

The Tempe Normal
School of Arizona
AT TEMPE, ARIZONA



ANNUAL CATALOGUE
NINETEEN ELEVEN—NINETEEN TWELVE

Twenty-Sixth Annual
Catalogue of

The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year
1911-1912

Phoenix, Arizona
The H. H. McNeil Company, Printers
1911

TABLE OF CONTENTS

Calendar 1911-1912	6
Normal Board of Education.....	7
Board of Visitors.....	7
Officers of Alumni Association.....	7
Territorial Board of Education.....	7
Territorial Board of Examiners.....	7
Faculty 1911-1912	8
General Information	
Location	10
Campus	10
Board and Rooms	10
Expenses of Students.....	10
Dormitories	10
Registration	10
Tuition	10
Text-books	10
Military Uniforms	11
Appointment of Students.....	11
Government of Students.....	11
Correspondence	11
Buildings and Departments	
Departments	12
Main Building	13
Science Hall	14
Auditorium and Gymnasium.....	15
Training School	15
Dormitories	15
Dining Hall	16
Principal's Residence	16
Heating System	16
Admission and Graduation	
Admission to Normal	17
Admission for High School Graduates.....	17
Time of Admission.....	17
Graduation	17
Examinations and Reports	18
Course of Study	
Regulations by the Territorial Board.....	19
Subjects and Units.....	19
Outline of Five Years' Course.....	21

Outline of Two Years' Course.....	22
Academic Course	22
Schedule of Recitations.....	24-25
Analysis of the Course of Study	
Art Department	26
Biology	27
Zoology	27
Botany	28
Physiology	29
Commercial Branches	30
Bookkeeping	30
Commercial Law	30
English	31
Grammar	31
Rhetoric and Composition.....	31
English Literature and Themes.....	32
American Literature	32
History and Civics	33
Household Arts	34
Domestic Science	34
Sewing	35
Latin	36
Mathematics	38
Arithmetic	38
Algebra	39
Geometry	39
Manual Training	39
Training School Course.....	39
Academic Course	41
Professional Course	41
Normal Course	40
Military Drill	41
Music	43
Physical Science	44
Physics	44
Chemistry	44
Earth Science	45
Physiography	45
Geography	45
Physical Training and Oratory.....	46
Physical Training	46
Reading	47
Public Speaking	47
Professional Instruction	48
Psychology	48
Pedagogy	48
History of Education	49

Ethics	49
School Economy and School Law	49
Junior Observation	50
Methods	50
Practice Teaching	50
Course of Study for Training School.....	51
Spanish	52
Elementary Spanish	52
Advanced Spanish	52
Spelling and Word Analysis.....	53
Library	
Library Instruction	54
Periodicals	54
Athletics	
Tennis	56
Basketball	56
Track	56
Baseball	57
Special Information	
Literary Societies	58
The Student	58
Lecture Courses	59
Visitors	59
Assistance and Prizes	59
The Alumni Association	60
Teachers' Bureau	61
Register for 1910-1911	
Normal Department	62-64
Training Department	64-65
Alumni Register	66-75
Class of 1911.....	76
Illustrations	
Views of Buildings.....	77

Calendar 1911-1912

1911

First Semester begins.....	September 11
Entrance Examination and Classification.....	September 11-12
First Quarter ends.....	November 17
Second Quarter begins.....	November 20
Thanksgiving Vacation.....	Nov. 30-Dec. 1
Holiday Vacation begins.....	December 23
Holiday Vacation ends.....	January 1

1912

First Semester ends.....	January 26
Second Semester begins.....	January 29
Entrance Examination and Classification.....	January 29-30
Third Quarter ends.....	March 29
Fourth Quarter begins.....	April 1
Examination and Commencement Exercises.....	June 3-5

NORMAL BOARD OF EDUCATION

HON. KIRKE T. MOORE, Supt. Public Instruction.....Phoenix
ALFRED J. PETERS, Secretary.....Tempe
LLOYD B. CHRISTY.....Phoenix

OFFICIAL BOARD OF VISITORS

DWIGHT B. HEARD.....Phoenix
FRANK H. HEREFORD.....Tucson
MORRIS GOLDWATER.....Prescott

OFFICERS OF ALUMNI ASSOCIATION

CHARLES WOOLF, '93, President.....Tempe
JOHN BIRCHETT, '95, Vice-President.....Tempe
LOUISE B. LYND, '04, Secretary.....Tempe
MRS. A. M. HARMER, '99, Treasurer.....Tempe
HALBERT MILLER, '08, }
ELIZABETH COSNER, '03, } Executive Committee.....Tempe
ANNA MATTHEWS, '06, }

TERRITORIAL BOARD OF EDUCATION

HON. RICHARD E. SLOAN, Governor of Arizona.....Phoenix
HON. KIRKE T. MOORE, Supt. Public Instruction.....Phoenix
HON. E. E. KIRKLAND, Territorial Treasurer.....Phoenix
DR. ARTHUR H. WILDE, President of University.....Tucson
A. J. MATTHEWS, Principal Tempe Normal.....Tempe
DR. R. H. H. BLOME, Principal Northern Normal.....Flagstaff
JOHN D. LOPER, Superintendent of Schools.....Phoenix
H. Q. ROBERTSON, Superintendent of Schools.....Mesa

TERRITORIAL BOARD OF EXAMINERS

HON. KIRKE T. MOORE, Supt. Public Instruction.....Phoenix
JOHN D. LOPER.....Phoenix
W. W. MCNEFF.....Phoenix

Faculty 1911-1912

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
LAURA DOBBS.....	Secretary to the Principal and Board
A. B. CLARK.....	Manual Training and Carpentry
F. G. WAIDE, A. M.....	History and Civics
GRACIA L. FERNANDEZ, A. B.....	Spanish
THADDEUS L. BOLTON, Ph. D.....	Psychology and Biology
LILLIAS D. FRANCIS.....	Domestic Science and Art
JAMES L. FELTON, A. B.....	English
C. HELENE BURGESS, B. O.....	Elocution and Physical Culture

IRA D. PAYNE, A. M.....	Director of Training School
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
RUTH M. WRIGHT.....	Librarian

MRS. MAY BELLE BLAKELY.....	Preceptress Girls' Dormitory
GEORGE W. WILSON.....	Superintendent of Buildings
HARRY WALKER.....	Superintendent of Grounds

The Tempe Normal School of Arizona

General Information

LOCATION

THE Tempe Normal School of Arizona was established by an act of the Legislative Assembly of Arizona, approved March 10, 1885. It is pleasantly located at Tempe, a town of 1,600 inhabitants, distant but nine miles from Phoenix, the capital of Arizona. The situation is an ideal one from every point of view. Lying at or near the center of population, Tempe is easily reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailling supply of fresh fruits and vegetables and the best of dairy products. The climate during the entire school year is not only delightful but wholesome and conducive to study.

The moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences. A practical illustration of this interest is the recent election prohibiting the sale of liquor in Tempe. The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

THE CAMPUS

On arriving at the Normal, one finds the group of buildings well distributed over a beautiful campus of twenty acres within convenient walking distance of the main business portion of the town. The grounds are well

laid out with well kept lawns, gravelled drives, and an abundance of shade trees, shrubs and flowering plants in great variety. Abundance of water and the care of a skilled gardener make the campus highly attractive throughout the year. Within the limits of the grounds the student finds abundant provision for recreation in the excellent tennis courts, basketball cages, and the ample athletic field with its baseball diamond and running tracks.

ROOM AND BOARD

Students who are non-residents of Tempe are required to board and room in the dormitories. Exception is made in the case of those students who defray expenses of their school course by employment in private homes, or who reside, for the time being, in the homes of near relatives or of members of the faculty. Students who reside in the vicinity of Tempe and find it convenient to return to their homes every Friday evening, may be allowed to board and room outside the dormitories under such conditions as may be approved by the faculty. Parents and guardians will readily understand the wisdom of the above regulations and the necessity, in an institution of this kind, of a definite knowledge, on the part of the faculty, of the conditions surrounding each of the students outside as well as inside the classroom.

EXPENSES OF STUDENTS

Dormitories—Board, room, light, heat, etc., are furnished for \$16.50 per school month of four weeks, payable monthly in advance.

Registration Fee—All students of the Normal School are subject to an annual fee of \$5, payable when they register for the year. This fee is not required of pupils in the Training School.

Tuition—Tuition is free to all students who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or an academic course. No back tuition is collected from students, who, having begun work in good faith with the intention of completing a course, are, for some unforeseen reason, prevented from carrying out their intention.

Text-Books—The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination

paper, pens, ink, pencils, and the like are furnished the students without expense.

Military Uniform and Gymnasium Costume—The cost of these articles varies with the taste and preference of the student. The style is often fixed by vote of the class or the military company. The military uniform will take the place of civilian clothes a large part of the time.

It will be noted from the foregoing that the Territory of Arizona provides the advantages of a first-class education at an expense to the student not greatly in advance of that incurred by the average young man or woman at home. This, together with the fact that there is in Arizona a constantly increasing demand for well trained teachers, is worthy of thoughtful consideration by those who, having completed the work of the public school or the high school, are contemplating the continuation of their education along academic or professional lines.

Appointment 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 nominated under this provision, but no student is exempt from the payment of the annual registration fee of \$5.00. It is greatly to be desired that the 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 this profession.

GOVERNMENT OF STUDENTS

The faculty are of the opinion that, in a school of this rank, students should be expected to co-operate in maintaining a high standard of discipline and conduct such as is necessary to the attainment of the best results from the efforts of the student body. Those who cannot conform to such requirements will be permitted to withdraw or be dismissed from the school.

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 contemplate attending the Normal School should communicate with the Principal, advising him as to the exact time of their prospective arrival, in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal, where they will be taken care of at the office of the Principal.

Buildings and Departments

DEPARTMENTS

The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five-year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers. The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma. Students not fully prepared to enter the work of the Normal School may find it to their advantage to complete their preparatory work in the Training School.

THE MAIN BUILDING

The relative position of the buildings is shown upon the plan of the campus following page 76. It will be noted that they are conveniently placed with reference to the main building as a center.

The Main Building is the oldest on the campus, having been erected in 1894. It is a commodious three-story structure of brick and stone of a pleasing style of architecture. It has ample corridors, high ceilings, and abundant light and ventilation. Here are located the main assembly room, the class rooms of the academic subjects, the departments of manual training and household arts, the library and the armory.

SCIENCE HALL

The department of science is 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.

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 demand for an auditorium of adequate capacity is met by a substantial brick building 72x100 feet, located on the west side of the quadrangle opposite the science hall. The first floor contains a large gymnasium with hardwood floor and suitable apparatus for the work in physical training. Adjoining this are separate locker rooms and dressing rooms with baths for men and women.

The second floor is occupied by the auditorium, which with its gallery will seat 1,000 persons. The acoustic properties of the room are excellent, and it is so proportioned that every seat gives an uninterrupted view of the stage. The arrangements for heating, lighting, and ventilation are complete, and the ample stage is provided with an unusually complete equipment of up-to-date scenery and convenient dressing rooms. The literary and other societies of the school find here every facility for the presentation of dramatic and other entertainments, and the possession of a well equipped stage and suitable auditorium enables the management of the school to bring to the students each year a course of entertainments, lectures, and musical programs by public speakers and artists of national reputation.

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 a 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 girls' dormitory is situated near the southwest corner of the

campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 135 young women. 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 its 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 dining hall for dormitory students is located midway between the dormitories; it 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 furnishes steam heat to all the ings situated on the campus, including the dormitories.

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 receive a diploma which will not only 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 Arizona during life without examination. They are also accredited in the State of California and in several other states.

Examinations and Reports—Students must attend such examinations as may be required during the year, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examinations are held at irregular intervals, generally without notice, and occupy only the length of the usual recitation period.

A student who satisfactorily completes a subject is assigned a grade of 75 or above. A student who is conditioned in a subject receives, for that work, a grade of 70, while a grade below 70 indicates failure and requires a repetition of the work in question.

At the end of each quarter, a report is made to each student showing the standing in each subject studied, and a copy of the report is forwarded to the parent or guardian.

Course of Study

Regulations of Territorial Board—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:

SUBJECTS AND UNITS

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.....	1
Practice Teaching	1
School Law and School Economy.....	½
Methods of Teaching.....	1
Music	1
Drawing	1
Arithmetic and Geography.....	1
Bookkeeping and Commercial Law.....	½
Reading and Word Analysis.....	1
	<hr/>
Total	9

Professional Units for the Two Years' Course—

Psychology and Pedagogy.....	1
History of Education, Ethics.....	1
Method of Teaching.....	1
Practice Teaching	1
School Law and School Economy.....	½
Arithmetic and Geography.....	1
Reading and Word Analysis.....	1
Electives from the following list.....	2½
	<hr/>
Total	9

List of Electives for the two years' course includes: drawing, 1; music, 1; bookkeeping and commercial law, ½; Spanish, 2; English, 1 or ½.

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 at least one year's credit on a university course. Graduates from the five year normal course are admitted to colleges and universities with such advanced credit as the individual preparation may merit.

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	Manual Training
or Household Arts.....3	or Household Arts .....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	Manual Training
or Household Arts.....2	or Household Arts.....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	Amer. Lit. and Gram. Analysis
or Spanish or Latin.....5	or Spanish or Latin.....5
Physics with laboratory.....5	Physics or Chemistry
Arithmetic .....5	with laboratory .....5
Psychology .....5	Geography .....5
Science of Government.....5	Pedagogy .....5
	Music .....2
	Drawing .....1
	Observation .....1

SENIOR YEAR

Practice Teaching .....5	Practice Teaching .....5
Methods .....5	Methods .....5
History of Education.....5	Ethics .....5
Bookkeeping and Com. Law.....5	School Law and
Spanish or Latin (elective).....5	School Economy .....5
	Spanish or Latin (elective).....5

1 music
1 drawing

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
Spelling and Word Analysis.....	5	Reading	5
Electives		Observation	1
		Electives	

SENIOR YEAR

Practice Teaching	5	Practice Teaching	5
Methods	5	Methods	5
History of Education.....	5	Ethics	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; history, 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.

SCHEDULE OF RECITATIONS

The schedule of recitations is published on next page for the benefit of those who wish to plan their program in advance. This is the program adopted for this year, and it is intended to maintain the same arrangement of work for succeeding years as nearly as practicable.

SCHEDULE OF RECITATIONS

Time	Mr. Matthews	Mr. Irish	Mr. Anderson	Mr. Johnston	Mr. Frizzell	Mr. Hall	Mr. Ayer
8:15 to 8:55				Music 2. M. W.			

9:00 to 9:15—MORNING EXERCISES

9:15 to 10:00	Arith. Junior		Drawing 2b. T. Th. Clay Fri.		Geometry 3.	Latin Senior	Biology 2a.
10:05 to 10:50		Physiog. 3.	Book K'g Senior	Music Jr. M. W.	Algebra 2.		Physiol. Tr. Sch.
10:55 to 11:40		Geography Tr. Sch.	Drawing 2a. M. W.			Latin Junior	Biology 2b. M. T. W. Fri.
11:45 to 12:30		Milit. Drill M. W. Fri.	Clay Fri.	Music Jr. T. Th.			Laboratory 2b. T. Th.
1:30 to 2:15		Laboratory	Drawing 3. T. Th. 1a. M. W. Clay Fri.	Music 1. T. Th.	Arith. Tr. Sch.	Latin 2.	
2:20 to 3:05		Physies Junior	Drawing Sp'l T. Th.	Music Tr. Sch. T. W. Th.	Arith. 1.	Latin 3.	Laboratory 2a. T. Th. 2b. Fri.
3:10 to 3:55			Drawing 1b. M. W. Sp'l T. Th. Mech. Fri.	Music 3. T. Th.			

SCHEDULE OF RECITATIONS

8:15 to 8:55	Sch. Law Senior		Drawing Jun. M.	Music 2. M. W.			
--------------------	--------------------	--	--------------------	-------------------	--	--	--

9:00 to 9:15—MORNING EXERCISES

9:15 to 10:00		Geography Junior	Drawing 2b. T. Th. Clay Fri.		Geometry 3.	Latin Senior	Biology 2a.
10:05 to 10:50		Laboratory	Book K'g		Algebra 2.		Physiology 3.
10:55 to 11:40		Geography Tr. Sch.	Drawing 2a. M. W.			Latin Junior	Biology 2b. M. T. W. Th.
11:45 to 12:30		Military Drill M. W. F.	Drawing Jun. M. Clay Fri.	Music Junior T. Th.			Laboratory 2b. T. Th.
1:30 to 2:15		Laboratory	Drawing 3. T. Th. 1a. M. W. Clay Fri.	Music 1. T. Th.		Latin 2.	
2:20 to 3:05		Chemistry Junior			Algebra 1.	Latin 3.	Biology 2b. Fri. Laboratory
3:10 to 3:55			Drawing 1b. M. W. Mech. Fri.	Music 3. T. Th.			

Abbreviations.—S, Senior; J, Junior; 3., 3rd Year; 2., 2nd Year; 1., 1st Year. Divisions indicated by letters a and b.

FIRST SEMESTER, 1911-12

Mr. Clark	Mr. Walde	Miss Fernandez	Dr. Bolton	Mr. Felton	Miss Burgess	Miss Francis
	Sci. Gov. Jun. a.	Spelling Junior		Eng. Lit. Themes 3.	Reading 1.	

MORNING EXERCISES

Man. Tr'g. 1. T. Th. 2. M. W.						Sewing 1b. Fri.	Cooking 1. T.
		Spanish J. adv.		Grammar 1.		Tr'g Sch.	
Tr. Sch. M. W. F.	Med. Hist. 3.	Spanish J. elem.		Amer. Lit. Gram. Anal Junior		Sewing 1a. Th.	Cooking 2a. F. 2b. T.
Tr. Sch. M. T. W. Th. F.					Phys. Tr'g. 2. M. W. Sp'l. T. P.	Tr'g. Sch.	
Man. Tr'g. 3. M. W.	Anc. Hist. 2.		Psychol. Junior			Sewing Sp'l M	
Man. Tr'g. Special	Sci. Gov. Jun. b.	Spanish 3.				Sewing 2a. W. 2b. M.	
Man. Tr'g. 1. M. W.			His. Educ. Senior	Rhetoric 2.	Phys. Tr'g. 3. W. Fri. 1. T. Th.		

SECOND SEMESTER, 1911-12

		Spelling 1.		Eng. Lit. 3.	Reading Junior	
--	--	----------------	--	-----------------	-------------------	--

MORNING EXERCISES

Man. Tr'g 1. T. Th. 2. M. W.						Sewing 1b. F.	Cooking 1. T.
		Spanish Junior Advanced		Grammar 1.		Tr'g Sch.	
Tr'g School	U. S. Hist. 3.	Spanish Junior Elem.		Amer. Lit. Junior		Sewing 1a. Th.	Cooking 2a. F. 2b. T.
Tr'g School					Phys. Tr'g. 2. M. W. Sp'l. T. F.	Tr'g Sch.	
Manual Tr'g 3 M. W.	Ancient History 2.		Pedagogy Junior			Sewing Special M.	
Manual Tr'g Special		Spanish 3.				Sewing 2a. W. 2b. M.	
Manual Tr'g 1. M. W.			Ethics Senior	Rhetoric 2.	Phys. Tr'g. 3. W. F. 1. T. Th.		

Mr. Phelps, Method, Senior, 8:15 to 8:55 both Semesters.

Abbreviations.—M, Monday; T, Tuesday; W, Wednesday; Th., Thursday; F, or Fri., Friday; Spl., Special, Tr'g, Training, Sew'g, Sewing; Adv., Advanced; Elem., Elementary.

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 dominant 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 student 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

The aim here is to develop in the student the power to know and the ability to express form in its true appearance and proportion; to familiarize him with something of the science and arrangements of color in producing relations of harmony; to train him to appreciate good composition and design; and to cultivate his taste for the beautiful.

Special emphasis is laid upon the subject of designing, that the student may procure a knowledge of the principles underlying the production, in the industrial field, of original and creditable designs. Practical applications are made of the students' work in the Household Arts and Manual Training Departments. Graduates are expected to correlate drawing with other subjects of study, so that it may serve a ready and effective aid in their public school work.

This department is liberally supplied with all the materials necessary for the class room, such as drawing tables, easels, drawing paper, still life models, plaster casts, color wheels, charts and books of reference. Aside from the drawing rooms we have one for work in clay. The exercises in clay modeling include: practice from cast, the making of tiles and pottery, illustrative topics, modeling from plant and animal life, use of potter's wheel, glazing of pottery, and care and use of kiln.

First year—The work of the first year embraces: brush practice, drawing of type-forms and objects based upon these, drills in foreshortening and perspective effects, elements of design with applications, problems in construction, practice with pencil, charcoal, colored crayons and water colors, blackboard work, wood-block designing and printing, clay modeling. Two times a week.

Second year—The second year's work is review and continuation of that of the first year. The principal topics are: perspective, designing from plant and animal motives, adapting subject-matter to different shapes, illustration, elements of mechanical drawing, pose drawing for poster effects, memory drawing, stenciling, exercises in clay. Two times a week.

Third year—The third year's outline includes: light and shade studies, pen-and-ink drawing, colored chalk work, perspective, out-door sketching, wash drawing, pose drawing, charcoal from cast, illustration, landscapes and still life in charcoal and water colors, blackboard practice, stenciling, clay modeling. Two times a week.

Junior year—In the Junior year students view the subject of drawing and designing more from the standpoint of the teacher. Among the topics for discussion and presentation in method are: use of blackboard, brush and ink practice, work with charcoal, pencil, colored crayons and water colors, clay modeling, constructive work, lettering, imaginative drawing, designing, composition with special reference to balance, rhythm and harmony, mounting of drawings, methods of preserving pupils' exercises, school-room decoration. Second semester, once a week.

BIOLOGY

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 becoming 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-ordinated 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 notebooks. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work. 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 particularly useful to teachers in furnishing a basis for a large portion of the nature study work requisite in all grades of the public 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 pollination, fertilization and the factors of plant ecology. The course is based upon 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 and 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 demonstrations. 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 and 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.

COMMERCIAL BRANCHES

Mr. Anderson

Bookkeeping—The course in bookkeeping aims to give the student a thorough foundation in the science of accounts. The work in this subject involves drill in accuracy, in rapidity of computation, and in neatness of execution. The voucher plan is followed so that all forms are used as in actual business practice. Self-reliance is encouraged as much as possible, so that the student may act with some degree of confidence in saying what is correct and in deciding accordingly. As the work advances, at frequent intervals, students make out reports as tests of accuracy.

While the principal portion of the work is by the double entry system, still some notice is given the single entry method. Changing from single to double entry is explained. Text-book—Williams and Rogers, *Modern Illustrative Bookkeeping*, American Book Company.

Commercial Law—The aim in this subject is to acquaint the student with the laws governing the ordinary transactions of business life, and to interpret them according to the statutes of Arizona. In the several topics, good opportunity is offered for logical thought in the discussions and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases, with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, real property. Senior year. Second semester. Once a week. Text-book, D. C. Gano, *Commercial Law*, American Book Company.

ENGLISH

Mr. Felton

Instruction in English aims 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 courses are given in word analysis, grammar and analysis, rhetoric, composition, theme writing, 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—First year—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 construction. The student is trained to recognize the logical relations of sentence structure, and to discriminate carefully between good and bad usage, both in oral and written discourse. Text-book—Allen's School Grammar, D. C. Heath and Co.

Rhetoric and Composition—Second year—In this course theme writing is required from the first. In order that a suitable freedom of expression may be developed, most of the earlier themes are based upon personal experience and observation. High standards in clearness, correctness, and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of diction, unity, and coherence, together with the principles governing their application, are supplemented with the regular theme requirements. Narration, with special observance of plot and orderly sequence, is studied. Description, exposition, and argumentative discourse follow the study of narrative. Every student is required to prepare and deliver at least one debate during each semester. He is allowed to deliver his argument extemporaneously but must also prepare a brief and develop it in writing. Notebooks are written up carefully and systematically corrected. All papers are discussed and corrected in class or by individual consultation with the instructor. The Shack-

ford-Judson text (B. H. Sanborn and Co.) is used as a guide, and the following classics are read to furnish models for the study of imagery, plot, and character delineation: Tennyson's *Enoch Arden*, Arnold's *Sohrab and Rustum*, Coleridge's *Ancient Mariner* and Macaulay's *Essay on Johnson*.

English Literature and Themes—Third year, first and second semesters—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 collateral readings from which reports are made; third, to exercise the student in collecting, arranging, and presenting material in the form of well-written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle, and Tennyson are read and discussed in class. Text-book—Painter's *English Literature* Benj. H. Sanborn and Co.

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 the 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*, Emerson, *Self Reliance*, *Compensation and Manners*, Poe, *Selected Poems and Tales*, Poems from Bryant, Longfellow, Whittier, Holmes and Lowell. Selections from Jefferson, Hamilton and Lincoln. During the first semester Painter's *American Literature* is used as a text-book. A review of grammatical analysis is pursued in connection with the study of American literature. An exhaustive study of the analysis of sentences which are taken largely from the classics read 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. Notebook work consists of themes, book reviews, analysis, and tabulations. Text-book—Lillian Kimball, *The English Sentence*, American Book Co.

HISTORY AND CIVICS

Mr. Waide

In history as in all subjects it is necessary to adapt the work and the method to the learner's growing knowledge and logical capacity. Therefore it will be found convenient to divide the process of teaching into three stages: first, the picture and story stage; second, the informational stage; and third, the reflective stage. With the first we are not concerned, as it is essentially primary. The second stage furnishes us with the facts methodically presented, with emphasis on the biographical and social phases. The third stage presents the study of causal relations, the origin, development, and inner life of institutions. The correlation of history with literature is made by readings from the classics, both poetry and prose; with geography by the drawing of maps showing physical features and by the study of climatic conditions and of the material resources of regions as environmental conditions and hence vital factors in the making of history.

In the courses here offered an attempt is made to train the student in the making of outlines and summaries of periods and movements, the material being gathered from all available sources. The aim of getting a clear idea of the details of history is not made paramount. 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 the United States. Many periodicals relative to this department are on file in the magazine room.

Course 1. Ancient and Mediaeval History. Second year. First semester. Text-books—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*.

Course 2. English and European History. First year. First semester. Text-books—E. P. Cheyney, *A Short History of England*; J. H. Robinson, *History of Western Eu-*

rope. Supplementary Reading—Green, Short History of England; Fyffe, History of Modern Europe; The Epoch's Series, Longmans.

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

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

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, comfortably, and beautifully. 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. 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 food 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. 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. Some time is given to the study of 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 and also from bought patterns. 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 hand and machine sewing in school. Advanced machine work is given. 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.

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, *Orations*, *Letters* and *De Senectute* and Sallust, *Catiline* and *Jugurthine War*; Vergil, *Bucolics*, *Georgics*, and *Aeneid*, and Ovid, *Metamorphoses*, *Fasti*, and *Tristia*; Provided 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 1911-1912:

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 Orations*, 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.; Brown, *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.

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-book—Southworth-Stone, Exercise Book in Arithmetic, Benj. H. Sanborn and Co.

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-book—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-book—George C. Shutts, *Plane and Solid Geometry*.

MANUAL TRAINING

Mr. Clark

This course affords opportunity for becoming proficient in workmanship, and for mastering the principles necessary for teachers of the subject. The laboratories are well equipped for cabinet work, certain forms of carving, pattern making and turning. Instruction in other materials will be given 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 the 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 funda-

mentals 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 the 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 work 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 the more skilled positions in the various fields of industrial work. Those who prepare for professional work receive special 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 of-

ferred 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 general 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

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.

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. Text-book—Milikan and Gale, First Course in Physics. Junior year. First semester. Five periods a weeks.

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. Text-book—Brownlee, First Principles of Chemistry. 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. Text-book—Salisbury's Physiography, Briefer Course.

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.

PHYSICAL TRAINING AND ORATORY

Miss Burgess

Physical Training—Instruction in Physical Training is given during the five years of the course if desired. The work is required of all young women of the first three years, but is elective the last two years. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German systems of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the beginning work is to acquire a symmetrical development of the body as a basis for health and grace. Exercises are given to remedy the following defects: weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body. The general work includes Indian clubs, dumb-bells, fancy drills with scarfs, balls, and wands, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles, and all devices in training that secure freedom of bodily action and expression of grace.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self consciousness; third, ease and precision in the movements of the body; fourth, a con-

tinual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful.

The advanced work taken up in the Junior and Senior elective classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and aesthetic forms of Physical Culture, harmony in all movements of the body, and mastery of bodily control. The primary object being the development of the individual, as much personal attention as possible is given to each member of these classes.

To secure uniformity of costume, students are advised to procure black material for their suits, and these are made according to specifications from the Director at the beginning of each school year.

Oratory—The Department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:

Reading, First Year—The first year reading is the beginning work from the text-book, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctly, giving thought and proper expression to what is read.

Reading, Junior—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading, but takes a broader form in method of teaching and application. The standard is naturalness, and deals with reading as portraying life as it exists in literature. The standard classics are used, such as Courtship of Miles Standish, Evangeline, Enoch Arden, and the plays of Shakespeare. The Merchant of Venice was used this year.

Public Speaking—In the Department of Public Speaking, the Director has charge of all public work in contests, debates, society programs, etc. In any one of these, the students are given assistance to present their work in a natural and creditable way. In this instruction, the fundamental principles of oratory are observed. As in reading, the standard in oratory is naturalness, distinctness, and thorough mastery of the thought expressed.

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 year 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-book, experimental demonstration and lectures. 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 and Co.

Pedagogy—The course in pedagogy follows directly upon that of psychology. There are two purposes to be met in the course; the first is to show the principles of learning and to develop from these the principles of teaching, and the second is 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.

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, lectures, and reports by the students. First semester. Senior year. Text-book—Paul Monroe, *A Text-Book in the History of Education*, The Macmillan Co.

Ethics—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. Second semester. Senior year. Text-book—Dewey and Tufts, *Ethics*, Holt and 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. Rural school problems are given special attention. Among the topics included in the course are 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 buildings. The course in school law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing an interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the 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 of school districts; the revenues derived from territorial, county and district taxation, including the apportionment of the same; uniform text-books, courses of study, etc.

The Training School—The Training School is organized under special laws, but is conducted as a regular public school of eight grades. The large number of teachers makes it possible to keep classes small and to give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods and the preparatory course in observation of teaching make up the theoretical side. The practical work consists of actual teaching in the classes in the Training School, where the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

Junior Observation—As a part of the preparation for taking up the work of teaching, Juniors are required to observe the class-room work of the Training School for a portion of the year. These observations are recorded, corrected and discussed. This leads to a sympathetic appreciation of the teaching profession.

Methods—The methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present Normal School methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

Practice Teaching—Each senior teaches one full year in the Training School under the direction of the critic teachers. All teaching is done from carefully prepared lesson plans which have been approved by the supervisors.

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	15	45	10	45	7	30	5	45	5	30	3	45
Writing.....	5	20	5	20	5	20	5	20	5	20	2	20	5	15	2	25
Spelling.....	5	20	5	20	5	20	5	20	5	15	5	15	5	15	2	25
Language.....	5	25	5	25	5	25	5	45								
History.....									2	45	5	30	5	30	*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	3	45
Domestic Science.....											1	90	1	90	1	90
Sewing.....									2	45	2	45	2	45	2	45
Music.....	5	20	5	20	5	20	5	20	3	30	3	45	2	30	2	45
Geography.....							5	45	5	45	5	45	5	45	*5	45
Grammar and Composition.....									5	45	5	45	5	30	5	45
Civics.....															†5	45
Physiology.....											2	45	*5	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.

SPANISH

Miss Fernández

The course in Spanish proposes to meet the needs of the following classes of students: first, those intending to teach in the Southwest where many descendants of the early Mexican settlers yet live; second, those who may identify themselves with the industrial development of Spanish-America where there is a constant demand for Spanish-speaking Americans with the necessary technical qualifications; third, those students who wish to gain college entrance credit in modern languages. Two years of Spanish are accepted as two units by the leading universities of the United States.

The two years' course in Spanish is elective and begins the third year of the Normal course. High school graduates may elect Spanish in the junior and senior years.

The course is arranged as follows:

Elementary Spanish—The elementary course includes a careful drill in Castilian and Spanish-American pronunciation. Much importance is attached to the conjugation of the Spanish verb. The elements of syntax are acquired through translation from dictation and practical exercises in Spanish conversation. Text-books—Worman, *First Spanish Book*, American Book Co.; Hills and Ford, *Spanish Grammar*, D. C. Heath and Co.; Bransby, *Spanish Reader*, D. C. Heath and Co.; Alarcón, *El Capitán Veneno*, D. C. Heath and Co.

Advanced Spanish—During this year all class work is conducted in Spanish. A thorough knowledge of syntax is demanded. Frequent dictation and sight reading from Spanish newspapers afford ample opportunity for the development 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. Attention is also given to the forms of commercial correspondence. Text-books—Hills and Ford, *Spanish Grammar*, D. C. Heath and Co.; Ford's *Spanish Composition*, D. C. Heath and Co.; Galdós, *Doña Perfecta*, American Book Co.; Larra, *Partirá Tiempo*, American Book Co.; Cervantes, *El Cautivo*, D. Appleton and Co.; Calderón, *La Vida es Sueño*, American Book Co.

During the last quarter of the Normal year the Spanish classes present before the faculty and students a musical and literary program entirely in the Spanish language.

SPELLING AND WORD ANALYSIS

Miss Fernández

As words are of no use to us any farther than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is twofold: to teach written spelling, and to enlarge the student's vocabulary. After a preliminary study of phonetics, syllabification, and the general rules of spelling, the student is required to commit to memory the roots listed in the text, and these foreign roots are used as a basis for written and oral exercises in the analysis, definition and use of English words. The words selected for analysis are those used in familiar discourse, while scientific terms and uncommon words of foreign origin are considered as to their particular significance. By frequent spelling contests, the practical rules of spelling and their exceptions become permanently fixed in the memory.

The work in spelling and word analysis demands five hours a week during the last semester of the first year. The subject is also required of students who enter the Normal as graduates of a high school and is considered a part of the professional course. In the junior year the written work is discussed before the class in order to give practical illustration of the methods of teaching spelling and word analysis in the public schools. Text-books—Webster's Academic Dictionary, American Book Co.; Swinton, New Word Analysis, American Book Co.

Library

The library has recently been remodeled and now occupies two large well-lighted rooms on the first floor of the main building. In addition to this, there is an adjoining room used exclusively for current and bound magazines. 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, atlases, 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.

Periodicals—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 World, Engineering Magazine, Etude, Everybody's, Forum, Government Publications, Harper's Monthly, Hints, House Beautiful, Independent, Interna-

tional Studios, Journal of Geography, Journal of Geology, Journal of Home Economics, Journal of Philosophy, Psychology and Scientific Methods, Ceramic Studio, Las Novedades, Library Journal, Literary Digest, Machinery—Eng. ed., Machinery—Shop ed., Manual Training Magazine, Musician, Nation, National Geographical 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, Primary Education, 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, Western Journal of Education, World's Work, Youth's Companion.

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. 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 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.

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 numer-

ous 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. 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.

Special Information

LITERARY SOCIETIES

Every student of the Normal School is a member of one or the other of three literary societies, the Alpha, the Olympian, and the Philomathean. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice when required. The members of all societies receive individual aid and instruction from the instructor in oratory, who devotes a portion of each week to this special work. Members of the faculty are honorary members of all three societies. Meetings are held each Wednesday afternoon at 4:00 o'clock and public programs are presented from time to time during the year.

In addition to these three regular societies, a fourth, known as the Athenian Debating Club, has been organized by the young men for practice in debate, and meets each Wednesday evening.

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.

The first prize in this contest is a handsome gold medal of special design, contributed annually by Mr. F. A. Hilderbran, of Phoenix. In addition to these medals three 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 towards the fostering of a wholesome rivalry among the classes, and they are besides a valuable adjunct to the work in physical training.

LECTURE COURSES

It is intended to arrange, each year, for a course of lectures and entertainments by outside talent of a high order of merit.

During the year 1910-11 a very satisfactory course was presented, including two illustrated lectures by Dr. Baumgardt, a lecture by Dr. Cubberly, the Gamble Concert Party, The Pasmore Trio, Mr. Chapin's Impersonation of Lincoln, and the English Opera Singers' Concert Company.

The course for 1911-12 will include such names as Judge Lindsay, Governor Folk, Opie Read, the Le Brun Opera Singers, three of whom have starred in grand opera in this country and in Europe, and the Whitney Brothers' Male Quartette, which has no superior before the American public.

These courses are generously patronized by the citizens of Tempe, and afford the students unusual opportunities.

VISITORS

Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. Visitors will find the entire student body assembled each morning session from 9:00 to 9:15 o'clock, mountain time. The people of Arizona are urged to recognize the fact that the Normal School belongs to them and that the management always appreciates their interest and good will. It is well recognized that their visits are a valuable stimulus to faculty and students alike.

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 un-

able 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.

Three gold medals are offered annually as prizes for excellence in essay, declamation and oration, respectively. The first is offered by the Athenian Debating Club, the second by the Alpha Literary Society, the third by the Normal Board of Education. These medals are competed for by the members of the regular literary societies during the 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 two gold medals to its own members for excellence in oration and in declamation. A third gold medal for essay is offered to members of the Alpha Society by President A. J. Matthews.

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

THE ALUMNI ASSOCIATION

This association now numbers 439 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 in the Alumni Register will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the Principal and members of the faculty find many opportunities of recommending teachers to good positions, and this they are always pleased to do as they feel that the service may be an advantage not only to the student, but to trustees and school officers as well. The Principal of the school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of its students and alumni 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, the Principal should be given a full and detailed statement of the requirements and conditions of the position.

Register for 1910-1911

NORMAL DEPARTMENT

Akers, Byran	Phoenix	Corbin, Clarinda.....	Tempe
Alexander, Enid	Tempe	Corbin, Mary	Tempe
Allen, Clara	Mesa	Cordes, Grace	Prescott
Ames, Frank	Jerome	Coyle, Velma	Phoenix
Augustine, Clara.....	Stoddard	Craig, Edward	Tempe
Austin, Beulah.....	Tempe	Creighton, Jessie.....	Phoenix
Baker, Agnes.....	Bisbee	Critchley, Benson.....	Artesia, Cal.
Baker, Anna	Bisbee	Crook, Pearl	Tempe
Barbour, Winona.....	Tempe	Crook, Veiva	Tempe
Barkley, Robena.....	Glendale	Cumming, Lavina.....	Calabasas
Barney, Annie.....	Williams	Cummings, June	Tempe
Barney, Roy	Williams	Cummings, Lucy	Tempe
Barr, Hazel.....	Phoenix	Cummins, Blanche	Tempe
Bauer, Marie.....	Tempe	Daggs, George.....	Williams
Beddow, Mabel.....	Bisbee	Dean, Moffatt	Nogales
Behn, Eva	Phoenix	Detloff, Lucile	Bisbee
Belknap, Carroll.....	Oscuro, N. M.	Diamond, Sam	Flagstaff
Billingsley, Ethel.....	Clifton	Davis, Frances.....	Long Beach, Cal.
Blake, Parley.....	Tempe	Dichtenmiller, Lena.....	Clifton
Blakely, Ted	Kingman	Dickinson, Jessie	Tempe
Blendinger, Katherine.....	Phoenix	Dines, Flossie	Tempe
Blount, Anna.....	Tempe	Doherty, Edith	Nogales
Blount, Paul.....	Tempe	Dorsett, Pearl.....	Spartanb'rg, S.C.
Bloys, Ina.....	Bloomfield, Mo.	Duncan, Dea	Phoenix
Bloys, William.....	Bloomfield, Mo.	Dunlap, Mary	Douglas
Bond, Eliza.....	Mesa	Dykes, Leonard	Mesa
Bone, Katherine.....	Phoenix	Easterwood, John	Phoenix
Brady, Forest.....	Tempe	Eisenhart, Elizabeth.....	Pearce
Braly, Inez.....	Phoenix	Ellingson, Alma	Phoenix
Brandenberg, Annie.....	Winkelm'n	Everett, George.....	Duquesne
Brown, George.....	Tombstone	Everett, Grace.....	Duquesne
Byron, Jessie.....	Williams	Felch, Bessie	Phoenix
Calkins, Francis.....	Tempe	Fike, Aura Belle.....	Naco
Carrol, Hazel	Mesa	Fike, Frances	Naco
Carroll, Anna.....	Phoenix	Finch, Lora	Tempe
Carter, Cortlandt.....	Walnut Grove	Fogal, Edythe	Tempe
Carter, Dorothy.....	Abilene, Tex.	Foushee, Leona	Phoenix
Carter, Glenna.....	Walnut Grove	Fram, Ray	Phoenix
Chilson, Bessie.....	Tempe	Goodfellow, Lillias.....	Pine
Chilson, Wilmirth.....	Tempe	Goodwin, Leona	Tempe
Clark, Afton	Mesa	Goodwin, Olga	Phoenix
Clark, Carolyn.....	Benson	Griffin, Arthur.....	Tempe
Clarke, Anna.....	Kingman	Griffin, Fritz	Tempe
Cole, Lena.....	Tempe	Griffin, Mary	Tempe
Cole, Lois	Tempe	Guldin, Viola	Tempe
Cole, Maude	Tempe	Haby, Romeo	Willcox
Cole, Rita	Tempe	Halleck, June	Signal
Collins, Helen	Florence	Hance, Eva	Yuma
Cooke, Ercel	Globe	Harmon, Pansy	Tempe
Corbell, Mary.....	Tempe	Harrison, Lewis	Duquesne
Corbell, Paul	Tempe	Hart, Mildred	Bisbee
Corbell, Victor	Tempe	Haulot, Emily	Phoenix

Heaton, Hazel	Mesa	Muse, Willie	Cochise
Heinrichs, Miriam.....	Morenci	Nash, Lucy	Miami
Higgins, Rena	Mammoth	Nash, William	Miami
Hodnett, Geraldine.....	Tempe	Nichols, Warren	Tempe
Holcomb, Gladys	Benson	Ovieda, Margarita.....	Tempe
Holcomb, Hazel	Benson	Oxley, Ruth	Tucson
Holland, Audrey.....	Newbern, Ten.	Painter, Juanita.....	Tempe
Holmesley, Hallie.....	Tempe	Parker, Laurretta.....	Buckeye
Houston, May	Benson	Parry, Katherine	Tempe
Hudlow, Cora	Tempe	Passey, Viola	Pine
Hughes, Erile	Phoenix	Pearce, Zetta	Mesa
Irvin, Kathleen.....	Phoenix	Pear, Dan	Casa Grande
Johnson, Ruby	Hereford	Peck, Ralph.....	Marshallfield, Wis.
Johnston, Edith	Tempe	Pendergast, Lulu.....	Phoenix
Johnston, Helen	Tempe	Perkins, Ben	Junction
Johnston, Kenneth	Tempe	Pickrell, Charles.....	Phoenix
Jolly, Velma	Jerome	Pitts, Albert.....	Ash Fork
Jungermann, Otto	Tempe	Powell, Ione	Florence
Keating, Mary	Florence	Quinn, Mabel	Tempe
Kempe, Leila	Mesa	Rains, Mary Evelyn.....	Flagstaff
Kempf, Annie	Benson	Rankin, Ella	Tombstone
Kiessling, Marguerite	Medford, Wis.	Richards, Ethel	Tempe
Kimball, Mary.....	Phoenix	Robbins, Irene	Tempe
Kittle, Grace	Globe	Robbins, Ruth	Tempe
Kittle, Ruth	Globe	Robertson, Dorris.....	Mesa
Laney, Mabel	Mesa	Rogers, Elva	Mesa
Lassator, Laura.....	Safford	Rogers, Grace	Mesa
Lewis, Amy	Tempe	Rogers, Iva	Tempe
Lisonbee, Letta	Mesa	Rogers, Mabel	Mesa
Littlefield, Nellie	Yuma	Sandoz, Vernice	Tempe
Lorona, Eliza	Florence	Schoshusen, Flora	Tempe
McComas, Ruth	Tempe	Schultz, Rosa	Mammoth
McComb, Jesse	Willcox	Scott, Vera.....	Detroit, Mich.
McIlmoil, Lucy	Phoenix	Sheldon, Joe	El Paso, Tex.
McKay, Nettie.....	Congress	Shew, Edna.....	Walnut Grove
McKee, Marguerite.....	Phoenix	Shivers, Johnnie.....	Solomonville
McNeeley, Allene	Phoenix	Siprell, Earl	Swansea
McNulty, Frances.....	Tempe	Sirrine, Ethel.....	Mesa
McVeigh, Phoebe.....	Mammoth	Smith, Ada	Walker
Manley, Mildred.....	Tempe	Smith, Aileen	Douglas
Mellon, Kathryn.....	Palo Verde	Spear, Lola	Tempe
Melton, Mary.....	Shawnee, Okla.	Spikes, Albert	Douglas
Meskimons, Lillian.....	Tempe	Spikes, John	Douglas
Meskimons, Lucile	Tempe	Stayton, Lillian	Globe
Miller, Gussie	Tempe	Stevenson, Clara	Phoenix
Miller, Lyda	Tempe	Stewart, Marie	Tempe
Miller, Rose	Tempe	Stewart, May	Florence
Millett, Neoma	Mesa	Strumm, Ethel	Miami
Morris, Alice	Safford	Sturgeon, Beulah	Tempe
Morrison, Lucile.....	Prescott	Tamborino, Dorothy...Congress	
Moss, Bryan	Tempe	Thew, Flora	Tempe
Moss, Florence	Tempe	Thiel, Alice	Tombstone
Mullen, Cecil	Tempe	Tompson, Josie.....	Spr. Val., Ill.
Mullen, Edith	Tempe	Tompkins, Amy	Phoenix
Mullen, John	Tempe	Tompkins, Ruby	Phoenix
Mullen, Lois	Tempe	Tong, Maud	Bisbee
Mumford, Hazel	Mesa		

Tucker, Nettie	Tempe	Welborn, Lela	Phoenix
Tunison, Helen		Welborn, Mary	Phoenix
.....	New Port Beach, Cal.	Wells, Harriett	Mayer
Turner, Eva	Tempe	White, Garland	Tempe
Utterbach, Iva	Cochise	Windes, Eustace.....	Mercer, Tenn.
Van Riter, John	Tempe	Willebrandt, Arthur	
Waddell, Beulah	Safford	.....	Buckley, Mich.
Walker, Gladys	Calabasas	Willebrandt, Mabel	
Walsh, Aileen	Gila Bend	.....	Buckley, Mich.
Warner, Edith	Tempe	Wilson, Sarah	Safford
Weatherford, Hugh.....	Flagstaff	Wilson, Stella	Walker
Webb, Mabel	Roosevelt	Wood, Grace	Tempe
Webb, May	Douglas	Woods, Laura	Globe
Webb, Norma	Roosevelt	Woodward, Georgia	
Weedin, Jennie	Florence	.....	San Bernardino, Cal.
Weir, Irene	Tempe	Young, Ettie	Clifton

TRAINING DEPARTMENT

Acedo, Lauro	Cole, Roy	Hurtado, Jose
Adamson, Evelyn	Cole, Ruth	Imperial, Amelia
Alexander, Cecil	Cole William	Johnston, Dorothy
Allen, Irene	Cook, Paul	Johnston, Janet
Austin, Cedric	Corbell, Beulah	Knight, Alice
Austin, Harold	Corbell, Ethel	Laney, Grant
Bacon, Earl	Crook, Alta	Lemon, Elisa
Bacon, Elice	Crook, Lanier	Littleton, Davinia
Bacon, Grant	Donnell, Eugene	Littleton, Thelma
Bacon, Ruth	Encinas, Amanda	Lohman, Henry
Basquez, Cruse	Escalante, Altagracia	MacLennan, Anita
Basquez, Pastora	Escalante, Enrique	MacLennan, Kenneth
Benetes, Angelita	Escalante, Petra	McGuire, Anna
Benetes, Fred	Fisk, Warren	McGuire, Henry
Benetes, Jose	Flumerfelt, Heien	McMillan, John
Benetes, Pedro	Flumerfelt, Percy	McReynolds, Leslie
Blount, Alma	Frizzell, Florence	Matley, Welcome
Blount, Marie	Frizzell, Stella	Meyer, Clifford
Bloys, Lena	Galas, Elisa	Meyer, Margaret
Bloys, Beulah	Galas, Miguel	Meyers, Nellie
Brown, Elvin	Galas, Petra	Miller, Floyd
Bufando, Joe	Goodwin, Alverta	Miller, Horace
Calkins, Dorothy	Goodwin, Gordon	Miller, Lawrence
Calkins, Margaret	Green, Fred	Moss, Lulu Virginia
Carter, George	Halbert, Crellie	Murchison, Dan
Casner, Edith	Hanson, Lucy	Murray, Elsie
Casner, Howard	Harbeson, Kenneth	Nardelli, Annie
Chilson, Albert	Haulot, Gertrude	Nardelli, May
Chilson, Edna	Haulot, Helen	Ochoa, Jose
Chilson, Warren	Hermans, Maxina	Ochoa, Luz
Cole, Annie	Hermans, Rita	Oviedo, Rosa

Oviedo, Susie	Sarrategue, Gregoria	Tucker, Martha
Parker, Dannie	Sarrategue, Lupa	Tucker, Myrtle
Perkins, Fannie	Seals, Irvin	Uvez, Carmelita
Perry, Cipo	Seals, Neva	Uvez, Elias
Perry, Edward	Simmons, Linton	Uvez, Francis
Perry, Walter	Smith, Cecil	Uvez, Manuel
Perry, Wesley	Smith, Edna	Van Riter, Eleanor
Pike, Raymond	Smith, Ira	Walling, Catherine
Pitts, Harvey	Smith, William	Walling, George
Pulsifer, Dean	Sosa, Reynaldo	Walling, Willie
Pulsifer, Maurice	Spangler, Lola	Walker, Marjorie
Pulsifer, Paul	Spangler, Lula	Warner, Ruth
Rhymer, Floyd	Spangler, Ruth	Watson, Ernest
Robbins, Dick	Strumm, Irene	Webster, Reese
Robbins, Grace	Surface, Henry	Westover, Estella
Robbins, Mabel	Surface, Maud	White, Elvin
Rogers, Cecil	Teeter, Earl	White, Irval
Rogers, Elizabeth	Teeter, Eva	Williams, Hazel
Rogers, Jean	Teeter, Glen	Williams, Myrtle
Rogers, Zillah	Teeter, Ronald	Williams, Susie
Ruiz, Frank	Teeter, Sam	Windes, Leldon
Ruiz, Joe	Teeter, Zella	Woodman, Earl
Ruiz, Josie	Thatcher, Annie	Zimmerman, Erdene
Ruiz, Mary	Thatcher, George	Zimmerman, Erma
Rydberg, Ivar	Thatcher, Tom	Zimmerman, Wesley
Sambiano, Frank	Throm, Bertha	
Sambiano, Rita	Tucker, Elliott	

SUMMARY OF REGISTRATION

Normal Department	245
Training Department	172
Total	417

Alumni Register

CLASS OF 1887	
NAME	ADDRESS
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 Archbald).....	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 (Mrs. S. L. McArthur)	Los Angeles, Cal.
Rosina Pomeroy (Mrs. Adam R. Brewer)	Safford
Ella Sanders (Mrs. Louis Cordon)	Dublan, Chihuahua, Mex.
Anna R. Stewart	Tempe
Ida M. Woolf (Mrs. A. J. O'Connor)	Tempe

CLASS OF 1895

Miriam Anderson (Mrs. H. B. Davenport)	Swansea
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 (Mrs. J. Oscar Mullen) *	
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. L. C. Austin)	Tempe
Amina W. McNaughton (A. B. 1898)	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Benson
Bertha M. White (Mrs. Reese)	Bisbee
Julia R. Nichols (Mrs. C. B. Calhoun)	Tempe
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)	

*Deceased.

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 Serrine (Mrs. Ellis Johnson)	Mesa
Verner A. Vanderhoof	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)	Phoenix
Una B. Hanna (Mrs. E. G. Decker)	Globe
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 Swiggert (Mrs. Van Kirk)	Phoenix
Walter H. Wilbur	Banker, Tempe

CLASS OF 1899

Garnett Allison	Mesa
Bessie Frances Archbald	Los Angeles, Cal.
Eva L. Bowyer (Mrs. E. N. Jenkins)	El Paso, Texas
Lutie 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 (Mrs. A. M. Woods).....	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 Hedgepeth (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 Sistine (Mrs. Clarence Paddock).....	Mesa
Charles Albert Stauffer.....	Phoenix
Ethel M. Wilbur (Mrs. W. Dorman).....	Mesa
L. Grace Webb.....	Phoenix

CLASS OF 1902

Alice B. Appleby (Mrs. H. Wagnon).....	Douglas
--	---------

*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
Lcona L. Gibson.....	Whittier, Cal.
Grace M. Godwin.....	Santa Rosa, Cal.
Charles A. Haigler (Univ. of 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 L. Trussler, LL. D.....	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.....	Mesa
George Reed	San Diego, Cal.
Elmer F. Ruse.....	Mesa
Orrin L. Standage.....	Tempe

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.

NAME	ADDRESS
Grace Culver	409 W. 2d St., 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 (Mrs. H. H. Huffer)	Spring Valley, Cal.
Marion Thomas	Yuma
Everett Wilbur	Mesa
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 (Mrs. Lynn Palmer)	Douglas
Elma Pulsifer (Mrs. Cone Webb)	Roosevelt
Margaretha Schwarz	Mesa
Harry Van Noate	Case School of Applied Science, Cleveland, O.
Vessa Wright (Mrs. Chas. Merrill)	Bisbee

CLASS OF 1906

Laura Agnew	Clifton
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 (Mrs. J. F. Tresler)	Hillyard, Wash.
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, A. B. (Berkeley)	Tempe
Mabel Kemp (Mrs. A. C. Duffy)	Vail
James King	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	Chicago
Karl Leebrick	Covina, Cal.
Lucy Leftwich	Jerome
Anna Matthews	Tempe
Carrie Marlar (Mrs. G. Bright)	Phoenix
Marina Priest	Metcalf
Clarence Standage	Phoenix
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. Bertram 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)	Ray
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 (Mrs. Nathan)	Bisbee
Lucy Kenney (Mrs. John McGregor)	Bisbee
Mary Leavell	Tempe
Kittie McNichol	Humboldt
Alice Merritt (Mrs. George E. Brown)	Minneapolis, Minn.
Nelly Murphy	Univ. of Cal., Berkeley
Georgia Quinn (Mrs. C. T. Menard)	Ray
Amelia Rabinovitz	Phoenix
Eva Ruse (Mrs. C. Keebler)	Tempe
Lemmie Stauffer	Phoenix
Maud Stewart (Mrs. M. Anderson)	Hayden
Edna Stobbs	Phoenix
Palmyra Tamborino	Congress
Carrie Thompson	McCabe
Sydney Vensel	Phoenix
Iva Walker (Mrs. Lewis Hallenbeck)	Salida, Colo.

CLASS OF 1908

F. Herbert Ballou	Tempe
May Benson	Willcox
Maude B. Cummings	Tempe
Helen Duval	Phoenix
Iva Easterwood	Phoenix
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	Mesa
Gertrude Potts	Kingman
Inez Robbins (Mrs. Marshall Brown)	Payson
Della Schaal (Mrs. Halbert Miller)	Tempe
Belle Stephens (Mrs. Wiggenghorn)	Pasadena
Nellie Trent	Mesa

NAME	ADDRESS
Corinne Van Noate (Mrs. Ralph Blount)	Glendale
Nell Louise White (Mrs. Orrin Standage)	Tempe
Lottie Wiatt	Phoenix
Mabel Woolf	Tempe
Sara Hayden	Seattle, Wash.

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 (Mrs. Fred Patterson)	Tempe
Marcia Carter	Phoenix
Nellie Clarke (Mrs. Deland Bouse)	Morenci
Rachel Cohen	Douglas
Abbie Crawford	Douglas
Edith Culley	Tucson
Katherine Cunningham	Bisbee
Elsie Curtis	Pima
Elzina Curtis	Thatcher
Jennie Daggs	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	Morenci
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	Bakersfield, Cal.
Irma Schmidt	Tempe
Maude Sirrine	Mesa
Mamie Snyder	Phoenix
Myrtle Snyder	Bisbee
Florence Studley	Bisbee
Mae Stukey	Walker
Mary Turner (Mrs. H. E. Davis)	Prescott
Irene Woolf	Tempe

CLASS OF 1910

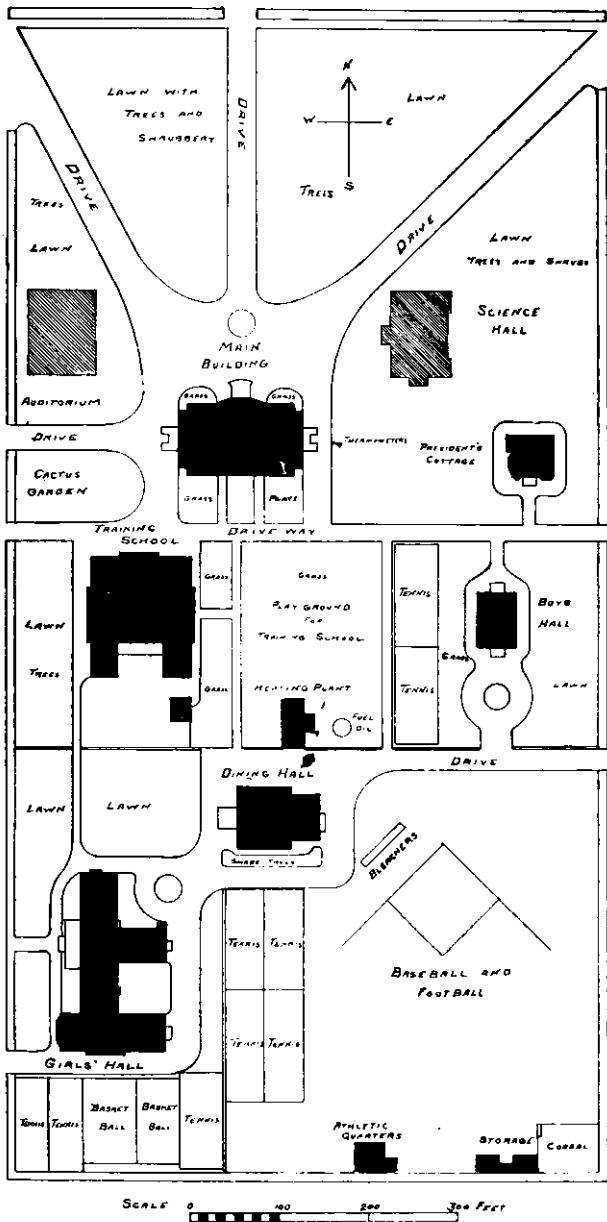
Emma L. Bell	
Fannie Breedlove	Phoenix
Olive Conroy (Mrs. Russell)	Tempe
Loreen Cox	Jerome
Norma Creighton (Mrs. Snow)	Iowa
Meda Dickinson	Tempe
Mary Duffy	Tucson
Jennie Ellingson	Phoenix
Wiley Hanson	Tempe
Albert Jungerman	Tempe
Lulu Keating	Ray
Nathaly Larson	Ray
Marjorie Leavell	Ohio
Laura McGill	Tombstone
May McKay	Congress
Annie Priest	Tempe
Maud Shivers (Mrs. J. R. Polley)	Solomonville
Mary Terrell	Clifton
Frank Thomas	Bisbee
Anna Tong	Bisbee
Ruth Turner	Mesa
Georgia Wilcox	Phoenix

Class of 1911

Agnes M. Baker
 Robena Barkley
 Hazel Barr
 Mabel Beddow
 Parley Blake
 Eliza Bond
 Katherine Bone
 Hazel Carroil
 Lena Cole
 Mary Corbell
 Pearl Crook
 Frances Davis
 Pearl Dorsett
 Mary Dunlap
 Leonard Dykes
 Alma Ellingson
 Aura Belle Fike
 Lora Finch
 June Halleck
 Hazel Heaton
 Edith Johnston
 Otto Jungermann
 Marguerite Kiessling
 Eliza Lorona

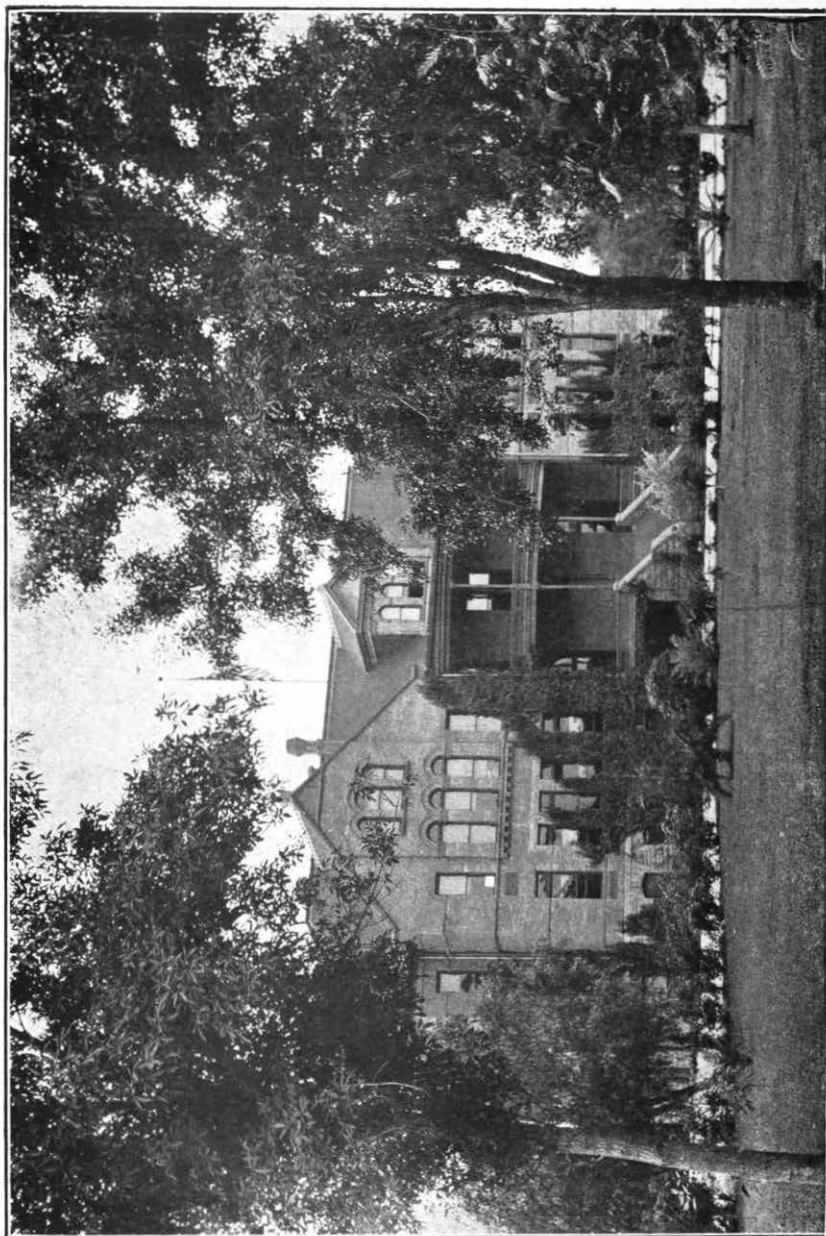
Ruth McComas
 Nettie McKay
 Frances McNulty
 Mary Melton
 Rose Miller
 Neoma Millet
 Lucille Morrison
 A. John Mullen
 Hazel Mumford
 Lucy Nash
 Juanita Painter
 Charles Pickrell
 Dorris Robertson
 Grace Rogers
 Aileen Smith
 Lola Spear
 Josie Thompson
 Ruby Tompkins
 Aileen Walsh
 Mabel Webb
 Jennie Weedin
 Mabel Willebrandt
 Eustace Windes

Total number of graduates, 438.

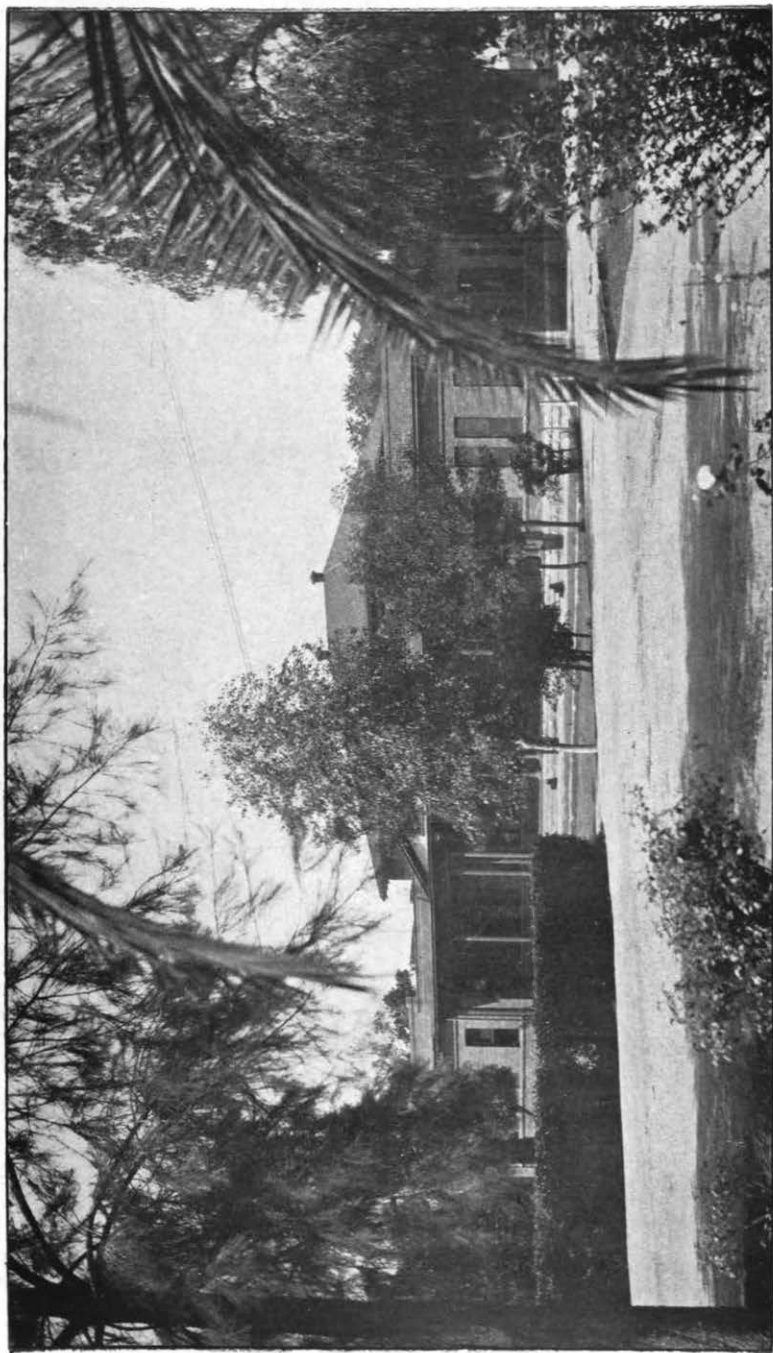


Oct. 1907

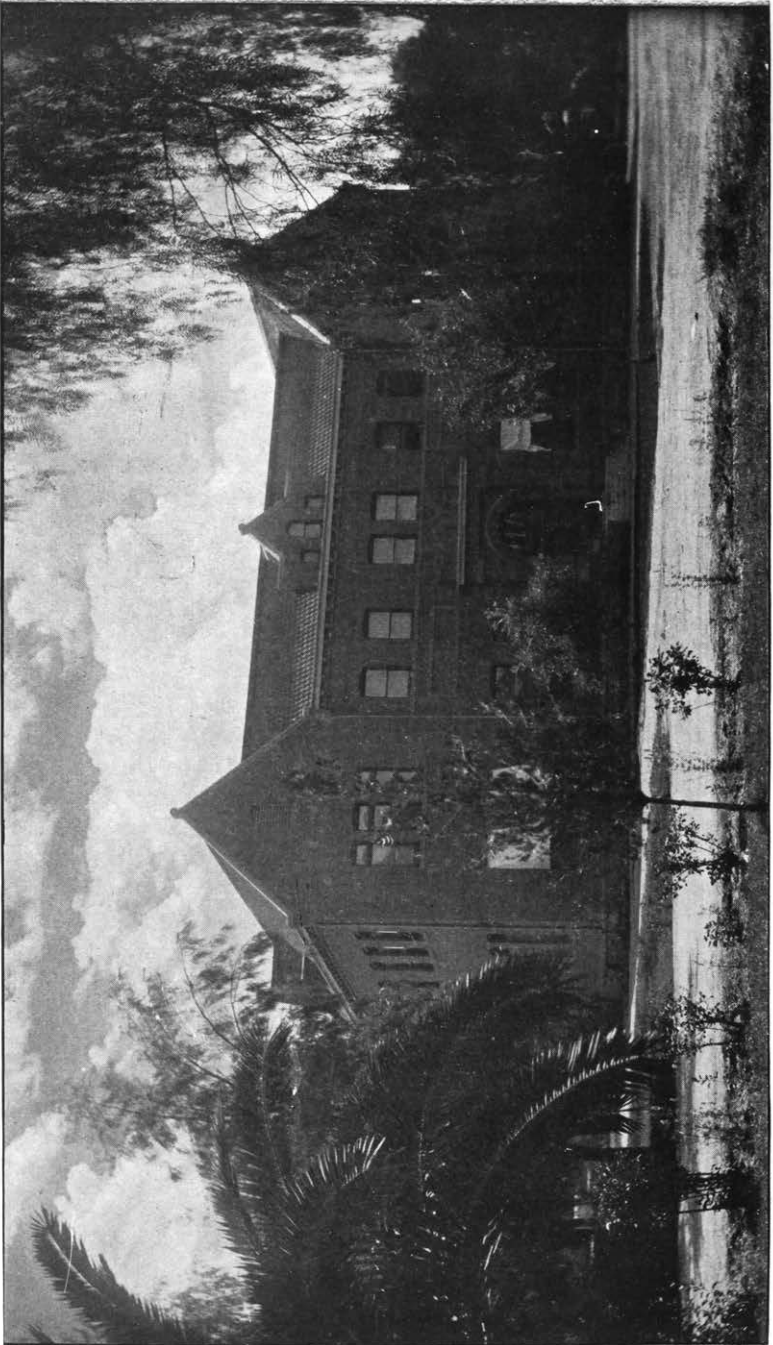
PLAN OF CAMPUS—CONTAINING TWENTY ACRES



MAIN BUILDING



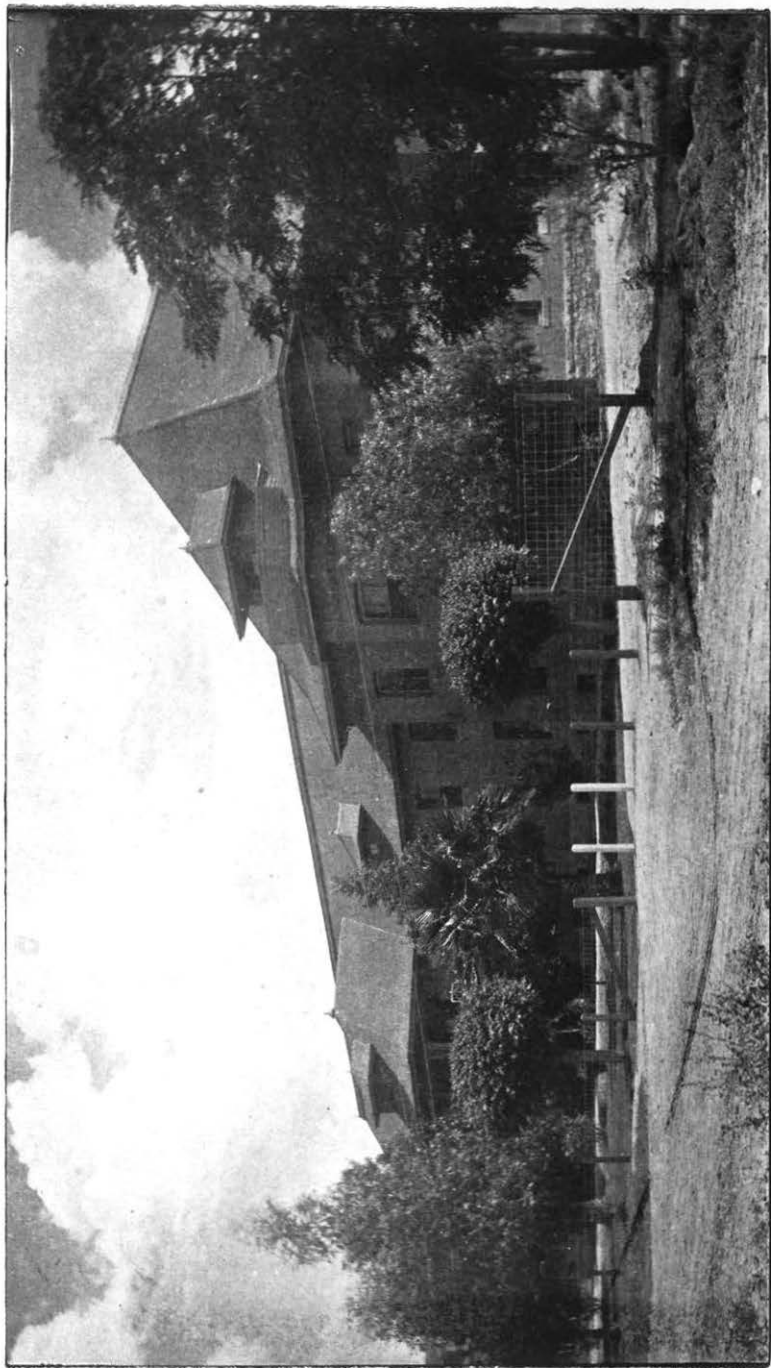
TRAINING SCHOOL



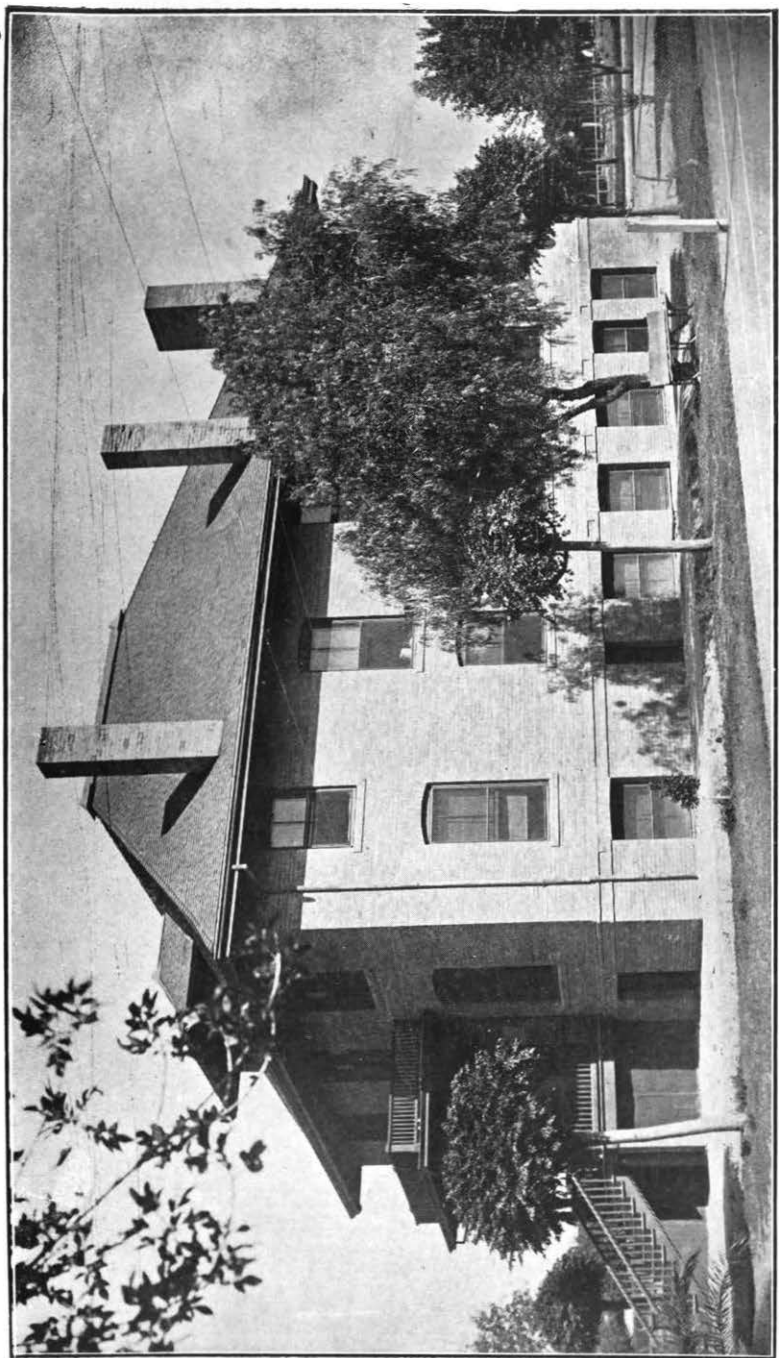
SCIENCE BUILDING



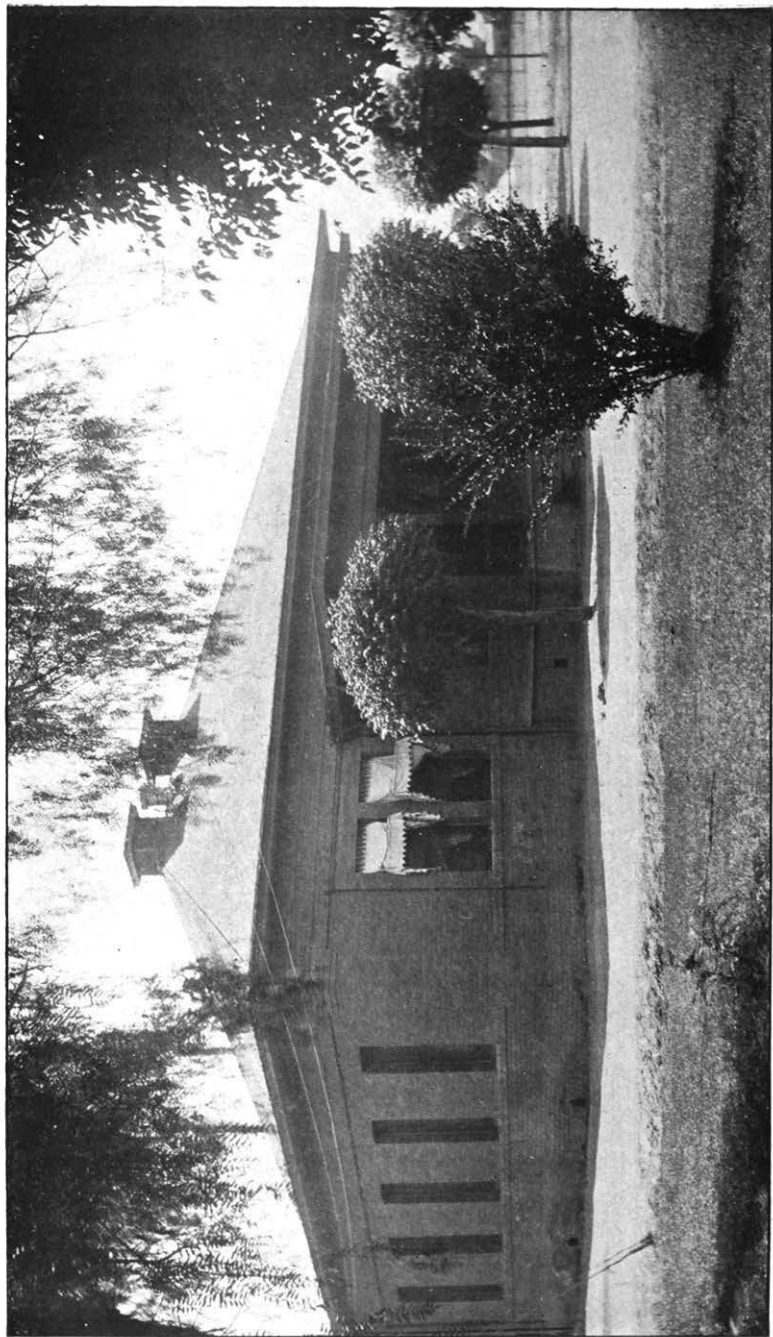
AUDITORIUM AND GYMNASIUM



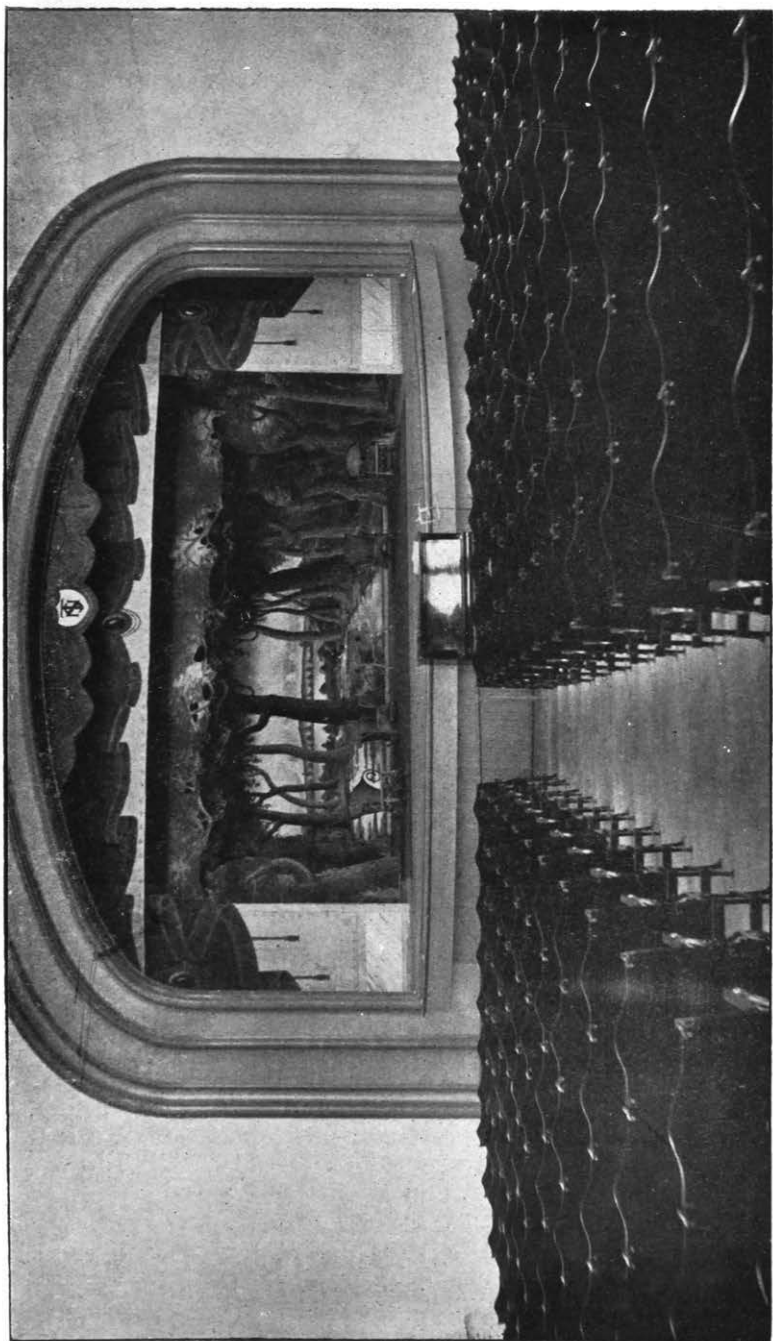
LADIES' DORMITORY



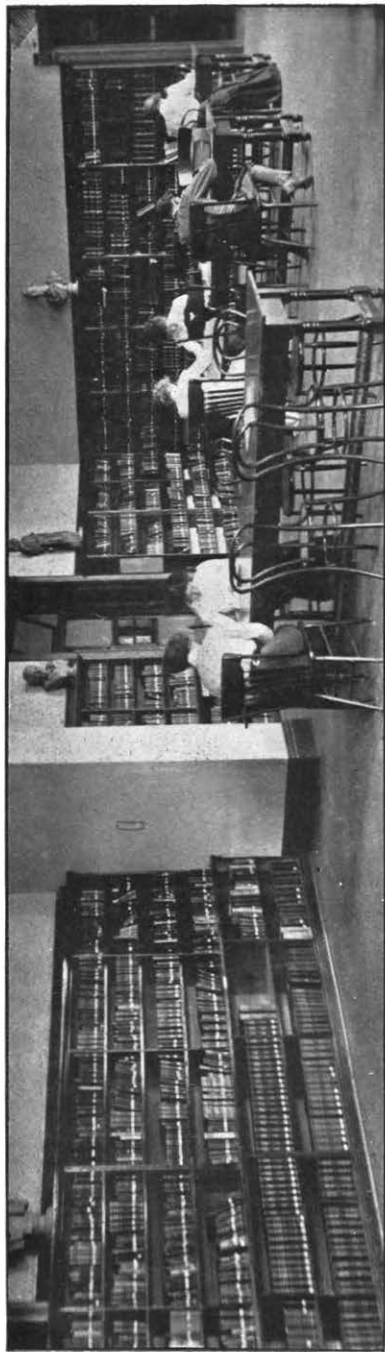
GENTLEMEN'S DORMITORY



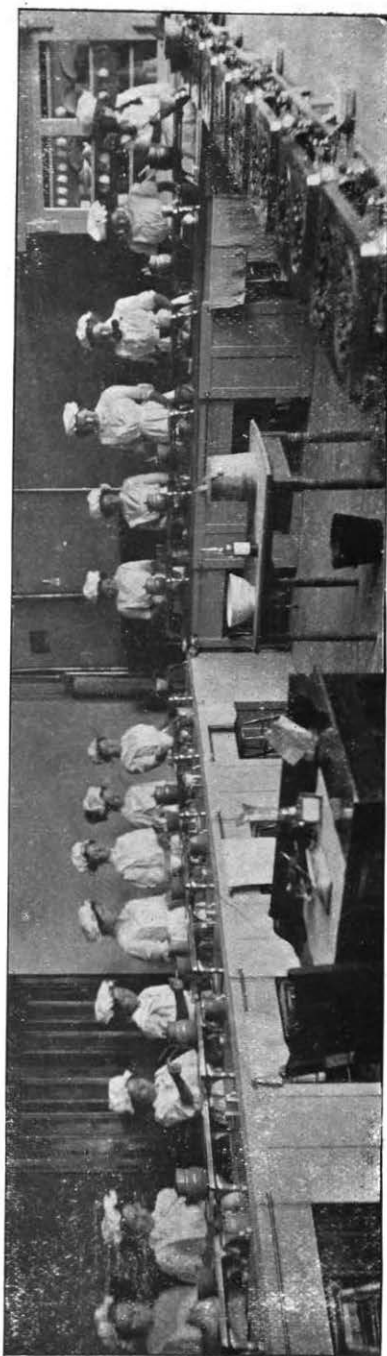
DINING HALL



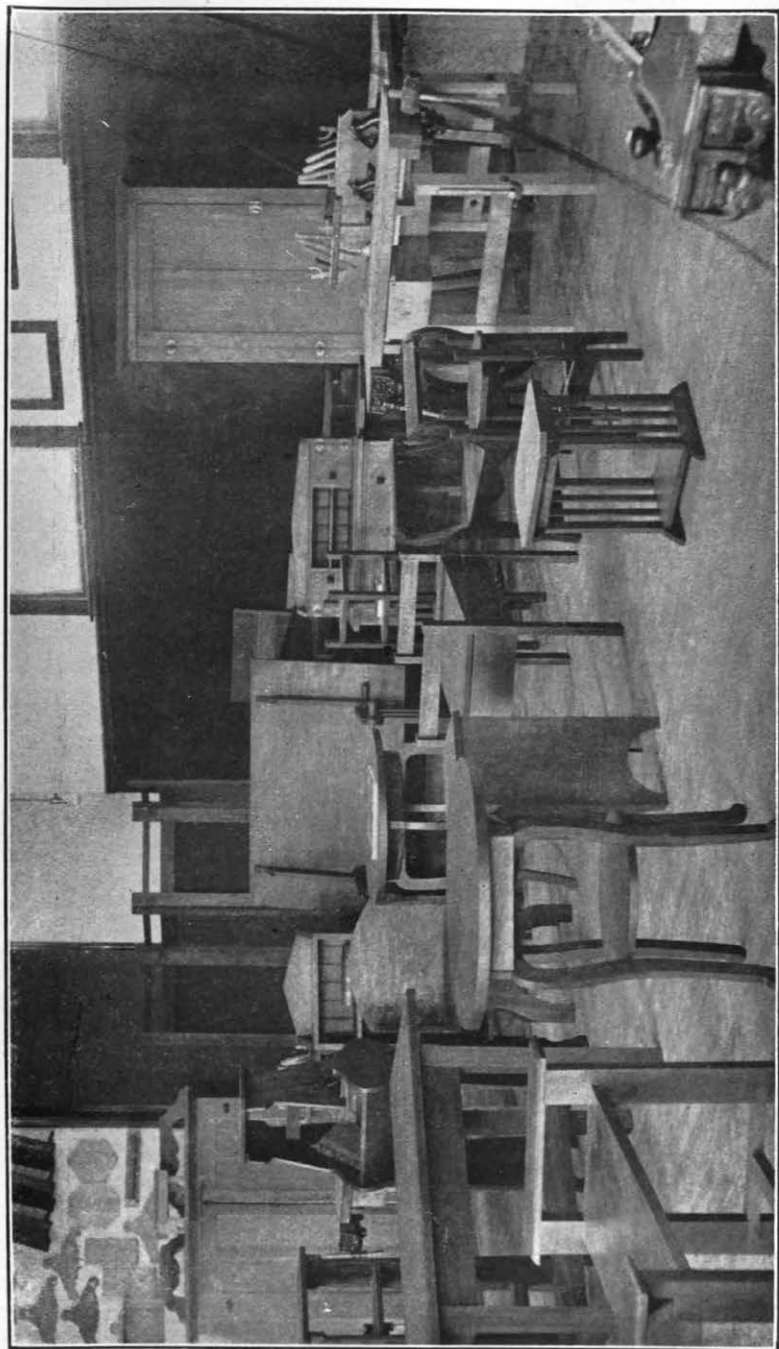
STAGE IN AUDITORIUM



LIBRARY



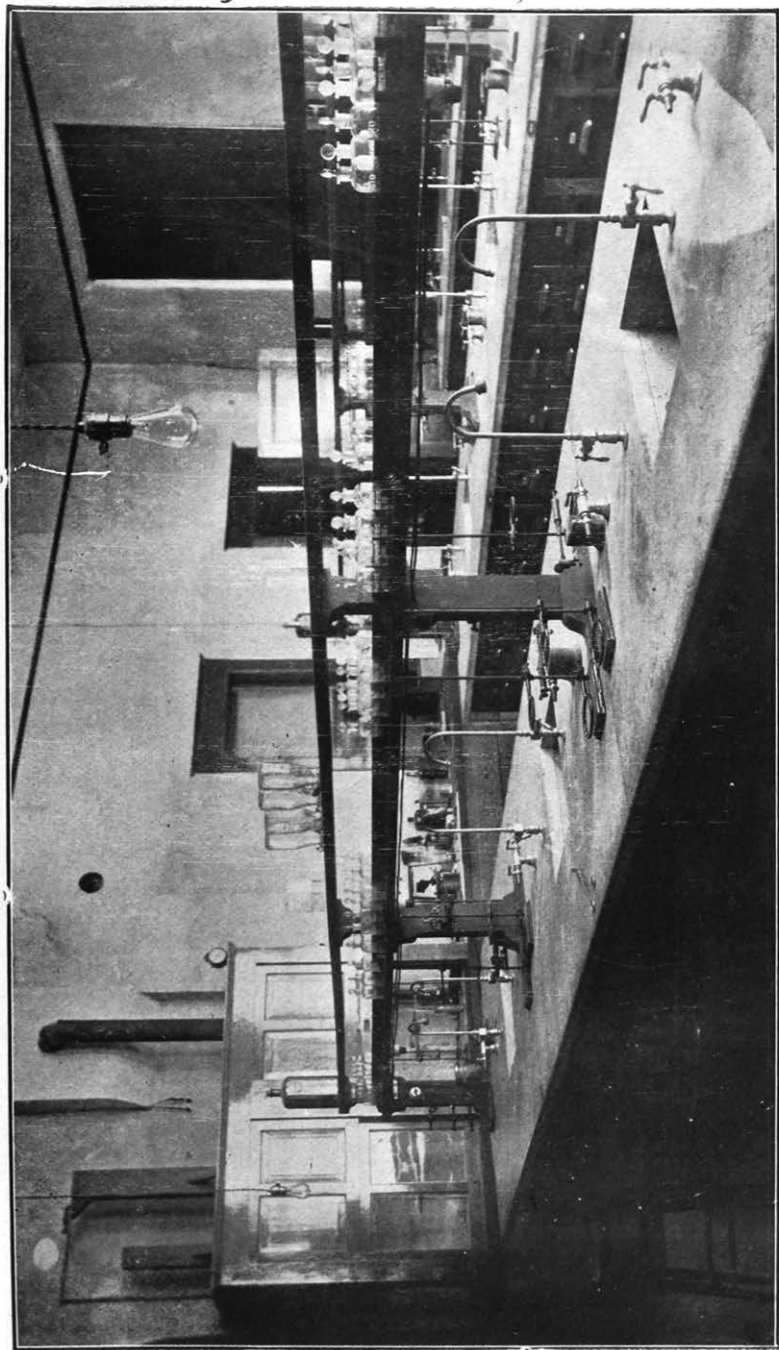
DOMESTIC SCIENCE



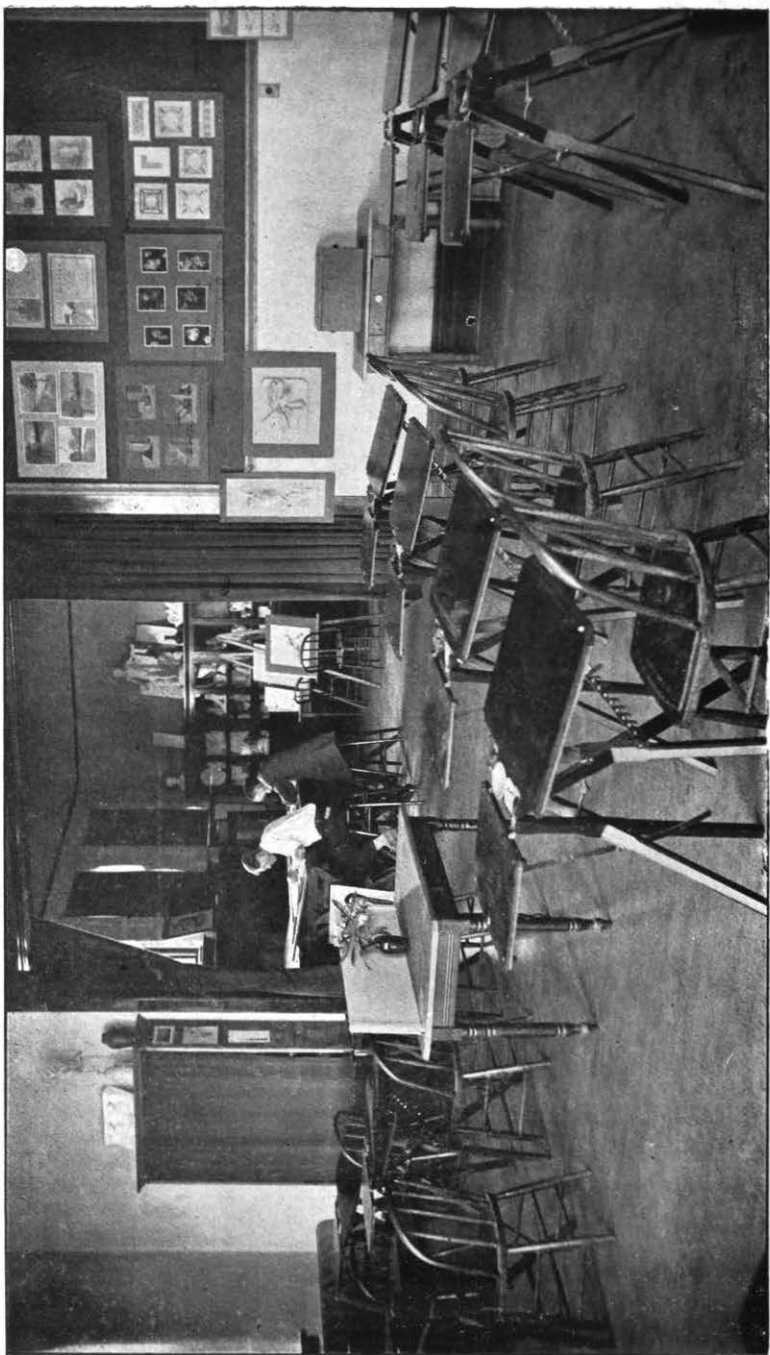
MANUAL TRAINING SHOP



BIOLOGICAL LABORATORY



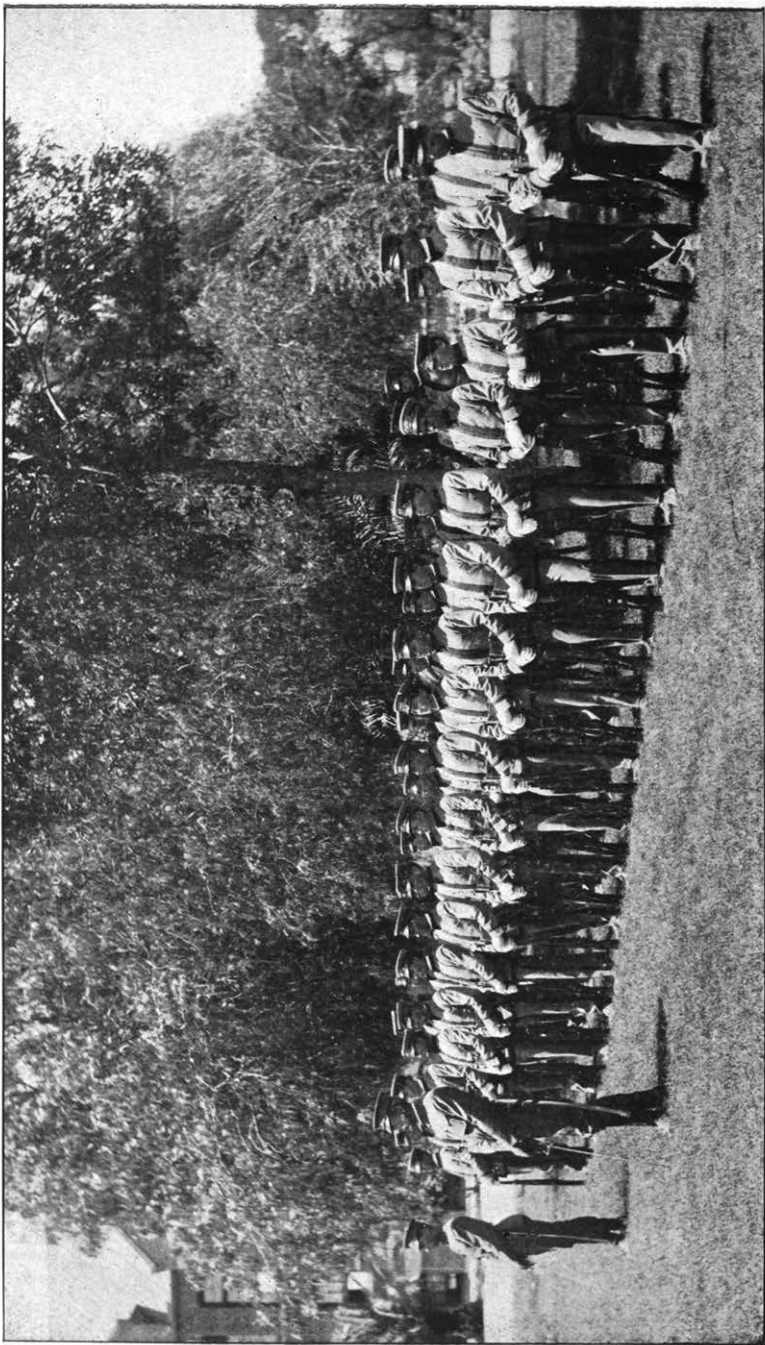
CHEMICAL LABORATORY



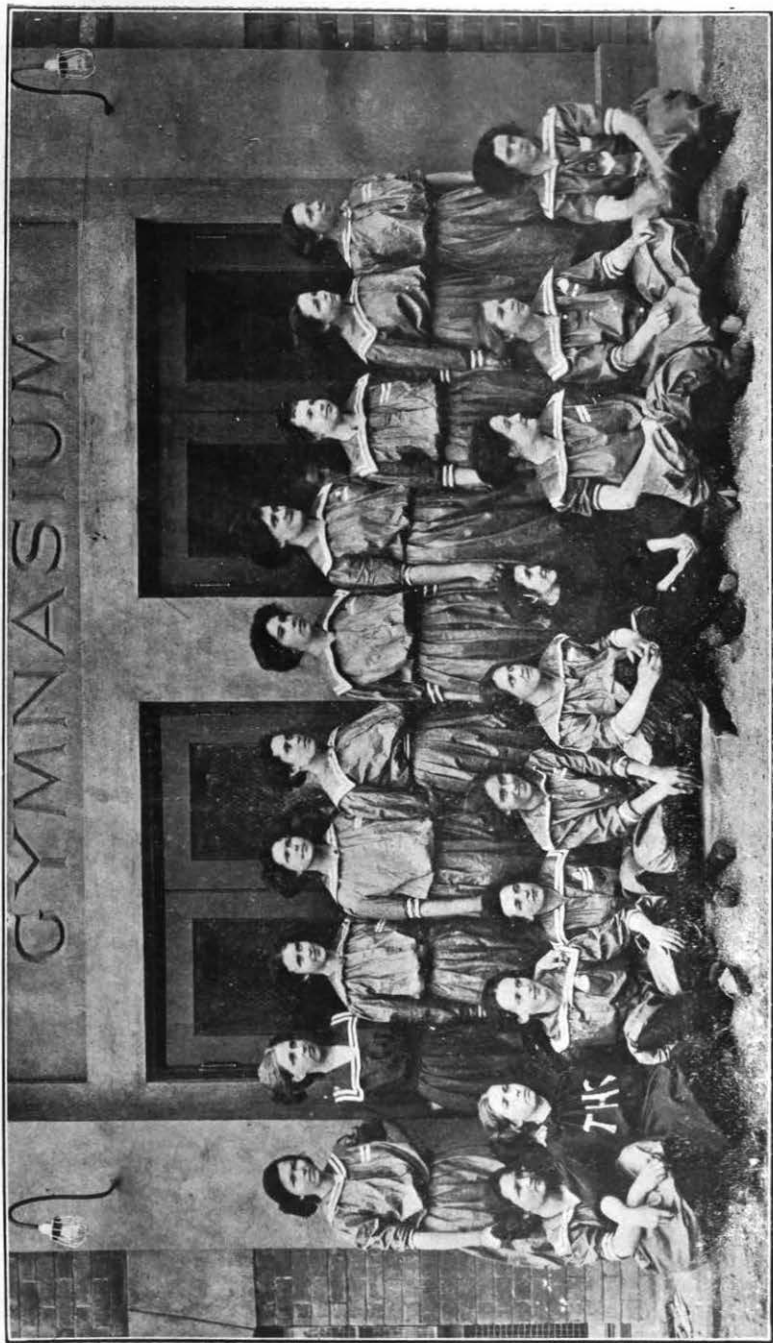
ART ROOMS



SENIOR CLASS 1911



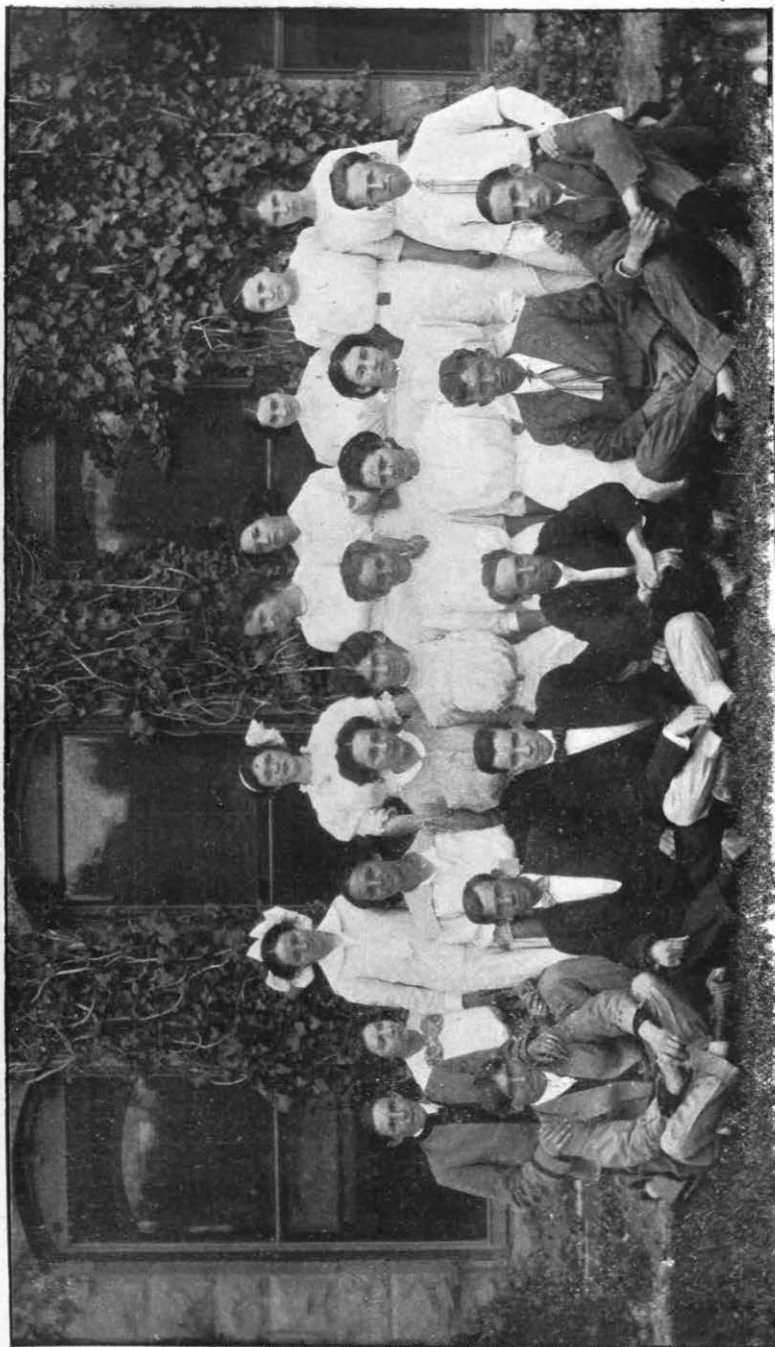
CADET COMPANY



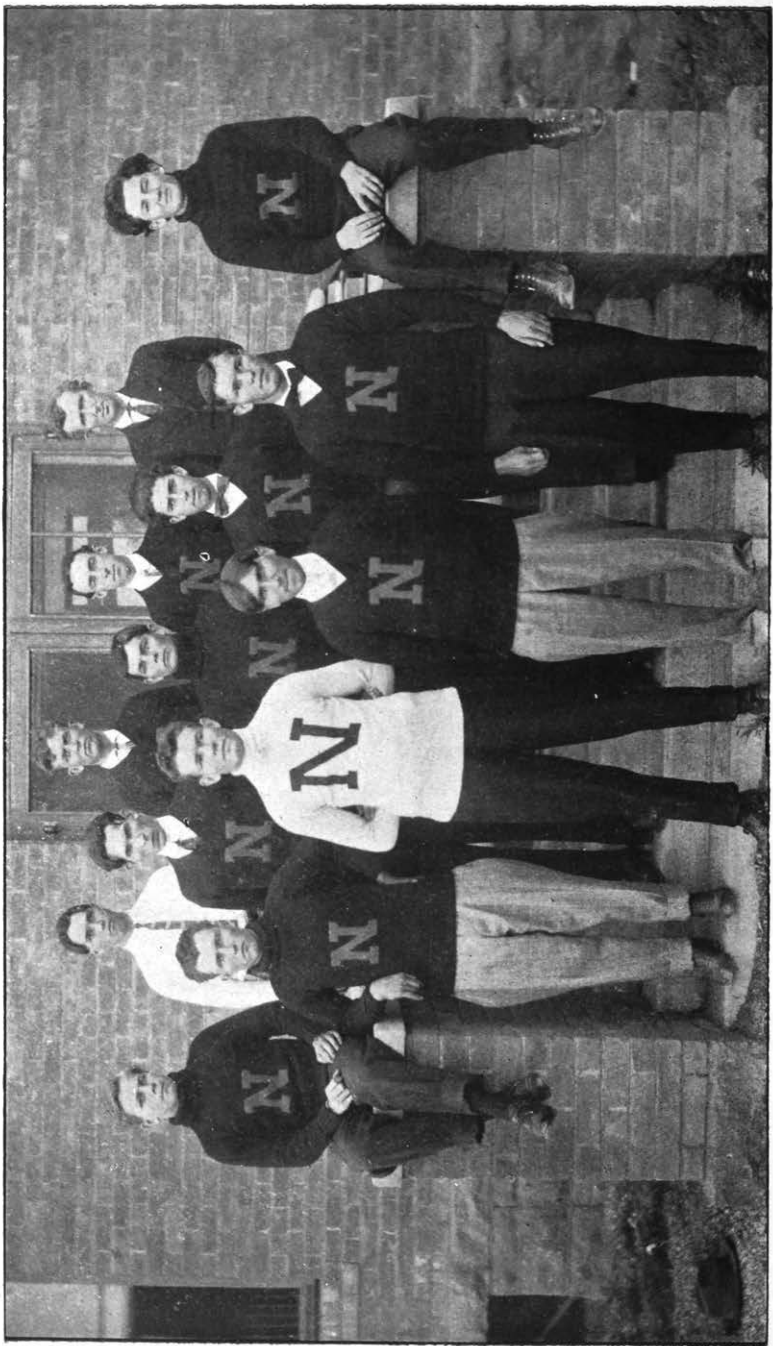
PHYSICAL CULTURE CLASS



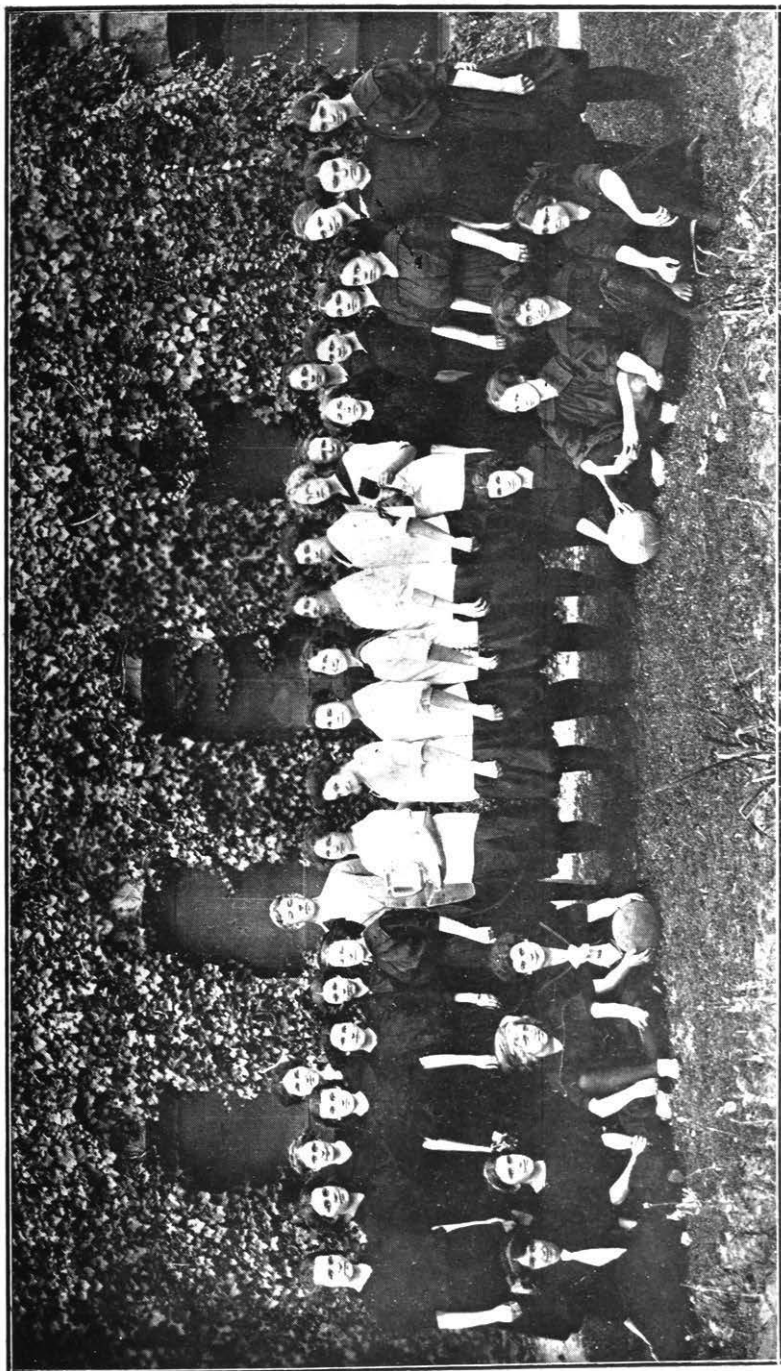
ATHENIAN DEBATING CLUB



"THE STUDENT" STAFF



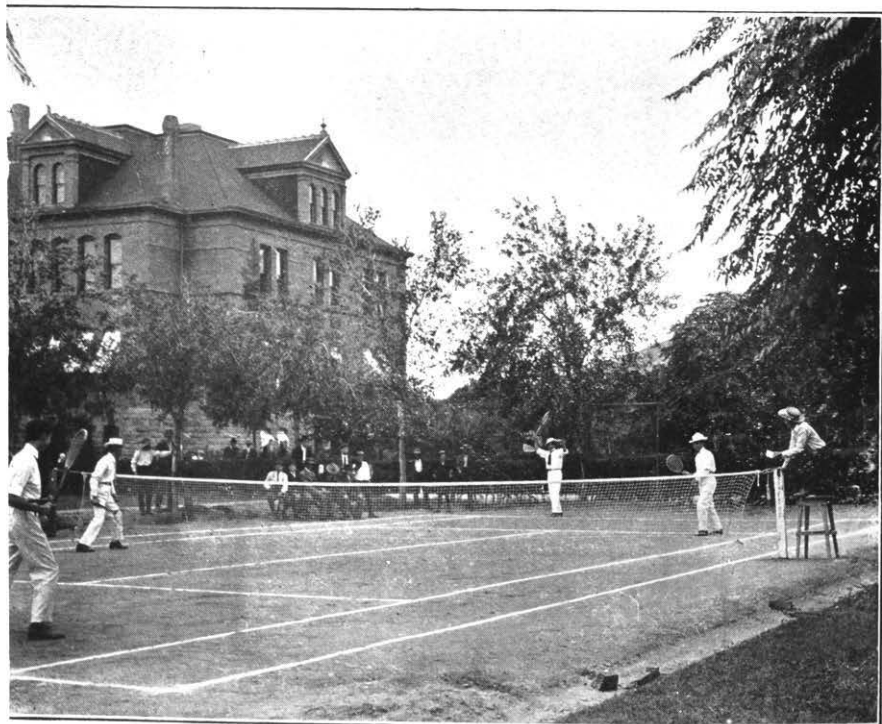
BASEBALL TEAM



BASKET BALL ASSOCIATION



TENNIS—LADIES' DOUBLES



TENNIS—GENTLEMEN'S DOUBLES