

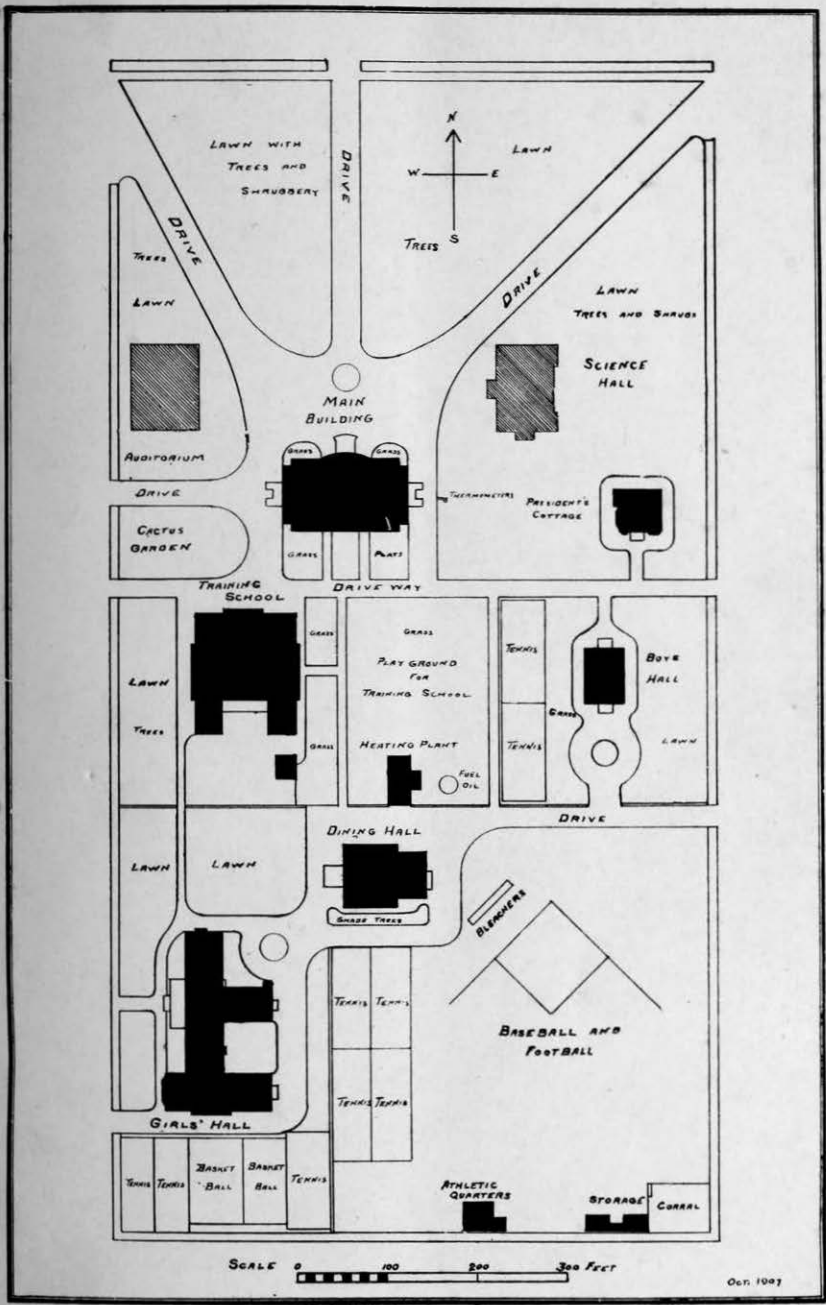
ALFRED THOMAS

# The Tempe Normal School of Arizona

*At Tempe, Arizona*

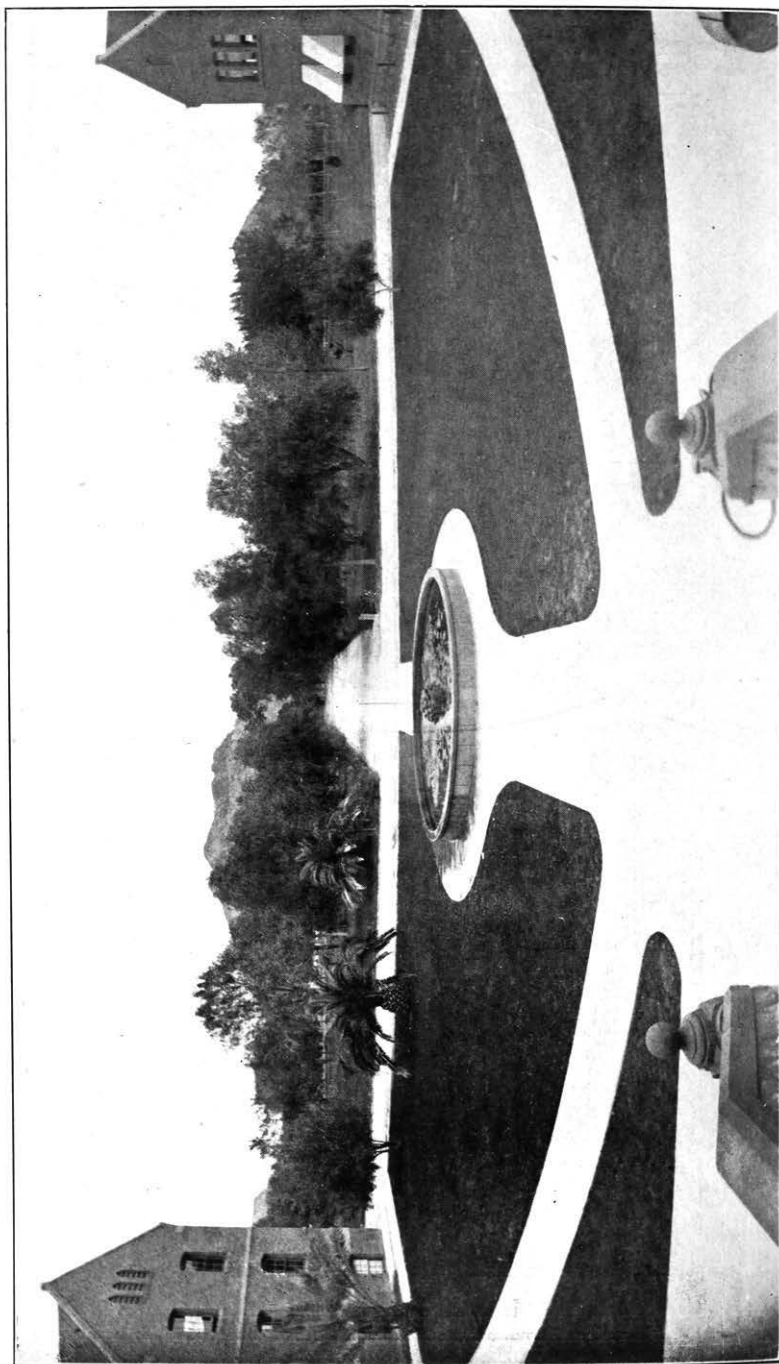


*Annual Catalogue*  
*1913 -1914*



PLAT OF THE CAMPUS

GITT. 1936 - Mr. Murdoch - To Alfred Thomas.



THE QUADRANGLE

Twenty-Eighth Annual  
Catalogue of

# The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year  
1913-1914

Phoenix, Arizona  
Republican Print Shop  
1913

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# Calendar 1913-14

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## 1913

First Semester begins.....	September 8
Entrance Examination and Classification.....	September 8-9
First Quarter ends.....	November 14
Second Quarter begins.....	November 17
Thanksgiving Vacation.....	November 27-28
Holiday Vacation begins.....	December 20
School opens.....	December 29

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## 1914

First Semester ends.....	January 24
Second Semester begins.....	January 26
Entrance Examination and Classification.....	January 26-27
Third Quarter ends.....	March 27
Fourth Quarter begins.....	March 30
Examination and Commencement Exercises.....	June 1-5



## NORMAL BOARD OF EDUCATION

Hon. C. O. Case, Supt. Public Instruction.....	Phoenix
C. F. Leonard, Secretary.....	Phoenix
Dr. B. B. Moeur.....	Tempe

## OFFICIAL BOARD OF VISITORS

C. Grant Jones.....	Tempe
Mrs. Eugene Brady O'Neill.....	Phoenix
Dr. F. E. Shine.....	Bisbee

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## OFFICERS OF ALUMNI ASSOCIATION

Ralph Peck, '12, President.....	Glendale
Elizabeth Cosner, '03, Vice-President.....	Tempe
Mrs. A. M. Harmer, '99, Treasurer.....	Tempe
Irma Schmidt, '09, Secretary.....	Tempe

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## STATE BOARD OF EDUCATION

Hon. George W. P. Hunt, Governor of Arizona.....	Phoenix
Hon. C. O. Case, Supt. Public Instruction.....	Phoenix
Dr. Arthur H. Wilde, President University.....	Tucson
A. J. Matthews, Principal Tempe Normal.....	Tempe
Dr. R. H. H. Blome, Principal Northern Normal.....	Flagstaff
A. K. Stabler, Principal High School.....	Phoenix
W. Curtis Miller, County Supt. Schools.....	Prescott
O. F. Munson, City Supt. Schools.....	Globe

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## STATE BOARD OF EXAMINERS

Hon. C. O. Case, Supt. Public Instruction.....	Phoenix
John D. Loper, City Supt. Schools.....	Phoenix
H. Q. Robertson, City Supt. Schools.....	Mesa

# Faculty 1913-14

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A. J. Matthews, President.....	School Law and School Economy
F. M. Irish, Assistant.....	Physical Science and Military Drill
W. J. Anderson, B. S.....	Drawing and Commercial Subjects
J. L. Johnston.....	Vocal Music
Geo. M. Frizzell, B. Pd.....	Mathematics
James F. Hall, A. M.....	Latin
Laura Dobbs.....	Secretary to the President and Board
A. B. Clark.....	Manual Training
F. G. Waide, Ph. D.....	History and Civics
Edith Salmans, B. S.....	Spanish and German
Lillias D. Francis.....	Home Economics
James L. Felton, A. B.....	English
C. Helene Burgess, B. O.....	Elocution and Physical Culture
Edith Turner, A. B.....	Assistant in English
Ruth M. Wright.....	Librarian
G. W. Henry, A. M.....	Psychology and Biology
John B. Griffing, A. M.....	Agriculture
Anna R. Stewart.....	Preceptress Girls' Dormitory

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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
Olive M. Gerrish.....	Critic Teacher and Music Supervisor
Theresa Anderson.....	Critic Teacher in Intermediate Grades

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George W. Wilson.....	Superintendent of Buildings
L. C. Austin.....	Carpenter and General Foreman

# The Tempe Normal School of Arizona

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## GENERAL INFORMATION

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### ESTABLISHMENT AND PURPOSE

By an Act of the Legislative Assembly of Arizona, approved March 10, 1885, provision was made for the establishment of a Normal School at Tempe, Arizona. The act states the purposes for which this institution was founded to be "the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens."

### LOCATION

It would be difficult to find a location for a school of this kind more favorable than Tempe, a town of 1,800 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona. Lying near the center of population of the state, Tempe is conveniently reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems thus bringing even the most distant counties within from eight to twenty hours' journey. The convenient railway connections are appreciated by those students who desire to make the most of their holiday vacations. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailing supply of fresh fruits and vegetables. The climate during the whole school year is not only delightful but wholesome and conducive to study. Snow is unknown and outdoor athletics and field excursions are carried on throughout the year.

Parents will derive satisfaction from the knowledge that 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 liquors is prohibited in Tempe and the surrounding districts, the undesirable influence of the saloon is entirely eliminated.

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

The campus is one of the most beautiful spots in the state. It comprises thirty acres of fine level land within convenient walking distance of the business portion of the town, and is arranged in a most attractive manner with broad, shady lawns, cement walks and gravelled drives, and a profusion of trees, shrubs, and flowers. Ten substantial buildings are well distributed over the grounds, and to the picture one must add the view of the distant mountains with their ever changing lights and shadows and wonderful coloring. Ample facilities for outdoor recreation are provided in numerous tennis courts of approved construction, basketball courts, athletic field, running track, and baseball diamond. The school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the table.

## Description of Buildings

### MAIN BUILDING

There is a central group comprising the main building, science hall, and auditorium which enclose a quadrangle of green sward in the center of which is a fountain containing various water plants. The first named of these buildings, which are all of red brick and stone, was erected in 1894. Its three stories give ample space for lecture rooms for the academic subjects, a large assembly hall with a seating capacity of three hundred and a library capable of housing ten thousand volumes and seating a hundred readers. The building is well lighted and ventilated and supplied with sanitary drinking fountains on each floor. Works of art, trophy cases and pictures, the gifts of the several graduating classes,

adorn the halls. The basement has several large rooms which are now used by the departments of manual arts and home economics, the student paper and the armory.

## SCIENCE HALL

One of the newest and best equipped buildings on the campus is the science hall, 92x70 feet, a commodious two-story structure. It provides on the first floor to the right and left of the entrance three large well-appointed rooms for the offices of the principal and secretary of the faculty. The rest of the floor is given up to the laboratories for physical, chemical and earth sciences. The laboratory for physiography and geography is very fully equipped with maps, charts, modelling tables, relief models, etc. A thermometer shelter containing a thermograph and a full set of thermometers is located close by on the campus.

The laboratories for chemistry and physics are spacious and well supplied with all the necessary apparatus including side tables, sinks and special apparatus for distilling water. Each table is equipped with gas, electricity and water. Between these rooms is a lecture theatre fitted with a projection lantern, electric generator, switchboard for control of demonstration currents, draft chambers and demonstration table. There are other small rooms devoted to photographic work, repair work and storage of stock.

The laboratories for biology and physiology are situated on the second floor. They have besides the necessary equipment for work in those sciences a large aquarium for the collection and preservation of specimens for class use, a projection lantern with microscopic attachments, a microtome and paraffin bath for the preparation and mounting of microscopic slides and a centrifuge for analysis of liquids. There is also a special laboratory for the instructor and a room for photographic work.

The art department occupies the northern half of this floor in order that advantage may be taken of the northern light. There are two large drawing rooms, each seating about twenty-five, and a storage room.

There is also on this floor a museum with a working collection representative of the fauna and flora of Arizona and of its mineral resources.

## AUDITORIUM AND GYMNASIUM

The auditorium, 72x100 feet, is by far the best of its kind in the state. With the balcony it has a seating capacity of one thousand. The acoustic properties, the means of ventilating, heating and emptying the building are everything that can be desired. The stage and stage properties are of the best and enable the school to stage the largest companies that come to the valley. The school and the community are treated each year to a number of high class entertainments that bring to us some of the best talent on the stage and platform today.

The gymnasium is fitted up with the usual apparatus, lockers, dressing rooms and shower baths. Two galleries provide seating capacity for two hundred, while as many more can be seated on the floor of the gymnasium. An exhibition of the work of the several classes is given every year during commencement week.

## TRAINING SCHOOL

This building is located close to and south of the central group. It has a floor space of 120x136 feet and contains two offices, eleven classrooms and a large double assembly all on one floor. The classrooms are so arranged that easy access is had from each to the assembly. A marked feature is the lighting and ventilation of all the rooms. The play activities of the pupils are carried on under the supervision of the teachers. There is a separate playground with special equipment for this school. Besides the usual furniture of the school there is a library of over 500 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

## INDUSTRIAL ARTS BUILDING

This building, 130x135, will be three stories, including a basement, and constructed of concrete, faced with cream pressed brick. The lower or main floor will be taken up entirely with the manual arts. On the left of the re-entering court will be the office and library and draughting room. Behind these will be placed the lumber supply room, wood shop, pattern shop, and machine room. On the left of the court there will be rooms for textiles, book binding and printing, finishing woodwork and a lecture theatre. The upper floor will be devoted to the work in home economics

and in art. The former department includes an office, two sewing rooms, a fitting room, domestic science room, a laundry and a suite of housekeeping rooms.

On the north side of this floor are to be placed the rooms of the art department. They will include two drawing rooms, clay modeling and glazing and casting rooms and the office of the instructor.

The basement will provide for work in sheet metal, forging and foundry. There will be an incline drive through the basement for the convenience of handling heavy materials. The building will have an elevator convenient to this driveway and running up to the upper floor.

## DORMITORIES

These buildings are models of comfort and attractive ness. The boys' dormitory is a two-story structure with basement. Baths and toilets are provided on each floor. There are in all about twenty rooms, each intended to accommodate two students. Each room is furnished with two beds, bedding, hot and cold water, electric and steam heat. A large sleeping porch, which will allow all of the boys to sleep outdoors, has been added recently. A member of the faculty is always placed in charge of this building.

The main dormitory for the girls will accommodate about 135, with two in each room. The rooms are fitted up similarly to those of the boys' dormitory. In addition, the girls have the use of two large parlors and a sitting room. A piano is also provided for their entertainment. This building has an unusually large sleeping porch two stories high and running around an open court on the east side. Most of the girls use the porch during the entire year. Across the way and west of the present dormitory a group, consisting of five units, arranged around a patio, will be erected in the near future to meet the growing needs for accommodation for the girls. Each unit will house about thirty five, and will be furnished after the same style as the main dormitory. Experienced preceptresses will be in charge of each building to look after the comfort and needs of the girls in every way.

## DINING HALL

Situated very conveniently to the dormitories is the dining hall. It has a seating capacity of two hundred and is

particularly for non-resident students. Everything that the market affords in the way of fresh fruits, vegetables and meats and all that the culinary art can provide is furnished to students and members of the faculty alike. It is in charge of a specially trained matron, who is responsible for the cleanliness and efficiency of the service.

### THE PRINCIPAL'S RESIDENCE

This is a substantial two story brick structure, harmonizing well with the general plan of the building group. It is situated near the main group and has splendid views from all sides.

### HEATING SYSTEM

All the buildings are heated by steam heat furnished by a central heating plant provided with boilers having a combined capacity of one hundred and eighty horsepower.

### EXPENSES OF STUDENTS

**DORMITORIES** Board, room, light, heat, etc., are furnished for \$16.75 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 somewhat with the taste and preference of the student. The gymnasium costume usually costs from three to four dollars, and the style is fixed by conference with the director. The style of military uniform conforms to the regulations of the United States Army, but the quality is fixed by vote of the company, and is usually between fifteen and twenty dollars. It should be noted that, as the uniform is worn three days in the week, it easily saves the cost of at least one civilian suit during the year, and therefore is hardly to be considered an extra expense.

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.

## GOVERNMENT OF STUDENTS

Students who come from places outside of Tempe and who do not get homes with relatives are required to live in the dormitories. Exception is made in two cases only: first, students who are working their way through school are allowed to live with families with whom they find employment; second, those who wish to go home over week ends may live outside of the dormitory, but only on special vote of the faculty. It is the judgment of the faculty that the environment of all the students entrusted to their care should be the very best, and it is with this end in view that strict regulations are made as to the conduct of the students both on and off the campus. It is understood always that when a student cannot and does not conform to the rules laid down for the welfare of the school such student will be asked to withdraw from the institution.

## CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogues and announcements should be directed to the office of the Principal, Tempe 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.

## DEPARTMENTS

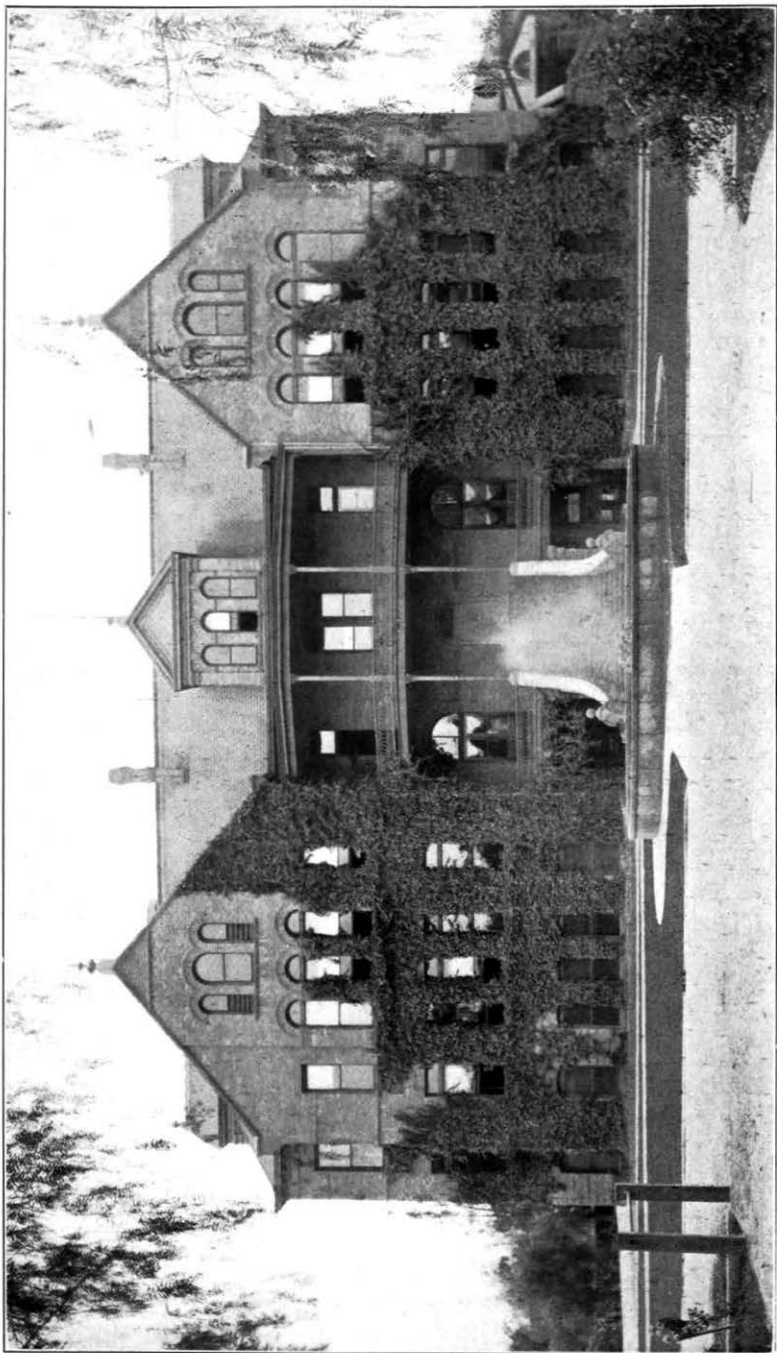
The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five-year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four 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.

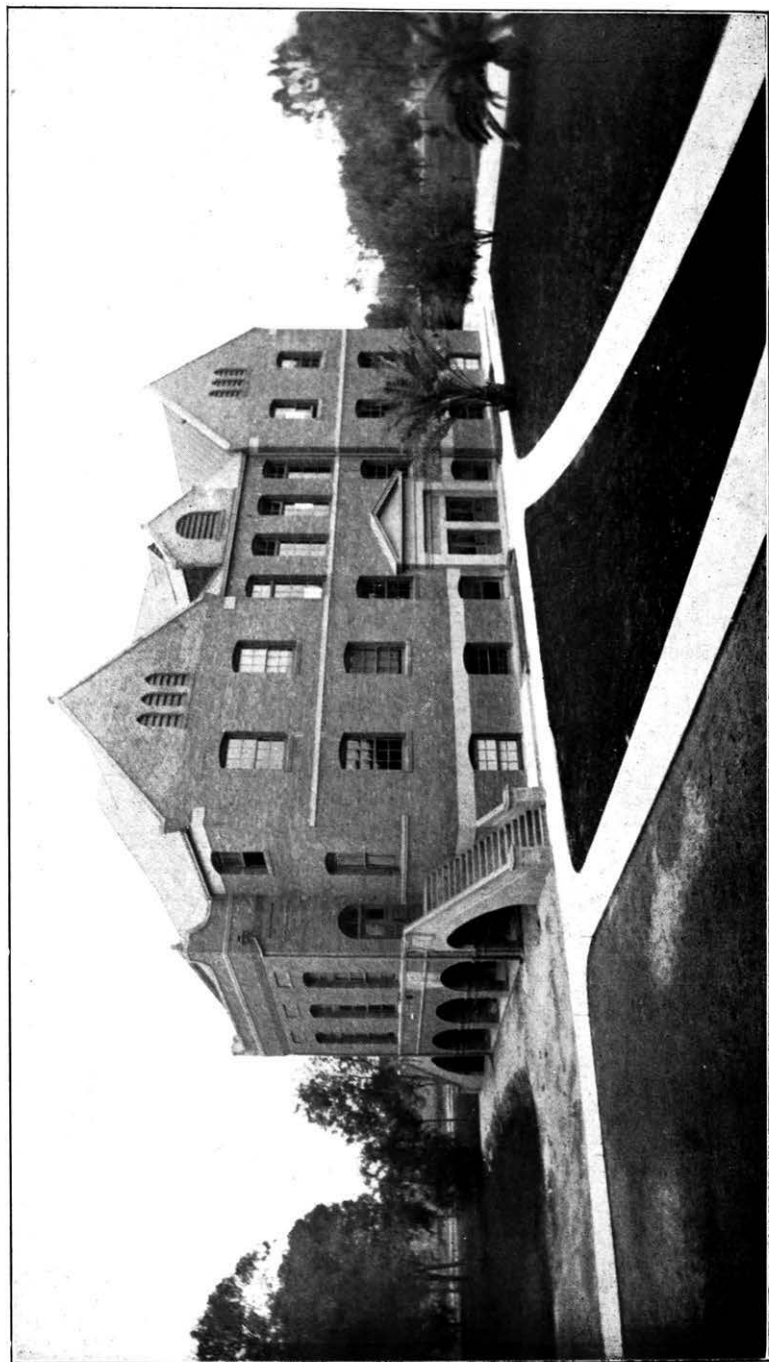
## Admission and Graduation

**ADMISSION TO NORMAL**—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school or recommendations from teachers 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



MAIN BUILDING



AUDITORIUM AND GYMNASIUM

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**—I. 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 sub-

jects. 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:

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

2. 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.

3. 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 year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks, exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A

minimum of fifteen academic units and nine professional units is required for the Normal diploma, as follows:

### UNITS FOR SECURING THE REGULAR NORMAL DIPLOMA

FOR THE FIVE-YEARS' COURSE FOR STUDENTS WHO HAVE COMPLETED THE COMMON SCHOOLS

(a) English .....	3	}	Total Academic Units, 15.
Mathematics (Arithmetic, $\frac{1}{2}$ ;			
Algebra, $1\frac{1}{2}$ ; Geometry, 1.	3		
Science .....	2		
History and Civics.....	2		
Electives .....	5		

Electives to include Languages, Home Economics,  
Agriculture, Manual Training, Bookkeeping and  
Commercial Law.

(b) Psychology and Pedagogy... 1		}	Total Professional Units, 10.
History and Philosophy of Education .....	1		
Practice Teaching .....	1		
Method .....	1		
Reviews—Arith., $\frac{1}{2}$ ; Gram., $\frac{1}{2}$ ; Geog., $\frac{1}{2}$ ; Read., $\frac{1}{2}$ ;			
Spell., $\frac{1}{2}$ .....	$2\frac{1}{2}$		
School Law and School Econ- omy .....	$\frac{1}{2}$		
Draw., 1; Music, 1.....	2		
Military Drill or Physical Cul- ture .....	1		

Total Units for Five-Year Course..... 25

### NUMBER OF UNITS FOR THE TWO YEARS' PROFESSIONAL COURSE

This course is for high school graduates and the Units of group B of the Five Years' course will be required, with such changes, not to exceed two units, as may be deemed advisable to correlate with the previous preparation of the individual high school student.

Credits on the two years' course not to exceed five units may be secured by high school graduates who have

subsequently taken work in a College, University or Normal School, and who have had succesful experience in teaching.

### SPECIAL COURSES

Students who desire to pursue a special course leading to a special certificate in Home Economics, Manual Training, Drawing or Agriculture will be required to complete sixteen units in groups A and B and nine units in the special work.

### ACADEMIC COURSE

Students who desire to secure the Academic Diploma will be required to complete fourteen units in group A, and two units in group B,—namely, Military Drill or Physical Culture and Drawing or Music.

This Diploma does not entitle the holder to teach.

According to the regulations adopted for the adjustment of credits between the Normal School and our own and other Universities, graduates from any of the professional courses are accredited with at least one year's work on their University course. Graduates from the Academic course are admitted to the Freshman Class.

## GENERAL COURSE LEADING TO REGULAR NORMAL DIPLAMA

### FIRST YEAR

First Semester	Hrs.	Second Semester	Hrs.
English (1) (Rhet. and Comp.)		English (1) (Rhet. and Comp.)	
Library .....	5	Library .....	5
Algebra (1).....	5	Algebra (1).....	5
Biology (1).....	5	Biology (2).....	5
Reading and Methods of Study	3	Spelling and Word Analysis..	3
Drawing (1).....	4	Drawing (1).....	4
Manual Training (1) or Home		Manual Training (1) or Home	
Economics (1).....	2	Economics (1).....	2
	<hr/>		<hr/>
	24		24

### SECOND YEAR

English (2) (Eng. Lit.) Li-		English (2) (Eng. Lit.) Li-	
brary .....	5	brary .....	5
Ancient History (1).....	5	Ancient History (1).....	5
Algebra (3).....	5	Arithmetic (1).....	5
Agriculture (1).....	5	Agriculture (1).....	5
Music (1).....	4	Music (1).....	4
	<hr/>		<hr/>
	24		24



## THIRD YEAR

English (3) (Amer. Lit.) Li- brary .....	5	English (3) (Amer. Lit.) Li- brary .....	5
Geometry .....	5	Geometry .....	5
Physics (1).....	5	Chemistry .....	5
Mediaeval History (2).....	5	U. S. History (3).....	5
Drawing (2).....	2	Drawing (2).....	2
Manual Training (2) or Home Economics (2).....	3	Manual Training (2) or Home Economics (2).....	3
	<hr/>		<hr/>
	25		25

## JUNIOR YEAR

Arithmetic (2).....	5	English (4) (Methods in Gram.)	5
Physiography .....	5	Geography .....	5
Science of Government (4)...	5	Physiology .....	5
Psychology .....	5	Pedagogy .....	5
Writing .....	2	Writing .....	2
Music (2) (Methods).....	2	Music (2) (Methods).....	2
	<hr/>		<hr/>
	24		24

## SENIOR YEAR

Method .....	5	Method (and Library Methods)	5
Teaching .....	5	Teaching .....	5
Ethics .....	5	History of Education.....	5
Bookkeeping .....	5	School Law and School Econ- omy .....	5
Agriculture (4G).....	2	Agriculture (4G).....	2
English (5) (Special English).	3		
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	25		22

One credit will be given for Physical Training or Military Drill, which are required throughout the course.

# Special Courses

## LATIN COURSE

Students who elect Latin will pursue the general course as given, substituting Latin for the following subjects:

First Year—Reading, Spelling and Word Analysis.

Second Year—Algebra, 3; Arithmetic, 1, or Ancient History, 1, or Agriculture, 1.

Third Year—Drawing, 2, and Manual Training, 2, or Home Economics, 2.

Junior Year—Science of Government; English, 4, or Arithmetic, 2; Physiology.

Note—For the year 1913-14 Latin will be substituted for Physics and Chemistry in the Junior year.

## MODERN LANGUAGE COURSES

Students pursuing the general course may elect two years of either German or Spanish in place of the following subjects:

Junior Year—Science of Government; English, 4, or Arithmetic, 2; Physiology.

Senior Year—Bookkeeping; Agriculture, 4G.

Latin may be taken with one modern language. In this case the Latin will be dropped at the close of the third year and either Spanish or German will be taken for the remaining two years.

Either of the above courses leads to the regular Normal diploma.

## MANUAL ARTS COURSES

Provision is made for special courses as follows:

Drawing and allied arts,  
Manual Training,  
Home Economics,  
Agriculture.

The specialization begins in the third year of the gen-

eral course by substituting for selected subjects five hours per week of special work in the Third Year, fifteen hours in the Junior Year, and fifteen hours in the Senior Year. The selection of subjects to be dropped from the general course will be determined by the previous preparation of the individual student after consultation in the office.

These courses lead to special certificates entitling their holders to accept positions as special teachers or supervisors in their special lines of work.

### ACADEMIC COURSE

A four-years' academic course, corresponding to the high school courses of the state, is offered to those students who do not desire to teach, but who wish to prepare for entrance to college or university, or to supplement their grammar school education by a non-professional course.

Students completing this course will be granted a special academic diploma. The subjects for this course may be selected from the general course to suit the individual, but must conform to the following schedule:

#### REQUIRED UNITS FOR THE ACADEMIC COURSE

English .....	3	units
Mathematics .....	2½	units
Including 1½ units or years of algebra and 1 of plane geometry.		
History and Civics.....	1	unit
Or a full year of history, either Ancient, Mediæval, or Modern, English or American.		
Foreign Language .....	2	units
Either Latin, German, or Spanish, any one of the languages to be pursued through two years.		
Science, preferably Physics.....	1	unit
For Physics may be substituted either a full year of Chemistry or a year of Biology.		
Drawing or Music.....	1	unit
Military Drill or Physical Training.....	1	unit
Electives .....	4½	units
<b>Total</b> .....	<b>16</b>	<b>units</b>

## 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.

### AGRICULTURE

MR. GRIFFING, ASSISTED BY MR. SANDIGE

Note—Agriculture 1 given in the Second Year is required of all regular students, whether in the academic or professional courses.

Agriculture 4G., given in the Senior Year, is required of all Seniors in the professional course.

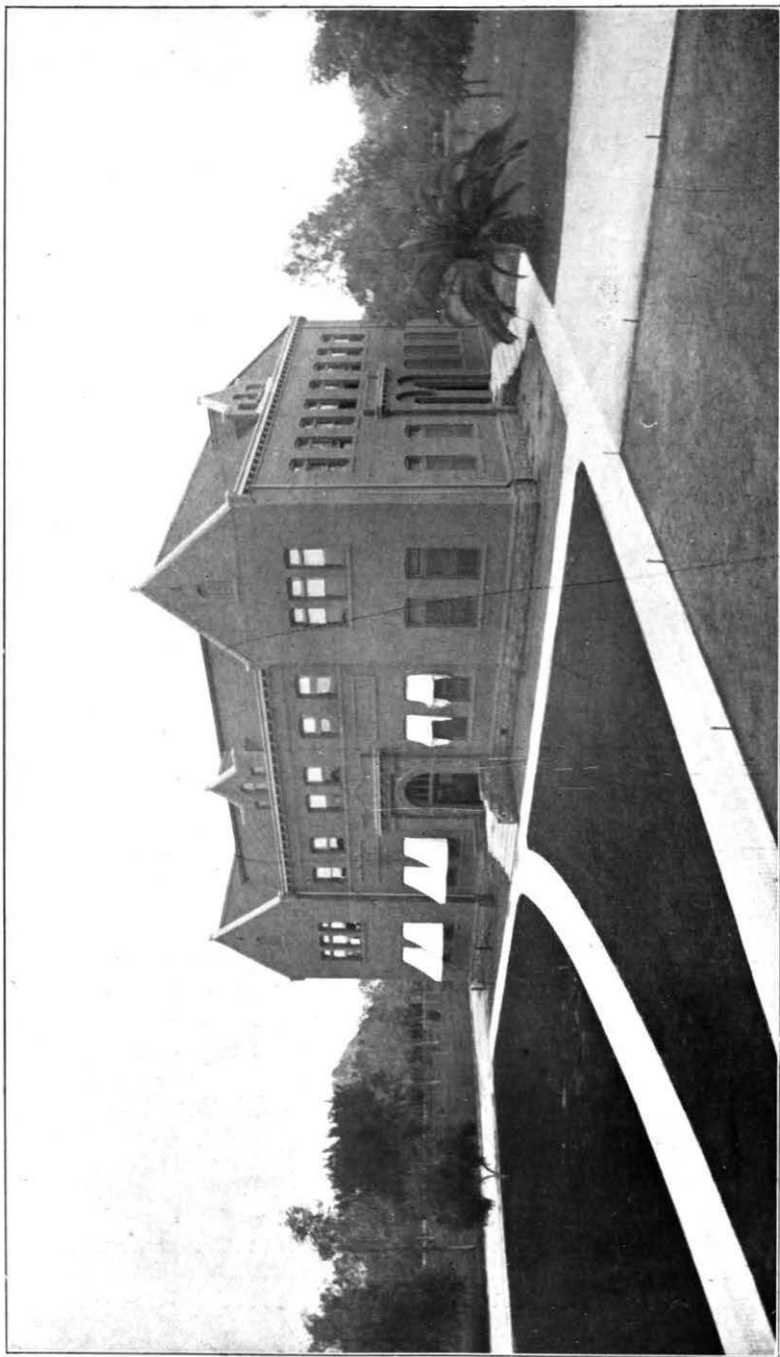
All other courses offered are intended for those students who desire to specialize in Agriculture and to receive a specialist's diploma from this department. Before getting a specialist's diploma it is highly advisable that the candidate have lived on a farm for a short time.

The courses in Agriculture in the Junior Year will not all be offered in 1913-14.

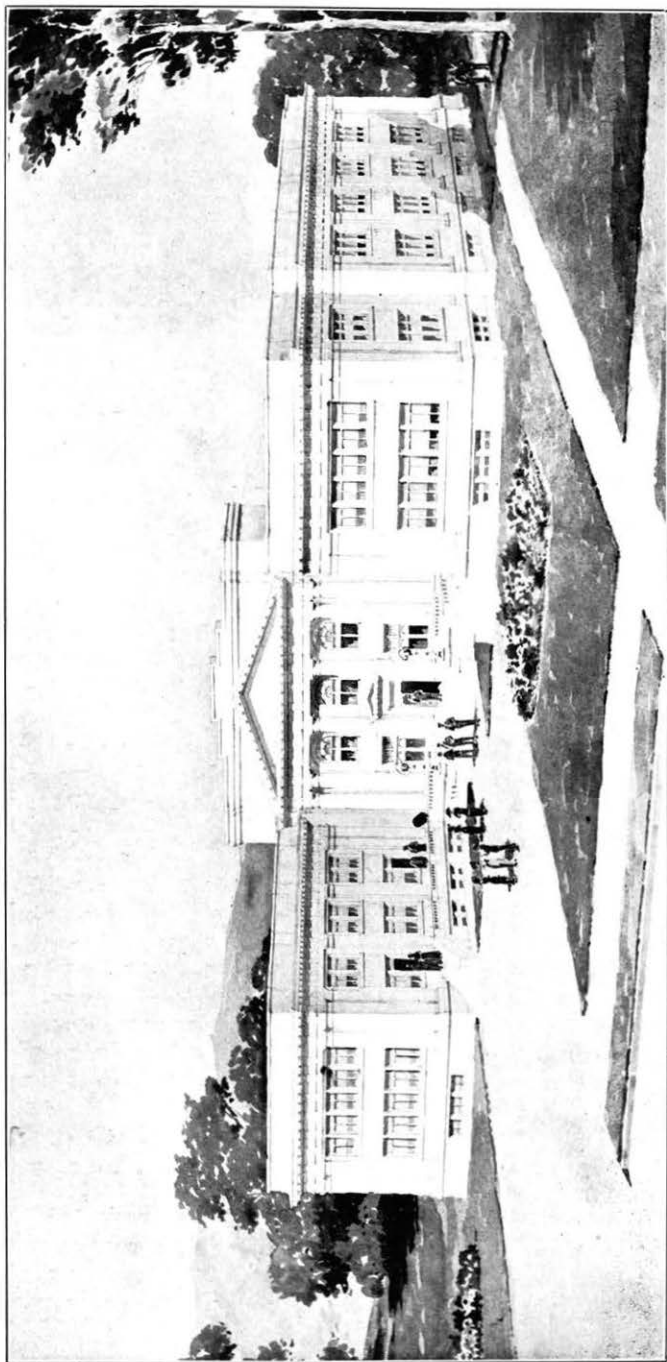
None of the courses in Agriculture in the Senior Year will be offered in the year 1913-14 except Agriculture 4G.

Besides research work and practical field work, practice teaching will be offered to give experience in instruction in elementary Agriculture.

Students will be allowed to do such a part of the work on the campus as easily lends itself to this purpose and



SCIENCE AND OFFICE BUILDING



NEW INDUSTRIAL ARTS BUILDING

a splendid opportunity will be given those prepared to aid in laboratory work.

The other departments will aid in giving the courses in so far as it relates to their work.

**AGRICULTURE 1. AGRONOMY**—Required of all Second Year students. This course is especially designed to meet the needs of students in Home Economics. In this work will be taken up Farm Crops, their composition and relation to the soil; Plant Food, Horticulture, and Domestic Animals. Under Plant Food will come plant food in its relation to temperature, light, and moisture; groups of plants as cereals, fiber crops, legumes, root crops, and forage crops with their relation to seed selection and germination; preparation of the soil, planting, irrigation, cultivation, harvesting, implements, and marketing. Horticulture will include the growing of vegetables both in the green house and under field conditions, the care of the orchard, decorative planting, beneficial and injurious insects, and diseases of plants. In the study of Domestic Animals is taken up the care, feed, and management of horses, cattle, swine, sheep, and poultry but especially dairy animals in relation to butter-making, milk testing, by-products, and sanitation. A short study will be made of the surroundings of an ideal home.

Second year, five times a week throughout the year.

**AGRICULTURE 2 A. STUDY OF BREEDS**—This is the first course leading to specialization. The breeds of domesticated animals will be studied as to their origin, history, and domestication. Students will be required to judge types of the common breeds found in the Salt River Valley and some judging will be offered each year at the State Fair at Phoenix. It will be the purpose of this course to establish in the minds of the students an ideal of each class of animal. The class will use as a text Plumb's Beginnings in Animal Husbandry.

Third year, first semester, five times a week.

**AGRICULTURE 2 B. HORTICULTURE**—The time will be devoted to the cultivation of garden crops under methods of irrigation used in the Salt River Valley and applicable to the school gardens of Arizona. This course will also include the decoration of the home grounds with ornamental trees, grafting and budding of trees and roses, green

house and lawn floriculture, fruit judging, citrus orchard management, and forestry.

Third year, second semester, five times a week.

AGRICULTURE 3 A. ENTOMOLOGY—Insects will be studied as to their life histories and adaptive structures, their relation to environment, their economic relation to the production of alfalfa and other farm crops, vegetables and fruits, and as agents for the spread of disease. Much emphasis will be placed on field studies. In presenting the subject the side of entomology will be borne in mind that is especially adapted to use in the public schools. The text will be Folson's Entomology.

Junior year, first semester, five times a week.

AGRICULTURE 3 B. BACTERIOLOGY It is the aim of this course to present a general discussion of the subject with just enough technical work to arouse the student's appreciation of the work in its relation to agriculture and kindred subjects. The work will include practice in the discovery of bacteria, their forms and structures; the bacterial cells, their food requirements, and conditions of growth; the general nature of bacteria and fermentation; the bacteria of the soil, of dairy food, of miscellaneous farm products, and parasitic bacteria. Emphasis will be placed on the beneficial and harmful bacteria, with ways and means to promote and prevent their respective growths.

Junior year, second semester, five times a week.

AGRICULTURE 3 C. FARM MANAGEMENT This course will be made of as much practical value as possible and will include not only the study of the general principles underlying farm management but will also give practice in farming, co operation, use of special crops, location of fields and buildings, problems in labor saving and in marketing produce; also the handling of the water supply and the planning of modern conveniences for the home will be subjects for consideration. A short time will also be devoted to the keeping of farm accounts.

Junior year, twice a week throughout the year.

AGRICULTURE 3 D. DAIRYING—This is one of the leading industries of the Salt River Valley. The course will include a general study of the secretion and composition of milk, and covers the study of the various makes of hand



separators as to their durability and efficiency. Milk testing, adulteration, care of milk and cream on the farm, creamery management, butter judging, the principles and application of the Babcock tester, the factors influencing the quantity and quality of milk, the use of the lactometer, condensed milk, and milk as a food will be subjects given due consideration.

Junior year, first semester, three times a week.

AGRICULTURE 3 E. RURAL ECONOMICS—This will be a broad course arranged to meet the needs of agricultural and manual training students. A general survey will be made to include the history and comparison of agricultural systems under the following topics: Co-operation, taxation, prices, transportation, marketing, land credit, the relation of the state to agriculture, and the problem of state ownership and taxation of forests.

Junior year, second semester, three times a week.

AGRICULTURE 4 A. AGRICULTURAL CHEMISTRY—This will be a year's work, devoted to the field of organic chemistry as applied to fertilizers, soils, dairy products, grains, mills, feeds and fodders, assimilation and digestion. This course is particularly planned to meet the needs of students in Agriculture and Home Economics.

Senior year, four times a week throughout the year.

AGRICULTURE 4 B. SOILS—This course includes a study of the formation, classification, texture, and physical condition of soils as affected by moisture, temperature, and air. The production is determined by the drainage, plowing, harrowing, rolling, mulches, the supply of organic matter, soil inoculation, manures, green manures, and crop rotation. Special attention will be given to sand, arid, alkali, and peat soils with a view to making them productive.

Senior year, first semester, five times a week.

AGRICULTURE 4 C. POULTRY—This course deals with poultry and poultry judging from the standpoint of utility and quality as well as from the view point of the fancier. Prominent breeds are judged with a view to finding the good and weak qualities of each fowl. The importance of this industry in the Salt River Valley will require a consideration of how to feed, house, and market the different breeds. The following subjects will also receive attention:

incubation, including the raising and feeding of immature chicks, the cause of their disease, and the details of the management of poultry enterprises.

Senior year, second semester, twice a week.

AGRICULTURE 4 D. BREEDING AND FEEDING—That the student may better appreciate some of the products of plants and animals so as to help in establishing a standard of perfection for the farmers of the Salt River Valley, a general discussion of the subject is embraced in this course. The work embodies the origin of domesticated races of plants and animals, how they came to be domesticated, needs of improvement, natural and artificial selection, characters, variability, transmission of character, heredity, environment, prepotency, and hybridization. Feeding includes the more elementary and fundamental principles of the relation of plant and animal growth, chemical elements of nutrition, compounds of animal nutrition, composition of the bodies of animals, digestion of foods, conditions influencing digestion, and the laws of nutrition. The analysis of foods and commercial feeding stuffs will be studied, together with their relative value as based upon the maintenance ration as applied to animals of various ages, either at rest or doing light or heavy work. Balanced rations for milk and meat production as applied to central Arizona conditions will be carefully noted for the various animals. The text used will be Henry's Feeds and Feeding.

Senior year, first semester, five times a week.

AGRICULTURE 4 E. FARM MECHANICS AND IRRIGATION—This involves the study of the development, construction, adjustment, repair, and use of agricultural machinery. This course also includes a study of the principles of draft, the use of the horse as a motor, the use of the windmill, and of steam, gasoline, and electrical motors. In the courses will be discussed land mensuration, surveying, drainage, road construction, fencing, and topographical work. A brief consideration is made of the history, extent, and purpose of irrigation, such as laying drainage systems, leveling and grading tile drains, construction of drains, open ditches, and the supply and application of water for irrigation.

Senior year, second semester, four times a week.

AGRICULTURE 4 F. NATURE STUDY—Material suitable for use will be discussed and the class will spend consider-

able time in the field finding suitable material for the use of the teacher. A bird calendar will be kept so that each individual will learn to recognize all of the common birds. Emphasis will be placed on the economic importance of birds to insect destruction and destruction of weed seed in its relation to crops. The honey bee will be studied as to its adaptive structure, as will also the history of the bee colony, the making of new swarms, the production of comb and extracted honey, and bee diseases and their treatment. The bee, in its relation to the pollination of flowers and fruits, will likewise be discussed. A brief time will be given to the study of fishes.

Senior year, four times a week throughout the year.

AGRICULTURE 4 G. ELEMENTARY AGRICULTURE—This course will be very largely like courses 1 and 2 B, except this course is given in a shorter time and involves methods of teaching. High school graduates entering the Junior class may take this course instead of course 1 if they wish to specialize in Agriculture. All Seniors in the professional course are required to take this course.

Senior year, twice a week throughout the year.

## ART DEPARTMENT

MR. ANDERSON

The aim here is two-fold: First, 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. Second, to qualify graduates to act as teachers or supervisors of drawing and of art education.

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. Graduates are expected to correlate drawing with other subjects of study, so that it may serve a ready and effective aid in the public school work.

This department is liberally supplied with all the materials and apparatus necessary for the class room, such as drawing tables, easels, color wheels, charts, still life models, drawing paper, plaster casts and books of reference.

Aside from the drawing rooms, we have one for work in clay. The exercises in clay modeling include work from plant and animal life, the making of tiles and pottery, practice from the cast, illustrative topics, work from the human figure, the making of designs for wood carving, etc., use of potter's wheel, glazing of pottery, care and use of kiln.

**DRAWING 1**—This embraces brush practice, elementary perspective, type-forms and objects based upon these, nature drawing in pencil, colored crayons, charcoal and water colors, blackboard practice, elements of design with application in problems for construction, plant and animal motives in design, the making of scales in the study of color values, practice in the laying of flat washes, elements of mechanical drawing, memory drawing, exercises in clay modeling, lettering, Egyptian art.

First year, four times a week.

**DRAWING 2**—Work of this course includes study in light and shade, pen-and-ink drawing, charcoal from cast, pose drawing for poster effects, illustration, wash drawing, perspective, pencil technique, out-door sketching, mechanical to give knowledge of conventions and methods of drafting, applied design, adapting subject-matter to different shapes in the problems of decoration, Greek art, lettering, clay modeling.

Third year, two times a week, prerequisite, Drawing 1.

**DRAWING 3**—At this point the work in special drawing begins for the students who aim to become teachers or supervisors of drawing and art. Only those giving evidence of some ability, and of strong work in drawing, will be allowed to enter. Work will be required along the following lines: Mechanical perspective, pencil sketching, pen-and-ink from plant, still life, cast, landscape, architectural details, etc., colored chalk drawing, charcoal from cast and still life, mechanical drawing, using isometric, oblique and cabinet projections, with problems, water color practice, illustrative drawing, lettering and booklet making, blackboard drawing, stenciling and wood-block printing, clay modeling and pottery, Roman and Mediæval art.

Third year, five times a week, prerequisite, Drawing 2.

**DRAWING 4**. This course will include advanced free-hand drawing, practice in the several media, composition, lettering, charcoal from cast and life, illustrations in black

and white, modeling from cast and life, mechanical drawing, orthographic projections, sections, developments, intersections, shades and shadows, pottery glazing, etc., applications of design in leather work and bookbinding, study of pictures, history of art.

Junior year, ten hours a week, prerequisite, Drawing 3.

**DRAWING 5.** This course, in addition to reviews, will call for practice in pictorial composition and design, interior decoration, drawing from the human figure, advanced clay modeling, the making of objects from sheet copper and brass by etching, hammering and soldering, tooled leather work, poster work, blackboard drawing and chalk modeling, book illustration, stories and designs in clay, practice in oils, methods including considerations of courses of study, the making of outlines of work for eight grades and high school, teaching and supervision, history of art.

Senior year, fifteen hours a week, prerequisite, Drawing 4.

## BIOLOGY

MR. HENRY

It is the aim of this department to present in sequence the subjects of zoology, botany, and physiology, co-ordinated into a unified course in biology. The presentation of the course will employ strictly scientific methods, but at the same time will be adapted to the needs of teachers of nature study and physiology in the public schools. The consideration of living organisms as a fundamental factor in education is kept in mind throughout the course. The work in zoology and botany precedes the work in agriculture and students contemplating doing work in agriculture will find this course well adapted to their needs.

**BIOLOGY I. ZOOLOGY**—This course introduces the study of biology. The work begins with the study of a typical insect, usually the locust. This introduces the general principles of anatomy and familiarizes the students with zoological nomenclature. 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. Study in these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the organic factors of evolution. The remainder of the semester is devoted to a sim-

ilar study of the prominent types of the other branches of the animal kingdom. While the course 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. Observations are recorded in a proper systematic method. The course aims throughout to strengthen the power of observation and to develop habits of careful, systematic thought.

Reference works in the library furnish the student with all the up-to-date information, and the fauna of the surrounding country furnishes a copious field for special work. Hunter and Valentine's Laboratory Manual of Biology is used in the laboratory and Davison's Practical Zoology in the class room.

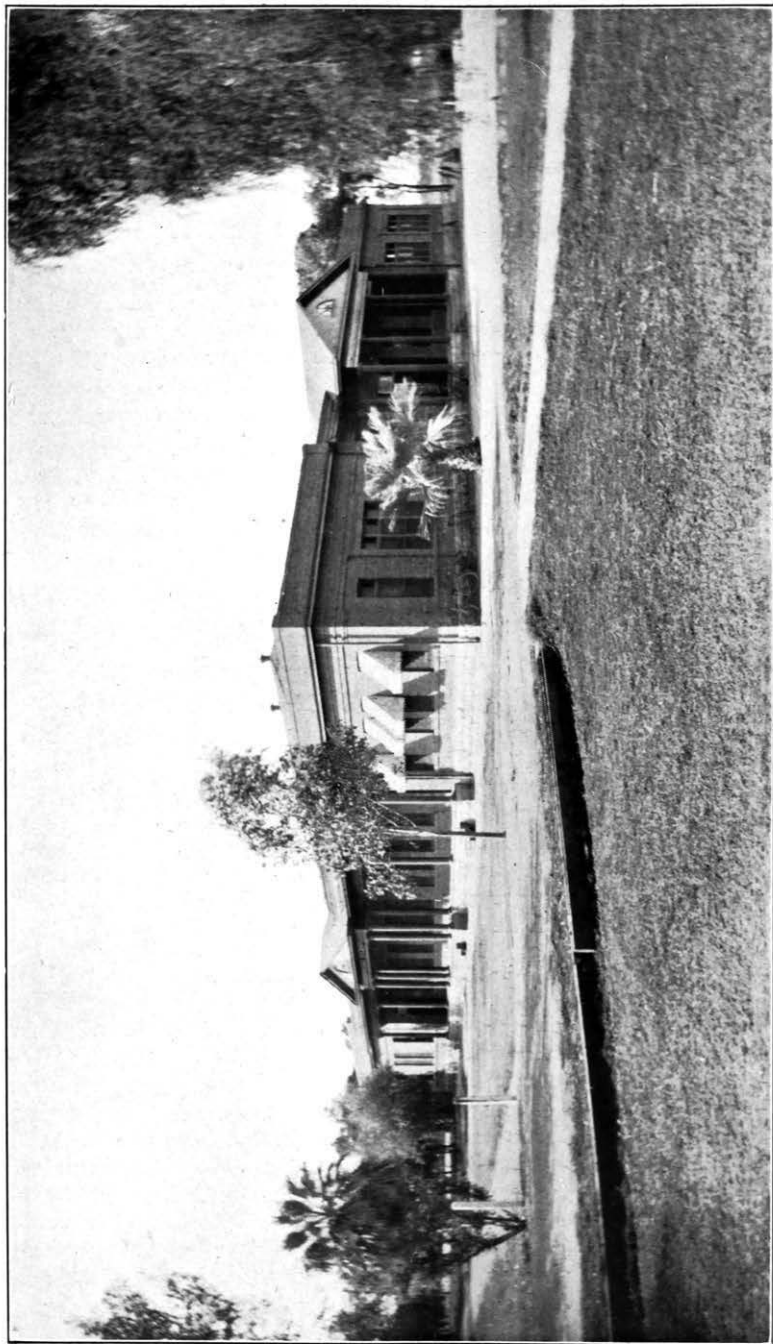
First year, first semester, three recitations and four laboratory periods a week.

**BIOLOGY 2. BOTANY** This work teachers will find particularly useful in furnishing a basis for a large portion of the nature study work requisite in all grades of the public schools.

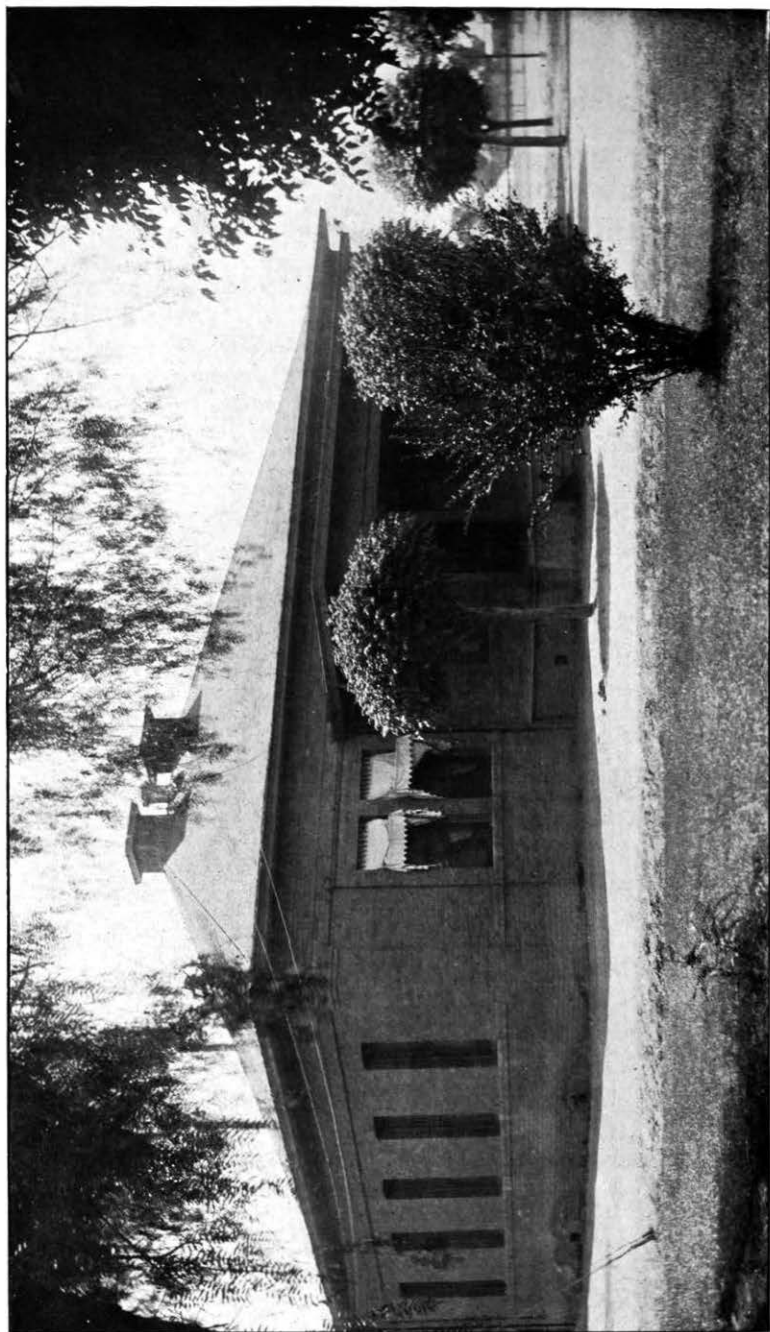
In this the principles of organic evolution are still further worked out by a thorough study of vegetable anatomy and physiology, but the fact is also recognized that the life relations of plants are of more interest to mankind. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relations 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 in 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



TRAINING SCHOOL



DINING HALL.



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 Guide, and J. M. Coulter's Text Book on Botany in the class room.

First year, second semester, 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. Each student is required to prepare and present to the class a report on some of the more common diseases, including their cause, symptoms, methods of treatments, and relation to the life of the community. The course as given not only gives to each student some valuable information which all of us should possess but also affords prospective teachers a practical knowledge of physiology sufficient for the needs of

the public school teacher of physiology and hygiene. J. E. Peabody's *Laboratory 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.

Junior year, second semester, 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—*Miner's Bookkeeping*, Ginn and Company.

**COMMERCIAL LAW** The aim in this subject is to acquaint the student with the laws governing the ordinary transactions of business life, and to interpret them according to the statutes of Arizona. In the several topics, good opportunity is offered for logical thought in the discussions and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases, with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: Contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, real property.

Senior year, second semester, once a week. Text book—D. C. Gano, *Commercial Law*, American Book Company.

## ENGLISH

MR. FELTON—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.

ENGLISH 2. ENGLISH LITERATURE AND COMPOSITION—Second 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. Instruction in the use of the library is given.

ENGLISH 3. AMERICAN LITERATURE—Third year, first and second semesters. Appreciation and enjoyment of the best that has been written by American authors, together with a thorough comprehension of the place of literature in the life and thought of the nation, is the aim of this course. The characters of the individual authors, particularly of the New England group, are studied. Collateral readings and instruction in the use of the library are required. This year the following classics were read: Emerson, Selected Essays; Poe and Irving, Short Stories; Hawthorne, The Scarlet Letter. Besides these general studies, the individual students select novels by Cooper, and the best of the more recent American fiction writers, read them carefully, and make oral and written reports upon them in class. Composition, based upon phases of literary development, and upon the classics read, is required throughout the year. Text-books: Howe's American Literature, D. C. Heath & Co.; The Chief American Poets, Houghton, Mifflin & Co.

**ENGLISH 4. GRAMMAR AND METHODS**—Junior year, second semester. This course aims at the complete mastery of English sentence structure, and the essentials of English etymology. Drills in parsing and analysis are required; comparison of opinions of the highest modern grammatical authorities is made. The variant terminology of English grammars in common use is compared and tabulated, and methods of teaching the subject in a plain, logical manner are presented. Rigdon's Grammar of the English Sentence is used as a text-book.

**ENGLISH 5. SPECIAL ENGLISH** Senior year, first semester. The class recites three times a week, being devoted largely to the acquirement of ease and finish in discourse, both spoken and written. Written composition is practiced throughout the semester. Themes are carefully read and corrected, individual attention being given to each student's needs. A high standard of excellence in composition is demanded.

**ENGLISH 1. RHETORIC AND COMPOSITION**—First year. The aim of this course is to give students power to write simple and clear, correct, forcible English. Theme writing is required from the first. In order that a suitable freedom of expression may be developed most of the 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 observation of plot and orderly sequence, is studied. Description, exposition and very simple argumentative discourse follow the study of narrative. All papers are discussed and corrected in class or by individual consultation with the instructor. Selections from our best modern prose writers are studied as models for the study of imagery, plot, and character delineation. The text book to be used is not yet decided upon.

**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 two-fold: to teach written spelling and to enlarge the student's vocabulary. Words selected for study in this course will come

from two sources: words misspelled in the themes written by the class in their rhetoric and composition, and words which are to be studied with regard to their analysis and use. As a preparation for this work phonetics, interpretation of diacritical marks as used in Webster's Dictionary and syllabification will be studied. The words chosen for analysis will be those that are, or ought to be, in the student's vocabulary. By frequent contests and by dictated exercises in which commonly misspelled words will often occur, the correct spelling of these words will be fixed in the memory not only as isolated words but as they occur in sentences.

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

## 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. This is followed by a discussion of the plan of the earth and its broad general features in their relation to world economy. This leads to the study of the physiographic processes supplemented by special studies of selected typical regions through the medium of the government topographic maps, of which the school keeps a large and well assorted stock. Field trips are employed for the study of local features and for the better illustration of processes. In connection with the study of climate the students are taught to make and record daily observations of the chief elements of the weather. For this purpose the laboratory is equipped with a full set of standard thermometers, barometer, wind vane, and anemometer. The Los Angeles weather map is received daily and is used in connection with this work. The equipment includes a representative collection of rocks and minerals, and the necessary wall maps, charts, relief maps, sand

table, thermograph, barograph, and a large and growing collection of lantern slides illustrating topographic forms. Junior year, first semester, five times a week. Text-book, Dryer's High School Geography.

**GEOGRAPHY** This course forms a continuation of the first semester's work in physiography. The relations of the earth to man are brought out in a brief treatment of economic geography. This is followed by a course in regional geography in which the division of the earth into *natural provinces* is emphasized in order that the student may have a broad comprehension of the earth as a whole and thus obtain a clear understanding of the relation of one region to another. Type regions are studied in detail, the students learning to present the various facts of geography by the construction of maps, curves, diagrams and other forms of graphic expression. Note book work is required, and each member of the class is required to write a thesis of some extent upon some topic which requires the application of the principles studied. This course affords an opportunity for a general review of the subject preparatory to teaching. For this reason the student's attention is constantly directed toward methods of presentation, and devices for illustration are discussed. Junior year, second semester, five times a week. Text book, Dryer's High School Geography.

## GERMAN

MISS SALMANS

The course in German is provided primarily to fill the needs of those students who wish to pursue more advanced work after leaving the Normal. Two years of German are accepted as two units by the leading universities of the United States. The two years' course is elective in the Junior and Senior years.

**ELEMENTARY GERMAN** Essentials of grammar, reading and conversation. Special drill in pronunciation, conducted mainly in German. The syntax and idioms are acquired by repeated exercises and dictation. Text books: Gronow, Jung Deutschland, Ginn and Co.; Ball, German Drill Book, D. C. Heath and Co.; Hempl, Easiest German Readings, Ginn and Co.; Storm, Immensee, Scott, Foresman and Co.

**ADVANCED GERMAN**—Constant review of grammar, composition and sight reading. German is the language of the

class. Text-books: Ball, German Drill Book, D. C. Heath and Co.; Manley, Ein Sommer in Deutschland, Scott, Foresman and Co.; Allen, First German Composition, H. Holt and Co., and about 100 pages of fiction and drama.

## 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 casual 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 conditions of environment 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 Mediæval 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 book: 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. Guiteau, *Government and Politics in the United States*. Supplementary Reading: Bryce, *The American Commonwealth*; Beard, *Reading in American Government and Politics*.

## HOME ECONOMICS

MISS FRANCIS

The aim of the department of Home Economics is to give training in subjects which pertain to the "economic, sanitary and æsthetic 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."

There are two courses offered in home economics, one required of students in the first and third years, the other a specializing course for training teachers in those branches of home economics usually taught in grammar schools. A certificate is granted upon the satisfactory completion of this course.

### COURSE I

**HOME ECONOMICS I** Textiles and clothing. First year, two periods.

A—Advanced. Prerequisite, sewing of the 5th, 6th, 7th and 8th grammar grades, or its equivalent.

**Textiles** A brief course in the history, source, production, adulterations, buying and hygiene of the major textile fibers. Recitation and laboratory work. Text: *Household Textiles*, by Charlotte M. Gibbs, \$1.25.

**Clothing**—Garments are cut out, fitted and made both from bought patterns and from patterns drafted by the students to their own measures. Machine sewing chiefly.

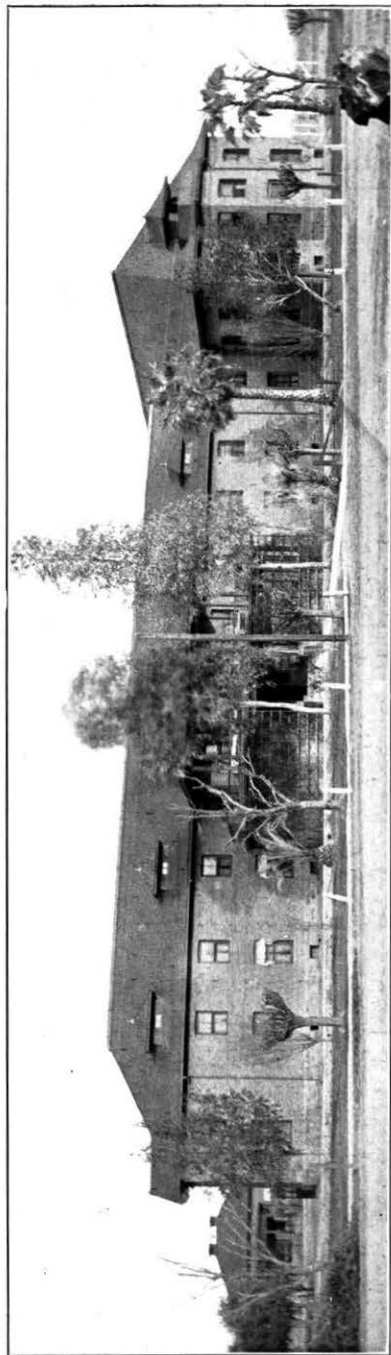




**MEN'S DORMITORY**



**FRONT DRIVE**



LADIES' DORMITORY



EXPERIMENTAL GARDENS

B—Elementary. For those who have had no previous work in school. The course is arranged to meet the needs of the students.

HOME ECONOMICS 2—Food, clothing and shelter. Third year, three periods.

A Advanced. Prerequisite, domestic science of the 7th and 8th grammar grades.

Food Classification of foods, study of their source, composition and value. Laboratory work illustrating the effect of heat upon the food principles, and giving further practice in the preparation of foods.

Serving Three meals are planned, purchased and prepared by members of the class, each one in turn acting in the capacity of hostess, cook and waitress. Some practical problems are given, such as the entire planning, preparation of luncheons and serving them to a large number of persons at a limited cost.

A short time is spent on each of the following subjects: Digestion and assimilation; dietetics, including infant and invalid diet; laundry work; house sanitation and furnishing; care of the home, family and person.

B—Elementary. For those who have not previously studied the subject in school. An abbreviated course is given, covering most of the work of the grammar school. Advanced work is given as early as possible.

## COURSE II

HOME ECONOMICS 3 For those preparing to become teachers. Third year, 5 periods. Bacteriology, 2 periods, first semester; Heat, 2 periods, second semester; Principles of the Selection and Preparation of Food, 3 periods, first semester, and  $\frac{1}{2}$ , second semester. The nature and use of food; changes produced by heat, cold, etc.; marketing expeditions. Processes of the manufacture of foods. Laboratory practice and experiments, recitations and reference work.

HOME ECONOMICS 4 Hand Sewing—Three periods, half semester. The making and application of all stitches. This is taught on wearing apparel and other useful articles. The presentation of the work to children is carefully considered.

HOME ECONOMICS 5 Junior Year—Ten periods. Advanced Cookery, including cookery for the sick and con-

valescent and infants. Serving, marketing, dietetics, laundry, house sanitation, home furnishing, advanced sewing.

HOME ECONOMICS 6—Senior Year Fifteen periods. Advanced Cookery, including fancy cookery and experimental cookery. Home management and care, home nursing and emergencies, dressmaking, millinery, methods of teaching, practice class teaching.

## L A T I N

MR. HALL

The course in Latin begins the first year and extends over the first four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year, making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archæology, 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 Cæsar, *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: Cæsar, *Gallic War* and *Civil War*, and Nepos, *Lives*, Cicero, *Orations, Letters* and *De Senectute* and Sallust, *Catiline* and *Jugurthine War*;

Vergil, *Bucolics, Georgics, and Aeneid*, and Ovid, *Metamorphoses, Fasti and Tristia*; Provided always that this selection shall include the following as Prescribed Reading: Cicero, for the *Manilian Law* and for *Archias*; Vergil, *Aeneid i-ii* and either *iv* or *vi*.

The course is outlined as follows for 1913-1914:

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

CAESAR Gunnison and Harley, *Gallic War*, Silver, Burdett & Co., is the only text used for the second year work. Three recitations a week throughout the year in *Cæsar* 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 & Co. 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 Cicero and Vergil classes must have the following books: Nutting, *Advanced Latin Composition*, Allyn and Bacon; Allen & Greenough's *New Latin Grammar*, Ginn & Co.; Brown, *Latin Word List*, Ginn & 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. Third Years and Juniors 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 into village and country and train children to become useful and competent citizens.

Since all persons should have legitimate and lucrative occupation, and since the science of mathematics is fundamental in all business calculation and in 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 the manner that will best fit him for work as teacher and at the same time give him a comprehensive and thorough knowledge of the subject.

The course is presented under three heads, namely, Arithmetic, Algebra and Geometry.

**ARITHMETIC 1**—Arithmetic is presented the second semester of the second year and also the first semester of the Junior year.

In the second year the endeavor is made to make a thorough study of the subject. Exhaustive drills are given in the fundamental operations, in fractions, decimals, proportion, etc.

**ARITHMETIC 2**—In the Junior year, although exhaustive review and drill of arithmetical principles are given, the subject is presented from the teacher's standpoint and involves the method of presentation to children in the grammar school grades.

Text-books: Secondary Arithmetic, by Stone-Millis; The Southworth-Stone Arithmetic, Benj. H. Sanborn & Co., Chicago, Ill.

**ALGEBRA**—The work in Algebra is given during the first year and the first half of the second year.

Algebra work is based on the work previously done by the student in the grammar school grades. Beginning

with concrete examples and simple operations, students are led to develop and comprehend abstract and general truths.

Special attention is given to addition, subtraction, multiplication and division. Also a close study is made of fractions, the equation as a means for the solution of problems, simultaneous equations, proportion, quadratics, logarithms, etc. The subject is treated in a simple and careful manner so that a student who has mastered grammar school arithmetic can do the work in algebra in a satisfactory manner.

Text-book: Hawkes, Luby-Tuton, Ginn & Co., Chicago.

GEOMETRY—Geometry is offered in the third year of the course. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have a clear understanding of the hypothesis. This fastens upon him a habit of close observation and prepares him to view conditions in the proper light. The aim, also, is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Text-book: Wentworth's Geometry, Ginn & Co., Chicago.

## MANUAL TRAINING

MR. CLARK

The Industrial Arts department will soon be housed in a well-equipped building designed especially for these lines of work, wherein the fundamental courses of industrial and art work will be presented. The method of handling this work has been changed materially to meet the necessities and demands of regular and special students. In the manual training departments, shops will be equipped for bench wood-work, joinery, mill-work, cabinet construction, wood-turning, patternmaking, sheet metal-work, forging, foundry, machine shop with minor allied branches. Throughout the courses mechanical drawing, shop-drafting and designing will be correlated.

The courses offered aim: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; second, to make competent independent workmen capable of designing, making or repairing in house

or furniture construction; third, to teach estimation of values, and effects; fourth, to instruct special teachers to prepare and plan courses of study and their presentation to the end that they may become competent to teach these subjects.

Two courses are offered, Academic and Professional, besides instruction in the four upper grades in the training school. The Academic course is prescribed for the first and third years of the Normal for regular students. The problems designated aim to embody such principles of construction and finish as are within the scope of the student's ability in the grade or year to which the problems are assigned. All discussions are built upon the material, construction, and finish of these problems. Substitute projects may be offered provided the same principles are embodied.

### TRAINING SCHOOL COURSE

The training school pupils are taught, by means of a series of problems, the basic ideas 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 year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings and pupils are required to understand and read same upon the completion of the eighth grade, together with training to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen-tray, key rack, blotter pad, tooth brush holder; sixth grade, towel roller, spool holder, foot stool, book-rack, hexagonal tray, cutting board or grocery list; seventh grade, wall pocket, candlestick 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.

### ACADEMIC COURSE

MANUAL TRAINING 1 AND 2—This course will be pursued through the medium of woodworking. It allows considerable latitude as to specific articles but insists upon cer



tain essentials of good construction being executed, such as haunched mortise and tenon, half lap, half lap mitre, dove-tail, framing and panelling joints. The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, buffet, framing truss and rafter cutting. The problems are made the foundation for discussion of woods; their growth as related to construction uses; the making and application of practical finishes and wood preservatives. While the theoretical and educational are not lost sight of, the trade or practical side of the shop work is kept largely in mind, that the young men who elect the work may be fitted in a great measure for positions in the trades. This side is made a feature because those pursuing this course will probably not become teachers. Some wish to fit themselves for the more skilled positions in the various industrial fields. Drawing will be emphasized and a special advanced drawing course offered. Text: Kings' Series. Two periods per week. First and third years.

### PROFESSIONAL COURSE

MANUAL TRAINING 3—Those who elect this course pursue the Academic course in the first and third years, completing the third year course in the first semester of the third year, from which point they take up additional and special lines with the theoretical and educational side in mind largely. Those who prepare for professional work receive special instruction and lectures upon the scope and intent of this branch of public school work. Orthographic, isometric and cabinet projection are required. Working drawings, tracings and blue prints are made and experience in their preparation required of the pupils. Students electing this course must finish a series of problems to cover a course for teaching in the various lines offered. The completion of this work will certify them for positions in manual training or enable them to embody the courses in the general school work. By years the following work will be offered:

First Year—Same as Manual Training 1. Two hours per week.

Third Year, First Semester—Same as Manual Training 2, but completed in one semester by taking five hours per week. Second Semester—Advanced cabinet work and wood turning. This work will cover more difficult case con-

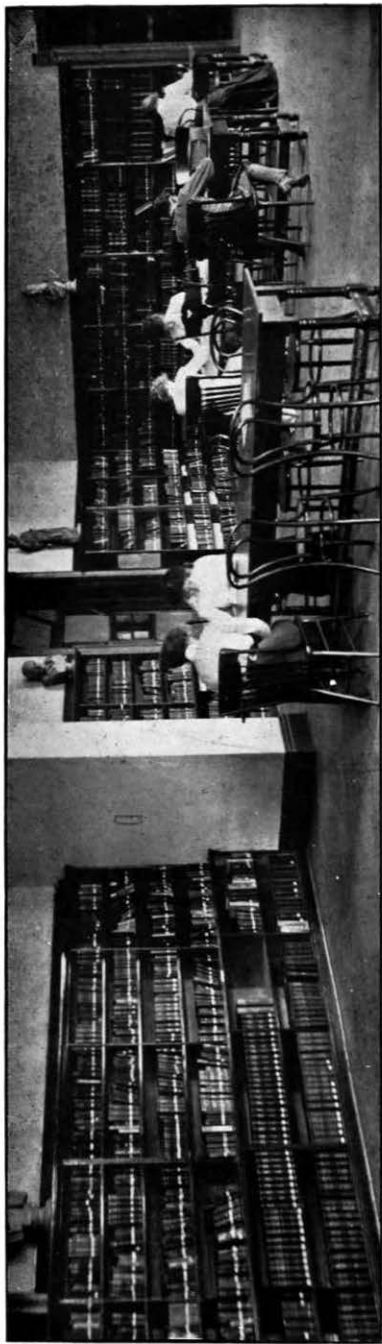
struction, study of design, ornamentation, etc. Wood turning will comprise study of lathe, lathe tools, jigs, woods for turning, action of wood fibre in turning, turning between centers, chucking, face plate turning. Drawing is required. Five hours per week.

MANUAL TRAINING 4 A—Patternmaking. This course will involve the study of cores, core prints, draft, vent, allowance for shrinkage and finish, building up stock, making core boxes. Enough molding will be given to give an understanding of the relation of the pattern to the casting. Each pupil will make mold in sand and run off casting. All work will be accompanied by drawings. Junior year, first semester. Ten hours per week.

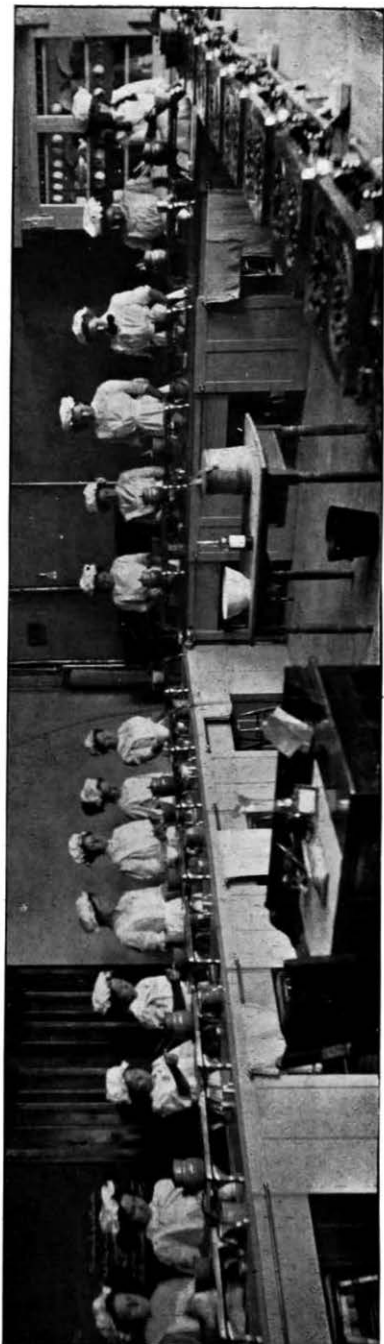
MANUAL TRAINING 4 B—Forging. This course covers building and care of fires, position at anvil and forge, proper handling of tools, care and equipment of room. Suggestive problems in elementary forging are here noted.

Drawing exercises in manipulation of iron: Round stock to square and square to round, making bent rings, hammock hooks, staples, gate hook, eye bolt, square head bolt, welding exercise, fagot, ring hook, flat washer, eye bolt and ring, tongs-welding soft steel and iron-rivetting, drilling and assembling. The acquiring of skill in manipulation of iron and steel and handling of tools is necessary but ability to teach others is equally important to the teacher. Time is given to the development of methods of teaching forging, planning courses, relation of problems in regard to tool processes and applications. Demonstrations are given and notes taken. Papers submitted on tool and metal industries. Sheet metal work will be added as supplementary work or offered as substitute work for full credit which will comprise hammering, sheet metal, laying out and building up forms and designs, spinning, burnishing, making of ornamental trimmings. Study of history of sheet metal work, drawing and designing required. Junior year, second semester. Ten hours a week.

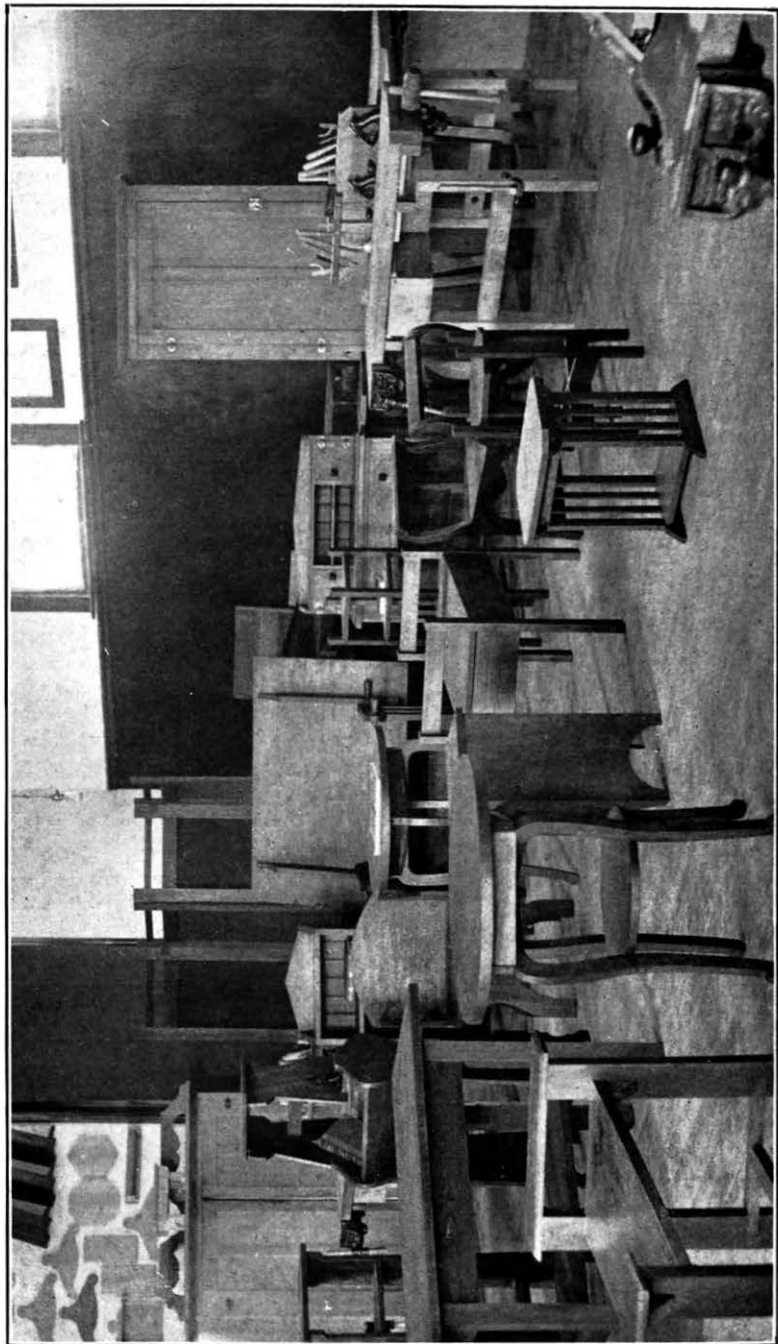
MANUAL TRAINING 5 A—Machine Shop Work. Will comprise bench work, chipping and filing, operation of common machine tools, as lathe, planer, milling machine, drill presses, etc. Through their use students will become acquainted with these tools and construction. Such problems as fitting, laying out, drilling, tapping, turning cylinders, tapers and irregular shapes, thread cutting, external and



LIBRARY



HOME ECONOMICS



MANUAL TRAINING SHOP

internal boring, rechucking, shaping blocks, cutting bevels, making reamers, drills, etc. Lectures on related topics will be given. Drawing required. Senior year, first semester. Ten hours per week.

MANUAL TRAINING 5 B General review of the manual arts work with reference to actual shop practice, study of methods, courses, drawing, equipment, supplies, etc. Review of history and development of industries and manual training, industrial and vocational institutions. Much reference work will be assigned and thorough papers required upon topics allotted. Senior year, second semester. Ten hours per week.

Students entering school at the Junior year, wishing to specialize in the Manual Arts, must satisfy the department that they have previously completed a course equivalent to that prescribed herein for the first and third years, special course. All students entering the school must complete the minimum work outlined in the first and third years of either Home Economics or Manual Arts or present credentials showing that they have been completed elsewhere.

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

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of 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 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.

To aid in the accomplishment of this object, the course has been so changed as to begin music study in the students' second year, when they shall have reached greater maturity, and the voices have in consequence become more settled.

Further, the time devoted to class work, in this year, has been doubled, the recitations increased from two to four periods a week for the year.

This plan will permit of more continuity, and allow for greater concentration of effort towards the mastery of first principles, and the elementary part of the work, and should place the students in a firmer position to pursue more advanced work in their Junior year; also to apply the results obtained in both years to methods of teaching the subject in the grades, a much-desired end.

The subject continued in the Junior year is assigned two periods each week for the entire year, and the work will consist of continued vocal practice and sight reading and their direct application to methods of teaching and presentation emphasized in detail.

A most important addition to the course in music this year is the allowance of one period a week, all of the second semester, to be devoted to chorus practice, in which every student of the school will be required to participate.

After examination of the voices the students will be classified and assigned to the part they are best fitted to

sing, and activity in this work will be considered when making up music grades.

Voice culture, sight reading, and methods of teaching are the branches of music taught, and to insure greater efficiency in the use of material selected for use in this State the same text-books will be used in this department that are required to be used in Arizona; it is thus hoped that greater proficiency may be attained by our students as teachers of music.

**MUSIC 1**—Second year. Four periods a week. Text-books: First and second books, Modern Music Series.

**MUSIC 2** Junior year. Two periods a week. Text-books: Third and fourth books, Modern Music Series.

Many of our students take instruction in piano playing; there are several 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.

## PHYSICAL SCIENCE

MR. IRISH

**PHYSICS 1**—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Text-book: Millikan and Gale, First Course in Physics. Third year, first semester. Five periods a week.

**PHYSICS 2**—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. Third year, second semester. Five periods a week.

**CHEMISTRY 1**—Two periods of laboratory work are counted



equivalent to one of lecture or recitation. The course articulates with Physics I 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 chemistry of foods, tests for adulterants in foods, dyeing of textiles, photography, and metallurgical processes. Text-book: Brownlee, *First Principles of Chemistry*. Third year, second semester. Five periods a week.

## PHYSICAL TRAINING AND ORATORY

MISS BURGESS

**PHYSICAL TRAINING**—Instruction in Physical Training is required during the five years' course. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German system 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. The lessons for the first semester deal with fundamental work, such as marching, correct standing positions and general adaptation to gymnasium rules. 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 classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and æsthetic 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 confer with 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 distinctively, giving thought and proper expression to what is read. Special attention is given to reading intelligently from the printed page in both this and the Junior reading.

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.

**PUBLIC SPEAKING**—In the department of Public Speaking, the director has charge of all public work in contests, debates, plays, 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 is naturalness in oratory and a thorough mastery of the thought expressed.

The students of the school present two plays during the year, the annual basket ball play and the Senior class play. These are chosen by the director, the aim being to present a high standard in the dramatic line of work. Standard plays are used yearly and the benefit the students obtain from this is valuable along lines of interpretation and general acquiring of ease and naturalness before an audience. Such plays as "Mrs. Wiggs of the Cabbage Patch," "Cousin Kate," "Just Out of College," "What Happened to Jones" have been used with success.

## PROFESSIONAL INSTRUCTION

**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. HENRY**—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 & Co.

**PEDAGOGY.** MR. PAYNE The course in pedagogy follows directly upon that of psychology. The chief purpose of this course is to show the principles of learning and to develop from these the principles of teaching. 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 the application of the principles of teaching to various subjects with practice in lesson planning. The more detailed study of methods comes during the Senior year. Such standard works as Charters' Methods of Teaching, Strayers' Brief Course in the Teaching Process, and Roark's Method in Education are followed. Second semester, Junior year. Text book: W. A. Bagley, The Educative Process, MacMillan Company.

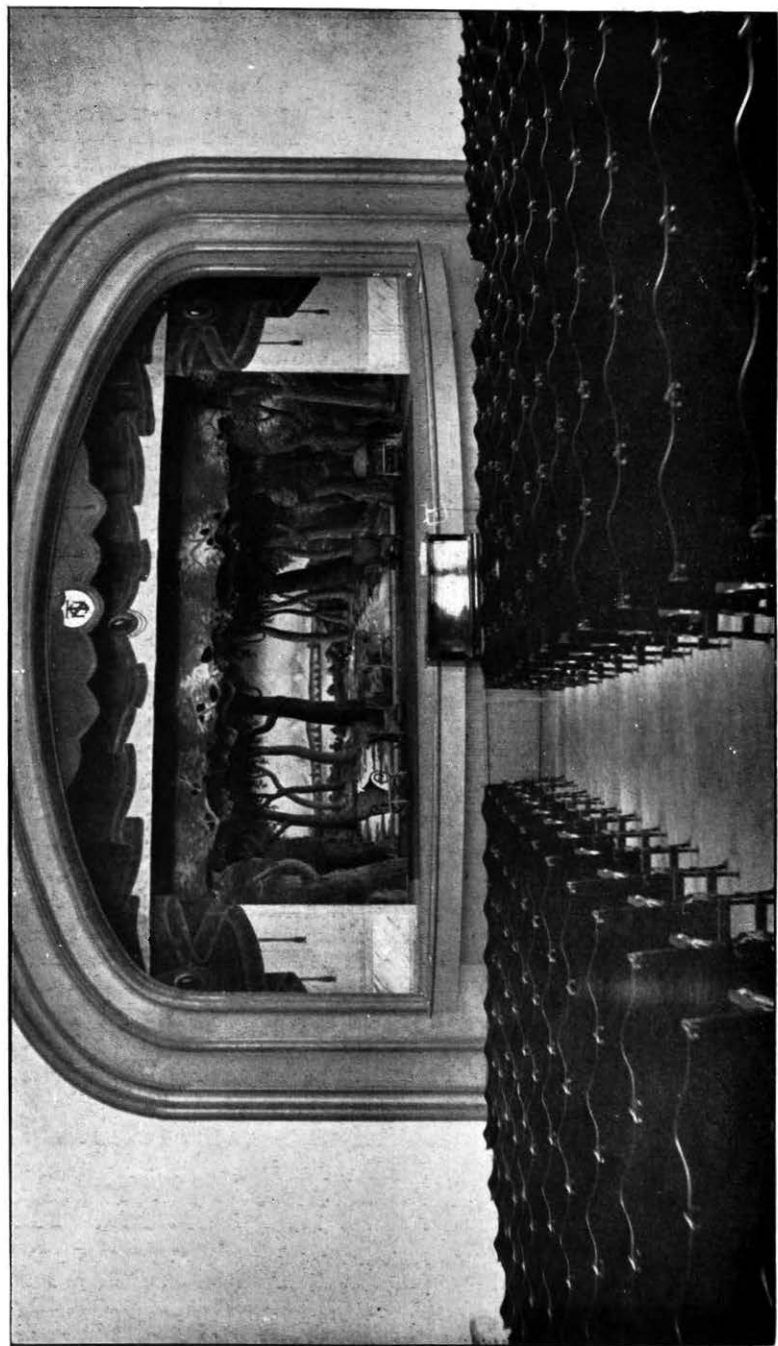
**HISTORY OF EDUCATION.** MR. WAIDE The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text-book, lectures, and reports by the students. Second semester, 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 conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. Special attention is given to social and moral aspects of present day education. First semester, Senior year. Text book: King, Social Aspects of Education, The MacMillan 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



ART CLASS ROOM



STAGE IN AUDITORIUM

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 make up the theoretical side. The practical work consists of observation of model teaching and practice teaching in the Training School when the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

**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.

OBSERVATION AND PRACTICE TEACHING—Each Senior observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with the practice teaching throughout the year, the purpose being to give opportunity for immediate application of observed methods. All this work is done from carefully prepared plans under the supervision of the critic teachers.



## 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	
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	30	5	45
Physiology .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	45	5	45	5	45	
Nature Study or Agriculture.....	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 in the Junior and Senior years of the Normal course. High school graduates may elect Spanish.

**ELEMENTARY SPANISH** Careful drill in Castilian and Spanish American pronunciation, essentials of grammar with exercises in conversation and sight reading. Text-books: Coester, Spanish Grammar, Ginn & Co.; Harrison, Spanish Reader, Ginn & Co.; Ford, Spanish Composition, D. C. Heath & Co.; Alarcón, El Capitán Veneno, D. C. Heath & Co.; Larra, Partir a Tiempo, American Book Company.

**ADVANCED SPANISH**—Class work is conducted in Spanish. Reading, review of grammatical principles; practice in rapid reading and sight translation; conversation. Themes are written in Spanish and attention is also given to the forms of Spanish commercial correspondence. Text-books: Remy, Spanish Composition, D. C. Heath & Co.; Valera, El Comendador Mendoza, American Book Company; Núñez de Arce, El Haz de Leña, D. C. Heath & Co., and about 200 pages of rapid sight reading from modern Short Stories.

## LIBRARY

MISS WRIGHT

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 7,000 volumes, including government documents and a collection of children's books at the Training School. The Dewey classification is followed and a card catalog makes the material more accessible.

**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. Encyclopedias and dictionaries.

**SECOND YEAR**—Periodicals and 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 bound and shelved for reference purposes: American schoolmaster; Advocate of peace; American botanist; American boy; American carpenter and builder; American city; American educational review; American Geographical Society bulletin; American historical review; American journal of archæology; American journal of philology; American Library Association booklist; American magazine; American physical education review; American political science review; American school board journal; Annals of the American academy; Arizona; Army and navy register; Atlantic monthly; Boston cooking school magazine; Breeder's gazette; Catholic educational review; Century; Classical journal; Classical philology; Classical review; Classical weekly; Concrete cement age; Country life in America; Craftsman; Cumulative book index; Current events; Dial; Edinburgh review; Education; Educational bi monthly; Educational review; Electrical world; Elementary school teacher; Engineering magazine; Etude; Forum; Good housekeeping; House beautiful; Independent; International studio; 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; Machinery, Shop ed.; Manuel training magazine; El mundo ilustrado; Musician; Nation; National geographic magazine; National guard magazine; Nature; N. Y. teacher's monographs; North American review; Outlook; Pedagogical seminary; Plant world; Political science quarterly; Popular mechanics; Popular science monthly; Psyche; Psychological clinic; Psychological review and bul

letin; Public speaking review; Reader's guide to periodical literature; Review of reviews; St. Nicholas; School arts book; School music; School review; School science and mathematics; Science; Scientific American and Supplement; Sierra educational news; Survey; System; Vocational education; World's work; Youth's companion.

## ATHLETICS

The games, exercises and various phases of this work are of such a nature that both girls and boys may participate in some form of exercise and all students are urged to take an active part. 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 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 classes in track, tennis, and basket ball.

**TENNIS** 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 inter-class tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the inter-class matches an annual tournament is held, wherein the most prominent schools of this part of the state take part.

**GIRLS' BASKET BALL**—The young women maintain a basket ball association whose purpose is the amusement and recreation afforded by wholesome outdoor exercise. During the fall five teams are organized, one from each class, and these teams play a series of twenty games for the possession of the silver cup offered by the "Student." The exercise is not confined to these teams, however, for each class usually organizes at least two teams, so that the work is open to all who wish to play, and each year from sixty to a hundred girls enjoy the physical benefits of this fine game. In addition to the inter class games a limited number of

match games are played with teams from other schools. Two fine courts are kept in first class condition, being well laid out and surrounded with wire netting, which reduces to a minimum the loss of time due to the ball going out of bounds. The work is under the direct supervision of a member of the faculty, who guards against over-exertion on the part of untrained players and regulates the amount of exercise according to the strength and physical condition of the individual.

**BOYS' BASKET BALL**—During the fall the interest of the young men, in so far as athletics is concerned, centers upon basket ball which is played out of doors. Several match games are played with teams from other institutions.

**TRACK**—An excellent form of athletics for the reason that it affords an opportunity for training to every student who desires exercise. The Normal School is a member of the Valley League Athletic Association, which conducts annual track meets. The Normal School easily won the championship in this league last year. 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. There is a fine track on the campus for distance events, and a 220-yard straight-away course for sprints. Suitable apparatus for all standard events has been purchased and all young men are urged to enter this field of athletics.

**BASEBALL**—This, the greatest of all the American games, is better supported by the student body than any other form of athletics. Every boy hails the time when the baseball season opens. 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 and 1913. When this is won one more year by the Normal it becomes their permanent possession.

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## 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

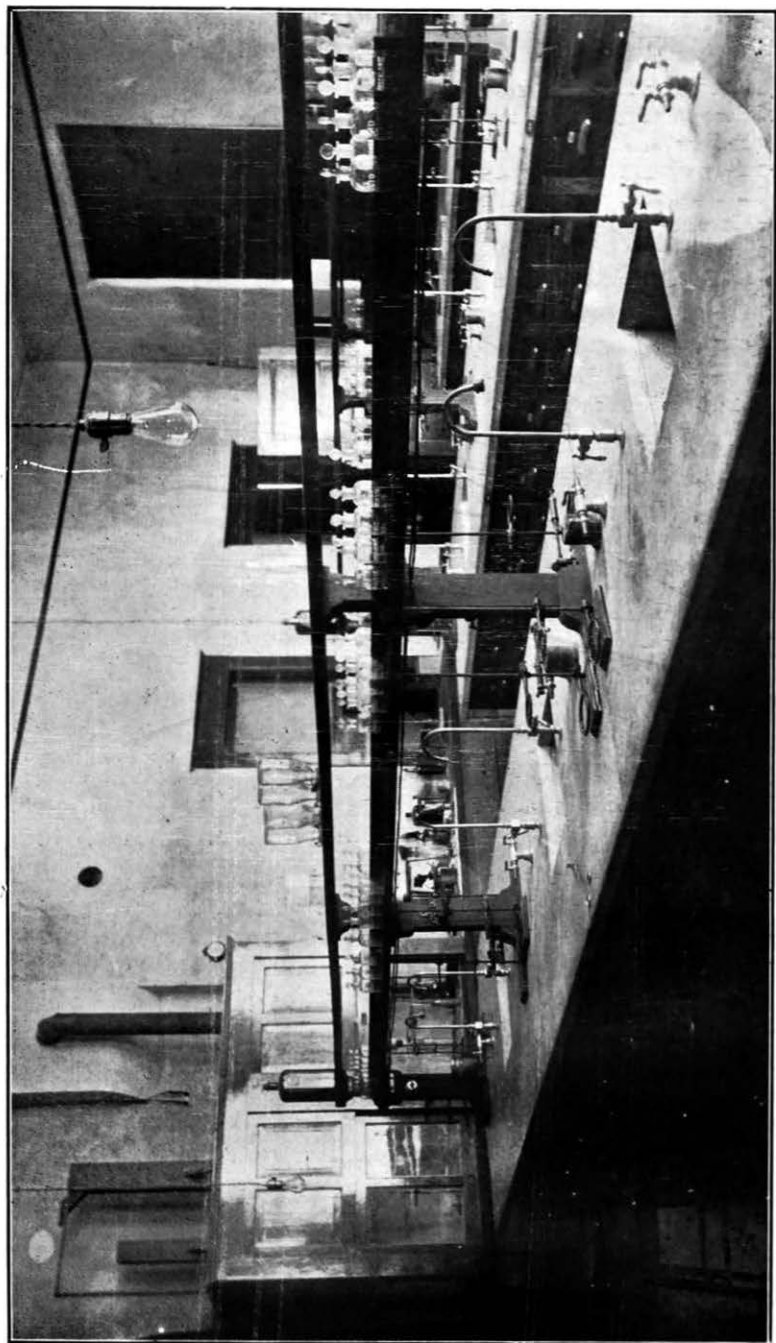
student body. There are at present three of these organizations, meeting either weekly or bi weekly. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, 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:

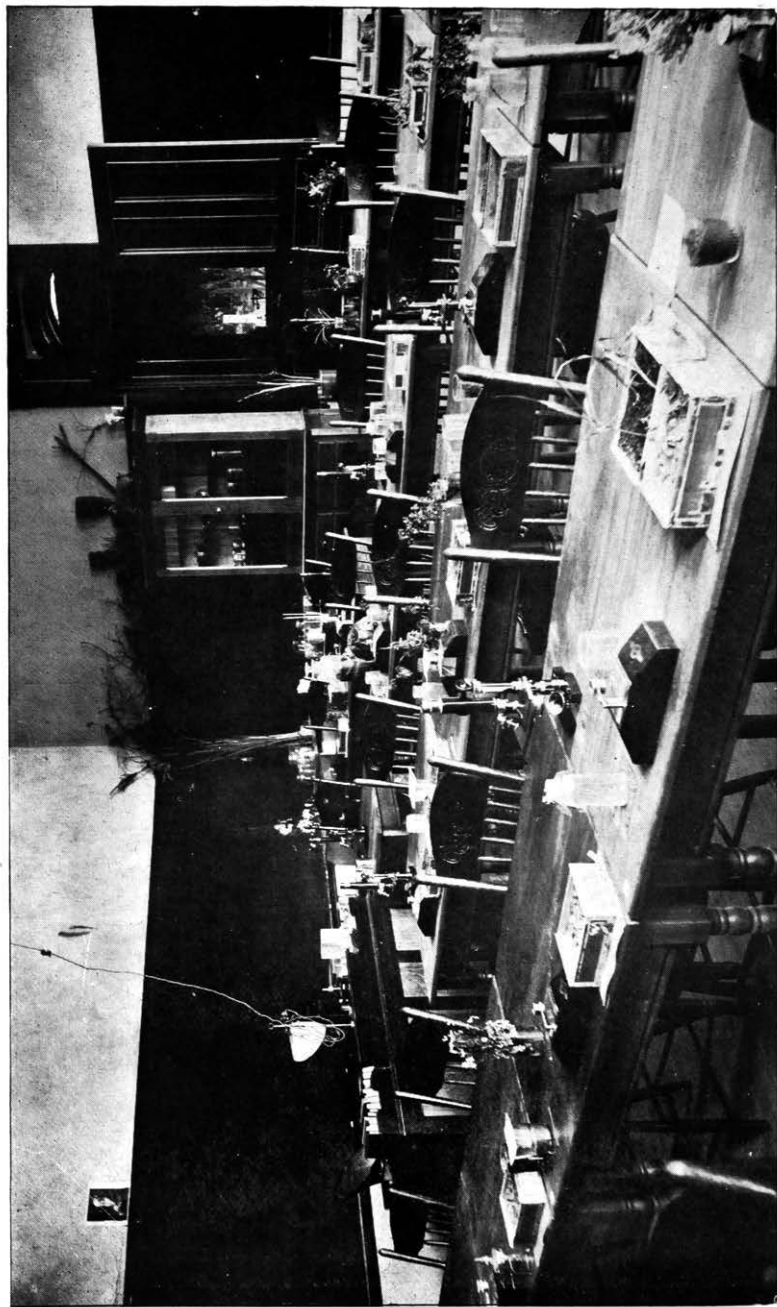
**ZETETIC SOCIETY** An organization consisting of twenty five young women. During the past year meetings were held bi weekly during the first, and weekly during the second semester. The work of the year was devoted chiefly to a study of the German novel. Readings and discussions of plot, with a view toward dramatization furnished the principal topics. There was some stage work, but no public performances were attempted. Meetings were held in the music room and auditorium.

**KALARAGATHIA** The work of this society was carried on with spirit throughout the year. The vacancies made by the Seniors were filled by elections from the various classes of the school, and the society reorganized. It was decided that Modern Drama should be the subject studied during the year, and with Miss Wright as monitor the work was taken up. Programs at the semi-monthly meetings consisted of studies in the structure of the drama, and the reading and discussion of one or two of the most noteworthy of modern dramas. On some occasions the evenings were devoted wholly to social features, but the work done was first in consideration and contributed largely to the benefits of the Normal.

**ATHENIAN DEBATING CLUB**—The oldest literary organization in the institution consists of a group of young men who meet every Wednesday evening for the purpose of debate. Subjects are selected from current affairs, the large number of magazines and bound periodicals now in the pos-



CHEMICAL LABORATORY



BIOLOGICAL LABORATORY



session of the school offering a good opportunity for the preparation of briefs. Two public debates were given during the year, and the work throughout was characterized by energetic and efficient administration.

### "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 COURSE

Every year there is arranged a course of lectures and entertainments, which are given in the Normal School Auditorium under the auspices and patronage of the school. These attractions consist of outside talent of a very high order of merit and are offered to the students of the Normal School at a merely nominal admission fee. These courses are largely attended by the citizens of Tempe and afford the students an unusual opportunity of seeing and hearing the best form of amusement.

In the school year 1912-13 the following lectures and musicales were presented to packed and delighted houses: Governor Hadley, Hon. George D. Alden, and Ralph Bingham as lecturers; Byron's Troubadours, Strollers Male Quartette, and Ben Greet's Players as entertainers.

During the year 1913-14 the course will include four entertainers and three musicales, as follows: Enrico Palmetto, tenor; the Zoellner String Quartette; Hugo Kort

schak, violinist; Louise Wallace Hackney, dramatic interpreter; Montraville Wood, scientific demonstrator; Alton Packard, cartoonist, and Mr. and Mrs. Michitaro Ongawa in a Japanese sketch entitled "Along the Road to Tokyo." This makes seven numbers for next year in place of the six usually given, but the price will remain the same as heretofore, namely, \$3.00 for citizens for a course ticket and \$1.50 for students for a course ticket.

## 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.

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.

## 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 535 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 1912=13

## NORMAL DEPARTMENT

Aeppli, Lizetta.....	Tempe	Cole, Lewis.....	Tempe
Alexander, Enid.....	Tempe	Cole, Lois.....	Tempe
Allen, Irene.....	Tempe	Cole, Maude.....	Tempe
Anderson, Hope.....	Texas	Cole, Rita.....	Tempe
Aston, Ella.....	Garces	Coleman, Louana.....	Mesa
Augustine, Clara.....	Stoddard	Coleman, Mary Alice...	Prescott
Austin, Beulah.....	Tempe	Combs, Sarah.....	Pasadena
Austin, Delia.....	Tempe	Cooper, Chester.....	Roosevelt
Baker, Anna.....	Bisbee	Corbett, Hannah.....	Topeka
Barker, Blessie.....	Feldman	Cordes, Grace.....	Prescott
Barlow, Georgia.....	Edmund	Cordes, Minnie.....	Prescott
Barnette, Nellie.....	Miami	Craig, Edward.....	Tempe
Bauer, Marie.....	Tempe	Crook, Lanier.....	Tempe
Beardsley, Eunice...	Tucson	Crook, Veiva.....	Tempe
Behn, Eva.....	Phoenix	Cross, Hattie.....	Comanche
Berry, Aida.....	Dos Cabezas	Cummings, June.....	Tempe
Berry, Emilia.....	Dos Cabezas	Dains, Ray.....	California
Biggs, Wilford.....	Mesa	Dean, Moffatt.....	Tucson
Blendinger, Katherine...	Phoenix	Detloff, Lucille.....	Bisbee
Blount, Anna.....	Tempe	Dial, Ivan.....	Safford
Blount, Louise.....	Phoenix	Diamond, Sam.....	Flagstaff
Blount, Marie.....	Tempe	Dichtenmiller, Lena.....	Clifton
Blount, Paul.....	Tempe	Dickinson, Jessie.....	Tempe
Bloys, Ina.....	Tempe	Dodenhoff, Mildred.....	Phoenix
Bloys, Lena.....	Tempe	Douglass Dorothy.....	Tucson
Bloys, William.....	Tempe	Dunagan, Ada.....	Tempe
Botkin, Ruth.....	Tempe	Duncan, Clara.....	Bisbee
Brack, Lelan.....	Mesa	Eckel, Grace.....	Simmons
Bradford, Alice.....	Benson	Eisenhart, Elizabeth....	Pearce
Braly, Inez.....	Phoenix	Eisenhart, John.....	Portland
Brooks, Henrietta.....	Phoenix	Enderton, Herbert...	Oro Blanco
Brooks, Jennie Lee.....	Phoenix	Enderton, Otto...	Oro Blanco
Brooks, Nannie.....	Phoenix	Estrada, Isabel.....	Tempe
Brown, Harriett.....	Globe	Evans, Gladys.....	Parker
Brunenkant Edward...	Florence	Everett, Grace.....	Duquesne
Burtis, Walker.....	Phoenix	Faras, Concepcion.....	Douglas
Carr, Edna.....	Tempe	Fike, Frances.....	Naco
Carroll, Anna.....	Phoenix	Flannigan, Thomas.....	Globe
Carter, Cortlandt..	Walnut Grove	Fogal, Alta.....	Tempe
Carter, Glenna...	Walnut Grove	Fogal, Edith....	Tempe
Case, Wilmyth.....	Phoenix	Foster, Katie.....	Safford
Castle, Lionel.....	Payson	Foushee, Alice.....	Phoenix
Cauthen, Harriett.....	Duncan	Fowler, Mildred.....	Nogales
Cauthen, John.....	Duncan	Fram, Ray.....	Phoenix
Celaya, Ida.....	Tempe	Frank, Maggie.....	Tempe
Champie, Nettie.....	Phoenix	Frank, Nellie..	Tempe
Champie, Viola.....	Phoenix	Frederick, Grace...	Globe
Chilson, Edna.....	Tempe	Frederick, Katie...	Globe
Chilson, Wilmirth...	Tempe	Freeman, Lillian.....	Safford
Chilton, Esther.....	Sheldon	Frizzell, Florence.....	Tempe

Gammill, George.....	Scottsdale	Kittle, Grace.....	Globe
Gill, Frederica.....	Globe	Knight, Alice.....	York
Gilliland, Edna.....	Tempe	Krichbaum, Hilda.....	Morenci
Goodwin, Julius.....	Tempe	Laney, Grant.....	Mesa
Goodwin, Leona.....	Tempe	Laney, Mabel.....	Mesa
Gorrell, Pearl.....	Phoenix	Lassator, Laura.....	Safford
Graves, Spencer.....	Parker	Latham, John.....	Phoenix
Green, Laura.....	Humboldt	Latham, Mabel.....	Phoenix
Griffen, Horace.....	Tempe	Lawrence, Joe.....	Phoenix
Griffin, Mary.....	Roosevelt	Lee, Effie.....	Safford
Guldin, Viola.....	Tempe	Lemons, Paschal.....	Pearce
Haigler, Eva.....	Tempe	Lockett, Charles.....	Flagstaff
Haigler, Ruby.....	Tempe	Lockett, Nettie.....	Flagstaff
Haisley, Ruth.....	Prescott	Lorona, Esther.....	Hayden
Hance, Eva.....	Yuma	Lund, Ernestine.....	Prescott
Hansen, Amy.....	Whittier	McComb, Jesse.....	Willcox
Hansen, Lena.....	Whittier	McComb, Nora.....	Willcox
Hansen, Ora.....	Whittier	McComb, Robert.....	Willcox
Hanson, Lucy.....	Tempe	McCoy, Robert.....	Glendale
Harman, Marie.....	Benson	McDonough, Anna.....	Flagstaff
Harmon, Pansy.....	Tempe	McDougall, Elva.....	Morenci
Harris, Gussie.....	Tempe	McGuigan, Mamie.....	Kansas City
Harrison, Mary.....	Duquesne	McIlmoil, Lucy.....	Phoenix
Hart, Mildred.....	Ray	McKee, Margaret.....	Phoenix
Hartranft, William.....	Phoenix	McKeen, Elizabeth.....	Bisbee
Hathaway, Nellita.....	Nogales	MacLennan, Kenneth.....	Tempe
Haulot, Emily.....	Phoenix	McManus, Lawrence.....	Phoenix
Haulot, Helen.....	Phoenix	McMillan, John.....	Sonora
Hayden, Ethel.....	Scottsdale	McNulty, Vera.....	Prescott
Henderson, Williamson.....	Florence	Mahoney, Susie.....	Prescott
Hiatt, Elsie.....	Douglas	Makin, Inez.....	Enterprise
Higgins, Rena.....	Feldman	Manley, Mildred.....	Tempe
Hilbers, Ida.....	Tempe	Marshall, George.....	Pima
Hilbers, Leonard.....	Tempe	Martin, Beryl.....	Phoenix
Hodnett, Geraldine.....	Tempe	Martin, Clarence.....	Duncan
Hoffman, Joe.....	Naco	Martin, Lucy.....	Duncan
Holcomb, Gladys.....	Benson	Martinez, Carmela.....	Tempe
Holcomb, Hazel.....	Benson	Miller, Lyda.....	Tempe
Holl, Wiley.....	Greensburg	Millett, Hazel.....	Mesa
Hood, Zula.....	Greensburg	Moeur, Sidney.....	Tempe
Houck, Martha.....	Cave Creek	Moody, Hazel.....	Thatcher
Houck, Viola.....	Safford	Moss, Bryan.....	Tempe
Houston, Anna.....	Benson	Moss, Florence.....	Tempe
Houston, May.....	Benson	Motes, Alva.....	Fort Thomas
Howard, Helen.....	Phoenix	Mullen, Cecile.....	Tempe
Hudlow, Cora.....	Hillside	Mullen, Thaddeus.....	Tempe
Jarrett, Nettie.....	Mesa	Mumford, Helen.....	Mesa
Johnston, Dorothy.....	Tempe	Murchison, Aleph.....	Tempe
Johnston, Helen.....	Tempe	Murchison, Gladys.....	Tempe
Jones, Evelyn.....	Wickenburg	Nelson, Eugenia.....	Buckeye
Jones, Leona.....	Tempe	Nelson, Lucile.....	Buckeye
Jones, Maurice.....	Tempe	Nevin, Mary.....	Globe
Jordan, Stella.....	Jerome	Newcomer, Margaret.....	Phoenix
Jordan, William.....	Jerome	Newton, Harry.....	Imperial
Jund, Trinidad.....	Los Angeles	Nichols, Warren.....	Tempe
Kempf, Annie.....	Benson		

Nicholson, Marshall.....	Willcox	Spikes, Albert.....	Douglas
Orduno, Rachel.....	Tempe	Spikes, John.....	Douglas
Oviedo, Margaret.....	Tempe	Spindle, Henry.....	Naco
Oviedo, Rose.....	Tempe	Spoon, Ira.....	Duncan
Owen, Lillian.....	Morenci	Spoon, Tillie.....	Duncan
Parks, Leo.....	Globe	Springer, Edgar.....	Cashion
Parry, Katherine.....	Sonora	Stacey, Ethel.....	Buckeye
Passey, Viola.....	Pine	Stacey, Maude.....	Buckeye
Pearce, Zetta.....	Mesa	Standage, Glenn.....	Mesa
Peeler, Margaret.....	Mississippi	Stephens, Clarabel..	Ft. Thomas
Perrault, Roy.....	Sherman	Stephens, Marguerite..	Prescott
Peters, Vernon.....	Tempe	Strumm, Irene.....	Globe
Pevehouse, Emma.....	Kansas	Sturgeon, Beulah.....	Tempe
Phelps, Clara.....	Mesa	Tamborino, Dorothy...	Congress
Phelps, Hazel.....	Mesa	Thew, Flora.....	Tempe
Pinsol, Margaret.....	Sonora	Thiel, Alice.....	Tombstone
Pomeroy, Hazel.....	Mesa	Throm, Bertha.....	Clifton
Powell, Ione.....	Florence	Tompkins, Amy.....	Phoenix
Priest, Adele.....	Yuma	Tompkins, Hazel.....	Phoenix
Pritchard, Robert.....	Rice	Treat, Margaret.....	Benson
Pulliam, Myrtle.....	Flagstaff	Tucker, Myrtle.....	Tempe
Quinn, Mabel.....	Tempe	Turner, Ella.....	New Mexico
Radley, Mary.....	Jerome	Turner, Jewel.....	Elgin
Rankin, Ella.....	Tombstone	Turner, Myrtle.....	Tempe
Redden, Irene.....	Tempe	Turner, Stella.....	Elgin
Redden, Susie.....	Tempe	Walker, Gladys.....	Calabasas
Regan, Kittie.....	Bisbee	Walker, Marjorie.....	Tempe
Robbins, Irene.....	Tempe	Wallingford, Blanche..	Prescott
Roberts, Helen.....	Winkelman	Ware, Beulah.....	Tempe
Roberts, Nellie.....	Illinois	Warner, Edith.....	Tempe
Robinson, Dorothy.....	Ingleside	Warner, Grace.....	Tempe
Rohrig, Susie.....	Tempe	Watkins, Ruth.....	Douglas
Rosenberger, Ada.....	Riverside	Watson, Ernest.....	Illinois
Rouse, Michael.....	Kentucky	Webb, Elizabeth.....	California
Ruderman, Minnie.....	Tempe	Webb, May.....	Douglas
Russell, Ernest.....	Safford	Webb, Norma.....	Roosevelt
Saint Clair, Myra....	Oak Grove	Wedgeworth, Ada....	Palo Verde
Salmans, Flora.....	Guanajuato	Welborn, Lela.....	Phoenix
Sampson, Emory.....	Garces	Welborn, Marion.....	Phoenix
Sampson, Margaret.....	Garces	Welborn, Mary.....	Phoenix
Sanders, Mamie.....	Cananea	Wells, Harriett.....	Mayer
Sandige, John.....	Phoenix	Wells, Hazel.....	Phoenix
Sandoz, Hazel.....	Tempe	White, Elvin.....	Tempe
Sandoz, Vernice.....	Tempe	White, Garland.....	Tempe
Scarborough, Kath'rne.	Lordsb'rg	Wickliffe, Winnie.....	Tempe
Schoshusen, Hortense..	Germany	Wilson, Emily.....	Bisbee
Schoshusen, Lena.....	Tempe	Wilson, Sarah.....	Safford
Schultz, Rose.....	Mammoth	Windham, Bessie.....	Somerton
Scott, Vera.....	Detroit	Wingfield, Mary.....	Jerome
Seals, Neva.....	Tempe	Wixom, Lillian.....	Thatcher
Shew, Edna.....	Walnut Grove	Wixom, Rosalind.....	Thatcher
Shott, Ruby.....	Phoenix	Woods, Helen.....	Tempe
Simmons, Linton.....	Tempe	Woods, Laura.....	Globe
Smith, Lelah.....	Upland	Woods, Russell.....	Tempe
Soullier, Paul.....	Detroit	Wolf, Ethel.....	Scottsdale
Spangler, Lola.....	Tempe	Zimmerman, Erma.....	Tempe
Spangler, Lulu.....	Tempe		

Total Enrollment, 329.

## TRAINING DEPARTMENT

Acedo, Lamo	Escalante, Mary
Acedo, Lura	Escalante, Petra
Alexander, Sadie	Felton, James
Alexander, Cecil	Flous, Dora
Allen, Bert	Flumerfelt, Helen
Allen, Katie	Flumerfelt, Percy
Anquis, Amelia	Frazeo, Dealis
Anquis, Manuela	Frazeo, Sammy
Arvizo, Leonor	Frizzell, Stella
Arvizo, Rita	Galas, Elisa
Arvizo, Juana	Galas, Miguel
Austin, Elsie	Galas, Petra
Austin, Harold	Garcia, Necho
Austin, Cedric	Godfrey, George
Barnette, Foy	Godfrey, Leona
Barnette, Ethel	Goodwin, Gordon
Barnette, Lee	Green, Fred
Barnette, Wayland	Griffin, Henry
Basquez, Cruz	Grant, Hattie
Basquez, Pastora	Griswold, Aileen
Benites, Angellita	Guldin, Michael
Benites, Fred	Haulot, Alfred
Benites, Jose	Haulot, Gertrude
Benites, Pedro	Halbert, Crellie
Billa, Francisca	Holladay, Sam
Billa, Manuel	Hilbers, Cecil
Billa, Maria	Hudlow, Floyd
Billa, Guilleramo	Hurley, Frank
Billa, Espividion	Hurtado, Joe
Bristaro, Frank	Imperial, Amaha
Bloys, Beulah	Imperial, Mercedes
Blount, Alma	Johnston, Janet
Botkin, Claude	Johnston, Miriam
Botkin, Lorene	Jones, Gertrude
Botkin, Paul	Lawrence, Billy
Carr, Edward	Lawrence, Ernest
Carroll, Geraldine	Lawrence, Eron
Casner, Edith	Linn, Paula
Casner, Howard	Lopez, Andres
Casner, Winona	Lyman, Genevieve
Chilson, Bert	MacLennan, Anita
Chilson, Warren	McElhaney, Byron
Cole, Emma	McElhaney, Coyt
Cole, Ruth	McKay, Jean
Cole, Wilham	McKay, Muriel
Crook, Alta	McKay, Ruth
Doll, Eduardo	Matley, Welcome
Doll, Leonor	Meyer, Clifford
Donaldson, George	Meyer, Margaret
Donaldson, Una	Miller, Horace
Donaldson, William	Moreno, Hortensia
Elias, Irene	Moreno, Augustine
Enriques, Carmen	Moss, Etta
Escalante, Altargarcia	Moss, Lula
Escalante, Enrique	Mullen, Francis

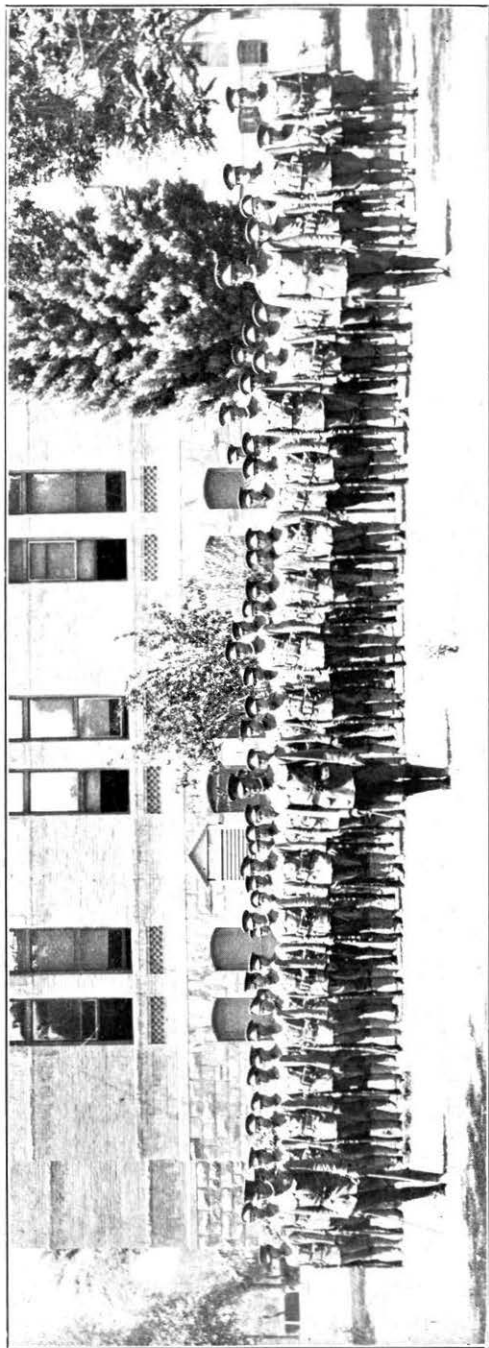




CACTUS WALKING CLUB



DRIVEWAY



MILITARY COMPANY

GIRLS' BASKET-BALL TEAM



Mullen, Josephine	Smith, Ira
Murchison, Daniel	Smith, Willie
Nelson, Esther	Smith, Cecil
Nelson, Beatrice	Sotelo, Edith
Nelson, Wallace	Soza, Reynaldo
Noriega, Beatrice	Soza, Enrique
Noriega, Clara	Spangler, Ray
Noriega, Francis	Stallie, Robert
Noriega, Juana	Striplin, Virgil
Noriega, Lawrence	Stroud, Maud
Noriega, Lionel	Surface, Julia
Ochoa, Jose	Surface, Maud
Ochoa, Sarah	Teeter, Helene
O'Connor, Helen	Teeter, Ronald
O'Connor, John	Teeter, Zella
Orta, Daniel	Uvez, Frances
Oviedo, Susie	Uvez, Elias
Palomino, Josefa	Uvez, Manuel
Perry, Cipo	Uvez, Tobias
Perez, Petricio	Uvez, Carmen
Powell, Lucas	Valencia, Maria
Quiques, Frank	Valencia, Petra
Redden, Lela	Valenzuela, Antonio
Rodriguez, Beatrice	Vallarial, Sarah
Rodriguez, Manuel	Vega, Mary
Rhymer, Floyd	Vensel, Ada
Rhymer, Nellie	Vensel, Mary
Rivera, Marguerita	Warner, Ruth
Robbins, Dick	White, Irvial
Ruiz, Frank	Williams, Hazel
Ruiz, Natalia	Williams, Myrtle
Ryviers, Floyd	Williams, Reba
Sanders, Helen	Williams, Rhea
Sanders, Carmen	Williams, Susie
Sanders, Ella	Windes, Nora
Sarategui, Louisa	Workman, Mildred
Sarategui, Lupi	Workman, Roy
Seals, Irvin	Zimmerman, Erdene
Smith, Edna	Zimmerman, Wesley
Smith, Ida	Total Enrollment, 190.

## SUMMARY OF REGISTRATION

Normal Department .....	329
Training School.....	190
Total .....	519

# 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 (Supt. City Schools)	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. Woolf, LL. B. (Univ. of Col.) (Attorney)	Tempe

## CLASS OF 1894

Myrtle Alpin (Physician at Napa Insane Asylum)	East Highland, Cal.
Joseph T. Birchett (Mayor)	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
John Metz	Tucson

\*Deceased.

Name	Address
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. Woolf (Mrs. A. J. O'Connor)	Tempe

## CLASS OF 1895

Mariam Anderson (Mrs. H. B. Davenport)	Swansea
John R. Birchett	Tempe
John J. Carroll	Tempe
Carrie Culver	Corona, Cal.
Lottie Gibson (Mrs. R. L. Mullen)	Tempe
Allie Holmesley (Mrs. Josiah Williams)	Pima
J. Wallace Morse	St. Louis, Mo.
Chas. P. Mullen	Tempe
Roscoe Walsworth, LL. B. (Harvard University, '05)	35 Orchard St., Revere, Mass.
Maude J. Welcome (Mrs. Hudson Searles)	Tucson
*Bertha Wilson (Mrs. J. Oscar Mullen)	
E. Stanley Windes (Mrs. W. H. Beymer)	Lebam, Wash.

## CLASS OF 1896

*J. Lawrence Abell	
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)	San Diego, Cal.
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. Raub)	Phoenix
*Clara M. Miller (Mrs. Z. M. Zander)	

\*Deceased.

Name	Address
*Flora L. Mills.....	
J. Oscar Mullen.....	Postmaster, Tempe
Ada M. Peyton (Mrs. William Dodenhoff).....	Phoenix
Mary C. Robinson (Mrs. W. J. Bowen).....	Mesa
Lucy M. Schwarz.....	Mesa
Addie Serrine (Mrs. Ellis Johnson).....	Mesa
Verner A. Vanderhoof.....	Scottsdale
Walter S. Wilson.....	Phoenix
Alice B. Windes.....	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 Swigett (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).....	Douglas
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.....	Bisbee
Veronica White (Mrs. A. M. Woods).....	Bisbee
Lulu Belle Wingar (Mrs. R. R. Root).....	Pima

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

#### CLASS OF 1901

Noble Carter.....	Manila, P. I.
Alma Morgan Davis.....	Mesa
Alice A. Fultz (Mrs. Archambeau).....	Prescott
Hattie M. Green (Mrs. Henry Lockett).....	Phoenix
*Edna Lucy Greenleaf.....	
Dean Ely Goodwin.....	Ann Arbor, Mich.
Minnie A. Hill (Mrs. J. A. Britz).....	Hayden
Elizabeth India Hedgepeth (Mrs. James Monroe Ressinger)..	
.....	San Diego, Cal.
Josephine K. Hottinger (Mrs. Jessie Bunk)....	Santa Rosa, Cal.
Perla E. Martin (Mrs. Ed. Halderman).....	Bisbee
Eleanor Atlee Merriam (Mrs. Charles McDonald).....	Phoenix
Mary Emma McNulty.....	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox).....	St. David
Serretta Anne Serrine (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

\*Deceased.

Name	Address
<b>CLASS OF 1902</b>	
Alice B. Appleby (Mrs. H. Wagnon)	Douglas
Rachel Brady (Mrs. Levi Walker)	Tempe
Jessie F. Creager (Mrs. J. Kelly)	Los Angeles, Cal.
Florence C. Ford (Mrs. M. Tribby)	Prescott
J. H. Gerard	San Francisco
Leona L. Gibson	Whittier, Cal.
Grace M. Godwin (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. D. Babbitt)	Mesa
Edith F. Stewart (Mrs. J. Lane)	Bisbee
Harry R. Trusler, A.M.; 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 (Mrs. Joe Fitzgerald)	Hayden
Lynn M. Laney, LL. B. Stanford University	Phoenix
Ina Lucinda Listerbarger (Mrs. J. Randolph Hamlin)	.....
.....	618 Gail St., Los Angeles
Clarence Mark Paddock	Patterson, Cal.
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

\*Deceased.



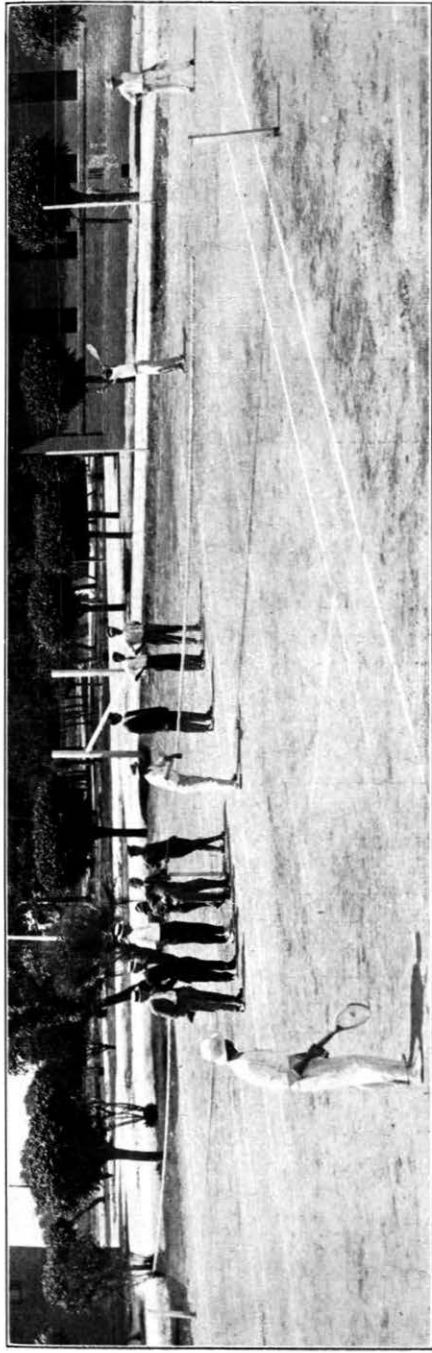
Name	Address
Winnifred E. Allison (Mrs. Johns)	Globe
Fannie Armitage (Mrs. L. D. Redfield)	Benson
Helen Axtell	Douglas
Ernest Corbell	Los Angeles, Cal.
Grace Culver	409 W. 2nd St., Los Angeles, Cal.
Lucy Cummings (Mrs. J. F. Warner)	Tempe
Mabel Goldsworthy (Mrs. Fred Kenney)	Bisbee
Alice Grier (Mrs. 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)	Tempe
*Marion Thomas	
Everett Wilbur	Mesa
Maude Wilson	Tempe

## CLASS OF 1905

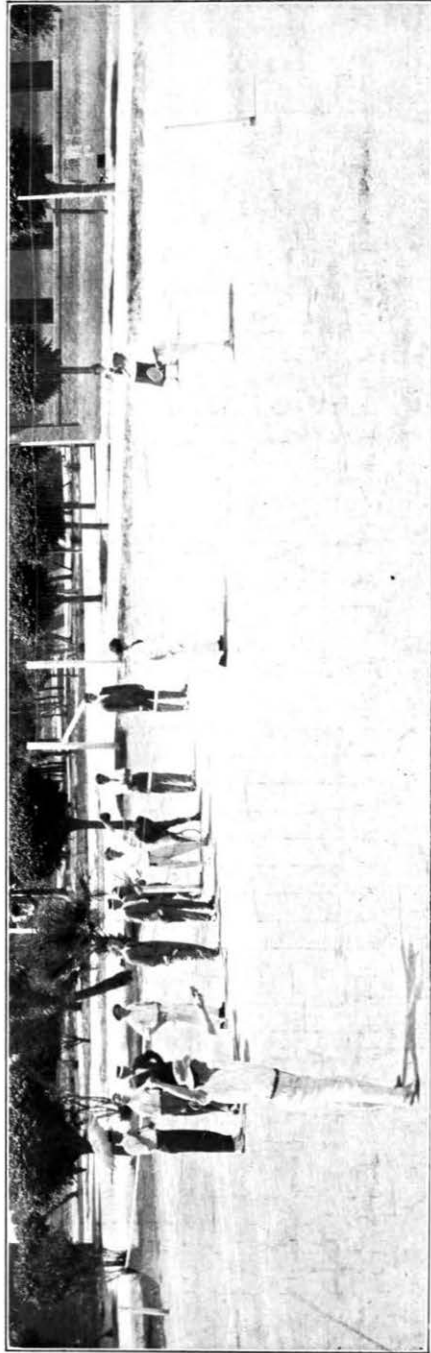
Florence Armitage (Mrs. N. J. Roberts)	Los Angeles, Cal.
Jessie Blake (Mrs. Earl Brown)	Phoenix
Jessie Clark	Benson
Mattie Corbell (Mrs. Harry Brown)	Lathrop, Cal.
Alice DeForest	Troy
Nellie Duncan (Mrs. Everett Wilbur)	Mesa
Frank Dykes	Clifton
Alice Greenleaf (Mrs. Francis Byrne)	Florence
Ione Greenleaf	Yuma
Edgar Hendrix	Roundup, Mont.
Frank Hough	Phoenix
Alma Jones	Mesa
Laverna Lossing	Flagstaff
Bertha Lyall	Phoenix
Ina McComas	Tempe
Helen MacIntyre (Mrs. Horton Jones)	Clifton
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

\*Deceased.

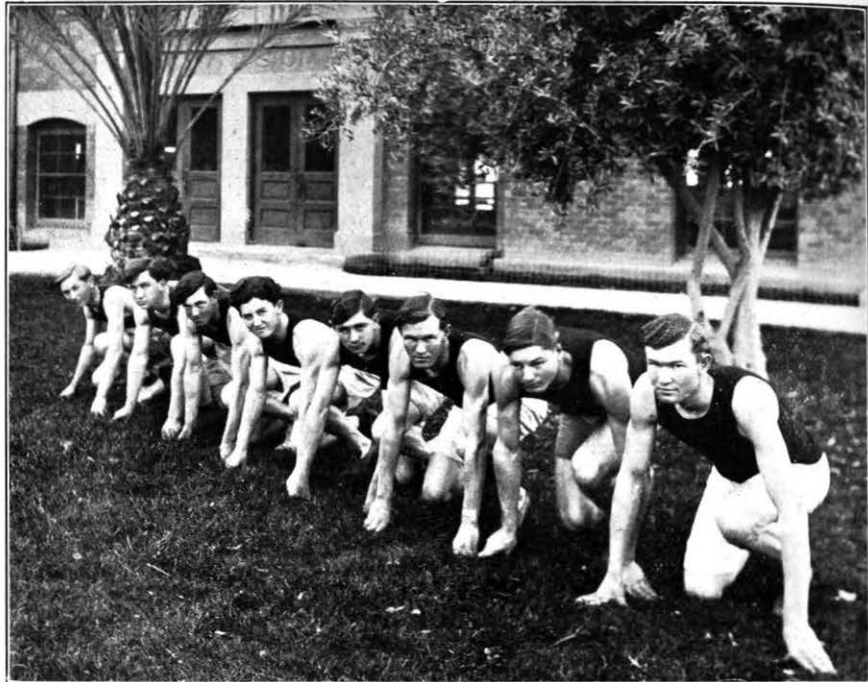
Name	Address
<b>CLASS OF 1906</b>	
Laura Agnew	Clifton
Mabel Anderson (Mrs. John F. Dooley)	Bracketville, Texas
Harry Brown	Lathrop, Cal.
Mamie Cain	Prescott
Clara Clem (Mrs. Norman P. Palmer)	Camp Verde
Eula Clem (Mrs. W. H. Dougherty)	Wickenburg
Delila Carrol (Mrs. W. F. Drew)	Mesa
Maude Collins (Mrs. Elmer Redden)	Prescott
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 (Mrs. C. Tillman)	Roundup, Mont.
Alta Holmes	Phoenix
Clifford Johnston	Tempe
Bertram Jones	Mesa
Rollin Jones	Mesa
Reinhold Jungerman, A. B. (Berkeley)	Berkeley
Mabel Kemp (Mrs. A. C. Duffy)	Vail
James King	Phoenix
Annes Keating (Mrs. Fred C. Ayer)	Eugene, Ore.
Karl Leebrick	Covina, Cal.
Lucy Leftwich	Jerome
Anna Matthews (Mrs. E. L. Hendrix)	Roundup, Mont
Carrie Marlar (Mrs. G. Bright)	Phoenix
Marina Priest	Longfellow
Clarence Standage	Phoenix
Sadie Stauffer (Mrs. F. W. Griffen)	Phoenix
Jeane Standage (Mrs. Don Le Baron)	Mesa
Bertha Stewart (Mrs. C. Bodily)	Mesa
Mary Stilwell	Phoenix
Elizabeth Uilman (Mrs. Roy Parsons)	Phoenix
Hester Wallace	Bisbee
Gladys Wright (Mrs. Bertram Jones)	Mesa
<b>CLASS OF 1907</b>	
Kathryn Barnett	Los Angeles, Cal.
Frankie Bellamy	Yuma
Helen Benedict	Tombstone
Helen Blome (Mrs. Norman Windes)	Tempe



TENNIS (MENS' DOUBLES)



TENNIS (MIXED DOUBLES)



TRACK TEAM



BASE BALL TEAM

Name	Address
Stella Brown (Mrs. A. Hadsell)	Long Beach, Cal.
Rena Cole (Mrs. J. W. Magorian)	McFarland, Cal.
Josie Critchley (Mrs. Wm. Hurley)	Artesia, Cal.
Fannie Dobbie	Mesa
Olive Griffen (Mrs. Ray Nichols)	Mesa
Mamie Hadsell (Mrs. A. R. Taylor)	Phoenix
Emma Haulot (Mrs. Henry Marlette)	Los Angeles, Cal.
Maud Hayes	127 E. Lime Ave., Monrovia, Cal.
Fred Holmes	Berkeley, 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	Phoenix
Carrie Thompson	Pioche, Nev.
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 (Mrs. Hugo A. Thorbecke)	Jerome
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
Irying Meskimons	Phoenix
Halbert Miller	Tempe
Artemus Millet	Mesa

Name	Address
Maud Perry	Tempe
Nellie Pine (Mrs. Orrin H. Lincoln)	Douglas
Gertrude Potts	Kingman
Inez Robbins (Mrs. Marshall Brown)	Payson
Della Schaal (Mrs. Halbert Miller)	Tempe
Belle Stephens (Mrs. G. J. Wiggenhorn)	1559 Diamond Ave., Pasadena
Nellie Trent (Mrs. Jos. Bush)	Phoenix
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 (Mrs. Taylor)	Nogales
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 (Mrs. John Dykes)	Buckeye
Nellie Harris	Tempe
Zenobia Harmon	Mesa
Ulah Hudlow	Tempe
Veronica Irvine	Phoenix
Ralph Kane	Phoenix
Evelyn Kindred	Bisbee
Jessie Lloyd	Morenci

Name	Address
Mary McDonald	Prescott
Henrietta Martin	Clifton
Agnes Perry	Tempe
Ivy Perry	Bisbee
Clarence Pine	Tempe
Lourdes Priest (Mrs. Geo. S. Martin)	Clifton
Jean Quinn	Tempe
Gladys Robinson	Mesa
Ada Rock (Mrs. Smith)	San Diego, Cal.
Theadora Rodger	Los Angeles, Cal.
Bee Rogers (Mrs. W. N. Steverson)	Mesa
Emily Belle Rodgers	Prescott
Ovilla Rush (Mrs. Hart)	Bakersfield, Cal.
Irma Schmidt	Tempe
Maude Sitrine	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 (Mrs. English)	Phoenix
Olive Conroy (Mrs. Russell)	Tempe
Loreen Cox	Los Angeles
Norma Creighton (Mrs. Snow)	Iowa
Meda Dickinson (Mrs. Russell Windes)	Tempe
Mary Duffy	Tucson
Jennie Ellingson	Phoenix
Wiley Hanson	Tempe
Albert Jungerman	Tempe
Lulu Keating	Honolulu
Nathaly Larson	Bisbee
Marjorie Leavell	Phoenix
Laura McGill	Douglas
May McKay (Mrs. C. M. Cooper)	Phoenix
Annie Priest	Clifton
Maud Shivers (Mrs. J. R. Polley)	Solomonville
Mary Terrell	Clifton
Frank Thomas	Bisbee
Anna Tong	Bisbee

Name	Address
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 (Mrs. Ellis Few)	Mesa
Katherine Bone	Phoenix
Hazel Carroll	Mesa
Lena Cole	Tempe
Mary Corbell	Hemet, Cal.
Pearl Crook	Tempe
Frances Davis	Long Beach, Cal.
Pearl Dorsett	Spartanburg, S. C.
Mary Dunlap	Douglas
Leonard Dykes	Duncan
Alma Ellingson	Phoenix
Aura Belle Fike	Naco
Lora Finch (Mrs. Frank Parry)	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 (Mrs. Walter Tway)	Mesa
Lucy Nash	Miami
Juanita Painter (Mrs. W. E. Campbell)	Tempe
Charles Pickrell	Tempe
Dorris Robertson	Mesa
Grace Rogers	Mesa
Aileen Smith	Douglas
Lola Spear	Tempe
Josie Thompson	Illinois





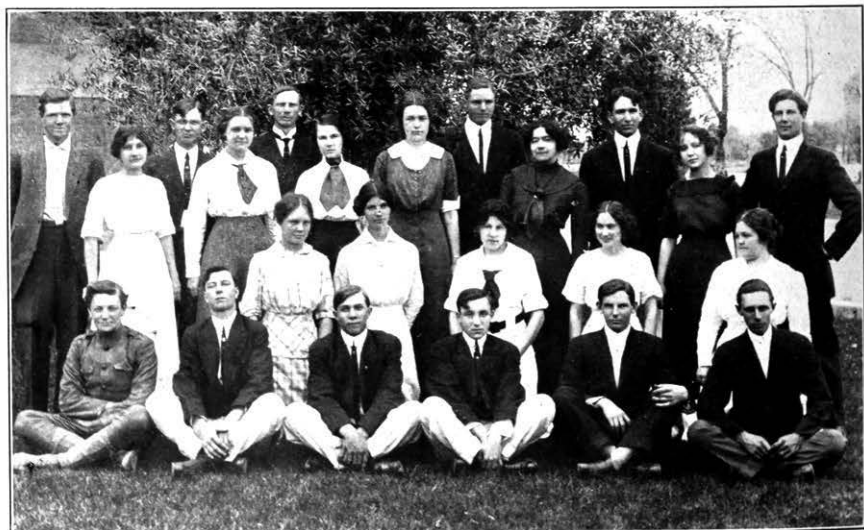
**GYMNASIUM CLASS**



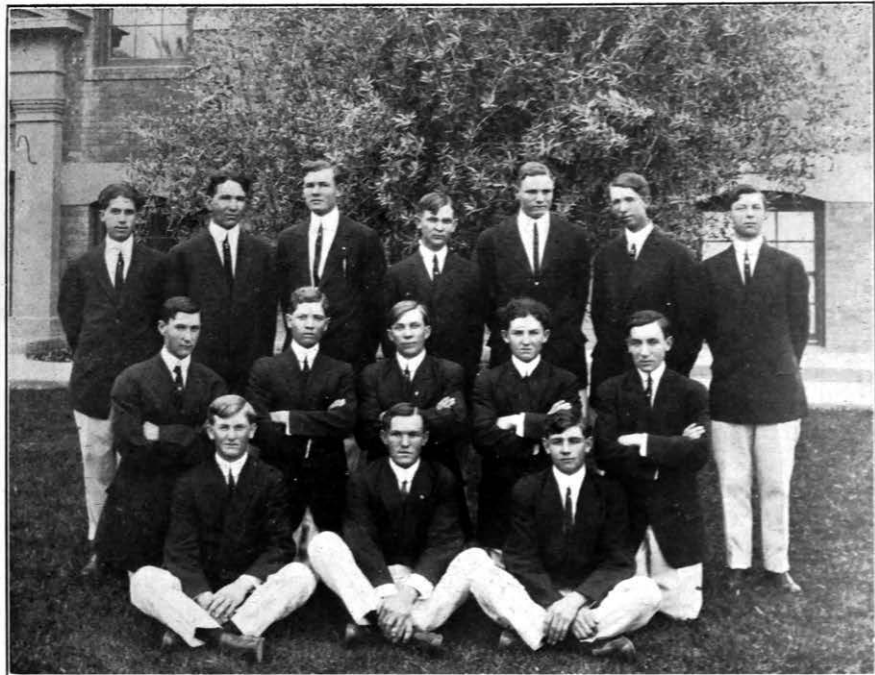
**BOYS' BASKET-BALL TEAM**



ZETETIC LITERARY SOCIETY



"THE STUDENT" STAFF



**ATHENIAN DEBATING CLUB**



**KALAGATHIA LITERARY SOCIETY**



GRADUATING CLASS OF 1913

Name	Address
Ruby Tompkins .....	Phoenix
Aileen Walsh.....	Gila Bend
Mabel Webb .....	Roosevelt
Jennie Weedon .....	Florence
Mabel Willebrandt .....	California
Eustace Windes .....	Memphis, Tenn.

## CLASS OF 1912

Carroll Belknap.....	St. Johns
Inez Benedict .....	.....
Annie Brandenburg .....	Winkelman
Francis Calkins .....	Tempe
Afton Clark .....	Mesa
Helen Collins .....	Florence
Ercel Cooke .....	Globe
*Velma Coyle .....	.....
Lucy Cummings .....	Tempe
Blanche Cummins (Mrs. E. R. Nettle).....	Long Beach, Cal.
Flossie Dines .....	Tempe
Edith Doherty .....	Nogales
Bessie Felch .....	Phoenix
Leona Foushee .....	Phoenix
Lillias Goodfellow .....	Pine
Miriam Heinrichs .....	Morenci
Hallie Holmesley .....	Tempe
Erile Hughes .....	Phoenix
Kenneth Johnston .....	Tempe
Mary Keating .....	Florence
Ruth Kittle .....	Miami
Detta Lisonbee .....	Mesa
Bertha McKeen .....	Bisbee
Allene McNeley .....	Phoenix
Edith Mullen .....	Tempe
Lois Mullen .....	Tempe
Dan Peart .....	Casa Grande
Ralph Peck .....	Glendale
Mary Rains.....	Ventura, Cal.
Ruth Robbins .....	Tempe
Carrie Rock .....	Phoenix
Iva Rogers .....	Mesa
Mabel Rogers .....	Mesa
Flora Schoshusen .....	Tempe
Ethel Sitrine .....	Mesa
Lillian Stayton (Mrs. Brooks).....	Tempe
Marie Stewart (Mrs. Elliott).....	Tempe

\*Deceased.

Name	Address
Maude Tong .....	Bisbee
Eva Turner .....	Tempe
Beulah Waddell .....	Safford
Jessie Waterhouse .....	Tempe
Grace Wood .....	Tempe
Ettie Young .....	Clifton

## CLASS OF 1913

Hope Anderson	Nettie Jarrett
Della Austin	Grace Kittle
Anna Baker	Effie Lee
Eva M. Behn	Ernestine Lund
Anna E. Blount	Jesse McComb
Louise Blount	Vera McNulty
Inez Braly	Susie Mahony
Anna Carroll	Inez Makin
Cortlandt Carter	Warren Nichols
Glenna Carter	Katherine Parry
Wilmyth Case	Viola Passey
Maude Cole	Zetta Pearce
Rita Cole	Clara Phelps
G. Moffatt Dean	Hazel Pomeroy
Lucille Detloff	Kittie Regan
Lena Dichtenmiller	Irene Robbins
Jessie Dickinson	Nellie C. Roberts
Concepcion Faras	John L. Spikes
George Gammill	Dorothy Tamborino
Julius Goodwin	Flora M. Thew
Viola Guldin	Amy Tompkins
Eva Hance	Ella G. Turner
Pansy Harmon	Blanche Wallingford
Mildred Hart	Lela Welborn
Helen Howard	Emily F. Wilson
Cora Hudlow	Lillian L. Wixom

Total number of graduates, 535.