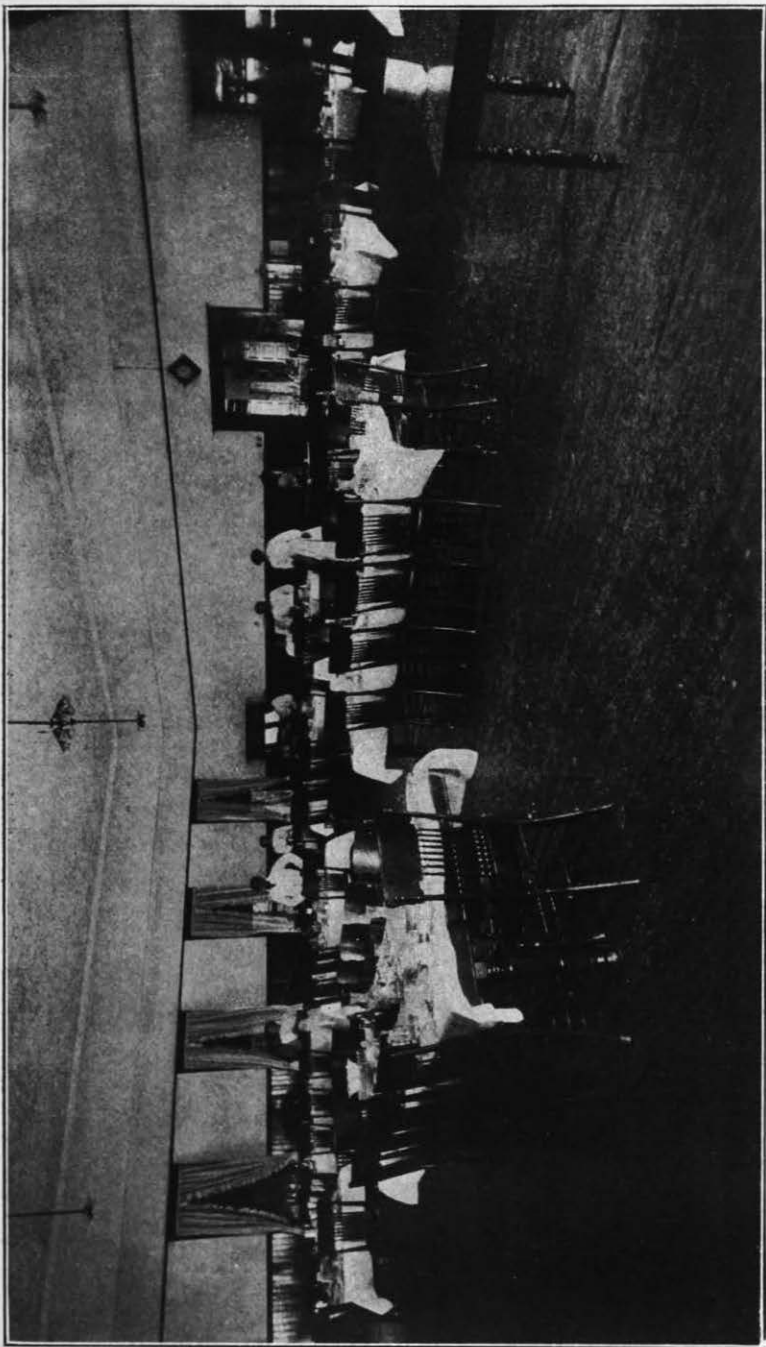


BOYS' DORMITORY



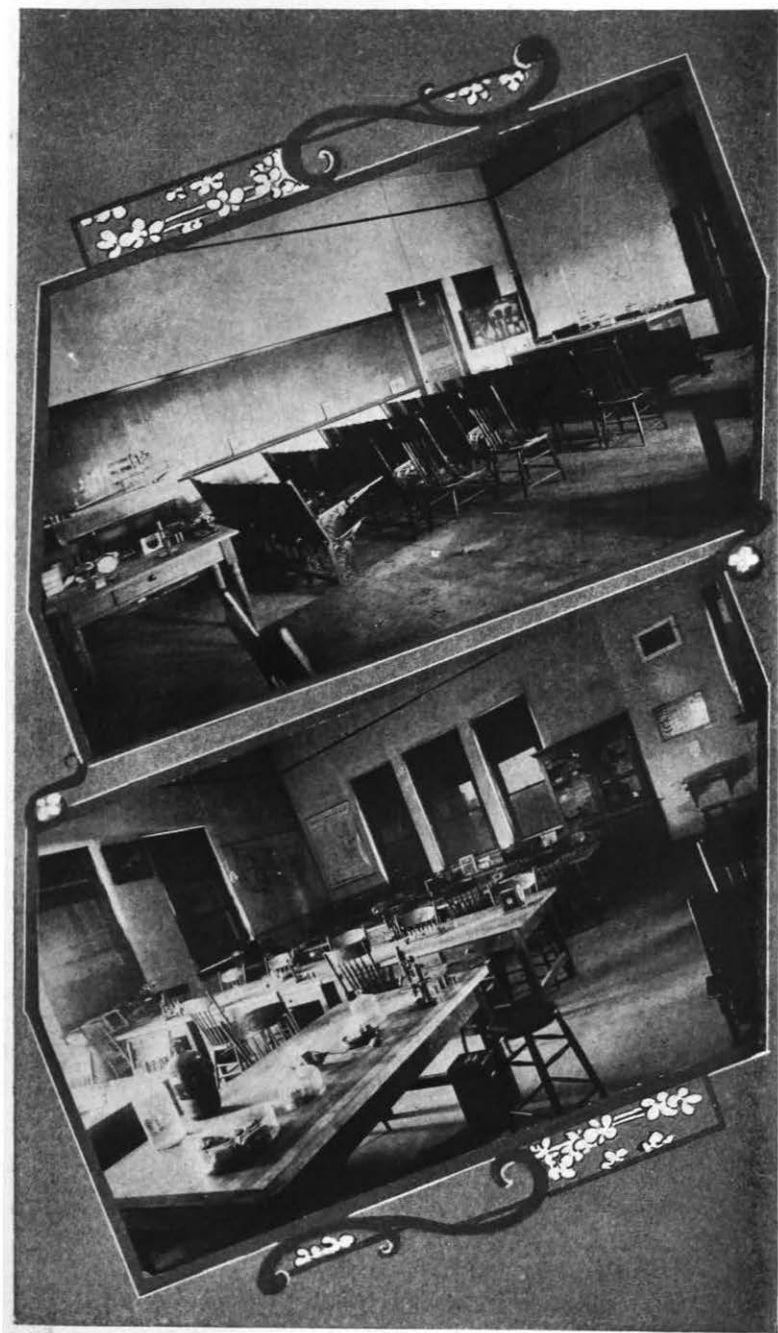
DINING HALL

INTERIOR OF DINING HALL.

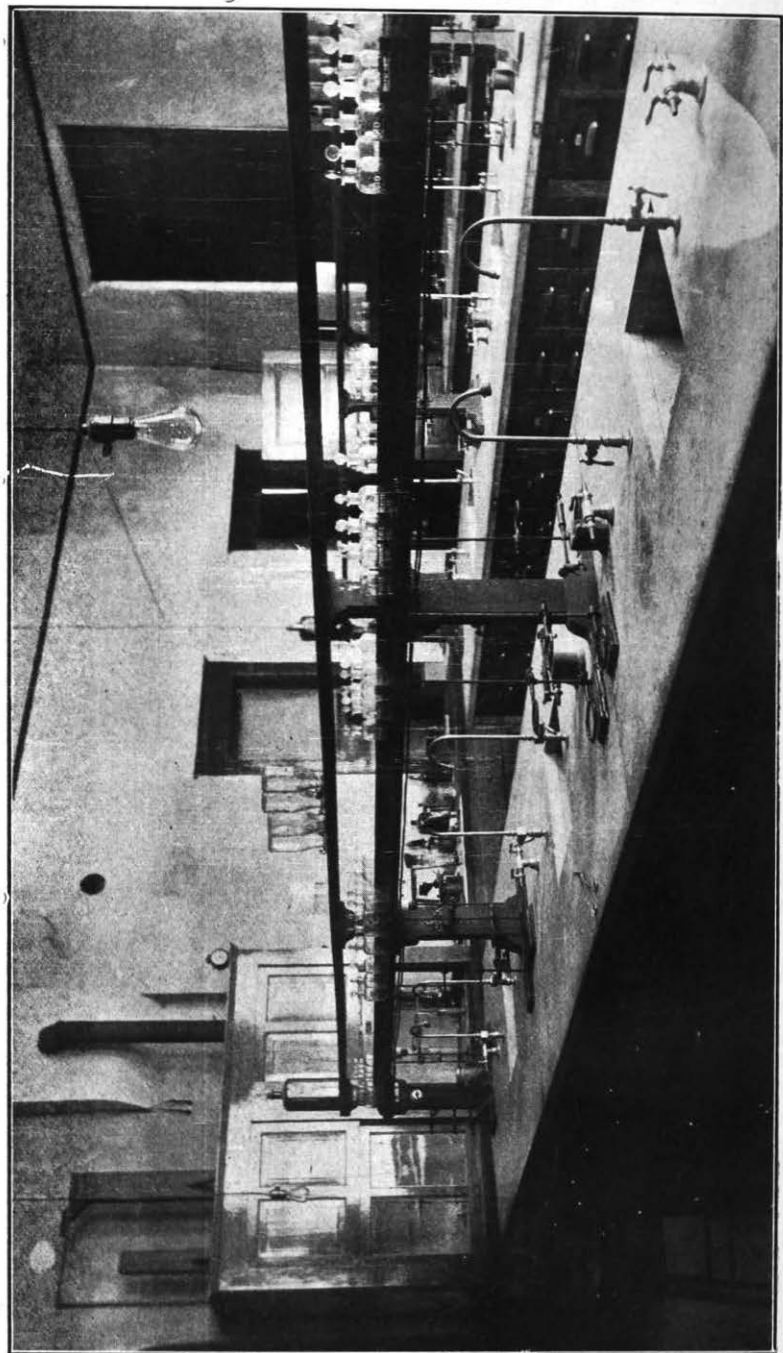




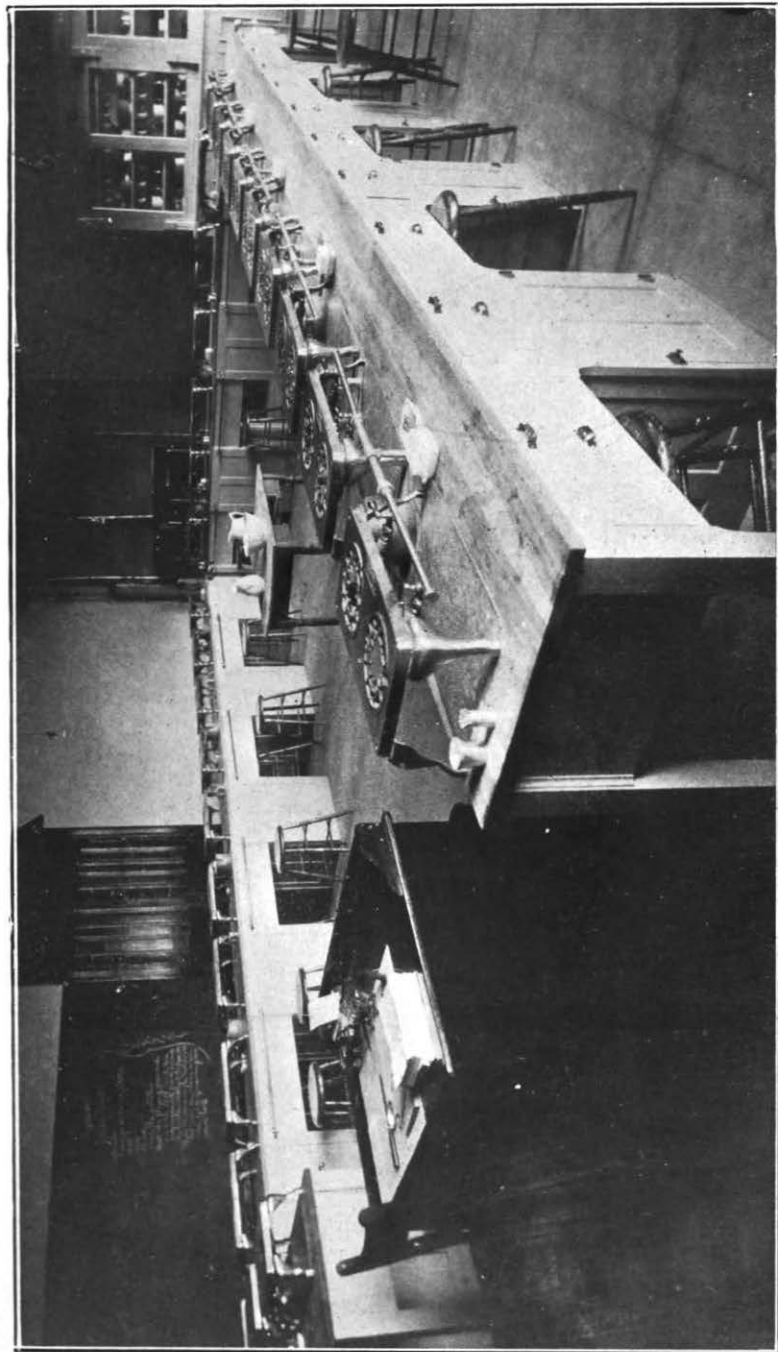
ART DEPARTMENT



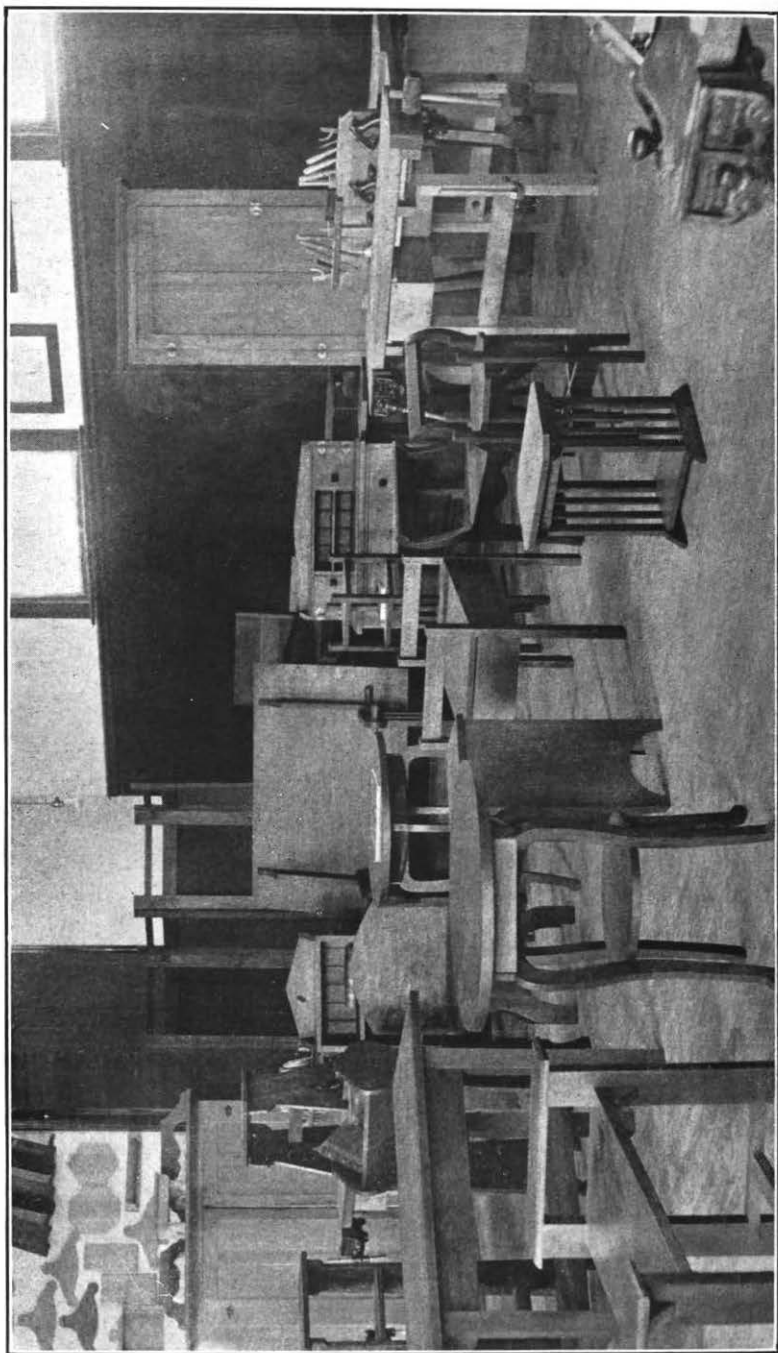
BIOLOGICAL LABORATORY



CHEMICAL LABORATORY



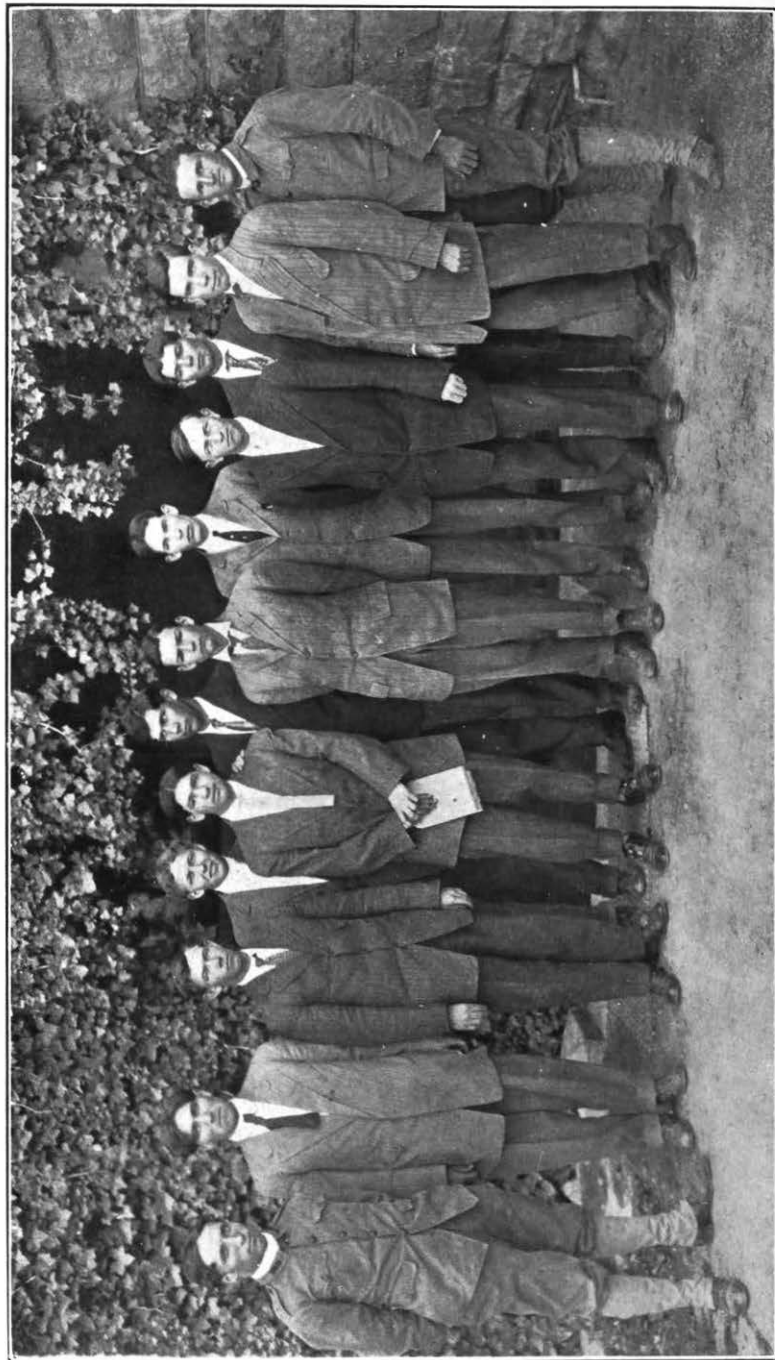
DOMESTIC SCIENCE DEPARTMENT



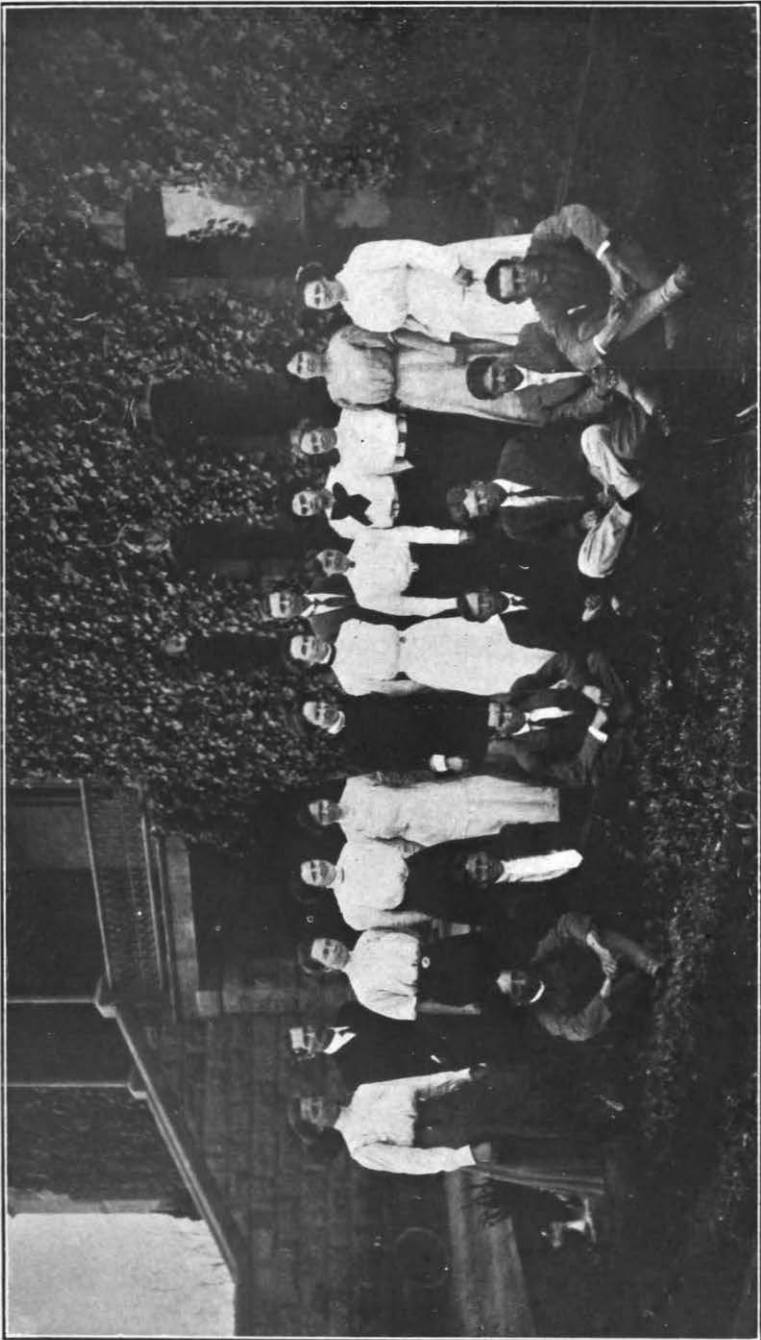
CORNER IN MANUAL TRAINING DEPARTMENT



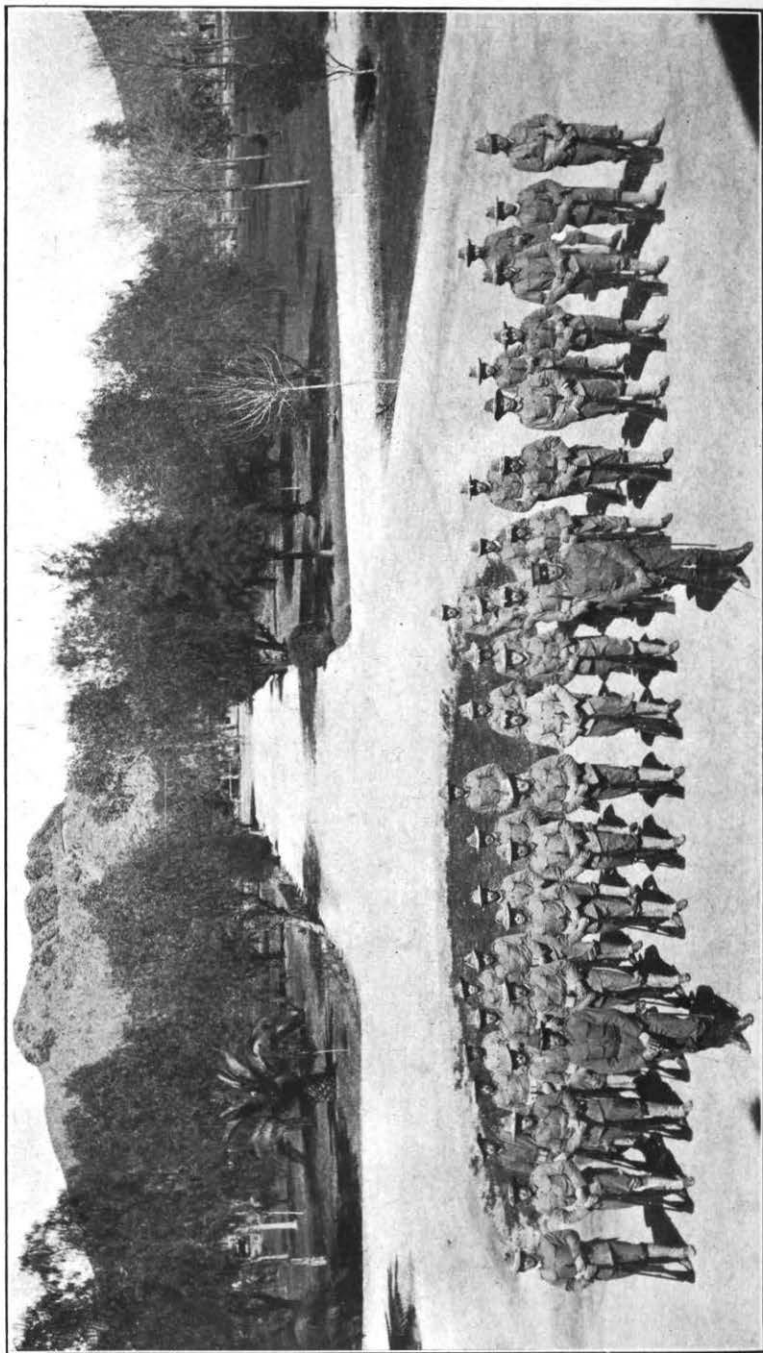
SENIOR CLASS 1910



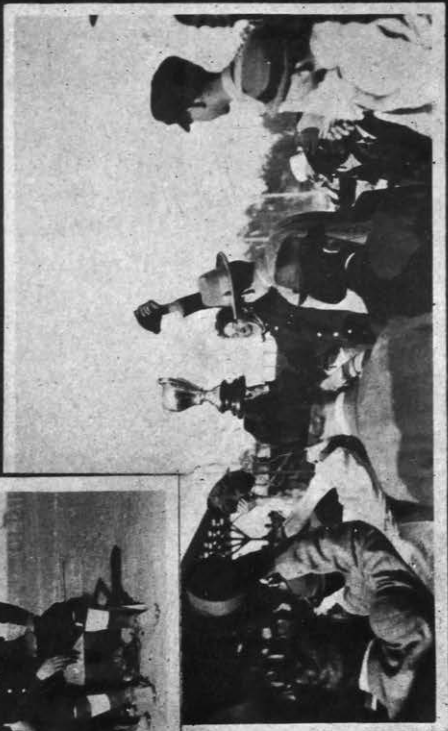
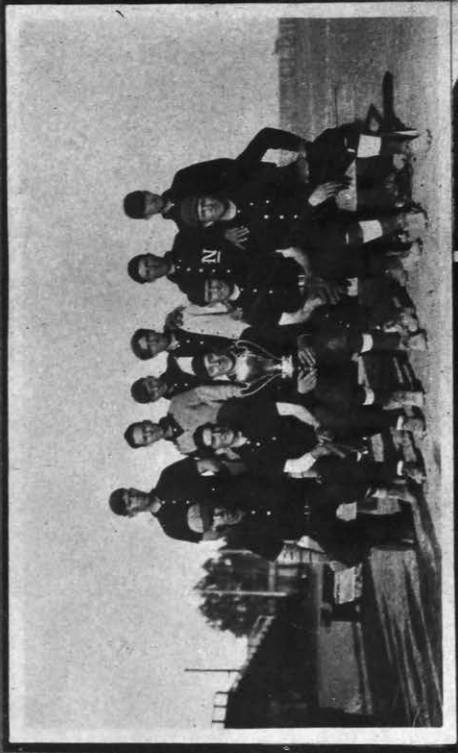
ATHENIAN DEBATING CLUB



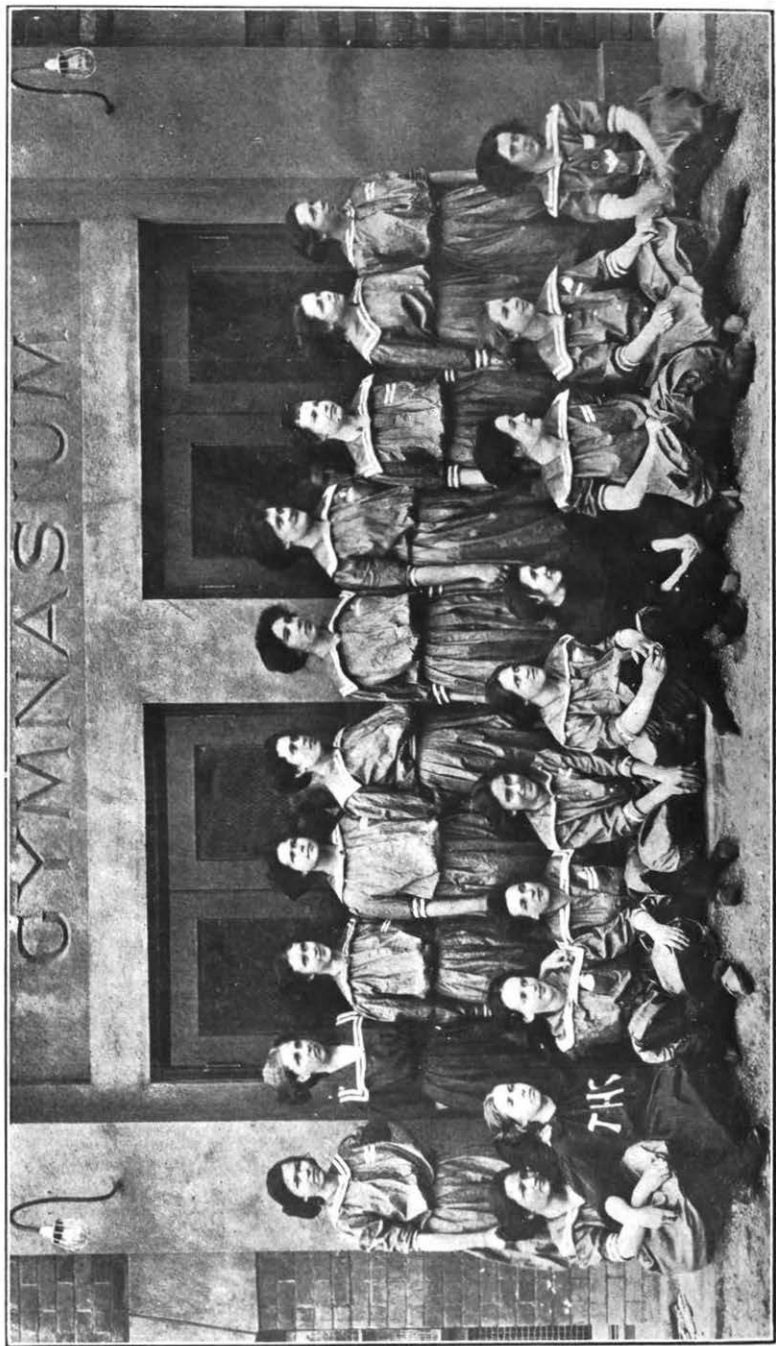
"THE STUDENT" STAFF



MILITARY COMPANY



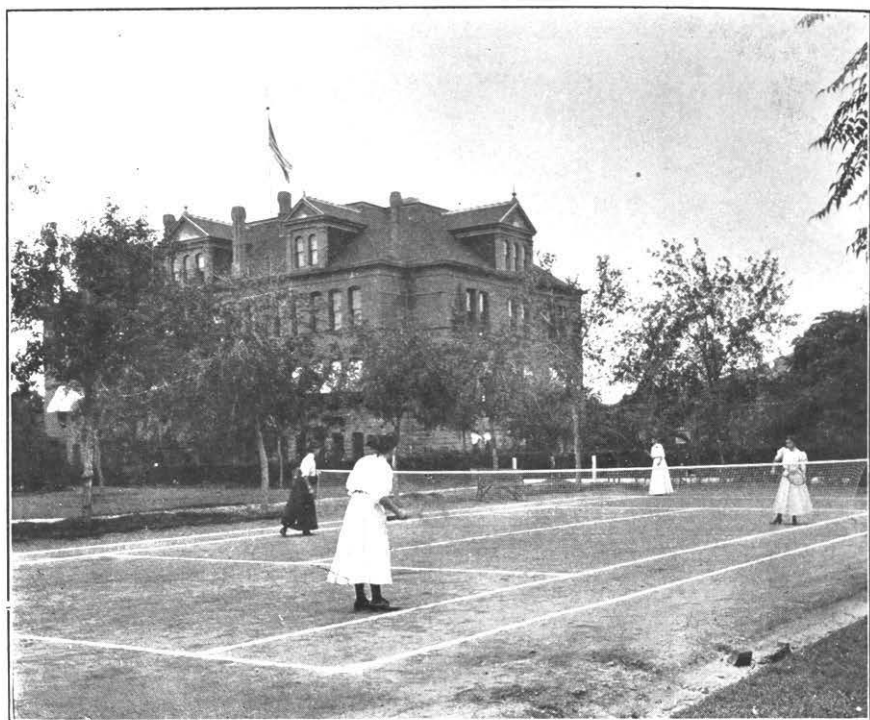
THE BASE BALL TEAM—WINNERS OF "THE REPUBLICAN" LEAGUE CUP OF ARIZONA



CLASS IN PHYSICAL CULTURE



BASKET BALL TEAM



TENNIS

