

Ruth M. Wright-

The Tempe Normal
School of Arizona
AT TEMPE, ARIZONA



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NINETEEN TWELVE - NINETEEN THIRTEEN

Twenty-Seventh Annual
Catalogue of

The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year
1912-1913

Phoenix, Arizona
THE McNEIL COMPANY
1912

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Calendar 1912-1913

1912

First Semester begins	September 9
Entrance Examination and Classification.....	September 9-10
First Quarter Ends	November 15
Second Quarter begins	November 18
Thanksgiving Vacation	November 27-28
Holiday Vacation begins	December 21
School opens	December 30

1913

First Semester ends	January 24
Second Semester begins	January 27
Entrance Examination and Classification.....	January 27-28
Third Quarter ends	March 28
Fourth Quarter begins	March 31
Examination and Commencement Exercises.....	June 2-6

NORMAL BOARD OF EDUCATION

Hon. C. O. Case, Supt. Public Instruction.....	Phoenix
C. F. Leonard, Secretary	Phoenix
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Faculty 1912-1913

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JAMES F. HALL, A. M.	Latin
FRED C. AYER	Psychology and Biology
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F. G. WAIDE, A. M.	History and Civics
EDITH SALMANS	Spanish and German
LILLIAS D. FRANCIS	Domestic Science and Art
JAMES L. FELTON, A. B.	English
C. HELENE BURGESS, B. O.	Elocution and Physical Culture
EDITH TURNER, A. B.	Assistant in English and Critic Work
RUTH M. WRIGHT	Librarian

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
IDA O'CONNOR	Critic Teacher in Primary Grades

FRANCES E. SHORT	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 of the state, 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 unending 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.

As the sale of liquor is prohibited in Tempe and the surrounding districts the undesirable influence of the saloon is entirely absent.

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 skillful 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. (No allowance for vacations during term or absence over week ends.)

Registration Fee—All students of the Normal School are subject to an annual fee of \$5.00 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 State 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 Senate 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 admissions, 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, 92 x 70 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 to 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 130x136 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 communi-

cation 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 buildings 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.

A quarterly report is made to every student showing his standing in each subject studied, and a copy of this report is forwarded to the parent or guardian.

Course of Study

Regulations of State Board—In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the State 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 state.

(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 students will be required to take at least one years' 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 units and nine professional units 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 Ancient Languages.....	2
Mathematics (Arith. $\frac{1}{2}$, Alg. $1\frac{1}{2}$, Geom. 1)	3
History and Civics	$2\frac{1}{2}$
Electives	$2\frac{1}{2}$
	<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	$\frac{1}{2}$
Methods of Teaching	1
Music	1
Arithmetic and Geography	1
Drawing	1
Bookkeeping and Commercial Law	$\frac{1}{2}$
Reading and Word Analysis	1
	<hr/>
Total	9

Professional Units for the Two Years' Course—

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

List of the Electives for the two years' course includes: drawing, 1; music, 1; bookkeeping and commercial law, $\frac{1}{2}$; Spanish, 2; English, 1 or $\frac{1}{2}$

According to the plan adopted for the readjustment of the relation between state normal schools and the universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure 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

<i>First Semester rec. per wk.</i>	<i>Second Semester rec. per wk.</i>
Grammar and Composition.....5	Grammar and Composition.....5
Reading .....5	Spelling and Word Analysis.....5
Arithmetic .....5	Algebra .....5
Manual Training or Household Arts .....3	Manual Training 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 or Household Arts .....2	Manual Training 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..... } or { Spanish or	Drawing, 2 } or { Spanish or
Music, 2 } Latin.....4	Music, 2 } Latin.....4

JUNIOR YEAR

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

SENIOR YEAR

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

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

JUNIOR YEAR

<i>First Semester rec. per wk.</i>	<i>Second Semester rec. per wk.</i>
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 payment of tuition.

SCHEDULE OF RECITATIONS

The schedule of recitations is published on the 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 the work for the 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 Junior M. W.	Algebra 2		
10:55 to 11:40		Geography Tr. Sch.	Drawing 2a M. W. 1c T. Th.	Music 1b T. Th.		Latin Junior	Biology 2b
11:45 to 12:30		Milit. Drill M. W. Fri.	Clay Fri.	Music Junior T. Th.			
1:30 to 2:15		Laboratory	Drawing 3 M. W. 1b T. Th. Clay Fri.	Music 1a M. W. 3 T. Th.	Arith. Tr. Sch.	Latin 2	Psychol. Junior
2:20 to 3:05			Drawing Jr. Spl. T. Th. Spl. a M. W.	Music Tr. Sch. T. W. Th.	Arith. 1	Latin 3	Laboratory 2a T. Th. 2b W. F.
3:10 to 3:55		Physics Junior	Drawing 1a M. W. Spl. T. Th. Mech. Fri.				

SCHEDULE OF RECITATIONS

8:15 to 8:55	Sch Law Senior		Drawing Jun. M	Music 2 M. W.			
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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	Music Junior M. W.	Algebra 2		Physiology 3
10:55 to 11:40		Geography Tr. Sch.	Drawing 2a M. W. 1a T. Th.	Music 1a T. Th.		Latin Junior	Biology 2b
11:45 to 12:30		Military Drill M. W. F.	Drawing Jun. M. Clay Fri.	Music Junior Spl T Th.			
1:30 to 2:15		Laboratory	Drawing 3 M. W. 1b T. Th. Clay Friday	Music 1b M W. 3 T Th.	Arith. Trg. Sch.	Latin 2	
2:20 to 3:05		Chemistry Junior	Drawing Jr. Spl. T. Th. Spl. a M. W.	Music Trg Sch.	Algebra 1	Latin 3	Biol. Lab. 2a T. Th. 2b W. Fri.
3:10 to 3:55			Drawing 1a M W. Mech. Fri.				

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

FIRST SEMESTER, 1912-13

Mr. Clark	Mr. Walda	Mr. Falton	Miss Burgess	Miss Franc's	Mr. Payne	Miss Sa mans	Miss Turner
	Sci. Gov. Jun.	Eng. Lit. Themes 3	Reading 1		Methods Senior		Spelling Junior

MORNING EXERCISES

Man. Trg. 1. T. Th. 2. M. W.				Sewing 1b. M.	Dom. Sci. 1a I., 1b Th		
Tr. Sch. M. W.		Grammar 1		Tr'g School			Spanish J. ad.
Tr. Sch. M. W.	Med. Hist. 3	Amer. Lit. Gram Anal. Junior		Tr'g. School			Spanish J. elem.
Tr. Sch. M. W. Spl. T. Th.			Ph s. Tr'g. 2 M. W. Spl. T. Th.	Tr'g School	Dom. Sci. 2a I., 2b F.		
Man. Trg. Anc. Hist. 3. M. W.	2			Domestic Sci. 1a W.			
Man. Trg. Special				Spl. M.	Tr'g. School		Spanish 3
Man. Trg. 1. M. W.			Phys. Tr'g. 3. M. W. 1. T. Th.	Tr'g. School		Ethics Senior	German 3 Rhetoric 2

SECOND SEMESTER, 1912 13

	Eng. Lit. 3	Reading Junior		Methods Senior	Spelling 1
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MORNING EXERCISES

Man. Tr'g 1. T. Th. 2. M. W.				Sewing 1b M.	Dom. Sci. 1a I., 1b Th		
		Grammar 1		Tr'g School			Spanish Junior Advanced
Tr'g School	U. S. Hist. 3	Amer. Lit. Junior		Tr'g School			Spanish Junior Elem.
Tr'g School Spl. T. Th			Phys. Tr'g. 2 M. W.	Tr'g School	Dom. Sci. 2a. I., 2b. F.		
Manual Tr'g 3 M. W.	Ancient History 2			Dom Sci. 1a W.			
Manual Tr'g Special				Spl. M.	Tr'g School	Pedagogy Junior	Spanish 3
Manual Tr'g 1 M. W.	✓		Phys. Tr'g 3 M. W. 1 T. Th	Tr'g School			German 3 Rhetoric 2

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 for 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 mak-

ing 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 a 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, rythm and harmony, mounting of drawings, 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 the subject carries with it the idea of exactness, rapidity of computation, and neatness of execution. The voucher plan is followed, thus giving the necessary drill that comes from using the forms of actual business practice. Self-reliance is encouraged that the student may early learn to act with some degree of confidence in saying what he believes to be correct and in deciding accordingly. At frequent intervals students are required to make out reports on their work. These must show the work to be correct before any further advance is allowed.

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 digerent 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—Miss Turner

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-books—Allen's School Grammar; Wooley, Handbook of Composition, D. C. Heath & 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 Shackford-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-books—Painter's *English Literature*, Benj. H. Sanborn and Co., Macbeth, Longmans, Green 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 whenever 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: Emerson, *Selected Essays*; Irving, *Selected Legends and Tales*; Hawthorne, *Mosses from an Old Manse*, and the *Scarlet Letter*; Poe, *Selected Poems and Tales*; Poems from Bryant, Longfellow, Whittier, Holmes and Lowell; selections from Jefferson and Lincoln. 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-books—Howe's American Literature, D. C. Heath and Co.; The Chief American Poets, Houghton, Mifflin and Co.

Spelling and Word Analysis—As words are of no use to us any further 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 the 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 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.

GERMAN

Miss Salmans

The course in German is provided to fill the needs of two classes of students: first, for those wishing to obtain college entrance credit for modern languages; and second, for such students as wish to make a practical use of the language. Two years of German are accepted as two units by the leading universities of the United States. The two years' course of German is elective in the third year of the Normal course. High school graduates may elect German in the junior and senior years. The course is arranged as follows:

Elementary German—In this elementary course much stress is laid upon correct pronunciation. The German language is made, as far as possible, the language of the class. The syntax and idioms are acquired by repeated exercises and dictation. Text-books—Becker-Rhoades, Elements of German, Scott, Foresman and Co.; Betz, Mama Kommt. Die Alte, Scott, Foresman and Co.; Hillern, Hoher als die Kirche, D. C. Heath and Co.; Stewart, Class-room German, D. C. Heath and Co.

Advanced German—Constant review of grammar, composition work, and frequent dictation. German is the language of the class, thus acquiring a proper interpretation and handling of German idioms. Themes are written in German. Text-books—Becker-Rhoades, Elements of German, Scott, Foresman and Co.; Wesselhoeft, German Composition D. C. Heath and Co.; Bacon, Im Vaterland, Allyn and Bacon; Storm, Immensee, D. C. Heath and Co.; One of Schiller's dramas. Each student is required to have a German dictionary.

During the first quarter of the second semester the German classes present a program in German before the student body.

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. Text-books—W. C. Morey, *Outlines of 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. Third year. First semester. Text-books—E. P. Cheyney, *A Short History of England*; J. H. Robinson, *History of Western Europe*. Supplementary Reading—Green, *Short History of England*; Fyffe, *History of Modern Europe*; *The Epochs Series*, Longmans.

Course 3. American History. Third year. Second semester. Text-books—R. L. Ashley, *American History*. Supplementary Reading—*The Epochs Series*, Longmans; *The American History Series*, Scribners.

Course 4. Civil Government. Junior year. First semester. Text-book—W. B. Guitau, *Government and Politics in the United States*. Supplementary Reading—Bryce, *The American Commonwealth*; Beard, *Reading in American Government and Politics*.

HOME ECONOMICS

Miss Francis

Home Economics stands for:

"The ideal home life for today, unhampered by the traditions of the past.

"The utilization of all the resources of modern science to improve the home life.

"The freedom of the home from the dominance of things and their due subordination to ideals.

"The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

Home Economics as a distinctive subject of instruction includes the economic, sanitary and aesthetic aspects

of food, clothing, and shelter, as connected with their selection, preparation, and use by the family in the home or by other groups of people."

Food and Shelter—Course A—Elementary—For students entering without previous work. An abbreviated course is given covering most of the work done in domestic science by the grammar grades. Advanced work is given as soon as possible. Second year. One laboratory and one recitation period each week.

Course B—Advanced—Prerequisite domestic science of the seventh and eighth grammar grades. Classification of foods; temperatures suitable for cooking classes of foods; cost of food; food values; digestion and absorption; dietetics; preparation and serving of meals; home and school sanitation; care of the home, person, and family; emergencies. Second year. One laboratory and one recitation period each week.

Clothing and Shelter—Course A—Elementary—For students entering without previous work. In this course the emphasis is on hand and machine sewing, repairing, use of patterns. First year. Two periods each week.

Course B—Advanced. Prerequisite, sewing as given in the fifth, sixth, seventh and eighth grammar grades.

Selection of materials for use in class, designing, use of patterns, cutting, making, care and cost of clothing, use and purpose of clothing, textiles, the house—planning, constructing, heating, lighting, ventilating, interior and exterior finishing, furnishing.

Course C—For seniors who have not had hand sewing in school. Sufficient work is given that each student may know how to make, use and teach all the common stitches used in hand sewing. Senior year. Two periods each week for one semester.

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, geogra-

phy, 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 not be 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, *Livius*; 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 1912-1913:

Introductory—Pronunciation, syllabification, and in flection 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, *Cicero's Nine Orations*, American Book Company. The orations against *Catiline*, the orations for *Archias* and for the *Manilian Law*; also, if time permits, either for *Marcellus*, for *Ligarius*, and the *Fourteenth Phillipic*, or Merivale's *Sallust's Catiline*, The Macmillan Company. The class recites in Cicero four times a week throughout the year.

Vergil—Greenough and Kittredge, *Aeneid*, Ginn and Company. Books i-vi will be read in the senior year. The class recites in Vergil four times 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: Nutting, *Advanced Latin Composition*, Allyn and Bacon, *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 semester. Text-books—Webster Wells, Essentials of Algebra, D. C. Heath and Co.; Hawes-Luby-Touton, Algebra, Ginn and Co.

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, Atkinson, Mentzer and Grover, Chicago, Ill.

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 fundamentals in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain term or year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings, and pupils are required to understand and read 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 mortise 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 offered as an elective. The Normal course is divided into two parts: Academic work for first and second year students and professional work for juniors and seniors. Students who have completed the academic work and do not wish to pursue the professional course may elect to do advanced academic work.

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

Professional Course—Juniors and seniors who elect to take the work must finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions in 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.

King's Handbooks will be used as text by the classes in wood work.

MILITARY DRILL

Mr. Irish

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

The course, which is required of all male students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

By an act of the First Legislative Assembly of the State of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this State, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and com-

missions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

MUSIC

Mr. Johnston

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music. Ample opportunity will be given for chorus practice, and results have demonstrated that this work has developed into one of the most attractive and useful features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds. At least one important musical work is performed each year by the school, under the direction of this department, usually an opera, suitably staged and costumed. Such work

affords students excellent opportunity for solo and chorus practice.

A glee club will also be formed this year, the work of which will give added experience in the practice of important musical work.

Sight reading will be a feature of the work of this club, for which purpose valuable material has been selected that will afford its members opportunity for advanced study in this reading of music at sight and in vocalization in solfeggi.

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

Voice culture and sight reading are the branches of music taught in the school, and three years are required to complete the course, divided as follows: Scale and Song materials containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale and its intervals, but a repertoire of good songs as well. First year. Two periods a week. Text-book—1st book, Melodic Course, Natural Music Series.

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

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

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 labora-

tory 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—Millikan and Gale, First Course in Physics. Junior year. First semester. Five periods a week.

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

Chemistry—Two periods laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Course A in physics which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to metallurgical processes. 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—Fairbank's Practical Physiography.

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 continual 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. Julius Caesar 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

Mr. Payne

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—Mr. Ayer—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—Mr. Payne—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. Senior year. Text-book—Paul Monroe, *A Text-Book in the History of Education*, The Macmillan Co.

Ethics—Mr. Payne—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 con-

duct have grown successively out of one another and how they stand related to the 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. Senior year. Text-book—Dewey and Tufts Ethics, Henry Holt and Co.

School Economy and School Law—Mr. Matthews—Instruction is given in these subjects during the last semester of 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 State, 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 state, 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 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 Salmans

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—Wagner's Spanish Grammar, Ann Arbor Press; De Haan, *Cuentos Modernos*, D. C. Heath and Co.; Alarcón, *El Capitán Veneno*, D. C. Heath and Co.; Ford's Spanish Composition, D. C. Heath and Co.; Larra, *Partir á Tiempo*, American Book 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.; Valera, *Pepita Jiminez*, D. C. Heath and Co.; Gutierrez, *El Trovador*, Uinas, Ginn and 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.

Library

The library occupies two large well-lighted rooms on the first floor of the main building with an adjoining room used for current periodicals and newspapers. There are at present about 5200 volumes including government documents and a collection of children's books for the training school. The Dewey classification is followed and a card catalog makes the material more accessible. The library is open from 8 a. m. to 5 p. m. on school days and from 10:30 a. m. to 12:30 p. m. on Saturdays.

Library Instruction—The object of this course is to familiarize students with the use of books and libraries, with special work for the senior class on the formation of a school library.

First Year—Structure and printed parts of the book. Classification and arrangement of the library. Use of card catalog. The encyclopedias and dictionaries.

Second Year—Use of periodical indexes. Reference books.

Seniors—Buying and selecting books with special reference to children's literature. Government documents. Some lessons to give to children on the use of books. The school library.

The following periodicals are regularly received and many of them are finally bound and shelved for reference purposes: Advocate of Peace, American Botanist, American Boy, American Carpenter and Builder, American Educational Review, American Geographical Society Bulletin, American Historical Review, American Journal of Archaeology, American Journal of Philology, A. L. A. Booklist, American Magazine, American Physical Education Review, American Political Science Review, Annals of the American Academy, Arizona, Arizona Journal of Education, Army and Navy Register, Atlantic Monthly, Boston Cooking School Magazine, Catholic Educational Review, Century, Classical Journal, Classical Philology, Classical Review, Classical Weekly, Collier's, Concrete, Craftsman, Cumulative Book Index, Current Events, Dial, Edinburgh Review, Education, Educational Review, Electrical Review, Elementary School Teacher, Engineering Magazine, Etude, Forum, Good Housekeeping, House Beautiful, Independent, International Studio, Journal of Animal Behavior, Journal of Educational Psychology, Journal of Geography, Journal of Geology, Journal of Home Economics, Journal of Philosophy, Psychology and Scientific Methods, Keramic Studio,

Library Journal, Literary Digest, McClure's, Machinery, Manual Training, Monthly Catalog U. S. Public Documents, El Mundo Ilustrado, Musician, Nation, National Geographic Magazine, National Guard Magazine, Nature, N. Y. Teachers' Monographs, North American Review, Outlook, Pedagogical Seminary, Plant World, Political Science Quarterly, Popular Mechanics, Popular Science Monthly, Psyche, Psychological Clinic, Psychological Review and Bulletin, Public Speaking Review, Reader's Guide to Periodical Literature, Review f Reviews, St. Nicholas, School Arts Book, School Music, School Review, School Science and Mathematics, Science, Scientific American, Scientific American Supplement, Sierra Educational News, Survey, Vocational 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 state—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 state 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 amuse-

ment. 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 1913. 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 numerous championships but have attained a standard creditable to any college or university team. The Normal School is a member of the Arizona Interscholastic Athletic Association, which conducts annual track meets among the representative schools of the state. 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 inter-scholastic 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 state. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies. The Normal boys won the Republican cup in 1912.

Special Information

Literary Societies—Every student of the Normal School may avail himself of membership in one or the other of the literary societies that are maintained by the student body. There are at present four of these organizations, meeting either weekly or bi-weekly. 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.

The societies are as follows:

Zetetic Society—Meetings are held bi-weekly in the music room. During the past year a study of the most important nations of the world has been carried on, and programs given that covered the political and social organization of each. Sketches of the lives of the great literary leaders, the great composers, with representative selections from each have been presented. Most of this work has been extemporaneous. On the evening of May twenty-second a public program was given to which students, faculty, and the public in general were invited.

Kalakagathia—This society was formed early in the first semester by a number of seniors. They organized by electing officers and drawing up a constitution. The maximum number of members (25) was soon filled from the junior and other classes. The primal aim of the society was that culture which comes from a wide knowledge of literature, and because of its great literary value the Bible was the first book studied. Dr. Bolton, monitor for this work, proved an untiring and efficient guide and it is with deep regret that Kalakagathia loses him. Mrs. Blakely and Miss Rock were honorary members and were a great help in the enthusiastic and earnest work of this society.

Greeley Club—The Greeley Club is a club of twelve girls organized for the purpose of studying the higher arts, and of keeping in touch with the outside world. Each member takes part in the programme and every girl must take her turn acting as hostess and critic. The study of music, art and literature aside from the discussion of current events has been its chief aim. The club meets every two weeks regularly on Tuesday afternoon from four to six o'clock.

A. D. C.—In addition to these three regular societies, a fourth, known as the Athenian Debating Club, has been maintained by the young men for practice in debate. It meets each Wednesday evening.

This is the oldest of the literary organizations now in the school, and it numbers among its members some of the strongest men the school has sent out.

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 five 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.

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 1911-12, a very satisfactory course was presented including the following lectures and musicals: Judge Ben B. Lindsay, Governor Joseph 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 Quartet, which has no superiors before the American public.

The course for 1912-13 will include numbers by such noted lecturers as Governor Hadley, George D. Alden and Ralph Bingham, the world renowned Ben Greet players and the Strollers, one of the noted musical companies in America. 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 visitors 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 unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty, draw upon it as a loan.

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

The 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.

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 483 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 state 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 1911-12

NORMAL DEPARTMENT

Akers, Bryan	Phoenix	Coyle, Velma	Phoenix
Alexander, Enid	Tempe	Craig, Edward	Tempe
Anderson, Hope	Texas	Crook, Veiva	Tempe
Augustine, Clara	Stoddard	Cummings, June	Tempe
Austin, Beulah	Tempe, R.F.D.	Cummings, Lucy	Tempe
Austin, Delia	Tempe	Cummins, Blanche	Tempe
Baker, Anna	Bisbee	Dean, Moffat	Tucson
Barbour, Winona	Tempe	Detloff, Lucille	Bisbee
Bauer, Marie	Tempe	Dichtenmiller, Lena	Clifton
Belknap, Carroll	Oscuro, N.M.	Dickinson, Jessie	Tempe
Bell, Emma	Valley City, N.D.	Dines, Flossie	Tempe
Behn, Eva	Phoenix	Doherty, Edith	Nogales
Benedict, Inez	Lebanon, N.Y.	Douglas, Dorothy	Tucson
Blendinger, Katherine	Phoenix	Duncan, Bryan	Phoenix
Blount, Anna	Tempe	Duncan, Clara	Phoenix
Blount, Louise	Phoenix	Duncan, Dea	Phoenix
Blount, Marie	Tempe	Eisenhart, Elizabeth	Pearce
Blount, Paul	Tempe	English, Irene	Miami
Bloys, Ina	Bloomfield, Mo.	Erman, Marshall	Globe
Bloys, Lena	Bloomfield, Mo.	Everett, George	Duquesne
Bloys, William	Bloomfield, Mo.	Everett, Grace	Duquesne
Bradford, Alice	Benson	Faras, Concepcion	Douglas
Braly, Inez	Phoenix	Felch, Bessie	Phoenix
Brandenburg, Annie	Winkelman	Fellows, Marinda	Hayden
Brooks, Nannie	Phoenix	Fike, Frances	Naco
Brown, Arthur	Courtland	Flannigan, Thomas	Globe
Brunenkant, E. J.	Florence	Fogal, Edythe	Tempe
Burtis, Walker	Phoenix	Foster, Katie	Safford
Byron, Jessie	Williams	Foushee, Leona	Phoenix
Calkins, Francis	Tempe	Fowler, Mildred	Nogales
Carroll, Anna	Phoenix	Fram, Ray	Phoenix
Carter, Cortland	Walnut Grove	Frederick, Grace	Globe
Carter, Glenna	Walnut Grove	Frederick, Katie	Globe
Case, Wilmyth	Phoenix	French, Edith	Riverside, Cal.
Castle, Lionel	Pine	French, Reid	Walnut Grove
Champie, Nettie	Phoenix	Gammill, George	Scottsdale
Chilson, Bessie	Tempe	Gleason, Grace	Georgetown, Ky.
Chilson, Edna	Tempe	Goodfellow, Lillias	Pine
Chilson, Wilmarth	Tempe	Goodwin, Julius	Tempe
Clark, Afton	Mesa	Goodwin, Leona	Tempe
Clark, Carolyn	Benson	Goodwin, Olga	Phoenix
Cline, Oscar	Cline	Griffen, Horace	Tempe
Cole, Lois	Tempe	Griffen, Fred	Selby, So. Dak.
Cole, Maude	Tempe	Griffen, Mary	Selby, So. Dak.
Cole, Rita	Tempe	Guldin, Viola	Tempe
Collins, Helen	Florence	Hance, Eva	Yuma
Cooke, Ercel	Globe	Hanson, Lucy	Tempe
Corbell, Ethel	Tempe	Harmon, Pansy	Tempe
Corbell, Paul	Stockton, Cal.	Harrison, Lewis	Duquesne
Cordes, Grace	Prescott	Harrison, Mary	Duquesne
Cordes, Minnie	Prescott	Hart, Mildred	Tempe

Hathaway, Nellita	Nogales	Meyers, Nellie	Winkelman
Haulot, Emily	Phoenix	Miller, Augusta	Tempe
Haulot, Helen	Phoenix	Miller, Emma	Tempe
Hayden, Ethel	Scottsdale	Miller, Esther	Buckeye
Hayden, Hugh	Scottsdale	Miller, Mary	Buckeye
Heinrichs, Miriam	Morenci	Miller, Lydia	Tempe
Henderson, Lillian	Florence	Miller, Winchester	Tempe
Herron, Francis	Payson	Minsch, Edward	Phoenix
Herron, Rita	Courtland	Millett, Mary	Phoenix
Higgins, Rena	Dudleyville	Moss, Bryan	Tempe
Hilbers, Leonard	Tempe	Moss, Florence	Tempe
Holcomb, Gladys	Benson	Mullen, Cecil	Tempe
Holcomb, Hazel	Benson	Mullen, Edith	Tempe
Holmesley, Hallie	Tempe	Mullen, Lois	Tempe
Houck, Mary	Safford	Murchison, Gladys	Tempe
Houck, Viola	Safford	Muse, Wille	Cochise
Houston, Anna	Benson	Nash, Will	Miami
Houston, May	Benson	Nelson, Eugenia	Buckeye
Howard, Helen	Phoenix	Nevin, Edna	Tombstone
Hudlow, Cora	Hillside	Nichols, Warren	Tempe
Hughes, Erile	Phoenix	Oviedo, Margaret	Tempe
Johnston, Dorothy	Tempe	Parrv, Katherine	Ray
Johnston, Helen	Tempe	Passey, Viola	Pine
Johnston, Kenneth	Tempe	Pear, Dan	Casa Grande
Jones, Evelyn	Wickenburg	Peck, Ralph	Marshallfield, Wis.
Jones, Leona	Tempe, R.F.D.	Peterson, Howard	Mesa
Jund, Trinidad	Los Angeles, C.	Phelps, Clara	Mesa
Kane, Frankie	Fairbank, Ariz.	Pitts, Albert	Phoenix
Keating, Mary	Florence	Pomeroy, Hazel	Mesa
Kempf, Annie	Benson	Powell, lone	Florence
Kittle, Grace	Globe	Pritchard, Robert	Safford
Kittle, Ruth	Globe	Quinn, Mabel	Tempe
Knight, Alice	Tempe	Rains, Mary	Flagstaff
Landers, Adair	Florence	Rankin, Ella	Tombstone
Laney, Grant	Mesa	Rees, Cecil	Congress
Laney, Mabel	Mesa	Regan, Kittie	Bisbee
Lassator, Laura	Safford	Richards, Ethel	Tempe
Leister, Laveda	Buckeye	Robbins, Irene	Tempe
Lisonbee, Delta	Mesa	Robbins, Ruth	Tempe
Lloyd Queenie	Morenci	Robinson, Dorothy	Ingleside
Lohman, Rebecca	Tempe	Rock, Carrie	Morning Sun, Ia.
Lund, Ernestine	Prescott	Rogers, Iva	Tempe, R.F.D.
McCoy, Jesse	Willcox	Rogers, Mabel	Mesa
McCoy, Robert	Glendale	Rosenberger, Ada	California
McIlmoil, Lucy	Phoenix	Rouse, Nellie	Tucson
McKee, Margaret	Phoenix	Rouse, Michael	Tucson
McKeen, Bertha	Bisbee	Russell, Ernest	Safford
McKeen, Elizabeth	Bisbee	Sampson, Ethel	Garces
MacLennan, Kenneth	Tempe, R.F.D.	Sandoz, Hazel	Tempe
McManus, Lawrence	Phoenix	Sandoz, Vernice	Tempe
McNeley, Allene	Phoenix	Schoshusen, Flora	Tempe
McNulty, Vera	Prescott	Schultz, Rosa	Mammoth
Mahoney, Susie	Prescott	Scott, Vera	Detroit, Mich.
Manley, Mildred	Tempe	Seals, Neva	Tempe
Marshall, George	Pima	Shew, Edna	Walnut Grove
Martinez, Carmela	Tempe	Sirrine, Ethel	Mesa
		Smedley, Agnes	Denver, Col.

Spangler, Lofa	Tempe	Waddill, Beulah	Safford
Spangler, Lulu	Tempe	Walker, Gladys	Calabasas
Spikes, Albert	Douglas	Walker, Marjorie	Tempe
Spikes, John	Douglas	Wallingford, Blanche	Prescott
Springer, William	Phoenix	Warner, Edith	Tempe
Stacey, Ethel	Buckeye	Warner, Grace	Tempe
Stacey, Maude	Buckeye	Waterhouse, Jessie	Tempe
Standage, Glen	Mesa	Watkins, Ruth	Douglas
Stayton, Lillian	Miami	Weatherford, Hugh	Flagstaff
Stewart, Marie	Tempe	Webb, May	Douglas
Stewart, May	Florence	Webb, Norma	Roosevelt
Strumm, Irene	Miami	Weir, Irene	Tempe
Sturgeon, Beulah	Tempe	Welborn, Lela	Phoenix
Tamborino, Dorothy	Congress	Welborn, Marion	Phoenix
Thev, Flora	Tempe	Wells, Harriett	Mayer
Thiel, Alice	Tombstone	White, Garland	Tempe
Thomas, Grace	Scottsdale	Whitt, Willard	Gleeson
Tompkins, Amy	Phoenix	Williams, Maud	Reno, Nev.
Tong, Maude	Bisbee	Wilson, Emily	Bisbee
Tucker, Ellyott	Tempe	Wilson, Sarah	Safford
Tucker, Myrtle	Tempe	Windham, Bessie	Somerton
Tucker, Nettie	Tempe	Wixom, Lillian	Thatcher
Turner, Eva	Tempe	Wood, Grace	Tempe
Turner, Myrtle	Tempe	Woods, Laura	Globe
Utterback, Iva	Cochise	Woods, Russell	Tempe
	Young, Ettie		Clifton

TRAINING DEPARTMENT

Alexander, Cecil	Cole, Roy	Galas, Petra
Allen, Bert	Cole, Ruth	Galas, Eliza
Allen, Katie	Cole, William	Galas, Carmen A.
Aston, Ella	Cooper, Chester	Galas, Carmen C.
Auston, Cedric	Corbell, Beulah	Gals, Esquel
Austin, Harold	Crook, Alta	
Basquez, Cruse	Crook, Lanier	Godfrey, George
Basquez, Pastora	Curtis, Lyle	Goodwin, Gordon
Benetes, Angelita	Doll, Leonore	Goodwin, Alverta
Benetes, Fred	Dubois, Anna	Goodwin, Randolph
Benetes, Jose	Elias, Irene	Gren, Fred
Benetes, Pedro	Elias, Matilde	Green, Jim
Blount, Alma	Escalante, Mary	Griffen, Henry
Bloys, Beulah	Escalante, Altagracia	Guidacan, Matilde
Bufanda, Joe	Escalante, Enrique	Guidacan, Sarah
Carroll, Geraldine	Farley, Robert	Guldin, Michael
Cosner, Edith	Farley, Thelma	Halbert, Crellie
Cosner, Howard	Farley, Thomas	Harmon, Earl
Cosner, Winona	Flumerfelt, Percy	MacLennan, Anita
Chilson, Albert	Flumerfelt, Helen	Matley, Welcome
Chilson, Warren	Frizzell, Florence	McCartney, Pauline
Cole, Annie	Frizzell, Stella	McMillan, John
Cole, Emma	Fryer, Henry	Meyer, Clifford

Meyer, Margare	Noriega, Beatrice	Shew, Gladys .
Miller, Horace	Orta, Daniel	Simmons, Linton
Miller, Lawrence	Ochoa, Luz	Smith, Ira
Miller, Floyd	Rogers, Annie	Smith, Cecil
Mims, Thomas	Rogers, Eva	Smith, Ida
Mims, Mary	Rogers, Elizabeth	Smith, Edna
Moss, Lulu Virginia	Rogers, Cecil	Smith, William
Mullen, Josephine	Rogers, Jean	Sosa, Enrique
Haulot, Gertrude	Rogers, Zillah	Sosa, Reynaldo
Haverty, Pearl	Ruiz, Ruiz	Sotello, Edith
Hilbers, Cecil	Ruiz, Mary	Spangler, Ruth
Hilbers, Ida	Sambrano, Frank	Teeter, Zella
Hill, Mary	Sampson, Margaret	Turner, Paul
Hurtado, Jose	Sarrategui, Gregoira	Turner, Ethel
Imperial, Amalia	Sarrategui, Lupe	Uvez, Carmelita
Johnston, Janet	Seals, Irvin	Uvez, Elias
Johnston, Miriam	Powell, Fletcher	Uvez, Frances
Lohman, Henry	Pulsifer, Dean	Uvez, Manuel
Lopes, Andres	Pulsifer, Maurice	Valencia, Maria
Ochoa, Jose	Pulsifer, Paul	Valencia, Petra
Oviedo, Rosa	Rhymer, Floyd	Valenzuela, Antonio -
Oviedo, Susie	Rhymer, Nellie	Van Riter, Eleanor
Pavell, Gussie	Robbins, Dick	Warner, Ruth
Pavell, August	Springer, Dorothy	Westover, Stella
Pemberton, Frank	Stalie, Robert	White, Elvin
Pemberton, Goldie	Stewart, Oka	White, Irval
Perry, Cipo	Story, Iona	Windes, Nora
Perry, Walter	Striplin, Virgil	Windes, Leldon
Perry, Wesley	Surface, Henry	Williams, Hazel
Perry, Eddie	Surface, Julia	Williams, Myrtle
Philes, George	Surface, Maude	Williams, Susie
Pike, Raymond	Sutton, Beatrice	Workman, Mildred
Pitts, Harvey	Sutton, Lillian	Zimmerman, Erdene
Murchison, Dan	Teeter, Ronald	Zimmerman, Erma
Noriega, Lionel	Teeter, Earl	Zimmerman, Wesley
	Teeter, Helene	

Summary of Registration

Normal Department	272
Training School	176
Total	448

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. McAllester	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. Wolf, LL. B. (Univ. of Col.) (Attorney).....	Tempe

CLASS OF 1894

Myrtle Alpin (Physician at Napa Insane Asylum).....	East Highland, Cal.
Joseph T. Birchett	Tempe
Addine Bury (Mrs. Ira Reedy)	Berkeley, Cal.
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)	Dublin, Chihuahua, Mex
Anna R. Stewart	Tempe
Ida M. Wolf (Mrs. A. J. O'Connor)	Tempe

CLASS OF 1895

Mariam Anderson (Mrs. H. B. Davenport)	Swansea
John R. Bsichett	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
Rosco Walsworth, LL. D. (Harvard Univ. '05)	35 Orchard St., Revere, Mass.
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, U. S. Congressman	Washington D.C.
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 Sirrinc (Mrs. Ellis Johnson)	..... Mesa
Verner A. Vanderhoof	..... Scottsdale
Walter S. Wilson	..... Phoenix
Alice B. Windes	..... Flagstaff

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 Reddin)	..... Long Beach, Cal.
William R. Price	..... Phoenix
Clyde A. Stewart	..... Los Angeles, Cal.
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.
Nellie 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	..... Mesa
Ella Leota Hauxhurst (Mrs. Harry Galliver)	..... Phoenix
Harry G. Hendrix	..... Globe
Benjamin E. Hicks	..... Globe

*Deceased.

Name	Address
Margaret Beatrice Hughes.....	Tempe
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	Higley
Alice A. Fultz (Mrs. Archambeau)	Prescott
Hattie M. Green (Mrs. Henry Lockett)	Phoenix
Edna Lucy Greenleaf *	
Dean Ely Goodwin	Ann Arbor, Mich.
Minnie A. Hill (Mrs. J. A. Britz)	Hayden
Elizabeth India Hedgepoch (Mrs. James Monroe Ressinger).....	
.....	San Diego, Cal.
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
Serretta Anne Sirrine (Mrs. Clarence Paddock)	Mesa
Elizabeth Schwarz (Mrs. Jones)	Mesa
Charles Albert Stauffer	Phoenix
Ethel M. Wilbur (Mrs. W. Dorman)	Mesa
L. Grace Webb (Mrs. Philo Ozanne)	Phoenix

CLASS OF 1902

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

* Deceased.

Name	Address
Rachel Brady (Mrs. Levy Walker)	Tempe
Jessie F. Creager (Mrs. J. Kelly)	Los Angeles, Cal.
Florence C. Ford (Mrs. M. Tribby)	Prescott
J. H. Gerard	San Francisco
Leona L. Gibson	Whittier, Cal.
Grace M. Goodwin (Mrs. T. T. Waterman)	2213 Union St., Berkeley
Charles A. Haigler	Tempe
Victoria F. Harmon	Tempe
Leona M. Haulot	Tempe
Clara W. Johnson	Phoenix
D. D. Jones	Thatcher
Orren C. Jones	Mesa
Stella F. Ross (Mrs. M P Holliday)	Mesa
Mary J. C. Snyder (Mrs. Kendrick)	Don Luis
Orpha C. Standage (Mrs. O. Babbitt)	Phoenix
Edith F. Stewart (Mrs. J. Lane)	Bisbee
Harry R Trusler, AM.; LL. B.	Gainesville, Fla.

CLASS OF 1903

Charles Alexander	Tempe
Raymond H. Alexander	Tempe
Elizabeth Cosner	Tempe
Alice Curnow	Globe
E. Murray Curnow *	
Lelia Hicks (Mrs. Thomas Long)	Livingstone
Rose Irene Hottinger	Santa Rosa, Cal.
Janie Izora Irvine (Mrs. J. M. Lindsey)	Mesa
Ida May Johnson (Mrs. Ira H. Frankenberg)	Tempe
Emma Laura King* (Mrs. Alma Davis)	
Mamie Gertrude King	Phoenix
Lynn M. Laney, L. L. B. Stanford University	Phoenix
Ina Lucinda Listerbarger (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. 2nd St., Los Angeles, Cal.
Lucy Cummings (Mrs. J. F. Warner)	Tempe
Mabel Goldsworthy (Mrs. Fred Kenny)	Bisbee
Alice Grier (Mrs. Marion Kays)	Richfield, Idaho
Adelaide Kindred (Mrs. O. C. Fouse)	Phoenix
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 *	
Everett Wilbur	Mesa
Maude Wilson	Tempe

CLASS OF 1905

Florence Armitage	Fairbanks
Jessie Blake	Tempe
Jessie Clark	Benson
Mattie Corbell (Mrs. Harry Brown)	Lathrop, Cal.
Alice DeForest	Troy
Nellie Duncan (Mrs. Everett Wilbur)	Mesa
Frank Dykes	Clifton
Alice Greenleaf (Mrs. Francis Byrne)	Florence
Ione Greenleaf	Yuma
Edgar Hendrix	Roundup, Mont.
Frank Hough	Phoenix
Alma Jones	Mesa
Laverna Lossing	Flagstaff
Bertha Lyall	Phoenix
Ina McComas	Tempe
Helen MacIntyre	Phoenix
Mary Mullen (Mrs. Lynn Palmer)	Douglas
Elma Pulsifer (Mrs. Cone Webb)	Phoenix
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
Mable Anderson (Mrs. John F. Dooley).....	Bracketville, Texas
Harry Brown	Lathrop, 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
Maude 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 (Mrs. S. T. Span)	Clifton
Genevieve Gerald	Globe
Ada Halderman	Dragoon
Alma Harris (Mrs. Merton Stewart)	Mayer
Hazel Hendrix	Roundup, Mont.
Alta Holmes	Phoenix
Clifford Johnston	Tempe
Bertram Jones	Mesa
Rollin Jones	Mesa
Reinhold Jungerman, A B, (Berkeley)	Mesa
Mabel Kemp, (Mrs. A. C. Duffy)	Vail
James King	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	Tempe
Karl Lebrick	Covina, Cal.
Lucy Leftwich	Jerome
Anna Matthews	Tempe
Carrie Marlar (Mrs. G. Bright)	Phoenix
Marina Priest	Tempe
Clarence Standage	Phoenix
Sadie Stauffer (Mrs. F. W. Griffen)	Tempe
Jeane Standage (Mrs. Don Le Baron)	Mesa
Bertha Stewart (Mrs. C. Bodily)	Mesa
Mary Stilwell	Phoenix
Elizabeth Ullman (Mrs. Roy Parsons)	Phoenix
Hester Wallace	Bisbee
Gladys Wright (Mrs. Bertram Jones)	Mesa

CLASS OF 1907

Kathryn Barnett	Los Angeles, Cal.
Frankie Bellamy	Yuma
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	Monrovia, Cal.
Fred Holmes	Oil Center, Cal.
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	Phoenix
Kittie McNichol	Humboldt
Alice Merritt (Mrs. George E. Brown)	Minneapolis, Minn.
Nelly Murphy	Carmel, Cal.
Georgia Quinn (Mrs. C. T. Menard)	Ray
Amelia Rabinovitz (Mrs. Curtis)	Phoenix
Eva Ruse (Mrs. C. Keebler)	Tempe
Lemmie Stauffer (Mrs. Tom Higley)	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 (Mrs. J. Clifford)	Los Angeles
Maude B. Cummings	Tempe
Helen Duval	Phoenix
Iva Easterwood	Phoenix
Catherine Fitzgerald	Prescott
Mary Haulot	Tempe
Johnie Hazelwood	Globe
Doctor Jones	Mesa
Blanche McKee (Mrs. Leon Jones)	Salome
Josephine McPherson	Tombstone
Lou Marlar	Phoenix
Harriett Merritt (Mrs. William LePage)	Tempe
Irving Meskimons	Phoenix
Halbert Miller	Tempe
Artemus Millet	Mesa
Maud Perry	Tempe
Nellie Pine	Mesa
Gertrude Potts	Kingman
Inez Robbins (Mrs. Marshall Brown)	Payson
Della Schaal (Mrs. Halbert Miller)	Tempe
Belle Stephens (Mrs. Wiggenhorn)	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	Phoenix
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. Delan 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	Mesa
Dora Jean Ellis	Pima Agency
Mary Gardner	Los Angeles, Cal.
Millicent Gilleland	Tempe
May Harmon	Tempe
Nellie Harris	Tempe
Zenobia Harmon	Mesa
Ulah Hudlow	Tempe
Veronica Irvine	Phoenix
Ralph Kane	Phoenix
Evelyn Kindred	Bisbee
Jessie Lloyd	Morenci
Mary McDonald	Prescott
Henrietta Martin	Clifton
Agnes Perry	Tempe
Ivy Perry	Bisbee
Clarence Pine	Tempe
Lourdes Priest	Tempe
Jean Quinn	Tempe
Gladys Robinson	Mesa
Ada Rock (Mrs. Smith)	San Diego, Cal.
Theadora Rodger	Los Angeles, Cal.

Name	Address
Bee Rogers (Mrs. W. N. Steverson)	Mesa
Emily Belle Rodgers	Prescott
Ovilla Rush (Mrs. Hart)	Bakersfield, Cal.
Irma Schmidt	Tempe
Maude Sistine	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	Tempe
Fannie Breedlove	Phoenix
Olive Conroy (Mrs. Russell)	Tempe
Loreen Cox	Los Angeles
Norma Creighton (Mrs. Snow)	Iowa
Meda Dickinson	Tempe
Mary Duffy	Tucson
Jennie Ellingson	Phoenix
Wiley Hanson	Tempe
Albert Jungerman	Tempe
Lulu Keating	Honolulu
Nathaly Larson	Bisbee
Marjorie Leavell	Phoenix
Laura McGill	Tombstone
May McKay (Mrs. C. M. Cooper)	Phoenix
Annie Priest	Tempe
Maud Shivers (Mrs. J. R. Polley)	Solomonville
Mary Terrell	Clifton
Frank Thomas	Bisbee
Anna Tong	Bisbee
Ruth Turner (Mrs. W. W. Rohrig)	Tempe
Georgia Wilcox	Phoenix

CLASS OF 1911

Agnes M. Baker	Bisbee
Robena Barkley	Glendale
Hazel Barr	Hayden
Mabel Beddow	Bisbee
Parley Blake	Tempe
Eliza Bond	Mesa
Katherine Bone	Phoenix
Hazel Carroll	Mesa
Lena Cole	Tempe
Mary Corbell	Tempe

Name	Address
Pearl Crook	Tempe
Frances Davis	Long Beach, Cal.
Pearl Dorsett	Spartanburg, So. Carolina
Mary Dunlap	Douglas
Leonard Dykes	Duncan
Alma Ellingson	Phoenix
Aura Belle Fike	Naco
Lora Finch	Tempe
June Halleck	Phoenix
Hazel Heaton	Mesa
Edith Johnston	Tempe
Otto Jungermann	Berkeley
Marguerite Keissling (Mrs. Wildermuth)	Tempe
Eliza Lorona	Florence
Ruth McComas	Phoenix
Nettie McKay	Congress
Frances McNulty	Tempe
Mary Melton	Oklahoma
Rose Miller	Tempe
Neoma Millet	Mesa
Lucille Morrison	Prescott
A. John Mullen	Tempe
Hazel Mumford	Mesa
Lucy Nash	Miami
Juanita Painter	Tempe
Charles Pickrell	Tempe
Dorris Robertson	Mesa
Grace Rogers	Mesa
Aileen Smith	Douglas
Lola Spear	Tempe
Josie Thompson	Illinois
Ruby Tompkins	Phoenix
Aileen Walsh	Gila Bend
Mabel Webb	Roosevelt
Jennie Weedin	Florence
Mabel Willebrandt	California
Eustace Windes	Hereford

CLASS OF 1912

Carroll Belknap
Inez Benedict
Annie Brandenburg
Francis Calkins
Afton Clark
Helen Collins
Ercel Cooke
Velma Coyle
Lucy Cummings
Blanche Cummins
Flossie Dines
Edith Doherty
Bessie Felch
Leona Foushee
Lillias Goodfellow
Miriam Heinrichs
Erlie Hughes
Kenneth Johnston
Mary Keating
Ruth Kittle
Delta Lisonbee

Bertha McKeen
Allene McNeley
Edith Mullen
Lois Mullen
Dan Peart
Ralph J. Peck
Mary E. Rains
Ruth Robbins
Carrie Rock
Iva Rogers
Mabel Rogers
Flora Schoshusen
Ethel Sirrine
Lillian Stayton
Marie Stewart
May Stewart
Maude Tong
Eva Turner
Beulah Waddill
Jessie Waterhouse
Grace Wood
Ettie Young

Total number graduates, 483.

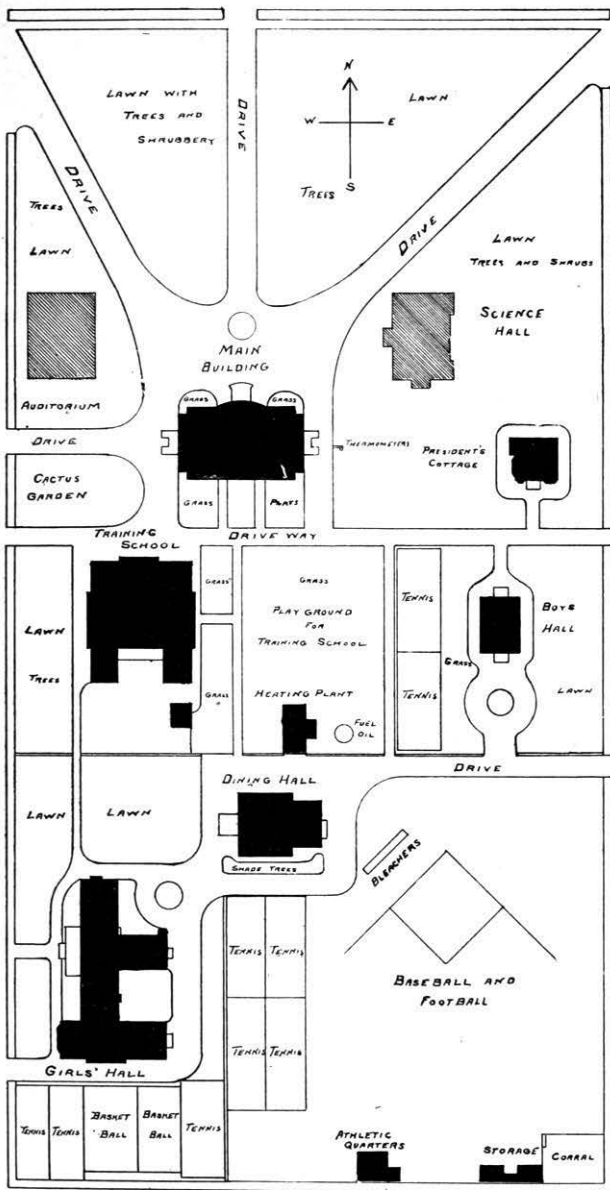
Views of Buildings

AND

School Activities



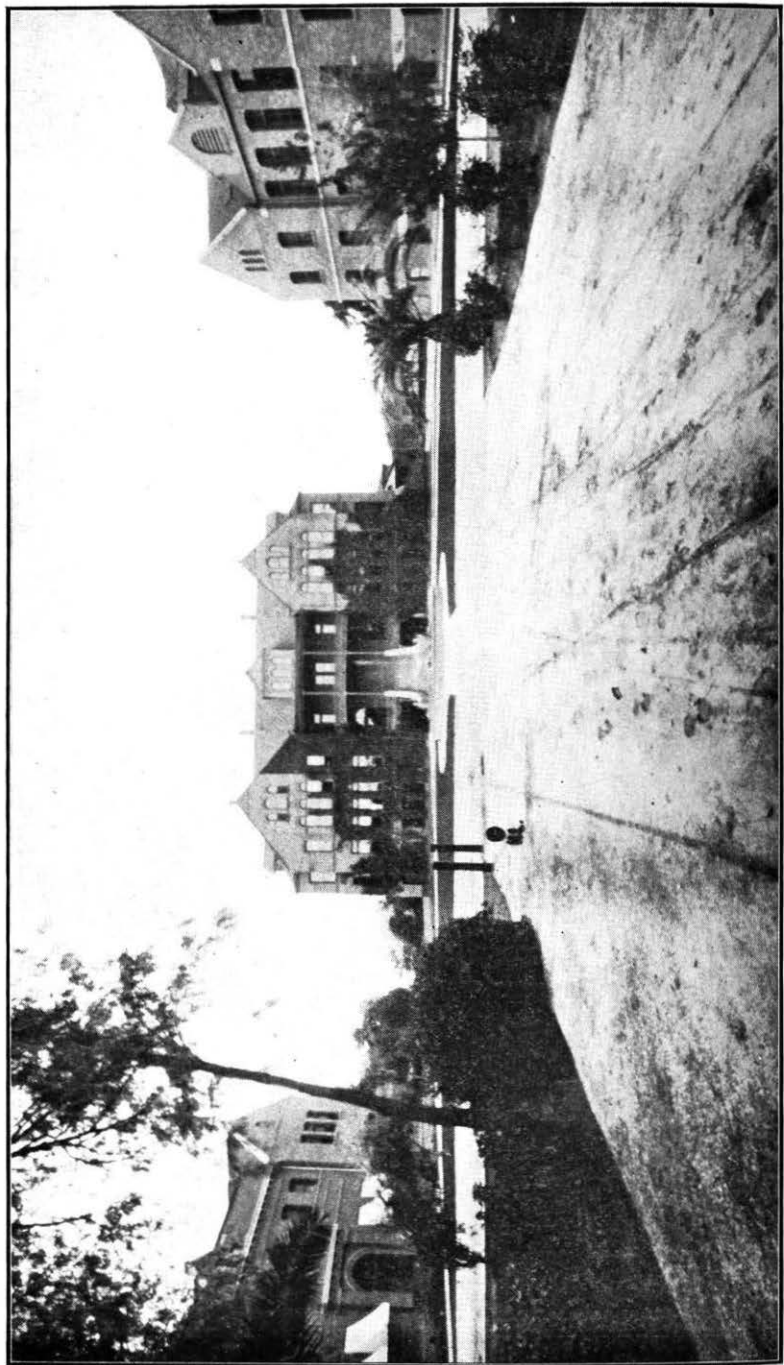
Photos by Lyman, Tempe and Turnbull, Phoenix



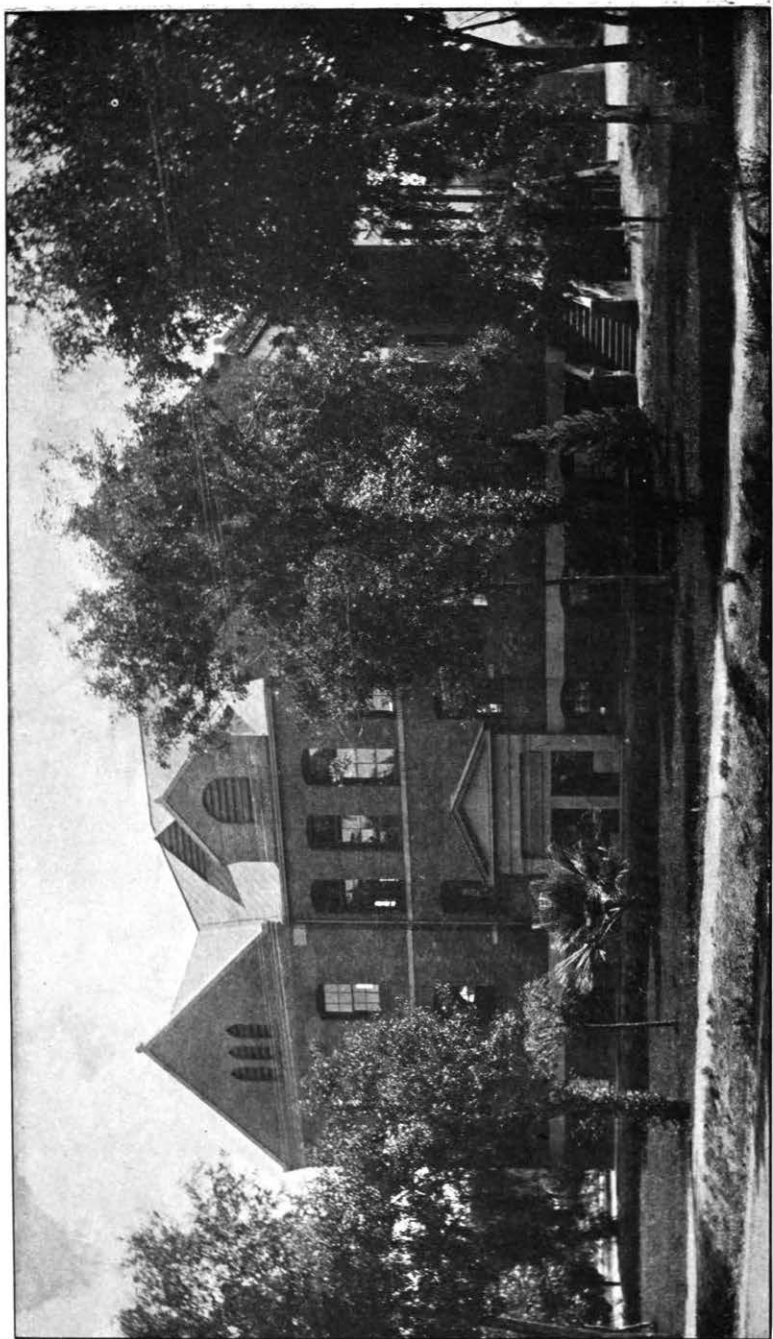
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OCT. 1907

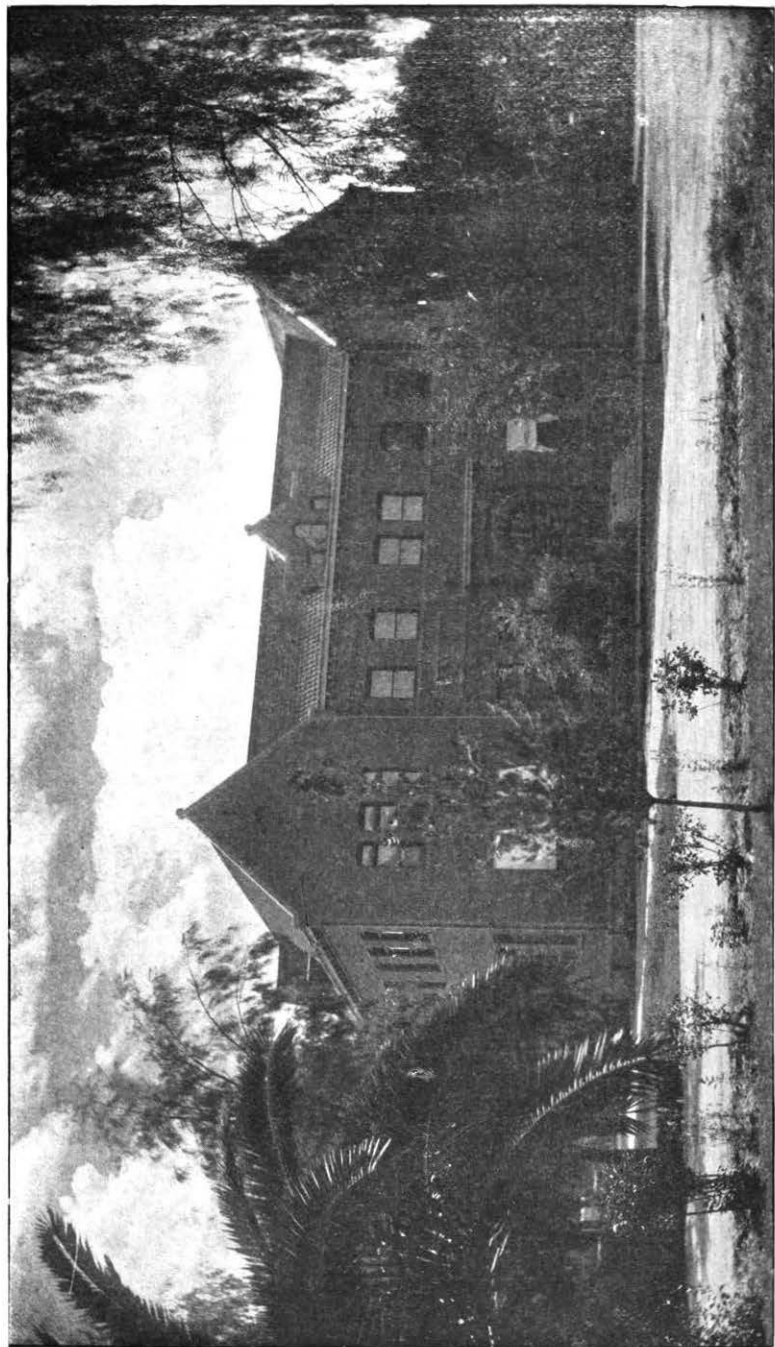
PLAT OF CAMPUS AND BUILDINGS



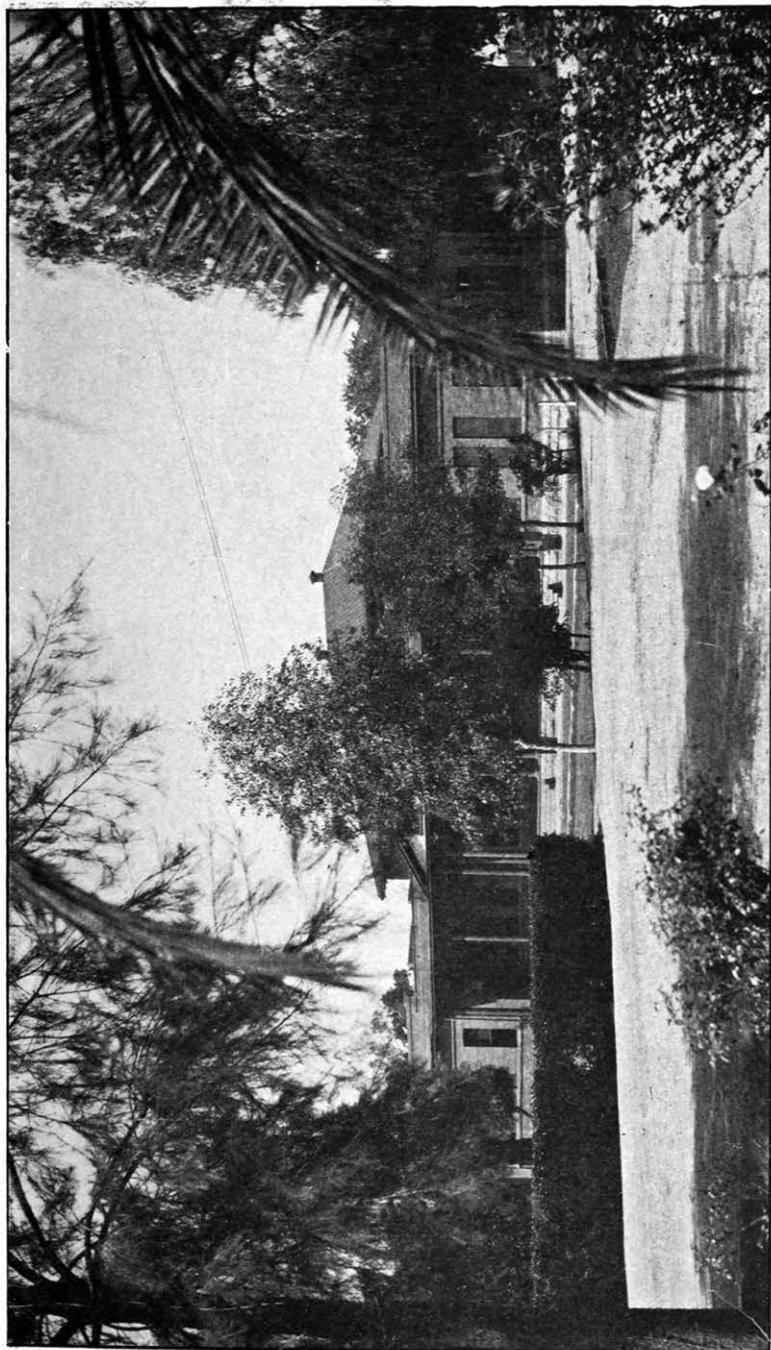
QUADRANGLE—PROFESSIONAL AND ACADEMIC BUILDINGS



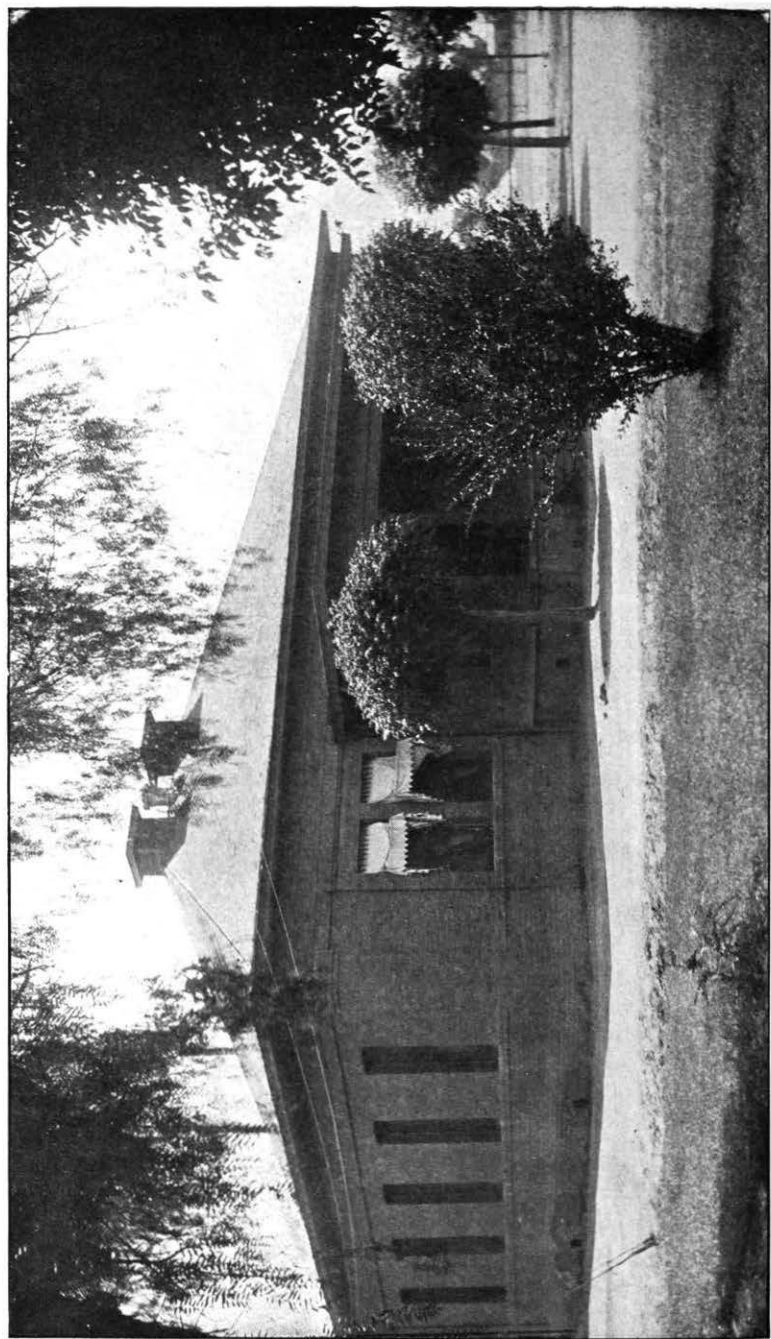
AUDITORIUM AND GYMNASIUM



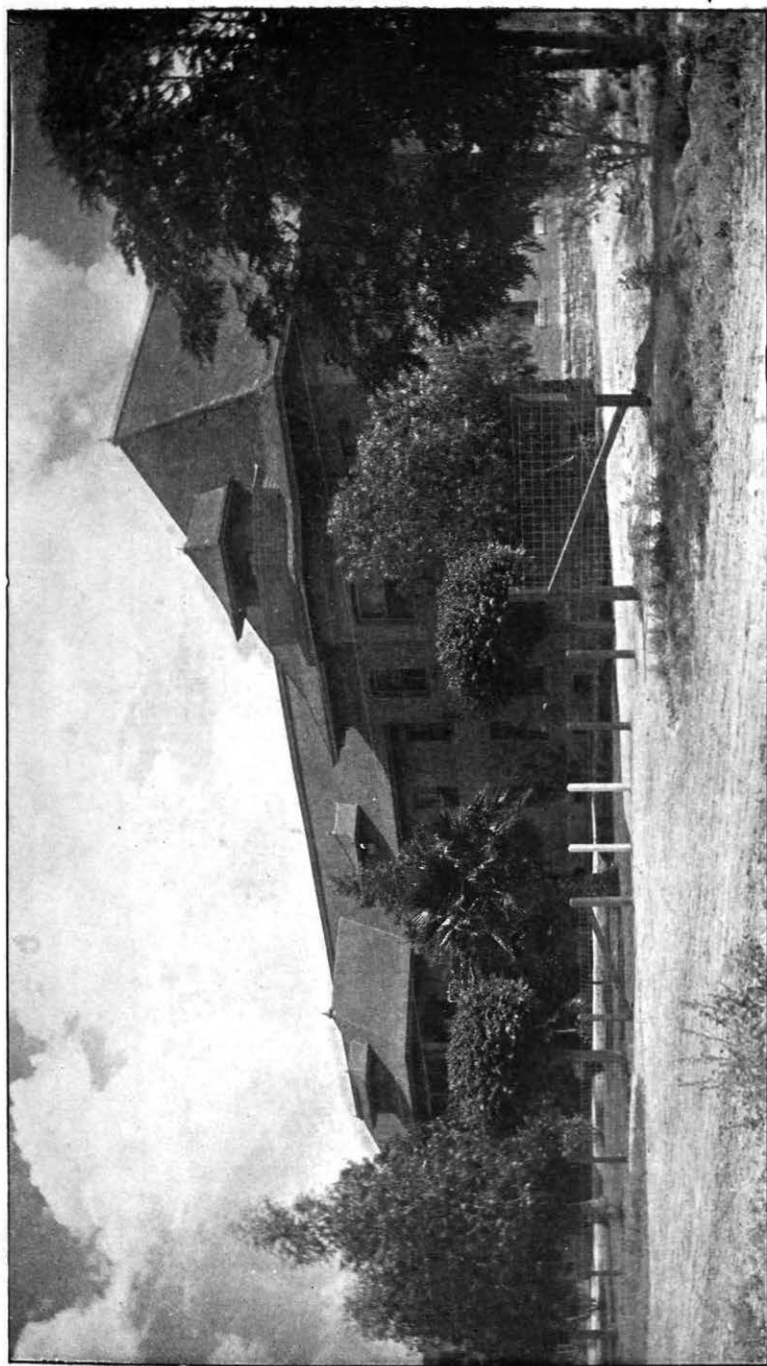
SCIENCE AND OFFICE BUILDING



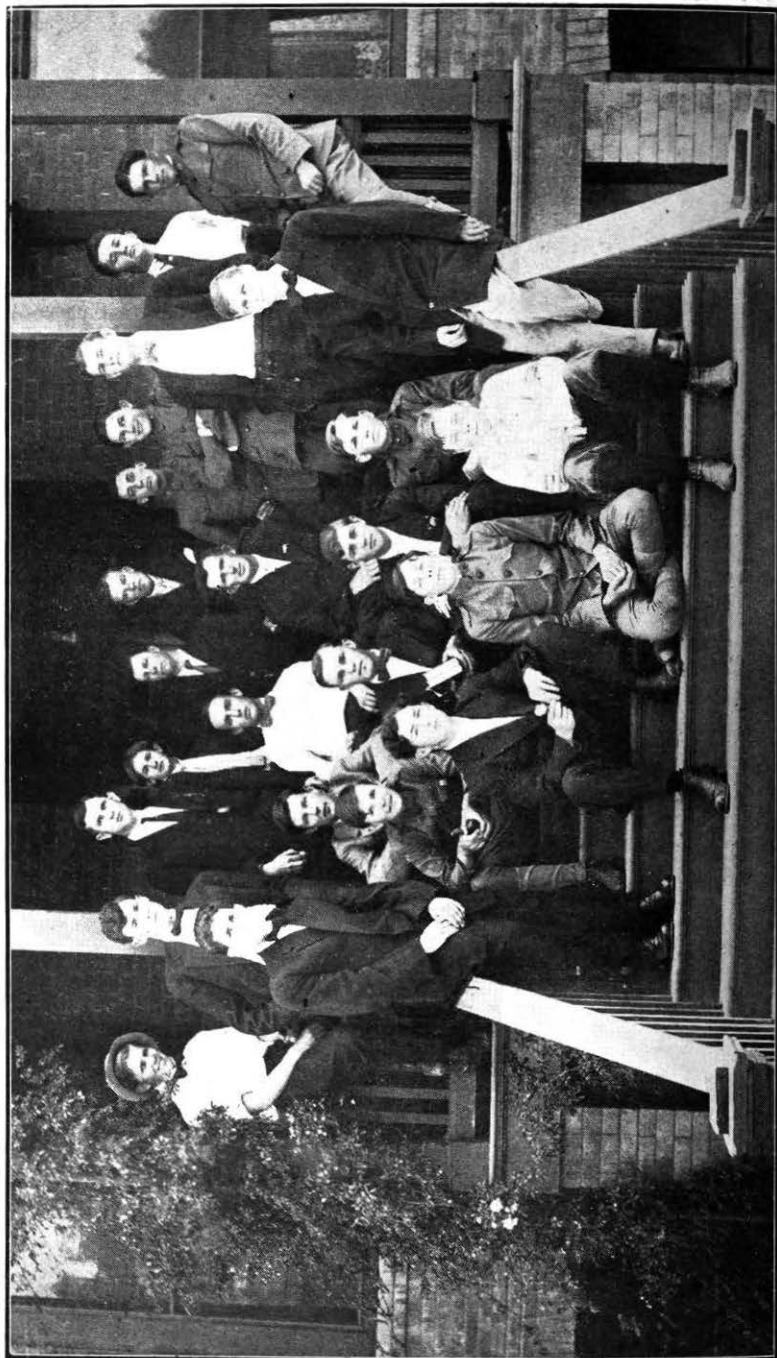
TRAINING SCHOOL



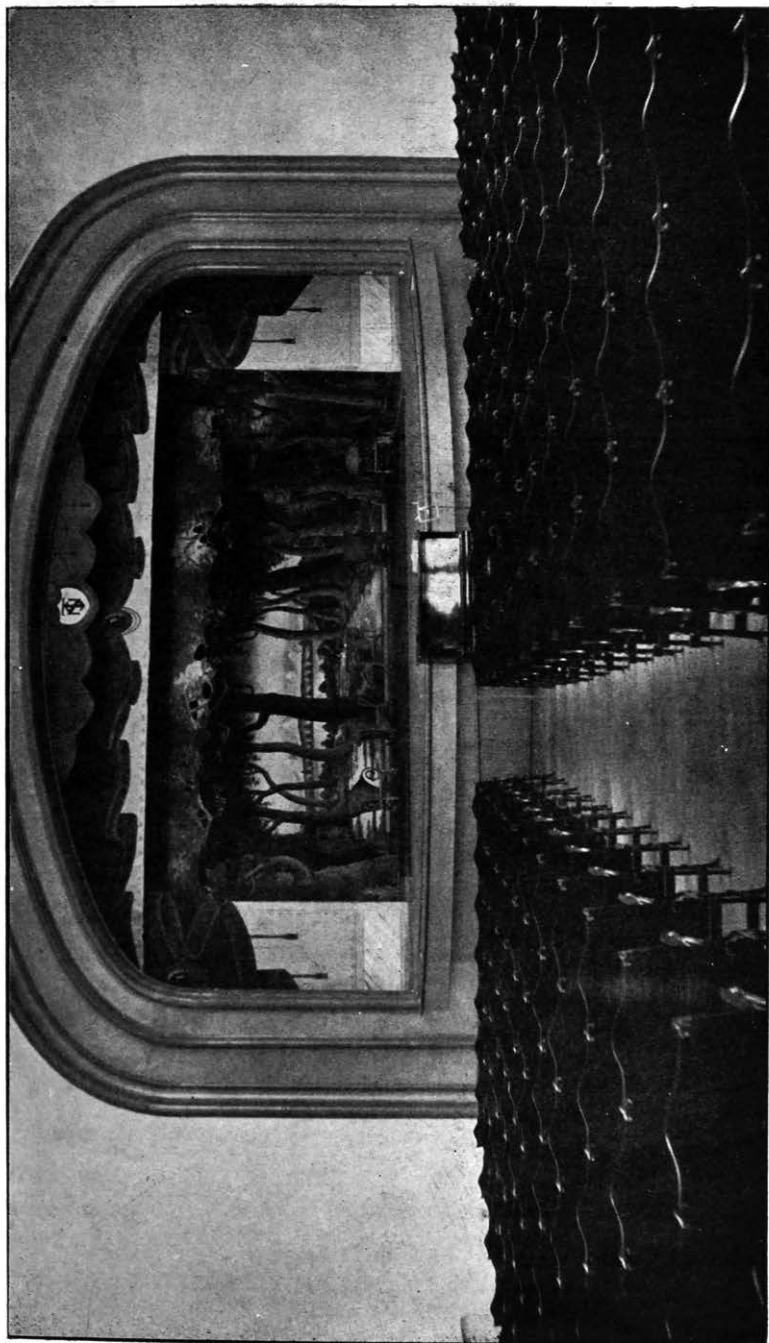
DINING HALL



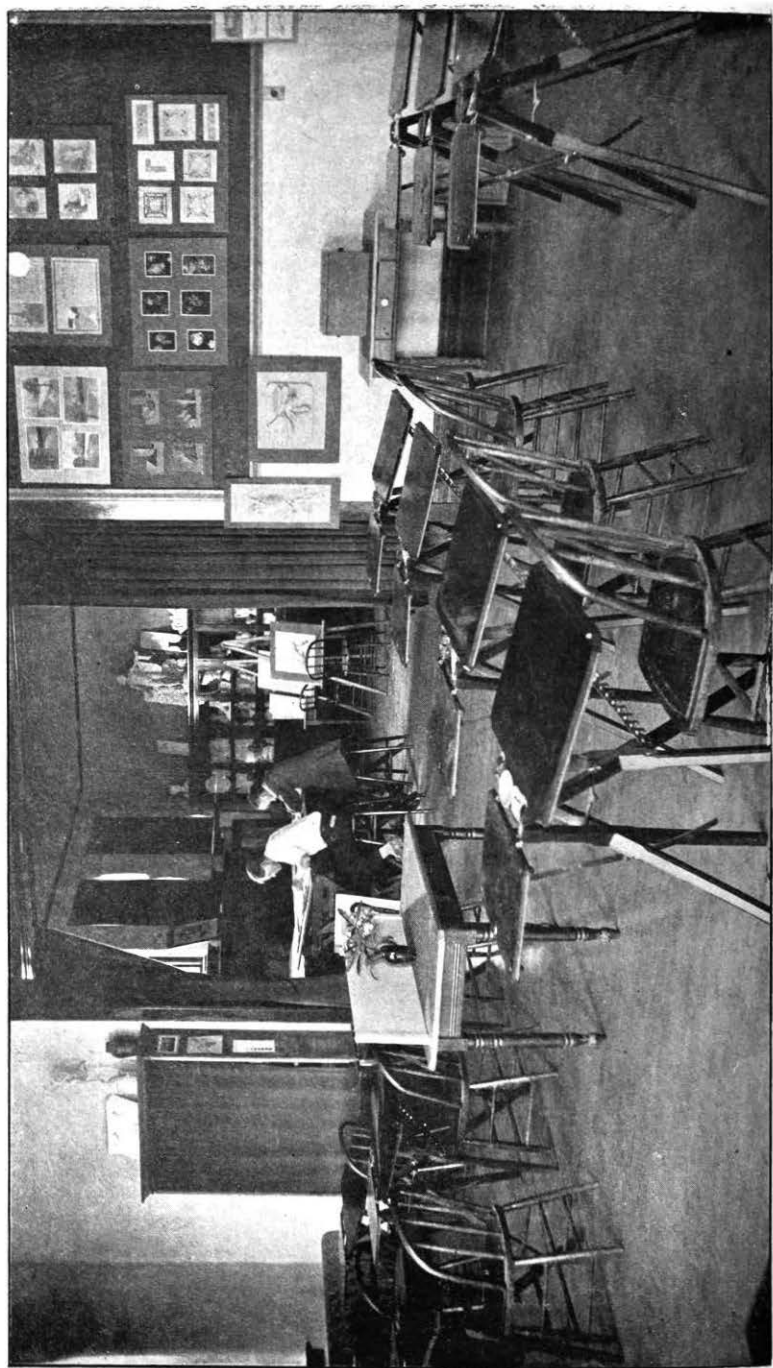
LADIES' DORMITORY



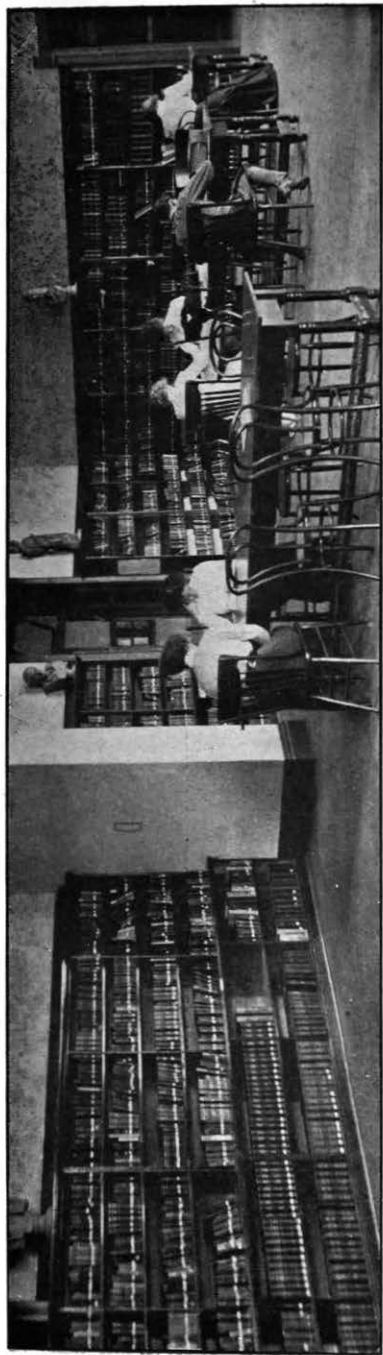
GENTLEMEN'S DORMITORY



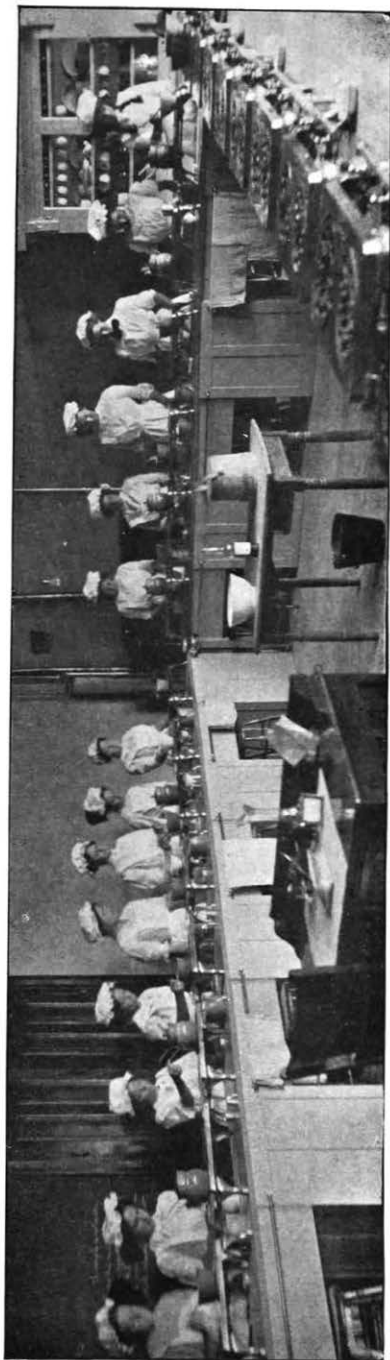
STAGE IN AUDITORIUM



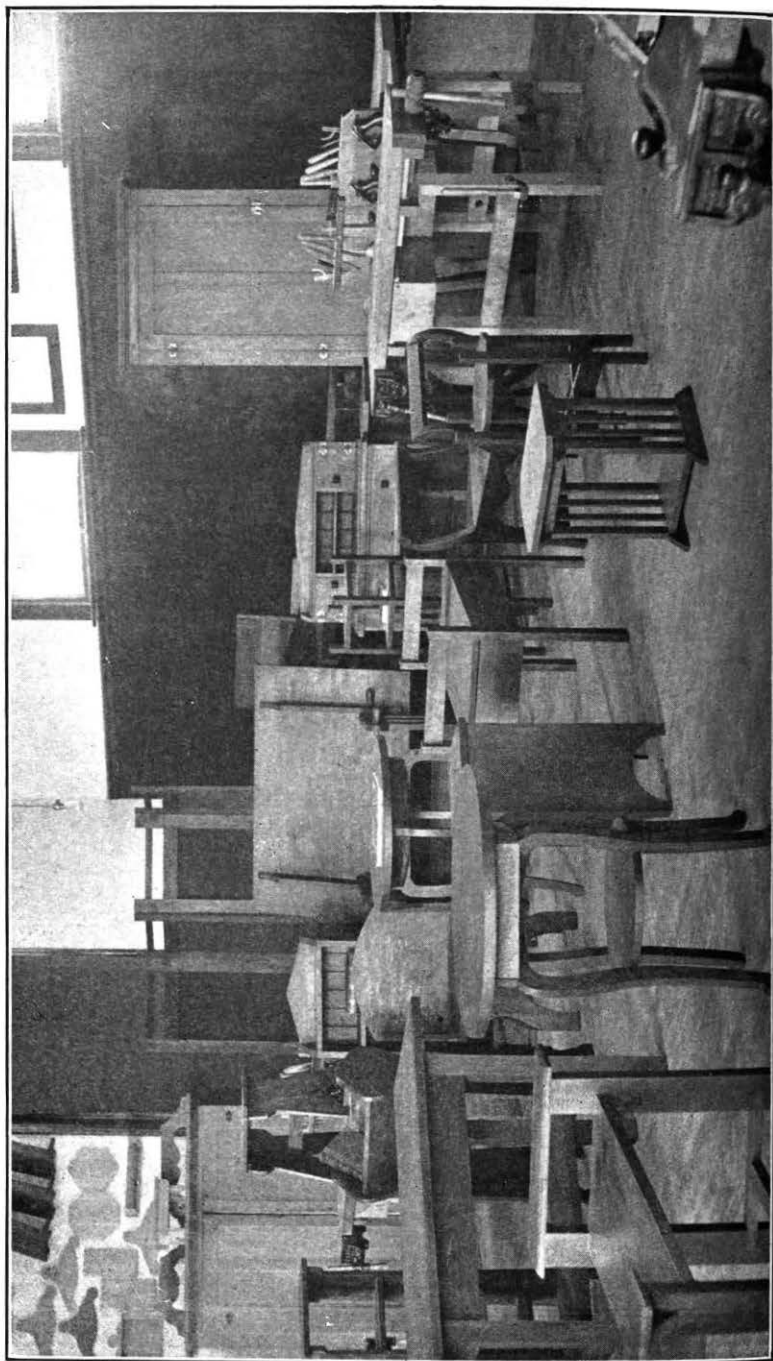
NEW ART CLASS ROOM



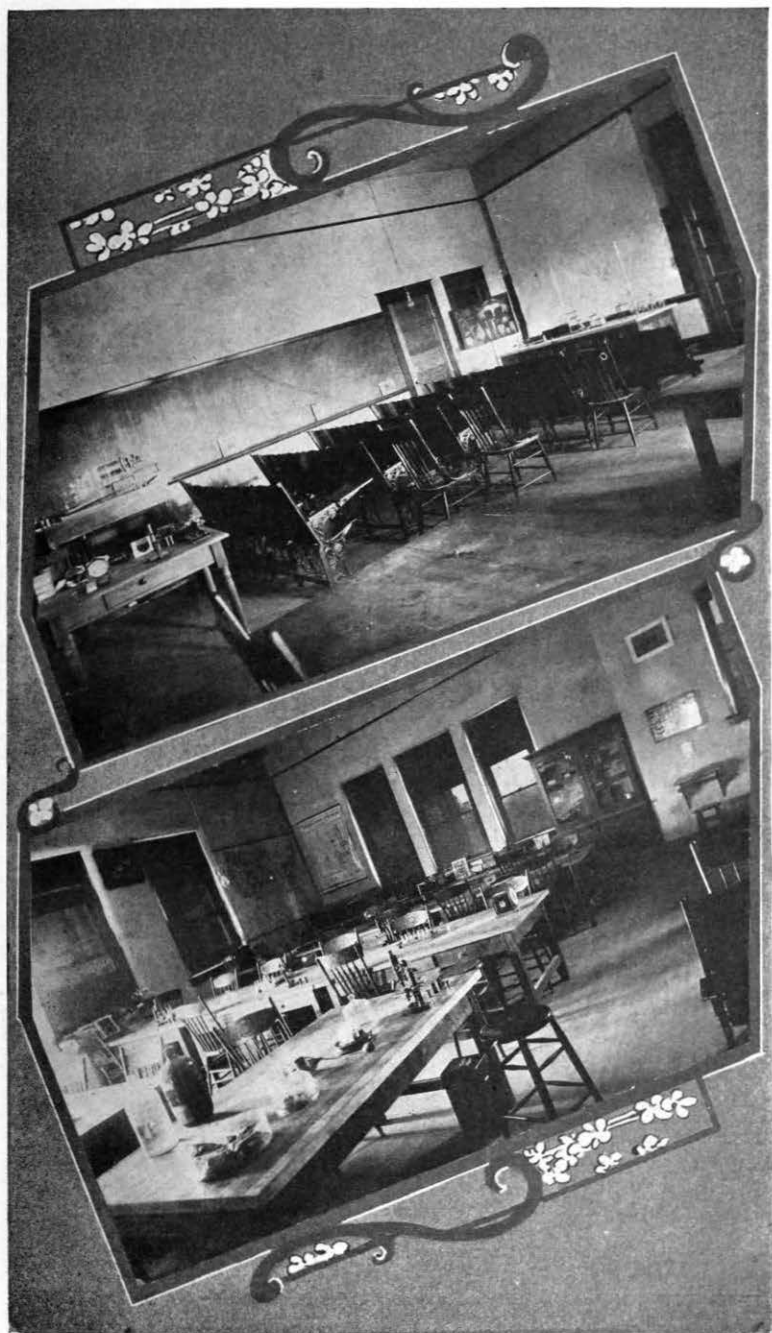
LIBRARY



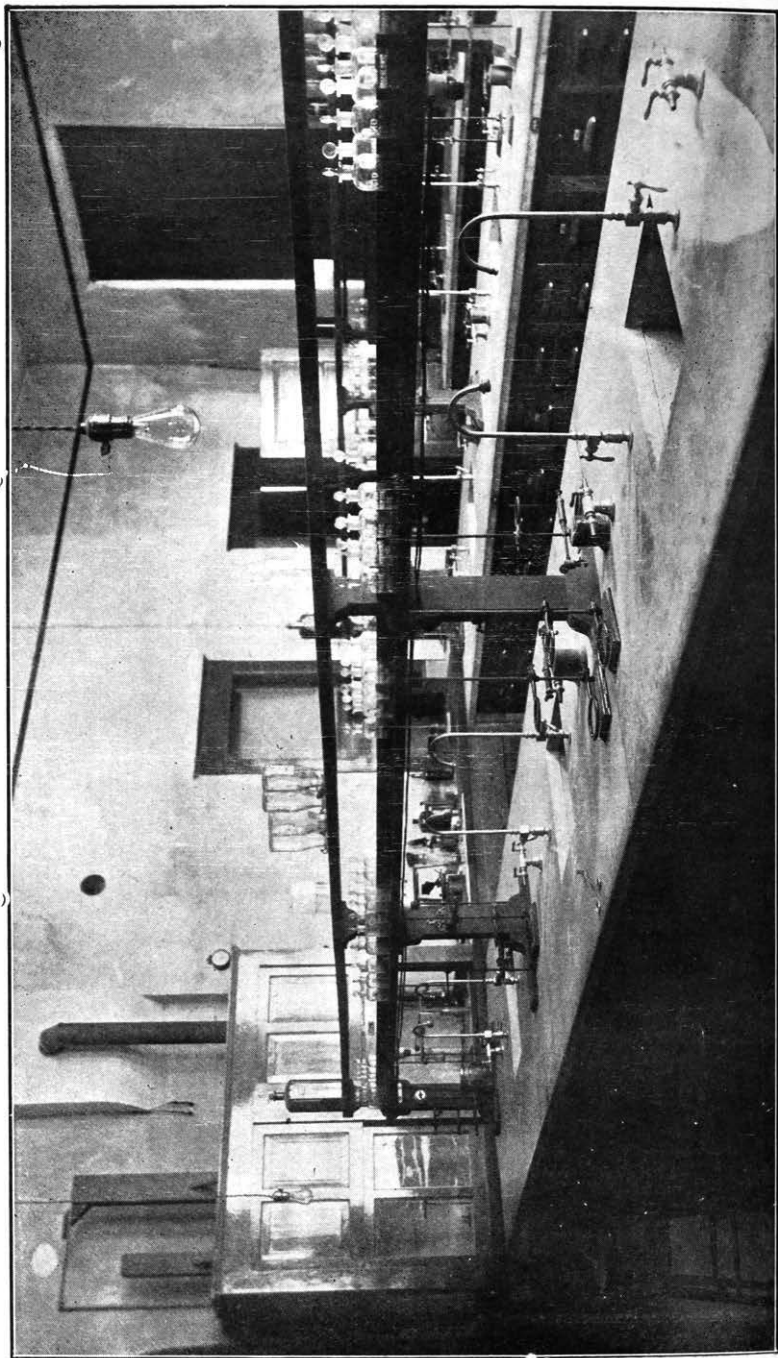
DOMESTIC SCIENCE



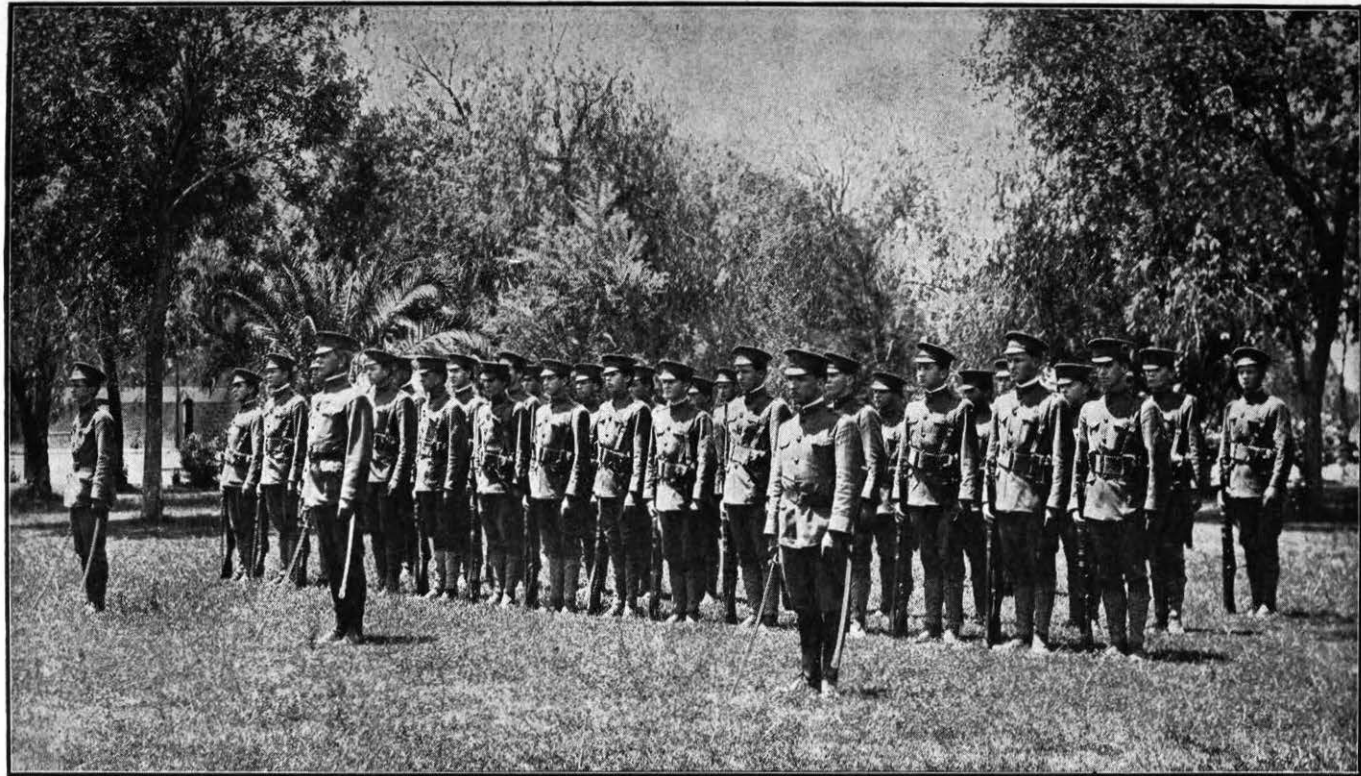
MANUAL TRAINING SHOP



BIOLOGICAL LABORATORIES



NEW CHEMICAL LABORATORY



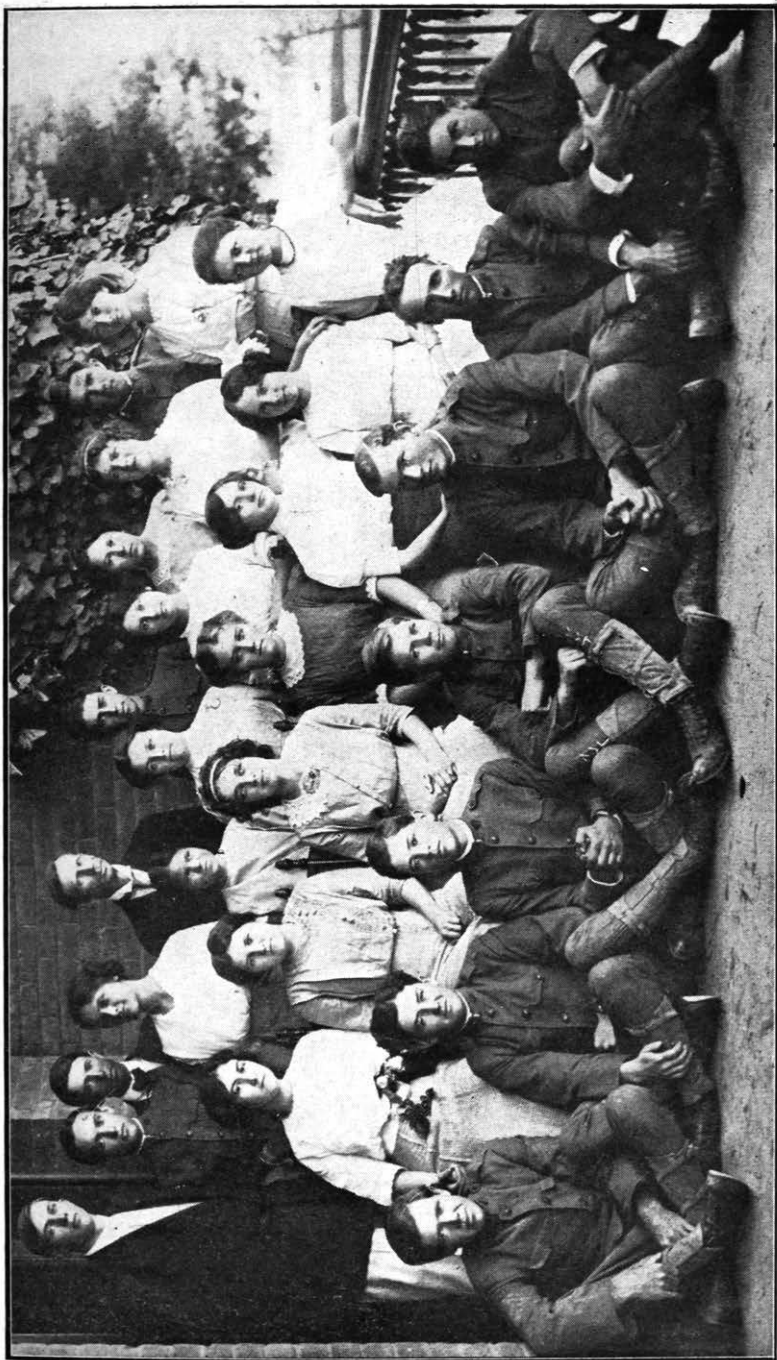
CADET COMPANY



ATHENIAN DEBATING CLUB



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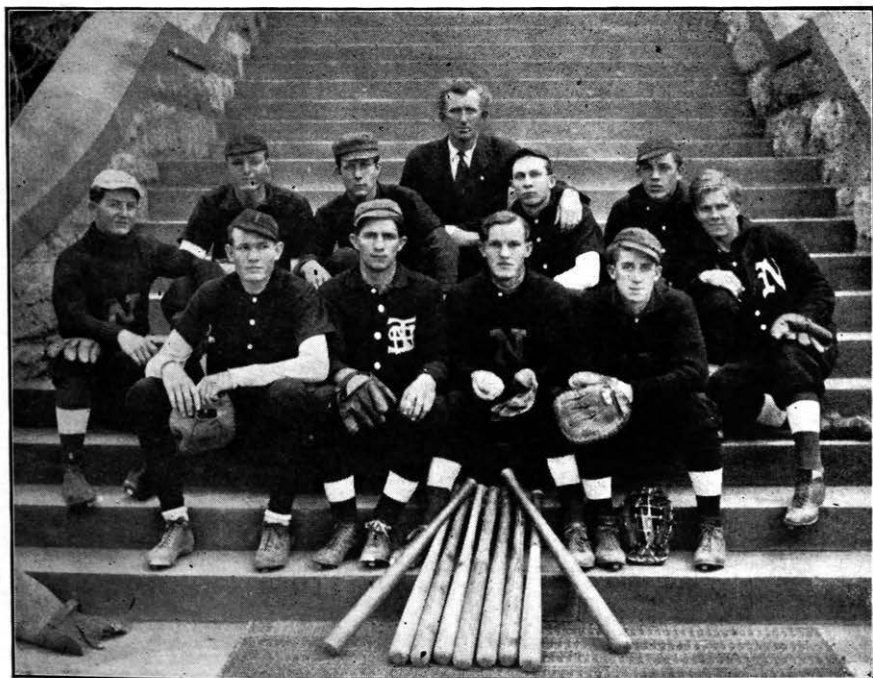
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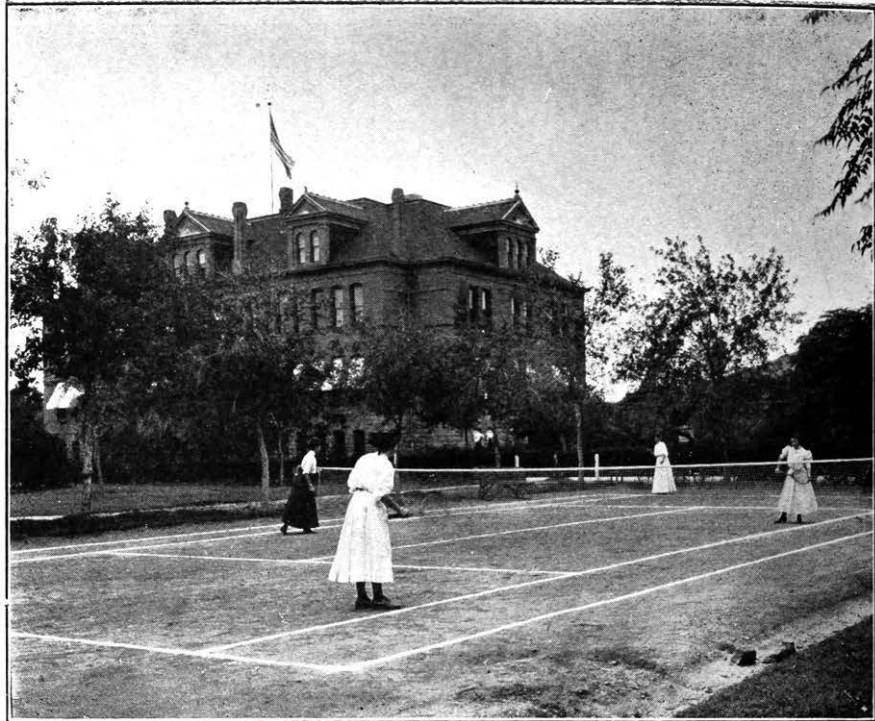
GIRLS' BASKET BALL TEAM
Valley Champions



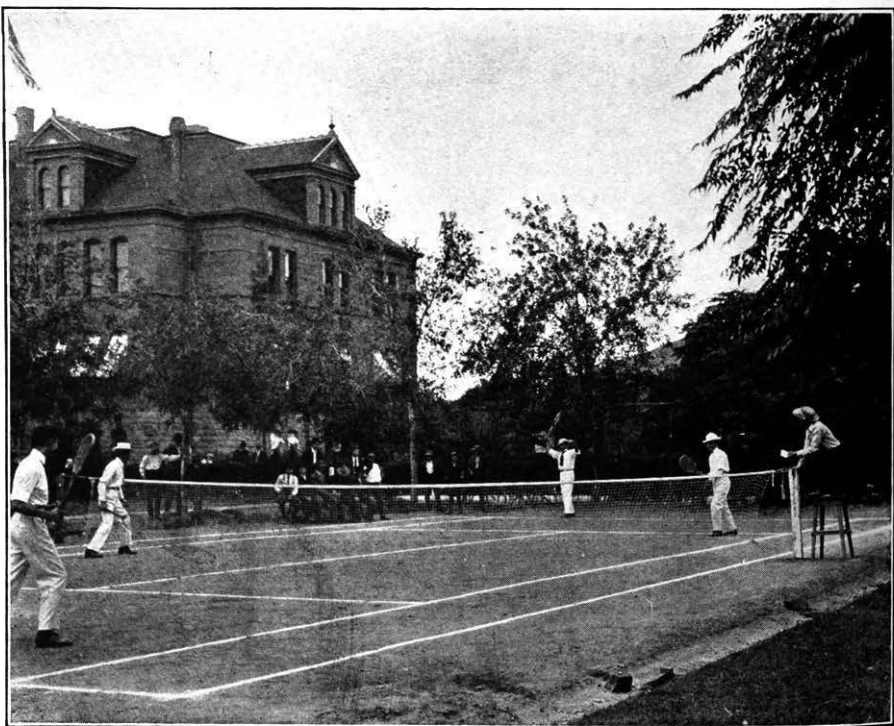
BOYS' BASKET BALL TEAM
Valley Champions



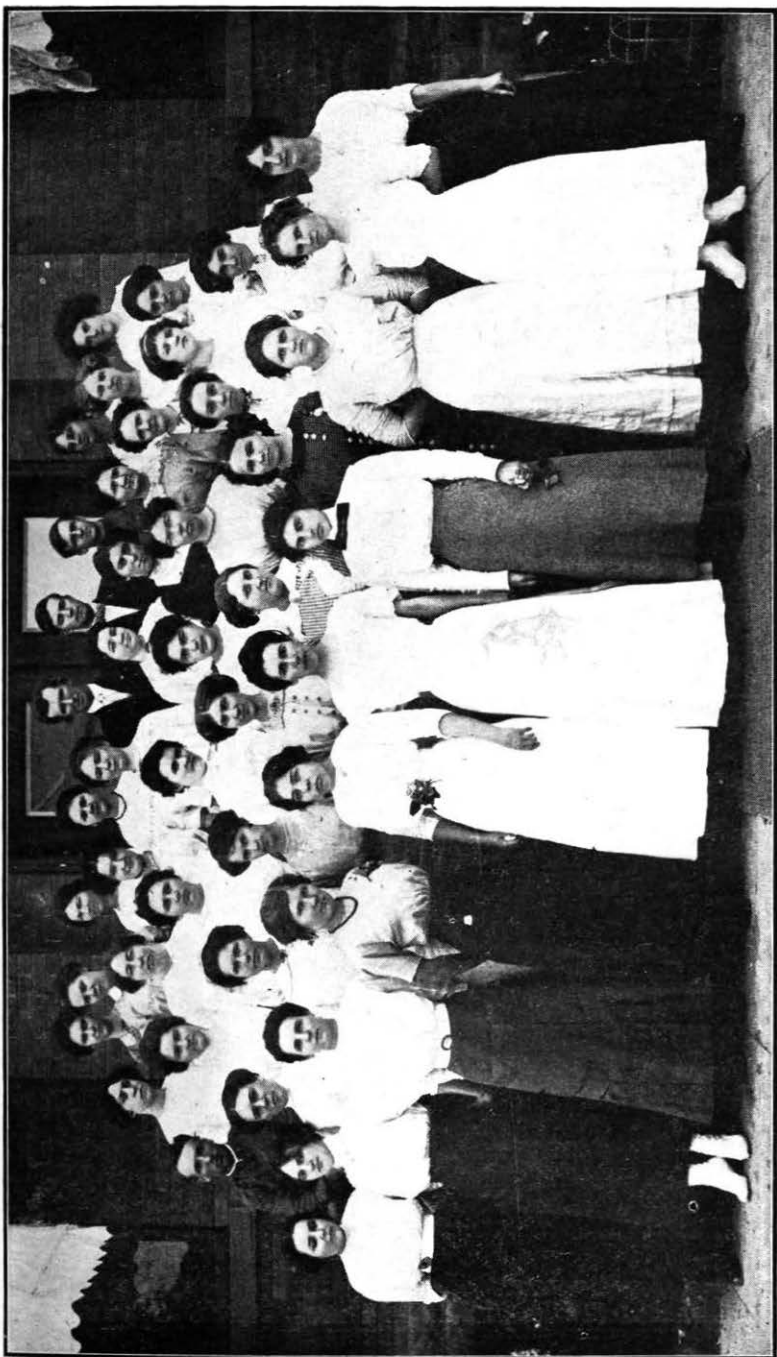
BASEBALL TEAM
Valley Champions



TENNIS—LADIES' DOUBLES



TENNIS—GENTLEMEN'S DOUBLES



GRADUATING CLASS, 1912