

Volume 33

JUNE, 1918

Number 1

BULLETIN

OF THE

**TEMPE NORMAL
SCHOOL**

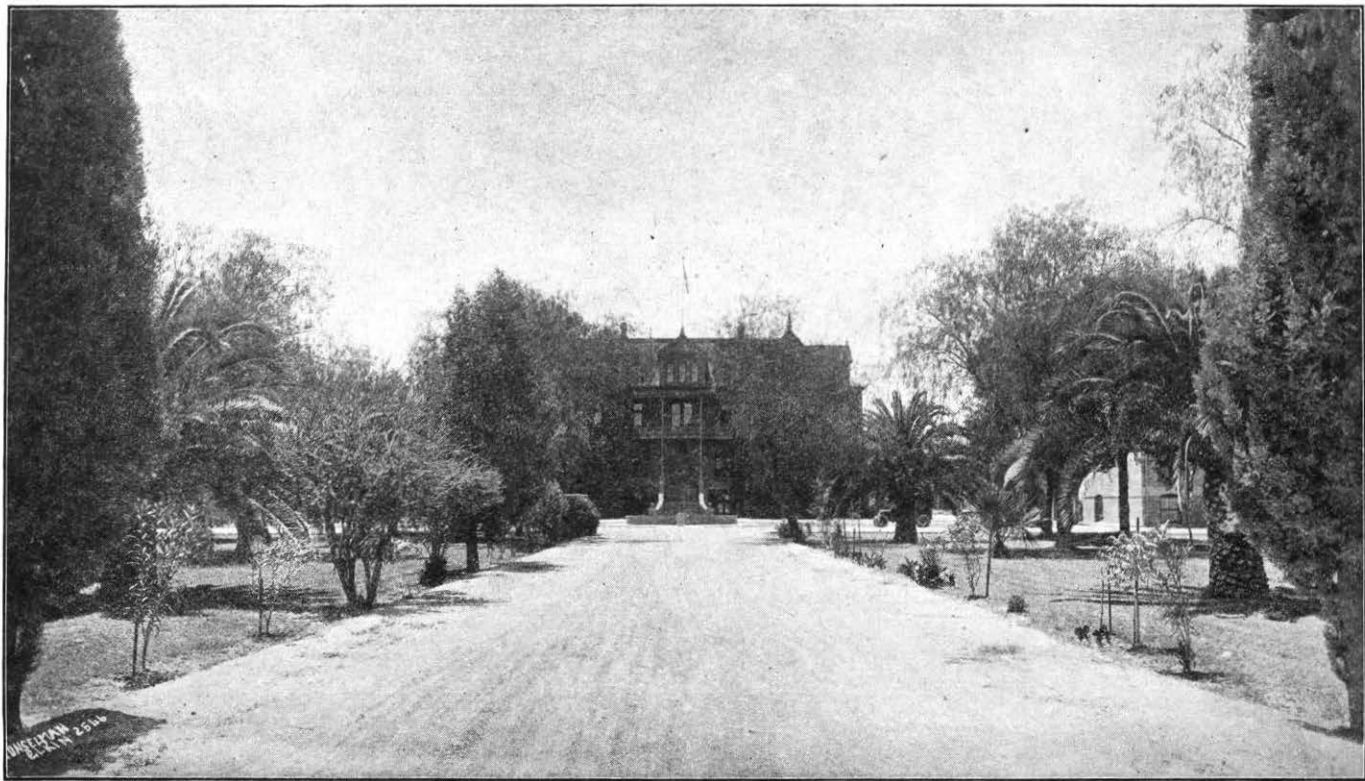
1918-19
OF

ARIZONA

AT

TEMPE, ARIZONA





THE QUADRANGLE AND THE MAIN BUILDING

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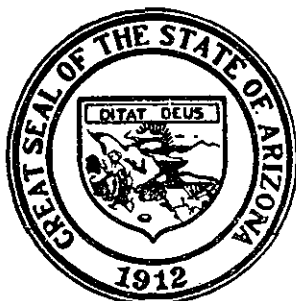


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Calendar 1918-19

1918

First Semester begins.....	September 9
Entrance Examination and Classification.....	September 9-10
First Quarter ends.....	November 8
Second Quarter begins.....	November 11
Thanksgiving Vacation	November 28-29
Christmas Vacation begins.....	December 21
School re-opens	January 6

1919

First Semester ends.....	January 17
Second Semester begins.....	January 20
Entrance Examination and Classification.....	January 20-21
Third Quarter ends.....	March 28
Fourth Quarter begins.....	March 31
Examination and Commencement Exercises.....	June 1-6

Boards and Officials

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NORMAL BOARD OF EDUCATION

Hon. C. O. Case, Supt. Public Instruction.....Phoenix
Chas. C. Woolf, LL. B.....Tempe
Dr. B. B. Moeur, Secretary.....Tempe

OFFICIAL BOARD OF VISITORS

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B. A. Packard.....Douglas
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Lawrence Longan, '17, Vice-President.....Tempe
Clara Turner, '17, Secretary.....Tempe
Kenneth MacLennan, '16, Treasurer.....Tempe

STATE BOARD OF EDUCATION

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SchoolFlagstaff
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Alma Davis, Principal, Alma School.....Mesa
R. Thane Cook, Principal, High School.....Phoenix

1918-19

Faculty 1917-18

NORMAL SCHOOL

A. J. Matthews, LL. D., Syracuse University.....	President
F. M. Irish, Assistant.....	Physical Science and Military Drill
W. J. Anderson, B. S., National University, Chicago.....	Art
George M. Frizzell, B. Pd., State Normal School, Warrensburg, Mo.	Mathematics
*James F. Hall, A. M., Harvard University.....	Ancient Language
A. B. Clark, Chicago Normal School.....	Manual Training
Edith Salmans, B. S., Ohio Wesleyan University.....	Modern Languages
James L Felton, A M., University of Chicago.....	English
Ira D. Payne, A. B., Stanford University.....	Education and Director of Training School
Ruth M. Wright, Pratt Institute, Library School.....	Librarian
Anna R. Stewart, Tempe Normal School.....	Home Economics
John R. Murdock, B. S., Normal School, Kirksville, Mo.....	History and Civics
R. B. Beckwith, A. B., Olivet College.....	Biological Science
E. Blanche Pilcher, A. B., University of Kansas.....	Assistant in English
Ethel Zartman, A. B., Northwestern University.....	Elocution and Physical Culture
Victoria Avakian, Los Angeles Art School.....	Assistant in Art
L. W. Fike, A. M., University of California.....	Psychology and Sociology
F. W. Hiatt, M. S., Univ. of Chicago.....	Earth Science and Physiology
Walter H. Sexton, A. B., Bowdoin College.....	Dept. of Commerce
Olive M. Gerrish, Columbia School of Music, Chicago.....	Vocal and Public School Music
James T. Ryan, B. S., University of Wisconsin.....	Machine Shop and Forge Work
Florence B. Hall, M. A., Drury College.....	Assistant in Mathematics and English
Winne E. Delzell, A. B., University of Nebraska.....	Home Economics
Forest E. Ostrander, B. S., Washington State College.....	Agriculture
Geo. E. Cooper, Pd. M., State Normal School, Slippery Rock, Pa.	Assistant Instructor and Athletic Director
Lillian H Sabrin Ph. B	Assistant Librarian

*On leave in France.

Faculty--Continued

TRAINING SCHOOL

Ira D. Payne, A. B., Stanford University.....Director

CRITIC TEACHERS

Mary McNulty Empey, Tempe Normal School.....Primary Grades

Leona M. Haulot, Tempe Normal School.....Grammar Grades

Louise B. Lynd, Tempe Normal School.....Rural Critic

Mrs. Ida O'Connor, Tempe Normal School.....Primary Grades

Olive M. Gerrish, Columbia School of Music, Chicago.....

.....Music Supervisor

Theresa Anderson, B. Pd., Michigan State Normal College.....

.....Intermediate Grades

Amanda L. Zeller, National Kindergarten College, Chicago.....

.....Kindergarten

Helen C. Roberts, Tempe Normal School.....Primary Grades

Sara Davis Hayden, Stanford University.....

.....Intermediate Grades and Playground Supervisor

Ella L. Roll, A. B., Stanford University.....Grammar Grades

ADMINISTRATIVE OFFICERS

A. J. MatthewsPresident

Laura DobbsSecretary and Accountant

Amelia KudobeRecords of Students

Anna H. Ridenour.....Preceptress of Girls' Dormitories

Mrs. Erma E. Montgomery.....Assistant Preceptress

Mrs. Mary W. Waite.....Assistant Preceptress

L. C. Austin.....General Foreman

J. F. Hendrix.....Head Janitor

J. G. NewtonEngineer

Robert KrauseChef

Mrs. R. N. Krause.....Matron of Dining Hall

The Tempe Normal School of Arizona

General Information

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

Many factors contribute to make the location a most desirable and even an ideal one for a school of this character. Tempe is a thriving town of 2,500 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona, with which it is connected by automobile stage lines giving a half hourly service. 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 town lies in the midst of the Salt River Valley, whose fertile fields surround it, delighting the eye with their perpetual verdure and insuring an un-failing 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.

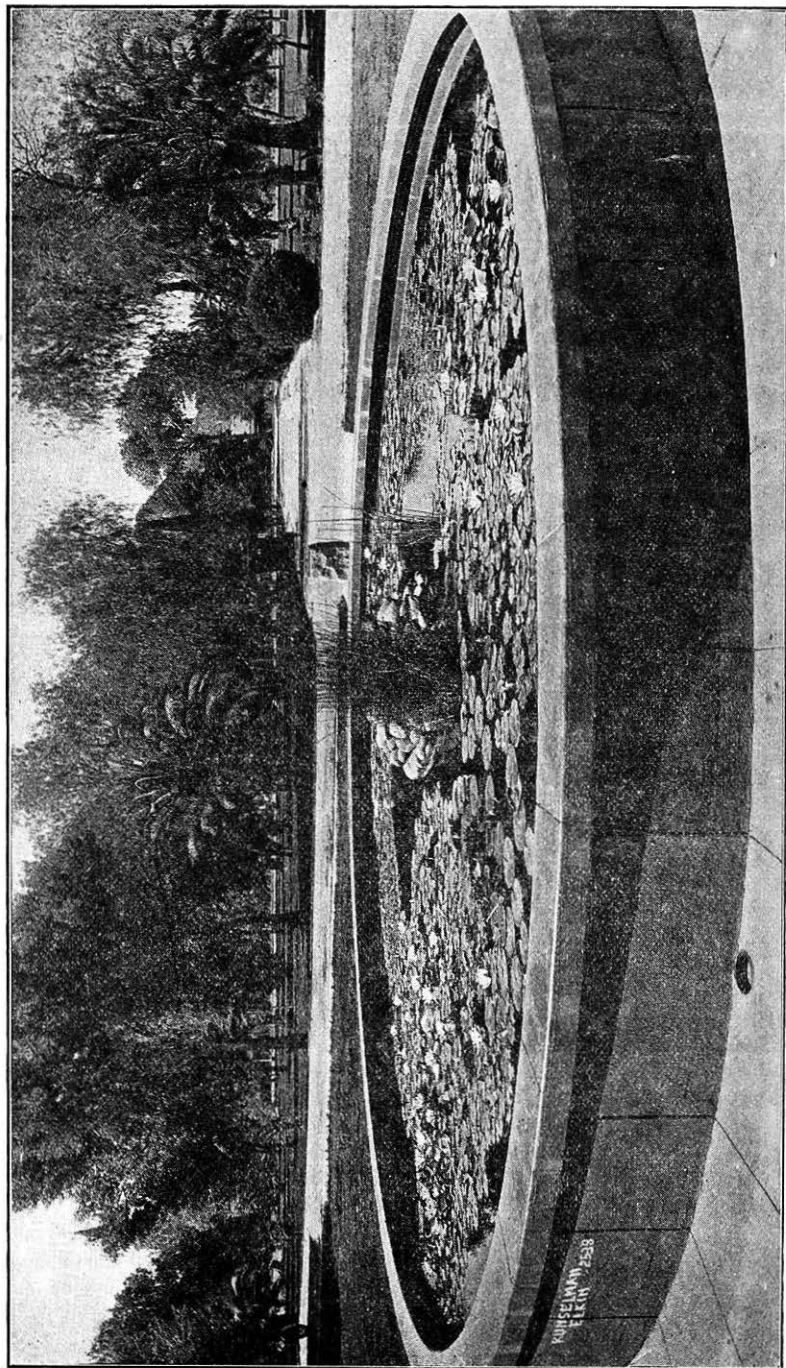
Parents will derive satisfaction from the knowledge that the moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences. As the sale of liquors is prohibited in Arizona, 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

Few schools in the country have a more attractive setting than Tempe Normal School. The campus 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. The fourteen buildings are distributed over the grounds in two groups, between which extends the Willow Avenue drive, flanked by double rows of thrifty elms. In the distance one looks out toward the mountains with their ever changing lights and shadows and wonderful coloring. These beautiful surroundings constitute an important factor in making the Normal School a real home to the students during their sojourn. Portions of the lawn are specially arranged for lighting and are at the disposal of the students for class parties, receptions, and other social functions which derive much of their charm from being held in the open.

Ample facilities for outdoor recreation are provided in numerous well kept tennis courts of approved construction, screened basketball courts, athletic field, running track and baseball diamond. A commodious covered amphitheater accommodates spectators at athletic events. Extensive school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the dining hall.

Thirty acres immediately adjoining the campus have been leased for a term of years, thus affording ample opportunity, close at hand, for experimental work in all lines of agriculture, including the study of varied crops, poultry raising and stock breeding.



THE FOUNTAIN IN THE QUADRANGLE

ROBERTSON
ELGIN 2358

Description of Buildings

The original group of buildings of red brick and stone has grown up with the main building as a center and encloses on three sides a quadrangle of green lawn, having in its center a fountain in which pond lilies may be seen in blossom during the greater part of the year. On the west side of the main drive is a more recent group of buildings in cream colored pressed brick, the tone of which blends harmoniously with the landscape. The dominant note in this later group is the Industrial Arts Building with its imposing lines and dignified proportions. The arrangement of both groups is both sightly and convenient.

MAIN BUILDING

The early traditions of Tempe Normal School cluster about the Main Building with its three stories of ivy covered red brick which, for many years after its founding in 1894, was the scene of nearly all student activities. With the growth of the institution, one department after another has been separately housed until at the present time this parent building is devoted chiefly to classrooms for the academic work. The kindergarten department occupies a portion of the first floor, which also contains the armory. The east half of the main floor contains the main library with its 12,000 volumes, and with reading tables to seat over a hundred at a time. The main corridor of this building is one of the points of interest to returning alumni, for here are the cases of military and athletic trophies reminiscent of bygone days, and the photographs of the various graduating classes in which one may trace the recurring cycles of fashion in dress and coiffure.

SCIENCE HALL

Facing the Quadrangle on the east, is the Science Hall, a commodious two-story structure which at present houses the administrative offices of the President and the Secretary of the faculty. The remainder of the first floor is occupied by the laboratories of physics and chemistry which are situated on either side of a common lecture room and are well supplied with all apparatus for demon-

stration as well as for individual students' work. Improved types of laboratory tables are installed and equipped with gas, water and electric current. The lecture room is fitted with an excellent apparatus for projection, a motor generator for demonstration currents, storage batteries and many other facilities for lecture work. Stock rooms and a photographic dark room are also located here.

On the second floor, are the laboratories for biology, physiology and geography. The equipment of these laboratories includes an excellent outfit of microscopes, microtomes, paraffin baths and other accessories and a good collection of working material. The lecture room is centrally located and is fitted with projection apparatus. There is a good working equipment for the study of bacteriology and microbiology. A room on this floor is devoted to a growing museum collection of material representative of the fauna and flora of Arizona and its mineral resources.

AUDITORIUM AND GYMNASIUM

On the side of the Quadrangle, opposite the Science Hall, is the Auditorium, a building 72x100 feet, which has recently undergone a thorough reconstruction with improvements which make it one of the best structures of the kind in the state. The main auditorium seats nearly one thousand persons and is designed with especial attention to its acoustic properties, which are excellent. A forty-foot stage with ample depth is equipped with a complete set of modern scenery and with stock properties sufficient to stage dramatic work of a high order. School organizations are thus enabled to develop their dramatic talent under very favorable circumstances, and the school management is enabled to bring each year to the student body and the people of Tempe a course of lectures and entertainments of the best class. The auditorium further serves to bring together in the weekly assemblies the entire student body and the faculty for a mutual exchange of ideas to the betterment of the efficiency of the institution.

The lower floor of this building is a well appointed gymnasium with the usual apparatus, dressing rooms, lockers and shower baths.

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 class rooms 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 heating of the building is accomplished by a plenum system with positive fan driven circulation of air. 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 700 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

DINING HALL

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

HOSPITAL

The new hospital building is located in a suitable section of the campus north of the President's residence. It is a thoroughly modern fire-proof structure of concrete with properly equipped examination rooms, operating rooms, girls' ward, boys' ward, isolation ward, nurses' suite and every other essential feature contributing to the proper care of those cases of illness which cannot be handled effectively in the dormitories. The addition of this building to the system greatly facilitates administration, enabling the management to provide suitable care for the inevitable cases of sickness which must occur annually among so large a body of students.

THE PRESIDENT'S RESIDENCE

This substantial two-story brick structure completes the plan of the main group of buildings and is pleasantly

located within a convenient distance of the administrative offices.

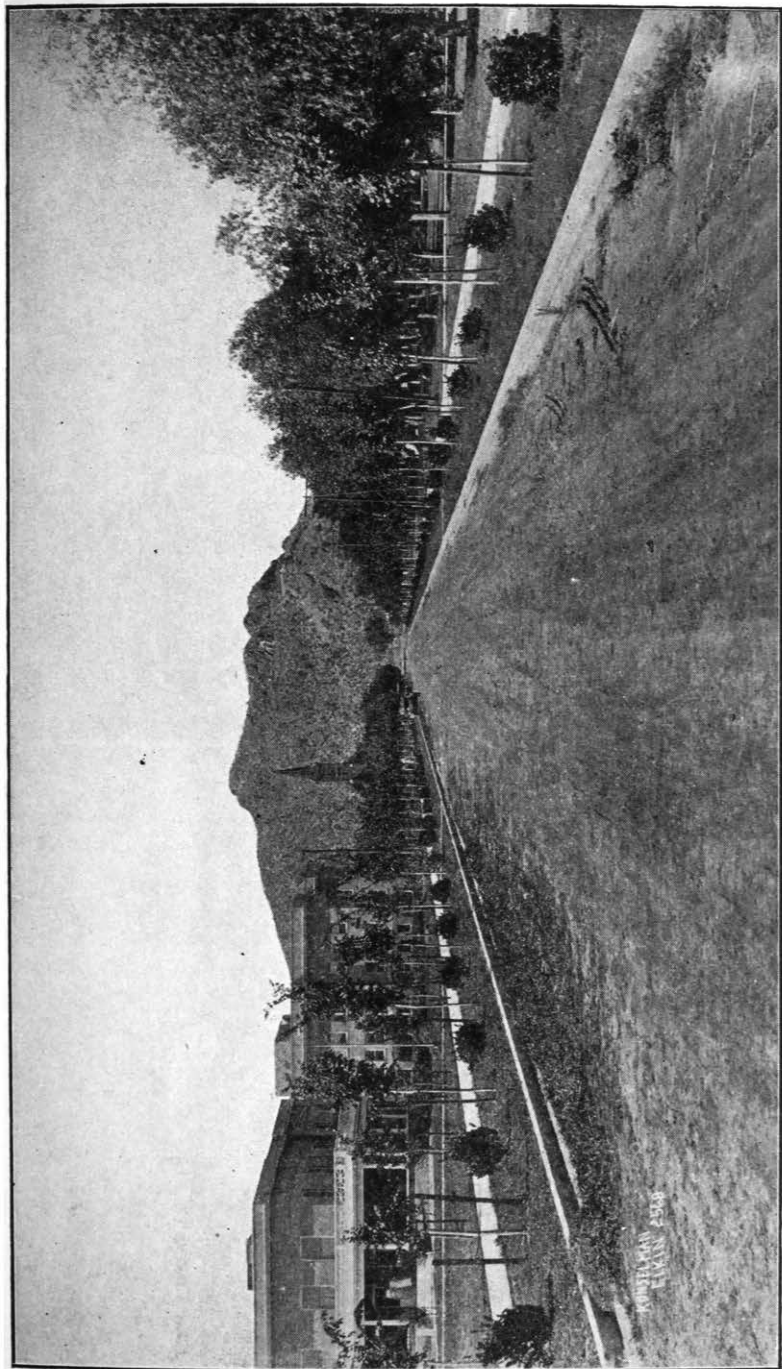
INDUSTRIAL ARTS BUILDING

The buildings upon the western half of the campus form a distinct group, conveniently located and harmonizing in color and architectural design. Prominent among them is the home of the industrial arts, a thoroughly modern, fire-proof building of concrete construction, faced with cream pressed brick.

Upon the main floor, to the left of the re-entering court, one finds the offices, the library and drafting rooms of the department of manual arts. In the rear of these are the spacious wood shops and the pattern room, all equipped with first class woodworking machinery of the most approved design. A large lecture hall in the center is provided with projection apparatus and means for darkening the windows for use of lantern illustrations in the day time. Next in order are the machine shops of the metal working department with a full complement of lathes, shapers, milling machines and drill presses. The front portion of this floor, to the right of the main entrance, is occupied by the department of commerce, with rooms for typewriting, stenotype and shorthand classes and multigraph practice.

The basement floor contains the foundry and forge shop and a fully equipped shop for work in sheet metal. The agricultural classes are accommodated in one wing of this floor, and there are also large rooms for the storage of stocks of raw materials.

Upon the third floor are located the art department and the department of home economics. The latter department occupies the south half with carefully planned arrangement of rooms for sewing, pattern drafting, fitting, machine sewing, laundry work and cookery. The cooking laboratory is one of the most thoroughly up-to-date and is provided with every convenience the most exacting housewife could desire. The quarters of the art department are equally well planned, including the offices of the instructors, two large and fully appointed studios, modeling room, glazing room and kiln room for work in ceramics.



WILLOW AVENUE

DORMITORIES

There is scarcely any phase of the school life which has a greater influence in broadening the views of the student and developing his sympathies and his understanding of human nature than the experience of living in a school dormitory along with others from various parts of the country and from various walks in life, all brought together by a common interest. The young man or young woman who lacks this experience has missed a valuable means of adjustment to human society. Recognizing the importance of this fact, the management of the Tempe Normal School has taken great pains with the development of the present system of student dormitories, which in many respects, are models of their kind. The facilities provided in all these buildings are practically uniform. All rooms are provided with electric light, steam heat and hydrant water, and all are completely furnished, even to the towels and linen. Bath rooms are conveniently placed upon every floor, and every attention has been paid to the details of sanitation. Provision is made by means of ample screened sleeping porches that all students may sleep in the open air the whole year round. All the dormitories are periodically fumigated in a thorough and scientific manner. The beneficial effect of these precautions together with insistence upon regularity in the matters of eating and sleeping are shown by the general good health of the student body.

The most recent of these buildings is the young men's dormitory just completed in the plot south of the Arts Building. This is a thoroughly modern structure of concrete, faced with cream pressed brick. The sleeping porches are of a new design, each adapted to accommodate four young men, that is, one sleeping bay to every two rooms. This arrangement is believed to possess advantages, many of which are obvious. One of the most attractive features of this building is the large and well lighted recreation room. Living quarters are provided for the preceptor, who is a member of the faculty and who exercises supervision over the young men at all times.

East Hall, the dormitory for the young women of the junior and senior classes, comfortably accommodates one hundred thirty-five students under the supervision of the preceptress, who lives in the building. In addition to the standard students' living rooms and the large

sleeping porches, this dormitory furnishes a completely equipped laundry for the free use of those students who desire to do part or all of their own laundry work. There are also two large parlors with piano, and broad shady verandas are welcome in the students' leisure hours.

South Hall, the home of the mid-year young women and North Hall, which houses the freshman and sophomore girls, are situated in the west half of the campus, directly opposite East Hall. These buildings are the two completed units of a projected group of six which are to be constructed as the needs of the school demand. Each of these halls accommodates thirty-four students, under the care of an assistant preceptress, and with the smaller number of occupants and consequent nearer approach to homelike conditions, these units present the ideal of dormitory design. They are peculiarly well adapted to the needs of the younger girls who are away from home for the first time, and, under the watchful care of a sympathetic preceptress, who, for the time being, endeavors to take the mother's place, the student begins her boarding school career under circumstances most favorable to the best employment of her time and opportunities.

HEATING SYSTEM

An entirely new heating system is being installed and will be ready for use at the opening of the school year. A power house has been erected west of the Arts Building, conforming in its architectural features with the other buildings of the western group. Two powerful boilers will furnish the steam for the system of tunnels which distribute the supply pipes to all buildings on the campus. This tunnel system will also carry all electric wiring of the lighting, telephone and power systems underground, thus removing from view all wires which are, of necessity, more or less unsightly.

Expenses of Students

Dormitories: Board, room, light, heat, etc., are furnished for \$22.50 per school month of four weeks, payable monthly in advance. (No allowance is made for vacations, absence over week-ends, or absence due to disciplinary action.)

Dormitory students are required to deposit \$5.00 before taking possession of a room. This amount will be refunded at the close of the year, less such charges as may be made for careless destruction or damage to dormitory furniture and equipment. Board and room may be secured, with the approval of the faculty, in private families in Tempe at from \$25 to \$30 per month.

Registration Fee: All students are required to pay an annual registration fee of \$5.00 to be paid in advance on date of registration. This fund is used for student supplies, hospital service, and such other purposes for the benefit of the students and school as the Board may approve.

Tuition: Tuition is free to all students of this state who enter the Normal School with the intention of completing the work leading to graduation in either the professional or academic course. A fee of \$5.00 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 academic course.

Students entering the school from other states will be required to furnish a health certificate from a physician appointed by the Normal School; must pursue successfully the full amount of work required of students in any course; and must sign a declaration of intention to teach in the public schools after graduating from the Normal School.

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 costs usually in the neighborhood of 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 homes outside of Tempe or who are not so situated as to be able to make their homes with relatives in Tempe are advised to live in the dormitories. Students desiring to engage room and board outside the dormitories must first obtain written approval from the office, and such students must further agree to observe the faculty regulations for the government of dormitory students.

Students entering the dormitories may not leave them to board or room outside until a written or personal request is made by the parent or guardian directly to the President. The right to change the boarding or rooming place of a student on the outside is reserved by the faculty when such place is not satisfactory or does not cooperate in enforcing the regulations of the school.

It is the judgment of the faculty that the environment of all the students entrusted to their care should be the 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.

DEPARTMENTS

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

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

The School of Industrial Arts offers special courses to those who do not desire to secure the regular teachers' diploma, but who wish to procure special diplomas entitling them to teach home economics, manual training, art, music, kindergarten, agriculture or commerce.

CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogs and announcements should be directed to the office of the President, Tempe Normal School, Tempe, Arizona. Those who contemplate attending the Normal School should write stating the 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 School, where they will be taken care of at the office of the President.

Admission and Graduation

Admission to the Normal School: Candidates for admission to the Normal School will be required to pass a satisfactory examination. Certificates from an accredited grammar school or recommendations from teachers may 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 School must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal School or by the certificate of accredited schools. Students who offer credentials from high schools or other schools in lieu of entrance examinations, must forward such credentials with the application for entrance or present them at the time of registration. These credentials even in the case of those holding high school diplomas or certificates, must show the character of the work done, as well as the number of weeks devoted to each subject and the number of hours of work per week.

Admission for High School Graduates: Graduates from high schools maintaining a full four-year high school course will be admitted to a special two-year professional course. Provided, that the high school course pursued conforms to the academic requirements of this Normal School. Graduates from such a course will receive a diploma which will entitle them to teach for life in the public schools of Arizona, California and other states, and will entitle them to at least one year's credit on a university or college course.

Time of Admission: Students will find it greatly to their advantage to enter the Normal School at the beginning of either semester; but they will be admitted at any time by special arrangement of work.

Graduation: 1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student will be admitted to senior standing who has five hours work per week for the year, in addition to the regular senior course, or its equivalent, without the consent of faculty.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to the required standing in scholarship, must give 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-year 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. It is also accredited in the State of California and in several other states.

Examination and Reports: Students must attend such examinations as may be required during the year, and such other examinations as may be required by the faculty or Board of Education upon entering or before graduating from the Normal School, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examinations are held at irregular intervals, generally without notice, and occupy only the length of the usual recitation period.

A quarterly report is made to every student showing his standing in the subject studied, and a copy of this report is forwarded to the parent or guardian. Standings are indicated by letters. A student who satisfactorily completes a subject is assigned a grade C; A and B are assigned for grades of excellence above passing; D indicates a condition to be removed; and E indicates a failure, and that the work must be repeated.

Semester grades only are effective in determining the student's standing.

Courses of Study

To Secure Regular Normal Diploma

Regulations of State Board: In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study for the purpose of securing the regular normal diploma to be approved by the State Board of Education, the following regulations were approved by said Board of Education:

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

2. There shall be three 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 English course of six years for those who have completed the eighth grade of the public schools.

(b) A minimum classical course of six years for those who have completed the eighth grade of the public schools.

(c) A minimum course of two years for graduates from a four-year high school course.

3. Students who are graduates from a four-year high school course, accredited by the Normal School, and in addition thereto have taken some professional work in a college, university or normal school, and who have 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. A recitation period is 45 minutes. A minimum of twenty-five units is required for the Normal diploma, as shown below.

UNITS REQUIRED IN THE SIX-YEAR PROFESSIONAL COURSES

English	3	units
Physics, 1; Chemistry, 1; or $\frac{1}{2}$ unit of each.....	1	unit

Biology, including Physiology.....	1	unit
U. S. History and Civics.....	1	unit
Ancient and Medieval History.....	1½	units
Algebra	1	unit
Geometry	1	unit
Music	1	unit
Drawing	1	unit
Agriculture	1	unit
Home Economics or Manual Training	1	unit
Psychology, ½; Pedagogy, ½	1	unit
Teaching Practice, 1; Methods, 1	2	units
History of Education, ½; Sociology and Ethics, ½	1	unit
Review of common branches:		
Arithmetic, ½; Grammar, ½	1	unit
Geography, ½; Reading, ½	1	unit
School Law and School Efficiency	½	unit
Units to be assigned in course to meet requirements for graduation	5	units
Total	25	units

In addition to the above units, all students registered in the Normal School are required to take physical training or military drill at least two periods per week during the entire period of attendance.

UNITS REQUIRED IN THE TWO-YEAR PROFESSIONAL COURSE

Psychology, ½; Pedagogy, ½	1	unit
History of Education, ½; Sociology and Ethics, ½	1	unit
Methods	1	unit
Teaching Practice	1	unit
School Efficiency and Commercial Law	½	unit
Music	1	unit
Drawing	1	unit
Arithmetic, ½; Grammar, ½	1	unit
Geography, ½; Reading, ½	1	unit
Playground Supervision	½	unit
Elective	1	unit
Total	10	units

In addition to the above all students entering this course are required to take physical training or military drill during the entire period of attendance.

ACADEMIC COURSE

A four-year academic course is offered, open to those who have completed the work of the common schools but

who do not wish to prepare themselves for teaching. This course requires for its completion a minimum of fifteen units as shown below.

Required units:

English	3	units
History and Civics	2	units
Mathematics	2 ½	units
Science	2	units
Electives	5 ½	units

Electives offered:

Latin	4	} Credits will not be allowed for less than two units of a language.
Spanish	3	
French	2	
English	1	
Mathematics	1	
Science	1	

Vocational subjects:

Commerce	4	} Maximum number of credits allowed from this group, 4.
Manual Training	2	
Art	2	
Agriculture	2	
Home Economics	2	
Music	1	

In addition to the above, all students entering this course are required to take physical training or military drill during the entire period of attendance.

Students desiring to enter the academic course must register for same not later than the beginning of the academic senior year. Transfers will not be made within that year.

Academic students must complete in this Normal School at least one full year's work of not less than four academic units in addition to the physical training or military drill.

DESIGNATION OF COURSES

For convenience in reference, the courses offered are designated as follows:

- Course A. A six-year professional course open to those who have completed the work of the grammar school.
- Course B. A six-year professional course arranged to include the languages, Latin, French and Spanish. This course is also open to those who have completed the regular grammar school course.

- Course C. A two-year professional course open to graduates of a four-year high school course.
- Course D. A four-year academic course for students who do not desire to prepare for teaching.

Special Courses in School Art, Industrial Arts, Home Economics, Kindergarten Training, Agriculture, Commerce. These courses are provided for those who wish to specialize along some particular line of work with a view to qualify as a special teacher.

Students completing courses A, B, or C receive the regular Normal diploma which is granted for life and entitles the holder to teach without examination in the public schools of Arizona, California, Oregon, Washington, Montana, Idaho, Michigan, New York, and, in fact, in any state in which credentials of any kind are accepted. As such diplomas represent four years of academic and two years of professional work, the holders are usually accredited with one year's work on college and university courses.

Graduates from Course D receive a diploma equivalent to a high school diploma. This diploma represents four years (16 units) of high school work and admits the holder to Freshman standing in a college or university. This diploma does not entitle the holder to teach.

Graduates from the special courses are granted diplomas which entitle the holder to teach the special subject for which the diploma is granted in any of the public schools of the state.

A candidate for any diploma must make his candidacy known not later than the beginning of that school year at the close of which he expects to graduate, and must at the same time state for what diploma he is a candidate.

Diplomas are awarded by the Normal Board of Education upon the recommendation of the faculty and no diploma will be awarded to any person until all the work prescribed by the course and pursued by the student has been satisfactorily completed. The regular graduations occur in January and June, but the diplomas are awarded whenever the work of the course has been satisfactorily completed. Mid-year graduates are classified as members of the class of the following June.

COURSE A

SIX-YEAR PROFESSIONAL COURSE FOR THOSE WHO HAVE FINISHED THE GRAMMAR SCHOOL

FIRST YEAR

First Semester	Hrs.	Second Semester	Hrs.
English 1 and Library	5	English 1 and Library	5
Algebra 1	5	Algebra 1	5
Agriculture 1	5	Agriculture 1	5
Art 1	5	Manual Training 1 or Home Economics 1	5
Etymology	5		

SECOND YEAR

English 2 and Library	5	English 2 and Library	5
Spelling and Word Analysis	5	Reading	5
Biology 1	5	Biology 1	5
Algebra 2	5	Arithmetic 1	5
*Music 1	5	*Music 1	5

THIRD YEAR

English 3	5	English 3	5
Physics 1	5	Chemistry 1	5
Ancient History 1	5	Ancient History 1	5
Manual Training or Home Economics 2	5	Art 2	5

FOURTH YEAR

Modern History 2	5	U. S. History 3	5
Geometry	5	Geometry	5
*English 4 {	5	*English 4 {	5
*Arithmetic 2 {	5	*Arithmetic 2 {	5
Elective	5	Elective	5

JUNIOR YEAR

*Psychology	5	*Pedagogy	5
Science of Government	5	Physiology	5
Physiography	5	Geography	5
Music 2	2	Music 2	2
Writing	2	Writing	2

SENIOR YEAR

Methods	5	Methods	5
Teaching	5	Teaching	5
*Sociology	5	*History of Education	5
Agriculture	2	Agriculture	2
*Commercial Law	1	*Commercial Law	1
*School Law and School Economy	4	*School Law and School Economy	4
English 6 (Special English)	3		

*Course repeated; half of class takes this work the first semester, the other half the second semester.

(a) Physical training or military drill required throughout the course.

(b) English (6) is a special course designed for students who are deficient in English in any of the advanced grades.

(c) Students who desire to emphasize any of the vocational subjects, without forfeiting their regular diploma, may do so by substituting five (5) hours per week of the subject for music and writing in the junior year and three (3) hours per week for agriculture and commercial law in the senior year.

COURSE B

SIX-YEAR PROFESSIONAL FOREIGN LANGUAGE COURSE FOR THOSE WHO HAVE FINISHED THE GRAMMAR SCHOOL

FIRST YEAR

First Semester	Hrs.	Second Semester	Hrs.
Latin	5	Latin	5
English 1 and Library	5	English 1 and Library	5
Algebra 1	5	Algebra 1	5
Art 1	5	Manual Training or Home Economics 1	5

SECOND YEAR

Latin or Spanish	5	Latin or Spanish	5
English 2 and Library	5	English 2 and Library	5
Biology 1	5	Biology 1	5
Algebra 2	5	Arithmetic 1	5
*Music 1	5	*Music 1	5

THIRD YEAR

Latin, French or Spanish	5	Latin, French or Spanish	5
English 3	5	English 3	5
Physics 1	5	Chemistry 1	5
Manual Training or Home Economics 2	5	Art 2	5

FOURTH YEAR

Latin, French or Spanish	5	Latin, French or Spanish	5
Modern History 2	5	U. S. History 3	5
Geometry	5	Geometry	5
*English 4 {	5	*Arithmetic 2 {	5
*Arithmetic 2 {	5	*English 4 {	5

JUNIOR YEAR

*Psychology	5	*Pedagogy	5
Science of Government	5	Physiology	5
Physiography	5	Geography	5
Music 2	2	Music 2	2
Writing	2	Writing	2

SENIOR YEAR

Methods	5	Methods	5
Teaching	5	Teaching	5
*Sociology	5	*History of Education	5
Agriculture	2	Agriculture	2
*Commercial Law	1	*Commercial Law	1
*School Efficiency and School Law	4	*School Efficiency and School Law	4
English 6 (Special English)	3		

*Course repeated; half of class takes this work the first semester, the other half the second semester.

(a) Physical training or military drill required throughout the course.

(b) English (6) is a special course designed for students who are deficient in English in any of the advanced classes.

(c) Students who desire to emphasize any of the vocational subjects without forfeiting the regular diploma, may do so by substituting five (5) hours per week of the subject for music and writing in the junior year and three (3) hours per week for agriculture and commercial law in the senior year.

COURSE C

A TWO-YEAR PROFESSIONAL COURSE FOR GRADUATES OF A FOUR-YEAR
HIGH SCHOOL COURSE

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Psychology	5	*Pedagogy	5
*Arithmetic 2 }	5	*English 4 }	5
*English 4 {	5	*Arithmetic 2 {	5
Reading and Public Speaking	5	Geography	5
Art 1 A	5	Art 2 A	5
Elective	5	Composition and General Literature	5
Writing	2	Writing	2

SENIOR YEAR

Methods	5	English 6	5
Teaching	5	Methods	5
*Sociology and Ethics	5	Teaching	5
*School Law and School Economy	4	*History of Education	5
*Commercial Law	1	*School Efficiency and School Law	4
*Playground Supervision	5	*Commercial Law	1
Music	5	*Playground Supervision	5
		Music	5

*Course repeated; half of class takes this work the first semester, the other half the second semester.

(a) Physical training or military drill required throughout the course.

(b) English (6) is a special course designed for students who are deficient in English in any of the advanced classes.

(c) Students who desire to emphasize vocational subjects, without forfeiting the regular diploma, may do so by substituting five hours per week of the desired subject for the elective in the junior year and three hours per week for music and drawing in the senior year.

COURSE D

Students registering for Course D will arrange their schedule of work by consultation in the office, the subjects being selected in accordance with the outline presented on page 16.

Special Vocational Courses

Six special courses are now offered which lead to graduation and to a special diploma entitling the holder to teach or supervise a special line of work in the public schools of the state.

- (a) School Art,
- (b) Industrial Arts,
- (c) Home Economics,
- (d) Kindergarten Training,
- (e) Agriculture,
- (f) Commerce.

Candidates for admission to any of the above courses must qualify under one of the following conditions:

(1) Students pursuing the six-year Normal Course must have completed the 15 units required in the first four years of said course, including the unit of vocational work corresponding to the special line selected.

(2) Graduates from a full four-year academic course must present recommendations for special training and ability along the lines of the particular vocational course selected. These references must be signed by the instructor under whom the special work has been taken and by the principal of the high school or academy, and the candidate must file with the head of the department a description of the courses pursued, a statement of grades received, and, where practicable, samples of work done.

(3) Candidates who are not graduates of any high school, but who have to their credit work equivalent to that required in the first four years of Course A, page 18, may be admitted to any of these courses under such conditions as the heads of the respective departments may require.

SPECIAL COURSE IN ART

A COURSE IN SCHOOL ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Drawing and Painting 1	5	Drawing and Painting 2	5
Art History 1	1	Art History 2	1
Composition and Design 1	5	Composition and Design 2	5
Mechanical Drawing	4	Art Crafts 1	4
Academic Elective	5	Academic Elective	5

SENIOR YEAR

Methods and Teaching	5	Methods and Teaching	5
Art History 3	1	Art History 4	1
Costume Design	4	Interior Decoration	4
Composition and Design 1	5	Illustration	2
Drawing and Painting 3	5	Drawing and Painting 4	5
Academic Elective	5	History of Education	5
		Art Crafts 2	3

SPECIAL COURSE IN MANUAL ARTS

A COURSE IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Academic Elective	5	Academic Elective	5
Composition and Design 1	5	Pattern Making	5
Turning and Lathe Practice	5	Case and Cabinet Construction	5
Mechanical Drawing 2	5	Mechanical Drawing and Sheet Metal	5

SENIOR YEAR

Methods and Teaching	5	Methods and Teaching	5
Academic Elective	5	Machine Design	5
Forge and Foundry Work	5	History of Education	5
Architectural Drawing	5	Interior Decoration	4
Machine Shop	5	Economics of Manual Training, Shop Courses and Practices	5
		Art Crafts 2	3

SPECIAL COURSE IN HOME ECONOMICS

A COURSE IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Composition and Design	5	Geography or Academic Elective....	5
Biology 2	5	Physiology	5
Household Chemistry	5	Household Chemistry	5
Clothing 2	5	Cookery 1	5

SENIOR YEAR

Method and Training	5	Method and Training	5
Ethics or Academic Elective	5	History of Education	5
Cookery 2	5	Nutrition	5
Clothing 3	5	Clothing 4	5
Costume Design	5	*Household Management	} 5
*One quarter each.		*Organization and Administration.	

SPECIAL COURSES IN AGRICULTURE

A COURSE IN AGRICULTURE FOR THE TRAINING OF SPECIAL TEACHERS AND SUPERVISORS

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Academic Elective	5	Academic Elective	5
Bacteriology	5	Physiology	5
Animal Husbandry	5	Animal Husbandry	5
Agricultural Chemistry	5	Agronomy	5

SENIOR YEAR

Methods	5	Methods	5
Teaching	5	Teaching	5
Ethics	5	History of Education	5
Horticulture	5	Dairying	5
Rural Economics	3	Rural Economics	3
Agricultural Education	2	Agricultural Education	2

A SPECIAL VOCATIONAL ONE-YEAR COURSE FOR TRAINING IN PRACTICAL AGRICULTURE UNDER PROVISIONS OF THE SMITH-HUGHES ACT

First Semester	Hrs.	Second Semester	Hrs.
Animal Husbandry	5	Dairy Farming	5
Agronomy	5	Horticulture	5
Farm Arithmetic	5	Farm Mechanics	5
Farm English	5	Farm Management and Farm Ac-	
Academic Elective	5	counting	5
		Civics, History and Rural Sociology	5

SPECIAL COURSE IN KINDERGARTEN TRAINING

A COURSE FOR THE TRAINING OF KINDERGARTEN AND PRIMARY TEACHERS AND SUPERVISORS

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Reading	5	Physiology	5
English Grammar 4	5	Literature	2
Music	2	Juvenile Literature	2
Drawing	2	Music	2
Kindergarten Theory and Technics	5	Drawing	2
		Sociology	2
		Kindergarten Theory and Technics..	5

SENIOR YEAR

Methods	5	Teaching	15
Teaching	5	History of Education	5
Ethics	5	Maternal Efficiency (2) }	5
Public Speaking (2) }	5	Kindergarten Theory and Technics (3) }	
Literature (1) }	5		
Nature Study (2) }	5		
*Kindergarten Theory and Technics	5		

SPECIAL COURSE IN COMMERCE

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Psychology	5	*Pedagogy	5
*Bookkeeping A	5	Economics of Business	5
Shorthand 1	5	*Accounting A	5
Stenotype 1	5	Shorthand 2	5
Typewriting 1	5	*Commercial Geography	5
Economics 1	5	Stenotype 2	5
Commercial Arithmetic	5	Typewriting 2	5

SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Methods and Teaching	5	*Methods and Teaching	5
*Accounting B	5	*Accounting C	5
Shorthand 3	5	Shorthand 4	5
*Business Organization	5	Stenotype 4	5
Stenotype 3	5	*Corporation Finance	5
Commercial Law 1	5	Industrial Management	5
Typewriting 3	5	Typewriting 4	5
Psychology of Commercial Sub- jects	5	Business Statistics	5

Required subjects are starred. A minimum of 25 hours per week must be made up from the electives.

Palmer writing is required of all students in this course until a satisfactory attainment of form and speed is acquired.

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 all the courses except the academic 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 School 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 to present the same to the senior class.

AGRICULTURE

MR. OSTRANDER

Agriculture is presented both from the educational and practical standpoint. Not only are lines of work given to prepare every prospective teacher for teaching nature study and agriculture in the elementary schools, but special courses are offered to those who desire practical preparation in this line, and a two-year course prepares students for the work of special teachers of agriculture.

For the indoor work there is an adequate laboratory equipment both for demonstration of fundamental principles by the instructor and for experiment by the pupil. Elaborate sets of slides for the stereopticon, and photographs or prints for the balopticon, make it possible for nearly every phase of agricultural work to be presented by illustration.

For outside work, which the climate permits during every month of the school year, fifty acres of land are available. This is used for school gardens, demonstration and experiment with various crops, and to the production of livestock and their products. The dairy, hog-lot, and poultry yard, not only supply fresh milk, meat, and eggs to the dining hall, but furnish an opportunity for first-hand study of the best possible types of Holstein-Friesian individuals of advanced registry stock selected for perfection of type, and headed by "Sir Korndyke Johanna Phoenix," the grand champion at the Arizona State Fair in 1916. In the hog-lot the Duroc-Jersey breed of swine is represented by a number of individuals of outstanding merit and headed by "Tempe Chief," a son of the famous "Select Chief," the grand champion of the Missouri valley.

Agriculture 1. Elementary Agriculture. This course is designed to give a general survey of all phases of agriculture for the benefit of those who cannot make a more detailed study of the subject, and to furnish a foundation for the work of the teacher. Emphasis will be placed on fundamental principles as applied to local conditions. Some of the topics taken up will be as follows: Origin and kinds of soil, movements of soil moisture, the plant in its relation to the soil, tillage and cultivation, irrigation, drainage, water conservation, soil improvement, field crops, gardening, horticulture, farm stock, dairying and poultry. Each member of the class is required to make a garden and to take part in such activities about the field or campus as may have a special bearing upon the subject. First year, five times a week.

***Agriculture 2. Animal Husbandry.** A study of breeds of stock, stock judging, diseases of farm animals, animal improvement, composition of feeds, and the care and feeding of animals.

Text-book: Harper's Animal Husbandry, The Macmillan Co.

Five times a week throughout the junior year.

Agriculture 3. Agricultural Chemistry. This course is based upon previous work in chemistry and consists of the practical application of chemistry to the various phases of agricultural work. The composition of plant

and animal bodies; the reactions in plant and animal life processes; the composition of feeds and their relation to the needs of the animal body; the chemistry of soils, of fertilizers and of alkalies; and the chemistry of dairying are some of the subjects taken up.

Literature: Snyder, Chemistry of Plant and Animal Life, Orange Judd Co.; Henry, Feeds and Feeding, published by author, Madison, Wis. Bulletins from U. S. and State.

Junior year, first semester, five times a week.

***Agriculture 4. Agronomy.** In this course an intensive study is made of soils in both the field and laboratory. Fertilizers, crop rotations, irrigation, drainage, and dry farming are taken up in detail. In the last part of the course each one of the field crops is studied in turn with special emphasis upon crops grown in Arizona. Plant diseases are given careful consideration.

Literature: Burkett, Soils, Orange Judd Co.; Wilson and Warburton, Field Crops; current literature; bulletins from the State and U. S.

Junior year, second semester, five times a week.

***Agriculture 5. Dairying.** Dairying will be taken up largely from the standpoint of milk production in the farm dairy. Types of dairy cattle, herd improvement through selection and grading, herd testing, testing for advanced register, dairy bacteriology, use of dairy equipment, and dairy sanitation are some of the subjects considered.

Text-book: Wing's Milk and Its Products, The Macmillan Co.

Senior year, second semester, five times a week.

***Agriculture 6. Horticulture.** Two lines of work are taken up in this course, vegetable growing and the study of the production of fruits. The truck crops best adapted to Arizona climates are studied carefully in their relation to school gardening. Fruits adapted to this climate are given special attention, and actual practice is given in grafting, budding, setting young trees, pruning and spraying.

Literature: Wickson, California Fruits and How to Grow Them, Pacific Rural Press, San Francisco; and California Vegetables by the same author. Bulletins and current magazines.

Senior year, first semester, five times a week.

Agriculture 7. Agriculture Education. This course presents methods of teaching elementary agriculture. During the first part of the year, a review will be made of the fundamental principles of elementary agriculture similar to the work outlined in Agriculture 1. This work will be supplemented with actual practice in making school gardens. Attention will be given to the performance of simple laboratory exercises that can be performed in any school room. The management of school gardens, the direction of field trips and observations, the collection of specimens of local weeds, insects, plant diseases and other material for use in the school room will be taken up. Special attention will be given to the study of recent movements in agricultural education, community work, the organization of boys' and girls' clubs and the specific agricultural problems of Arizona. The work in the class room will be supplemented by actual practice in teaching the grades of the training school.

Literature: Parson, School Gardens, Sturgis and Walton; Hemenway, How to Make a School Garden, Doubleday, Page and Co.; Warren, Elements of Agriculture, Macmillan Co.; Hilgard and Osterhout, Agriculture for Schools on the Pacific Slope, Macmillan Co.; Davis' Rural School Agriculture, Orange Judd Co.; Bulletins and current literature.

Required for all seniors in the professional course, twice a week throughout the year.

***Agriculture 8. Rural Economics.** The social and economic problems of rural life, a history of recent movements for the betterment of rural conditions, community co-operation and activity, and the relation of the rural school to community problems are some of the subjects taken up.

Text-book: Gillette's Constructive Rural Sociology, Sturgis and Walton Co.

Senior year, three times a week, throughout the year.

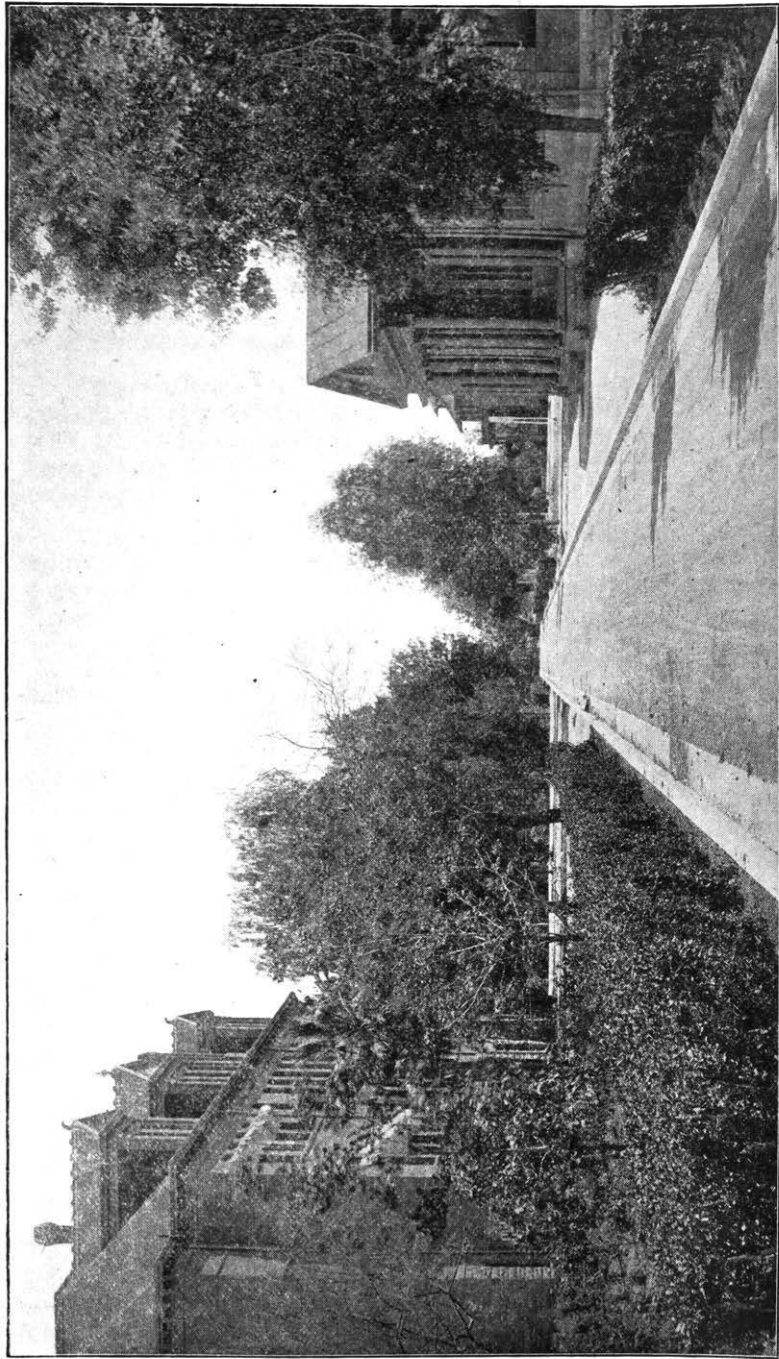
***Agriculture 9. Agricultural English.** A course in letter writing, oral expression and newspaper articles on farm subjects. Order sheets, advertisements, registry charts and similar topics.

***Agriculture 10. Farm Mechanics.** This course includes the study of farm motors, farm machinery; the use of the water level in levelling land and running laterals and drainage ditches; farm devices, knots and splices, repair work, fencing and related topics; practical work in assembling, repairing and operating farm machinery.

***Agriculture 11. Farm Management and Farm Accounts.** A course in farm management based on Warren's text, also supplementary reading and local study. Farm accounting will consist of practical application of the most approved forms of farm accounting.

***Agriculture 12. Agricultural Arithmetic.** This course is a review of arithmetic with drill on practical farm problems, milk testing records and feeding problems.

NOTE—Starred courses are given under the provisions of the Smith-Hughes Act.



THE EAST DRIVE

ART DEPARTMENT

MR. ANDERSON; MISS AVAKIAN

The aim here is two-fold: First, to develop in the student the power to know and the ability to express, in the several media, facts of form; to familiarize him with the science and art of color in producing relations of harmony; to train in the appreciation of good composition and design so that art and industry may be brought into close relationship. Second, to qualify graduates to act as teachers or supervisors of drawing and of art education.

Art. 1. First year, first semester, five hours. Synthetic study of principles of design developed through problems in line, tone, and color and their importance as factors controlling the wise selection and fine arrangement of dress, furniture and interiors. Special emphasis upon laws of color harmony. Work from nature and still life. Appreciative study of masterpieces.

Art. 2. Third year, second semester, five hours. Study of design as related to function, material and tools in such problems as tile and pottery making, block printing for surface decorations, booklet making. Advanced work from nature and still life. Study of masterpieces with addition of historical viewpoint.

FOR HIGH SCHOOL GRADUATES

Art. 1a. Junior year, first semester, five hours. Principles of design, color theory and color harmony, perspective, drawing and painting from objects and nature, block printing, stenciling, lettering, construction problems, clay modeling and pottery, study of masterpieces of art, story and legend in terms of art. The practical application of the work is emphasized.

Art. 2a. Junior year, second semester, five hours. Continuation of Art 1a, with more advanced problems, discussion and planning of courses of study in art; making of an art note book.

SPECIAL COURSE IN ART

A COURSE IN ART FOR DEPARTMENTAL TEACHERS, COVERING JUNIOR AND SENIOR YEARS

Fifteen hours in each of these years will be devoted to departmental, and ten hours to academic and professional work.

See outline, page 22, for the entire course.

Drawing and Painting 1: Junior year, first semester, five hours. This will include drawing and painting from still-life, plant, and landscape in pencil, charcoal brush and ink, crayon and water colors, memory drawing, composition, pose drawing for poster effects.

Drawing and Painting 2: Junior year, second semester, five hours. Continuation of Course 1. Study from still-life and cast in charcoal and wash, painting of plant, landscape and figure in water color, practice in work adapted to the grades, blackboard drawing.

Drawing and Painting 3: Senior year, first semester, four hours. Critical study of drawings and paintings by noted artists, study of color harmony from Japanese prints, drawing from life and cast in charcoal and wash, paintings in water color, illustrative drawing and painting.

Drawing and Painting 4: Senior year, first semester, five hours. Continuation of Course 3. Groups, interiors, landscape and figure composition in charcoal, pencil, crayon, water colors and oils, outdoor work.

Art History 1: Junior year, first semester, one hour. Study of masterpieces of architecture, sculpture, painting and crafts irrespective of country or period for the formation of correct standards of criticism and appreciation.

Art History 2: Junior year, second semester, one hour. Historical development of the "space arts" as influenced by race, climate, natural resources, religion, and thought of various countries and periods, primitive, Egyptian, Assyrian, Greek and Roman Art.

Art History 3: Senior year, first semester, one hour. Early Christian and mediaeval art in Europe and Asia.

Art History 4: Senior year, second semester, one hour. Modern art and its tendencies.

Composition and Design 1: Junior year, first semester, five hours. Principles of design developed through creative exercises aiming for fine arrangements in line, notan, and color, using plant, animal, and abstract motifs. Study of color theory and its bearing upon color harmony.

Composition and Design 2: Junior year, second semester, five hours. Work correlated with Art Crafts 1, design applied to textiles, relation of design to material—its limitations and possibilities.

Composition and Design 3: Senior year, first semester, five hours. Continuation of Course 2. Advanced problems in design and working designs for Art Crafts 2.

Mechanical Drawing: Junior year, first semester, four hours. See Courses 3 and 4 under Manual Training.

Art Crafts 1: Junior year, second semester, four hours. Stenciling and wood-block printing; elementary bookbinding, laced and sewed books, cardboard construction; study and adaptation of design to material; leather modeling to include tooling, coloring and constructive problems.

Art Crafts 2: Senior year, second semester, three hours. Clay modeling and pottery; including glazing and firing; art metal work.

Interior Decoration: Senior year, second semester, four hours. Application of the principles of design and color to the home; history of furniture, problems in architectural detail, house decoration, interior plans and arrangement, discussion of carpets, draperies, wall finishes, lighting, site, and sanitary conditions.

Costume Design: Senior year, first semester, four hours. Problems aiming for fine arrangements of lines, tones and colors in costume. Variations of lines and proportions of human figure studied with a view to the intelligent application of principles. Solution of problems dealing with individual needs.

Illustration: Senior year, second semester, three hours. Illustrations as book decorations harmonizing in treatment with the printed page and subject-matter. The combination of pictorial interest with decorative elements. Reproductions from work of noted illustrators. Original illustrations made for passages from literature. Mediums used: charcoal, crayon, pen and ink, and water colors.

Methods and Teaching: Senior year, five hours. This work will include: practical teaching in the different grades and under criticism, discussion and planning of different courses of study in art, comparison of the different methods, relation of art to other subjects.

RECOMMENDATION COURSE

In order to secure a recommendation in art, special work in this subject may be elected in courses (A) and (C) of the junior and senior years.

The work of this course will consist of a more intensive study of the subject, together with methods of presentation to enable the student to take charge of art in addition to the regular grade teaching.

COURSE A

Art may be substituted for music and writing in the junior year, and for agriculture in the senior year.

COURSE C

Art may be substituted for the elective in the junior year, and for music in the senior year.

FOR SPECIAL RECOMMENDATION

Art. 3: Junior year, two semesters, four hours. Principles of composition, representation from objects and nature, color harmony, elements of bookbinding, different

methods of stenciling, lettering, illustration, plant analysis for design, clay modeling, color schemes for room interiors, relation of design to various handicrafts.

Art. 4: Senior year, two semesters, two hours. More advanced problems in design, composition, review of processes and methods of work, representation, use of brush, pencil, crayon and color in the grades, the making of an art note book to be printed, illustrated and bound by each student.

BIOLOGY

MR. BECKWITH

The department of Biology occupies the second floor of the Science Building. It consists of a museum, a lecture and recitation room, a large laboratory for Zoology and Botany, a laboratory for Bacteriology and a dark-room for photography.

The equipment is modern and up-to-date. During the past two years a large amount of apparatus has been placed in the laboratories and the department is now in a position to conduct courses that are not hampered by the want of necessary equipment or apparatus.

The purpose of the work conducted in this department is to give thorough instruction in a limited number of courses, suited to the needs of elementary students in science.

General Biology: Second year; three recitations and four laboratory periods per week; required of all students not presenting entrance credits in Biology. Text-book: Hunter, A Civic Biology, American Book Co. \$1.25.

This course, which is the first science taught in the Tempe Normal School, endeavors to teach students to solve problems and to think logically in so doing. It is, therefore, intended as a basis on which to build more advanced courses in science.

The subject matter is equally distributed between the plant and animal kingdoms. Some of the fundamental

principles of biology are emphasized and an effort made to apply them to the life of the individual. Experimental demonstrations by the instructor and laboratory work by students make the work interesting and concrete.

Biology 2: Junior year, first semester only; required of students taking special work in Home Economics or Agriculture; eight hours of laboratory work and recitation per week; credit, 5 hours. Text-book: Buchanan and Buchanan, Household Bacteriology, Macmillan Co., \$2.25.

The work in this course is so shaped as to suit the organisms, with special reference to bacteria, yeasts, and molds. Such questions as sterilization, preservation of foods, fermentation, chemical synthesis brought about by micro-organisms and micro-organisms in their relation to health will be emphasized.

Biology 3 (Physiology): Junior year, second semester only, five hours per week, credit, five hours. Text-book: Stiles, Human Physiology, W. B. Saunders Co., \$1.90.

The work in this course is so shaped as to suit the needs of students who may be required to teach physiology in the graded schools.

The human body is regarded as a mechanism and the interrelation of its parts so far as function and structure may be concerned is the basis of the course.

COMMERCE

MR. SEXTON

The aim of this department is not to develop the technical side of the commercial education alone but to widen the horizon of its students and to inculcate the highest form of commercial ethics and thus render its students more responsive to civic and social obligations. While the training of teachers is the prime aim of the course, it is also arranged to meet the needs of those students who are preparing for a business career and who desire

a practical and scholarly training for business. Certificates of accomplishment will be given students who do not complete the course.

The Department of Commerce is located in special quarters in the new Industrial Arts Building, where modern equipment of every kind has been provided. A suitable addition has been made to the library for the use of this department.

In the work of the department frequent trips will be made to the homes of the industries of the neighborhood and successful business men with a broad view of business will be called in to give talks to the students.

Bookkeeping A: The general principles of book-keeping are taken up with a view of preparing the student for the work of accounting. This course is required of all students who are candidates for the commerce diploma and is open to all students beyond the second year with the consent of the office.

Accounting A: This course will give the student a thorough knowledge of the fundamental principles of accounting and an ability to apply them. Beginning with a single entry set of books, the principles are developed until a modern accounting system has been worked out. Short sets are used and particular attention paid to the classification of accounts, the making of, opening, closing, and adjusting journal entries, and the preparation of financial statements. Necessary preparation, Bookkeeping A or equivalent.

Accounting B: This course is a continuation of Accounting A, and is based largely on problem work, taken from Civil Service and C. P. A. examinations. This deals with the preparation of such statements as the Statement of Affairs, the Realization and Liquidation Account, etc. Branch Agency, and the elements of Cost Accounting, are a part of this course. Necessary preparation, Accounting A or an equivalent.

Accounting C: A continuation of Accounting B. Special problems and accounts are considered, such as Executorship and Trustee Accounts, Mergers and Amalgamations, Joint Ventures, etc. More advanced problems for the work of the student are used which are

drawn largely from C. P. A. examinations. The Income Tax Law is studied in detail from the accounting viewpoint. Necessary preparation, Accounting B or an equivalent.

Shorthand 1: Elementary work in shorthand for beginners. A thorough knowledge of the fundamental principles of shorthand may be gained in this course. Open to any student who has completed two regular years of high school work.

Shorthand 2: Additional drill in principles. Practice in writing letters, legal papers, and miscellaneous matter for the purpose of acquiring a large, general shorthand vocabulary. Necessary preparation, Shorthand 1 or an equivalent.

Shorthand 3: Additional practice for the purpose of increasing speed and accuracy. Actual business correspondence and reports. Dictation planned to give a broad vocabulary and some knowledge of technical terms. As far as possible actual correspondence will be given. Necessary preparation, Shorthand 2 or an equivalent.

Shorthand 4: Special dictation for students to acquire a maximum speed. Actual correspondence and report work. Necessary preparation, Shorthand 3 or an equivalent.

Stenotype 1: Stenotypy is a method of reporting speech by means of a machine known as the Stenotype. The process is more easily learned than shorthand and probably insures more accurate results. This course is for beginners, so planned that the student shall attain a complete mastery of the system and a fair degree of speed. Only those students who show the necessary aptitude will be allowed to continue the course. Open to any student with the consent of the office.

Stenotype 2: Continuation of the work of Stenotype 1. Miscellaneous dictation, copying and actual correspondence is given throughout the semester. Necessary preparation, Stenotype 1 or an equivalent.

Stenotype 3: Speed dictation in miscellaneous matter. Practical work is given as far as possible to bring the student as nearly as possible under actual conditions. Necessary preparation, Stenotype 2 or an equivalent.

Stenotype 4: Continuation of Stenotype 3. Necessary preparation, Stenotype 3 or an equivalent.

Typewriting 1: Instruction in the care and use of the typewriter; exercises for the development of the proper wrist and finger movement and for the complete mastery of the key board by the sense of touch. Open to any student with the consent of the office. Required of all students of stenotype and shorthand.

Typewriting 2: Practice in letter writing, the use of carbon, tabulation and writing on cards. This course completes a working knowledge of the typewriter. Open to all students who have Typewriting 1 or an equivalent. Required of all students of stenotype or shorthand.

Typewriting 3: Practice in the transcription of shorthand or stenotype notes, miscellaneous copy and dictation for the attainment of speed and accuracy. Open to all students with the necessary preparation.

Typewriting 4: Continuation of Typewriting 3 for the development of a maximum speed that is consistent with the individual capacity, accuracy being the standard. Necessary preparation, Typewriting 3 or an equivalent.

Commercial Arithmetic: Review of the fundamental processes with a view of the attainment of the practice level in speed and accuracy; a general review of arithmetic through percentage and in the simpler applications of percentage; the empirical use of such formulae as are useful; graphs and the use of notes, drafts, bills of lading, etc.

Economics 1: This course includes the theory of economics of consumption, production and distribution. It is a general introduction to the fundamental principles of economics designed to give the student power to apply these principles to actual conditions. Open to all students beyond the second year.

Economics of Business: Economic basis of business; types of business organization; interior organization; analysis of costing; factory efficiency; efficient business methods; labor efficiency; buying, selling and advertis-

ing; money and credits; trade marks and copyrights; patents and trade names. Necessary preparation, Economics 1 or an equivalent.

Business Organization: Function of organization and management; standards of efficiency; objects of a business enterprise; the development of organization and management; location of a business; organization related to ownership and operation; special systems of organization and management; selecting employees; socialization of business. Necessary preparation, Economics 1 .

Corporation Finance: The corporation in modern business; legal organization; finance and the corporation; corporate promotion and the promoter; underwriting; capitalization; earnings, expenses and surplus; manipulation; insolvency, receivership and reorganization; state regulation. Necessary preparation, Economics 1 and Accounting 1 or equivalent.

Business Statistics: Finding problems that lend themselves to statistical study; gathering and use of material; preparation of the material; interpretation of the material and the preparation of reports. This course is divided equally between theory and laboratory work where actual problems are carried through to a finished product and the problem presented both graphically and in tabular form with the possible deductions. Open only to seniors of the special course in Commerce.

Commercial Law: Elementary law; law in general; legal terminology; composition of American law; system of reported decisions and opinions; details of the following subjects: Contracts, Sale of Goods, Credit and Loans, Negotiable Instruments, Agency, Partnership, Joint Stock Companies, Corporations, Real and Personal Property.

ENGLISH

MR. FELTON; MISS PILCHER; MISS HALL

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 1. Rhetoric and Composition—First year. The aim of this course is to give the 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.

Clippinger's English Composition, Silver Burdette and Co., \$1.00, is used as a text-book.

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 and 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 the 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. Required of first year students.

English 2. Composition and English Literature—Second year, first and second semester. The work of the first semester of the second year is a continuation of the study of the first year in composition and rhetoric. Higher standards of expression, both oral and written, are expected and the acquirement of correctness and fluency of diction are insisted upon. Students needing further practice in the art of simple theme writing will be expected to continue this course during an additional semester.

In the second semester the study of English Literature is taken up. 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 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. Text-book: Howe, English Literature, D. C. Heath and Co.; Manly, English Prose and Poetry, Ginn and Co., \$2.00.

English 3. American Literature—Third year, second semester. 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. Last year the following classics were read: Emerson, Selected Essays; Poe and Irving, Short Stories. Besides these general studies, the individual students select novels by the best of 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 and Co.; The Chief American Poets, Houghton, Miffling and Co., \$1.75.

English 4. Word Analysis, Grammar and Methods—Junior year. First or 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. 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. Each student uses a selected text and a general comparison of authorities is made. The course includes work in spelling and word analysis, which is discussed before the class in order to give practical illustrations of the methods of teaching these subjects in the public school. Text-books: Webster's Academic Dictionary, American Book Company, \$1.50. Any modern grammar.

English 5. General Literature and Advanced Composition—Five hours a week, second semester, junior year. The classes are given constant practice in forcible and artistic theme writing, together with studies of the best English and American prose. Materials are selected from the student's own experience, from current periodicals and library references. Especial attention is given to exposition and argumentation, both in the themes written and assignments read.

English 6. 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 of graduates from the Tempe Normal School. This course affords an opportunity for practice in writing to such students as may need further training.

FRENCH

MISS SALMANS

Interest in French has greatly increased in recent years and we are now able to offer a two-years' course

in the subject to those desiring to elect it. The purpose of the course is to give the student a command of the language in speaking, reading and writing, special stress being placed on the conversation. The student will be made familiar with the land, customs and people of France and will be introduced to its literature in the hope that a better knowledge of the French people and their life will be of future benefit.

French is an elective course. French 1 may be commenced either in the second year or the junior year. French 2 may be taken in either the third year or the senior year. High school graduates may elect French.

French 1. Due to the difficulties offered by French pronunciation, every effort is used for the acquisition of a clear and correct pronunciation. Grammatical principles are carefully studied, reading and composition are taken up, but the principal object of the course is to enable the student to speak French.

French 2. Thorough drill on grammatical principles, composition and reading. A French novel will be read, and also a play, the authors are considered in relation to French literature and reports are given upon French life and customs.

GEOGRAPHY

MR. HIATT

The purpose of the courses of this department is essentially the preparation of teachers for the public schools, but, while this viewpoint predominates, all of the courses are sufficiently enriched to give the student the necessary information to appreciate the subject in its fullest and broadest sense.

GEOGRAPHY 1

Course A. First semester. This course is essentially a study of physiography and physiographic processes with applications. A close study of land, water, and air are made from the standpoint of an applied rather than a pure science. The purpose of the course is to train students in the elements of geography and equip them with

a few fundamental principles from which deductions may be drawn and applications made. Text: Elements of Geography; Salisbury, Barrows, and Tower.

GEOGRAPHY 2

Regional Geography. (Required of all students in Courses, A, B and C.)—This course covers the geography of the most important portions of the earth. In this course the teaching of the subject receives special emphasis. The work is begun with "Home Geography" and expanded according to the requirements of the state course of study. Text: That used in the Training School.

GEOGRAPHY 3

This course corresponds very closely to Geography 1, but is offered as an academic elective to juniors who are not required to take physiology.

HISTORY AND SCIENCE OF GOVERNMENT

MR. MURDOCK

Course 1.—Ancient History—A rapid survey is taken of European history from the earliest time to the opening of the Eighteenth Century. Just enough attention is given to the oriental peoples to note their influence upon the institutions of Europe. This course is of high school rank, those enrolled in it being chiefly second year students. Considerable outside reading is required in source books and reference, such as Davis's "Readings," and in original sources, such as Herodotus and Plutarch. In this work, history is closely correlated with geography. Time: First and second semester of the second year; Text: Robinson and Breasted, "Outlines of European History," Part 1, Ginn and Co., \$1.50.

Course 2. Modern History—In view of the fact that more has taken place of great moment to mankind during the last two centuries than during any two preceding milleniums, an intensive study is given to this period. Students are taught to discriminate the important from

the unimportant and to grasp the significance of movements and periods. Those who have taken this course should be able to read the modern newspaper and magazine more intelligently. Time: First semester, third year. Text: Robinson and Beard's "Outlines of European History," Part 2, Ginn and Co., \$1.50.

Course 3. American History—Since a knowledge of American history is a requisite for the highest type of citizenship, more importance is attached to this course. The students are older and more is expected of them. Little attention is paid to the narrative phase, but great emphasis is laid upon the origin and growth of political institutions and the development of our economic life. An abundance of material in American literature, chiefly political orations, is drawn upon to furnish a clearer understanding of the subject. Such reference works as the Epoch Series and The American History Series are used as references. Time: Second semester, third year. Text: Muzzy's "American History," Ginn and Co., \$1.50.

Course 4. Science of Government—This course aims to be what its title would indicate—a study of the underlying principles of government in America with a view of understanding the spirit of our institutions. Sufficient attention is paid to details to enable the student to know what is expected of a citizen, but greater stress is laid on the appreciation of the duties and possibilities of citizenship in our democracy. Though the work is of high school rank, we make use of some college references. On our library shelves are such references as Bryce's "American Commonwealth," Kaye's, Beard's, Reinsch's Readings, and Woodrow Wilson's standard works. In our magazine room are bound volumes of the leading periodicals available to the students through the "Reader's Guide." Time: First semester, junior year. Text: Guiteau's "Government and Politics in the United States," Houghton, Mifflin and Co., \$1.00.

HOME ECONOMICS

MISS DELZELL; MISS STEWART

There are three courses offered in home economics.

Course 1 is required of all students in the first and third years.

Course 2 is given for the training of teachers of home economics for the grammar grades. Students completing this course are granted a special diploma.

Course 3—A course offered to students not wishing to sacrifice the regular diploma for the home economics diploma, but who wish more work in that field than it is possible for the average student to take in addition to a full time professional course. A special recommendation will be granted to students who satisfactorily complete this course.

COURSE 1

Clothing 1. First year, five periods second semester.
Text: Clothing for Women, Baldt, \$2.00.

(a) Prerequisite—Clothing as given in the sixth, seventh and eighth grammar grades or its equivalent.

A brief study is made of the major textile fibers and the standard materials that students may become intelligent purchasers. Clothing budgets are made and the relation of the income to clothing is considered. The work in clothing consists in the use and adjustment of commercial patterns, fitting, hand and machine sewing and garment making. Students purchase material for the following garments: Combination suit, cotton skirt, lingerie blouse, gingham dress, and such other materials as are needed.

(b) Given to students who have had no previous work in school. The work in textiles and budget making is the same as (a). The work in clothing is adapted to the needs of beginners. Students purchase material for a complete set of undergarments and a cotton dress.

Elementary Cookery: Third year, five periods, first semester.

Foods: Principles of food cookery, preparation of foods. Service, cost, composition, caloric values, digestion of foods. Serving meals. Special work in war cookery.

Household Management and Laundry Work. Text: Wellman, Food Study, Little, Brown and Co., \$1.00.

Cookery 1. Second semester, five hours. Principles of food cookery through laboratory experiments with the foodstuffs, accompanied by practice in the preparation and preservation of foods. Source, manufacture, selection and cost. Nutritive values and digestion. Experimental work in war substitutes. Special emphasis upon Conservation of Foods.

Texts: Food Products, H. C. Sherman, Macmillan, \$2.25. Boston Cooking School Cook Book, F. M. Farmer, Little, Brown and Co., \$2.00.

Cookery 2. First semester, five hours. Continuation of Cookery 1, with more advanced problems and cooking in larger quantities. Serving of meals. Same texts as used in Cookery 1.

COURSE 2

A course in home economics for the training of teachers. See page 21 for general information and page 23 for the outline of the entire course.

Prerequisite: Clothing 1 and Elementary Cookery or equivalent, all subjects necessary for entrance to the junior year, including physics and chemistry. It is important that applicants for this course should fulfill these requirements.

Clothing 2. Textiles and Clothing. Junior year, first semester, five hours.

Textiles—First quarter.

Development, production, manufacturing, uses, examination and identification of textile fibers and materials, adulterations, hygiene, selection of materials, economic and sociological aspects of the textile industry.

Text: Woolman and McGowan, Textiles, Macmillan, \$2.00.

Clothing—Second quarter. Hand and machine problems, including pattern making, use of machine attachments, repair work.

Text: L. J. Baldt, *Clothing for Women*, Lippincott, \$2.00.

Clothing 3. Senior year, first semester, five hours. First quarter, hand sewing, application of decorative stitches to design, children's clothing. Second quarter, fitting, modeling, designing, garment construction.

Clothing 4. Dressmaking, senior year, second semester. Work in cotton, silk and wool materials. Students will buy materials for a wool skirt, a silk dress, a lingerie dress, and such other materials as are needed.

Nutrition: Second semester, five hours. Prerequisite, Cookery 1 and 2. Study of the fundamental principles of human nutrition and the application of these principles to the feeding of infants, adolescents, adults, and aged in both sickness and health. Laboratory work in caloric value of foods, and in invalid cookery.

Texts: H. C. Sherman, *Chemistry of Food and Nutrition*, Macmillan, \$1.50, and M. Rose, *A Laboratory Hand-Book for Dietetics*, Macmillan, \$1.10, and M. Rose, *Feeding the Family*, Macmillan, \$2.10.

Household Management: Second semester, first quarter, five hours. The house, situation, construction, sanitation, ventilating, heating, lighting, furnishing, care and maintenance. Economics of household. Laundry.

Organization and Administration: Second semester, second quarter, five hours. School equipments and supplies. The relation of home economics work to school and home life. Methods of teaching foods and courses of study. Visiting schools and other field work.

COURSE 3

Open to junior students who wish to secure the regular normal diploma and a special recommendation in home economics.

See page 18 (c).

Prerequisite—Clothing 1, Elementary Cookery or similar work. Chemistry and general subjects for entrance

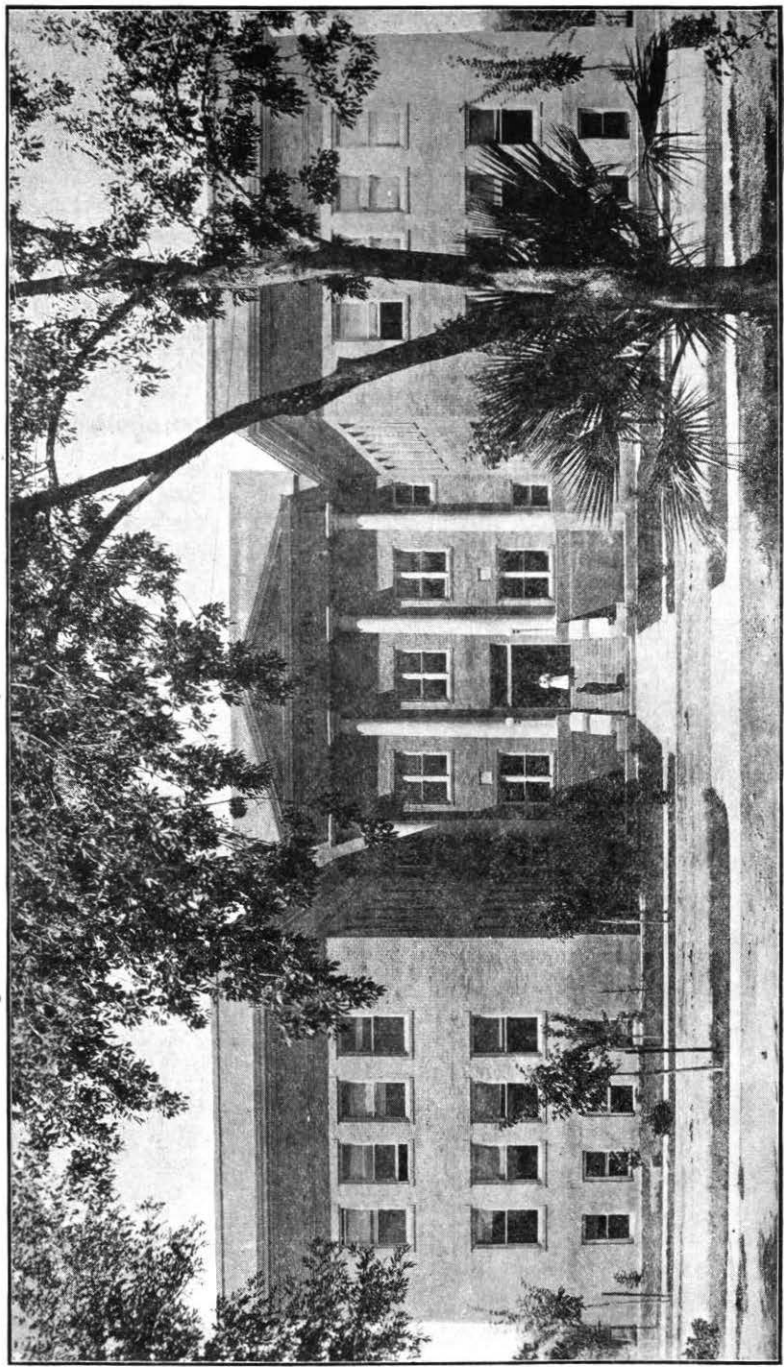
to the junior year. Textiles and Clothing as given in Clothing 2. Texts, same as Clothing 2.

Clothing 5. Senior year, second semester, three hours. Drafting of patterns, fitting, making of garments and other useful articles. Methods of teaching.

Cookery 3. Second semester, five hours. Study of the principles and processes and food materials involved in cookery. Methods of teaching foods and courses of study.

Text: M. L. Metcalf, Foods and Cookery, Industrial Education Company, 90c.

Cookery 4. First semester, three hours. Prerequisite: Cookery 3. Additional practice in work with foods, marketing, serving. Production, cost, nutritive value and digestion of foods. Same text as in Cookery 3.



THE INDUSTRIAL ARTS BUILDING

Industrial Arts

MR. CLARK; MR. RYAN

The Industrial Arts Building is of modern fireproof construction and furnished with the best of commercial machinery. Each shop room is arranged to form a distinct unit and has its own special equipment. The wood-working shops, located on the first floor, are provided with band saws, jointers, turning lathes, planer, mortising machine, circle saws and grinders, besides the necessary outfit for bench work. The machine shop, likewise on the first floor, is equipped with engine lathes, shaper, drill presses, milling machine, grinders and an excellent assortment of tools. In the basement are located the forge shop, sheet metal shop, and foundry, each of which is provided with a very fine equipment.

The aim of the work is to increase industrial efficiency and to train teachers of industrial arts.

Two courses are offered, the academic and the professional, and instruction in manual training is given to the three upper grades of the training school. The academic is given in the first and third year of the regular courses and the professional in the junior and senior year.

TRAINING SCHOOL COURSE

The training school pupils are taught the essentials of woodworking and simple construction throughout the sixth, seventh and eighth grades. A series of well graded problems is offered, and this course affords the students of the professional industrial arts course ample opportunity for observation and practice teaching.

ACADEMIC COURSE

Industrial Arts 1 and 2: In the academic course may

be taken in either wood work or metal work, but preference is given wood work unless it is evident that metal working would be of more value to the student.

Woodworking courses 1 and 2 are offered. These allow considerable latitude as to specific articles but insist upon certain essentials of good design, construction and finish. The problems are made the foundation for discussion of woods and other materials as related to constructive uses, and the making and application of practical finishes and wood preservatives. Text: King's series. First year, second semester; third year, first semester, five hours a week.

Metalworking courses are offered as listed under the professional course.

While the theoretical and educational values are not lost sight of, the trade or vocational side of the shop is kept largely in mind, that those who elect the work may be fitted in a measure for positions in the trades.

PROFESSIONAL COURSE

Industrial Arts: Students electing this course will be given shopwork and special instruction and lectures on the scope and intent of industrial work as related to the public school. They will also be required to make thorough preparation in mechanical drawing. In each shop course students make a series of projects which acquaint them with commercial practices and develop efficiency in the use of the respective tools.

Graduation in the professional course certifies students for positions in manual training or enables them to embody manual arts work in the general school curriculum. The following will be offered: Prerequisite, Industrial Arts 1 and 2 or equivalent.

Wood Turning: This will comprise a study of lathe, lathe tools, jigs, woods for turning, action of wood fiber in turning, turning between centers, chucking, face plate turning, building up stock, etc. Mechanical Drawing 2 required. Junior year, first semester, five hours a week.

Case and Cabinet Construction: Consisting of a study of design, ornamentation, screens, finishes and values. Junior year, second semester, five hours a week.

Patternmaking: This will involve a study of cores, core prints, draft, allowance for shrinkage and finish, building up stock, making core boxes, etc. This course is related to that Foundry Practice in which the student makes castings from his various patterns. Junior year, second semester, five hours a week.

Art Crafts 2: Senior year, second semester, three hours a week. See Special Art Course.

Interior Decoration: Senior year, second semester, four hours a week. See Special Art Course.

Mechanical Drawing 2. An elementary course involving free hand lettering, orthographic projection, and a small amount of cabinet and isometric projection. Junior year, first semester, five hours a week.

Mechanical Drawing 3: This is a course in practical intersections and developments as related to sheet metal work. The second quarter of this course is spent in the sheet metal shop, where the accuracy of the drawing work is tested by building the articles designed. Junior year, second semester, five hours a week.

Architectural Drawing: (Prerequisite, Mechanical Drawing 2.) This course consists of a study of room arrangement and requires the designing, drawing and tinting of an original set of house plans. Senior year, first semester, five hours a week.

Machine Design: This covers the elementary design of gears and cams and includes one problem in combined mechanism and design for strength. Senior year, second semester, five hours a week.

Machine Shop: (Prerequisite, experience in wood-working.) In this course each student machines the castings, cuts the gears, and builds a small gas engine. Special work in toolmaking is also offered those desiring it. Senior year, first semester, five times a week.

Forge and Foundry Practice: The class will make a

series of simple forgings and castings which are graded and selected to cover the fundamental principles. Part of the work will consist of a study of foundry and cupola management, heat treatment and manufacture of steel and wrought iron. Senior year, first semester, five hours a week.

Shop Courses and Practices 4b: 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, three hours per week.

Economics of Manual Training 4c: This is a lecture series on shop equipment, cost and maintenance. Students are required to gather and compile data upon the subject. Senior year, second semester, two periods a week.

A complete tabulation of the work necessary for graduation in the Professional Industrial Arts Course will be found on page 22.

There is a growing demand for teachers qualified to take charge of Manual Training in the rural schools. For this reason students will be permitted to make certain substitutions in the junior and senior years of either Course A or Course C. This will allow them to take five hours Manual Training per week during their junior year and three hours during their senior year, and upon its satisfactory completion will entitle them to a special letter of recommendation as a teacher of Manual Training for rural districts.

L A T I N

*MR. HALL

The course in Latin begins the first year and extends

*On leave of absence in France.

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, archaeology and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of sixteen generally required for admission to the universities of Arizona and California.

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

The course is outlined as follows for 1918-1919:

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

Cicero: Harkness, Kirkland and Williams, **Cicero's Nine Orations**, American Book Co. 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, **Sallust's Catiline**, the Macmillan Co. The class recites in Cicero four times a week throughout the year.

Vergil: Greenough and Kittredge, **Aeneid**, Ginn and Co., Book i-iv will be read in the junior 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 and Greenough, **New Latin Grammar**, Ginn and Co.; Brown, **Latin Word List**, Ginn and Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose, will be rigidly required of each student upon the completion of the four years' work in Latin. Third year and junior students recite once a week throughout the year upon this work.

New copies of all textbooks used in Latin will be demanded of each student and positively no second-hand copies will be allowed.

MATHEMATICS

MR. FRIZZELL; MISS HALL

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.

Text-book: Silver Burdette Arithmetic, Third Book, Silver Burdette Co. Chicago, Ill., list price, 45 cents.

Arithmetic 2: During the junior year exhaustive review and drill of arithmetical principles are given. The subject is presented from the teacher's standpoint and involves methods of presentation to children of the grammar grades. The subject is pursued for one semester and may be taken either semester of the school year.

Text-book: Stone-Millis, Secondary Arithmetic, Benj. H. Sanborn, Chicago, Ill., list price, 60 cents.

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-Touton, Complete Algebra, Ginn and Co., Chicago, list price, \$1.25.

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 is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Text-books: Wentworth-Smith Plane and Solid Geometry, Ginn and Co., Chicago, list price, \$1.30.

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 furnishes 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 exercises, with and without the rifle, 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 graduation 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.

The members of the company are not enlisted, and membership in the company does not entail any obligation to enter military service, although in case of war,

members of military age are free to volunteer their services if they so desire.

Under the law above mentioned, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard.

The company is affiliated with the National Rifle Association, and has been fully equipped with new Springfield rifles. A gallery range has been established in one of the buildings to permit practice leading to participation in national matches for school teams.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

MUSIC

OLIVE M. GERRISH

The aims of the music department are: first, to develop an appreciation for, and love of good music, to develop the emotional nature and esthetic sense by interpretation of good music, to teach the language of music for reading and singing; and second to prepare students

who are taking the professional course for the teaching of music in the public schools.

The course includes work in appreciation, song interpretation, ear-training, theory, sight-singing, methods and practice teaching.

Appreciation: The purpose is to acquaint students with standard vocal and instrumental compositions, and enable them to listen discriminately. The purpose of music, the orchestra, the opera and oratorio are taken up. For study and illustration, records of the Victor and Columbia are used, making it possible to present these subjects in a vital form, bringing within the hearing of each student the best renditions of the works of the masters.

Song Interpretation: Students are led to recognize the spirit of the compositions, and the best manner of rendering the songs taken up for class study. One of the aims here is to lead students to express their pleasure in song singing, and discover the real joy of putting their best into the rendition of them.

Ear Training: This consists of the recognition and reproduction of single melodies, both vocally and upon the staff. The writing of these melodies when heard also gives needed drill in the use of the staff and all notation of music.

Theory: Instruction in scales and key signatures both major and minor, all signs and terms in general use, in fact, all the rudiments of vocal music with the addition of some elementary harmony.

Sight-Singing: The aim is to make the student self-reliant in reading, and independent in carrying any part within range. Book 1, International Reader and Junior Chorus Book of the New Educational Music Course, published by Ginn and Co., are the text-books used. These books are full of excellent material from the masters in music, thus keeping before the students high ideals, as well as providing interesting and pleasing material for the development of sight-singing.

Methods: A complete course in methods is given in the senior year, in which the presentations of all problems

to be taught in the grades are illustrated. The care of the child voice, the development of appreciation of rhythm, methods of teaching rote songs, and a suggestive repertoire of children's songs are only a few of these. The close correlation between the methods course and the practice teaching in the Training School affords unusual opportunity for the acquisition of theory and its application in the various subjects related to the teaching of music in the public schools. The text-books recently adopted by the state are used, and the students are required to make specific pedagogical application of the principles taught to the material found in these texts.

Chorus: One hour a week is given to chorus practice. Standard works are studied and special numbers prepared for programs and assemblies.

Music 1: Five periods a week. Text-books: New Educational Music Course, Primary Melodies, Book 1; Intermediate Reader, and Junior Song and Chorus Book.

Music 2: Two periods a week. Text-books: New Educational Music Course, Primary Melodies, Book 1; Intermediate Reader and Junior Song and Chorus Book.

Many of our students take instruction in piano playing. There are excellent piano teachers in Tempe and Phoenix with whom such instruction may be arranged privately, and the lessons paid for, but the pianos of the school are made available to such students for the convenience of practice, and 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 sub-

jects 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 Physics 1, 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 1, 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 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 and others, First Principles of Chemistry. Third year, second semester. Five periods a week.

Chemistry 2: A year's work in household chemistry is offered for those students who elect the special course in Home Economics. An attempt is made to give the student sufficient acquaintance with the principles of organic chemistry to enable her better to understand the processes of food preparation, the principles of dietetics and the chemistry of digestion and nutrition. Five periods a week.

PHYSICAL TRAINING AND ORATORY

MISS ZARTMAN

Physical Training: Instruction in Physical Training is required of all students during the five-year course. Each class recites twice per week. 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 department is to acquire a symmetrical development of the body as a basis for health and grace—the lessons for the beginner deal with fundamental work, such as marching, correct standing positions and general adaptation to gymnasium rules. After this has been mastered, the regular work is taken up, which includes: Indian clubs, dumb-bells, folk-dances, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles and all devices in training that secure freedom of body action and expression of grace. Exercises are also given to remedy the following defects: weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head and incorrect positions of sitting or standing.

The advanced work of the junior and senior classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and esthetic forms of physical culture, harmony in all movements of the body, and a mastery of bodily control.

Lectures are given to the senior class on health and hygiene. A course in collateral reading is outlined as a supplement to these lectures.

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, and fifth, a knowledge of the body and the rules governing its development and preservation.

As the primary object of the department is the development of the individual, as much personal attention is given to each member of each class as possible.

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, Cummock's Choice Readings, and deals with all forms of speaking. The fundamental work in English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctly, giving thought and proper expression to what is read. Special attention is given to reading intelligently from the printed page in both this and 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 distinctness and naturalness with special stress placed on expression and the interpretation of literature.

Both first year and junior reading recite five times per week, one class each week being conducted in the Auditorium for practice work and criticism.

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.

Standard plays are given each year. The students who are chosen to take part receive personal instruction from the coach, in dramatic principles and interpretation. Such plays as "The Return of Eve," "A Gentleman from Mississippi," "Fanny and the Servant Problem," "At Columbia," "The Rejuvenation of Aunt Mary," "The Stubbornness of Geraldine," and "The Man from Home" have been given with decided success.

SPANISH

MISS SALMANS

The study of Spanish is gaining in importance every year. Our proximity to Mexico and the countries of South America, and the rapid increase in commercial relations existing between these countries and the United States, makes Spanish necessary as a means of communication for business purposes. Especially here in the southwest where so many of the people speak Spanish, it is an advantage to be able to speak the language intelligently. For the above reasons we aim to give the student a command of the language in speaking, reading and writing; to familiarize him with the countries, customs and people of Spain and Spanish America; to introduce him to Spanish literature; and to create in him a sympathetic interest in these peoples that will prove a means of pleasure as well as profit through life.

Spanish is an elective course. Spanish 1 may be taken in either the second or junior year; Spanish 2 may be taken in either the third year or the senior year; Spanish 3 may be taken in the junior year. High school graduates may elect Spanish.

Spanish 1: For beginners. Careful work in pronunciation introduces the work, then grammar, conversation and reading are studied. Short poems are memorized and songs are learned. As far as possible, Spanish is the language of the class room and special attention is paid to the acquisition of a practical and useful vocabulary. Text-books: Espinosa-Allen, Elements of Spanish

Grammar, American Book Co.; Remy and Roessler, First Spanish Reader, American Book Co.; and one other easy text.

Spanish 2: Translation of material from modern Spanish writers, review of grammatical principles, rapid reading, conversation. As far as possible, the class will be conducted in Spanish. Text-books: Caballero, *La Familia de Alvareda*, Henry Holt and Co.; Wilkins y Luria, *Lecturas Fáciles*, Silver, Burdette and Co.; Durado, *España Pintoresca*, Ginn and Co.; and a thorough drill in composition.

Spanish 3: The pupil's acquaintance with ordinary conversational Spanish is extended by reading literature introducing Spanish customs and home life. The characteristics of the Spanish people are studied and compared with our own traits.: Text-books: Martinez Sierra, *Teatro de Ensueño*, World Book Co.; and several collections from modern authors. A good course in composition and letter-writing is included in this year's work.

THE PROFESSIONAL SUBJECTS

The work in the professional subjects is one of the most characteristic and vital phases of normal school work. These courses deal largely with the theoretical side of education, but the instruction given is practical and adapted to the future work of the teacher. The purpose is not so much to train the student but to give him a grasp of the fundamental principles of psychology, pedagogy, school economy, and so forth, so that he will readily understand and appreciate the training given him in the Training School.

The work is so planned that the student may come to a thorough realization of the nobility of the profession of teaching and of the responsibility of the teacher. The courses in psychology and educational theory are closely co-ordinated with the courses in practice teaching.

Psychology. Mr. Fike: This is an elementary course combining the most important topics of both general and

educational psychology and forming the basis of the courses in the theory and practice of teaching. A knowledge of biology is most desirable and those students who have not taken work in that science are earnestly advised to do so. It may parallel the course in psychology.

The states of infancy, childhood, and adolescence will be dealt with successively and special emphasis will be laid upon instinctive tendencies, habit-formation, memory, association, the learning process, the affective life, and the thought processes.

The equivalent of one period a week will be devoted to laboratory experiments illustrative of the theory.

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. Some time is also given to the discussion of the course of study, relative value of subjects, and the relation of the child to the curriculum. The work is given by textbook, class discussions, lectures and reference, readings. Second semester, junior year.

Text-book: Strayer and Norsworthy, How to Teach, The Macmillan Co.

History and Philosophy of Education. Mr. Fike: The course includes (1) a sketch of the history of education as outlined in the text, and (2) a detailed study of the educational writings of a few of the most prominent educators from Plato to Dewey. The object will be to make the subject functional as well as cultural.

School Efficiency and School Law. Mr. Fike: This course accompanies practice teaching, enlightening and interpreting the experiences of the Training School. A part of the semester will be devoted to a study of the school laws of Arizona. It will also include a discussion

of the most advanced ideas and laws along the line of school legislation.

The remainder of the semester will be spent in the study of the following subjects: School Architecture; School Sanitation; Heating; Lighting; Ventilation of School Buildings; Educational Hygiene; Classroom Organization and Administration; Elimination, Retardation, Promotion, and Acceleration of School Children; Discipline and Moral Training; Economical Devices; Instruction and Practice in the Technique of Educational Measurements, including Standard Tests, Scales, and Score Cards.

Sociology and Ethics. Mr. Fike: The object of this course is two-fold: 1, to furnish the student with a perspective view of the place of education in the general social scheme and relationship which the school should bear towards the other agencies of social welfare, and, 2, to provide a course in which attention may be given to the understanding and solution of many perplexing social and ethical problems which arise.

THE TRAINING SCHOOL

The Training School is organized under special laws, but is conducted as a regular public school of eight grades and kindergarten. 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 meth-

ods 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 teacher.

Rural School: Every year a large number of graduates take positions in the small schools of the state. In order to provide special training for these teachers, the Training School works with one of the adjoining districts in building up a model one-room rural school. In this school student teachers are able to study rural school problems at first hand.

Actual rural school conditions are maintained, and the equipment, heating, ventilation, sanitation, school gardens, library, etc., are such as the average school may have with a careful expenditure of its regular income. Students are expected to work out problems of community service as well as the problems of administration and instruction in the school itself. Such training not only fits teachers to deal with rural school problems more efficiently, but instills in them a better attitude toward the work and a better understanding of the importance of the school as a social force in the community.

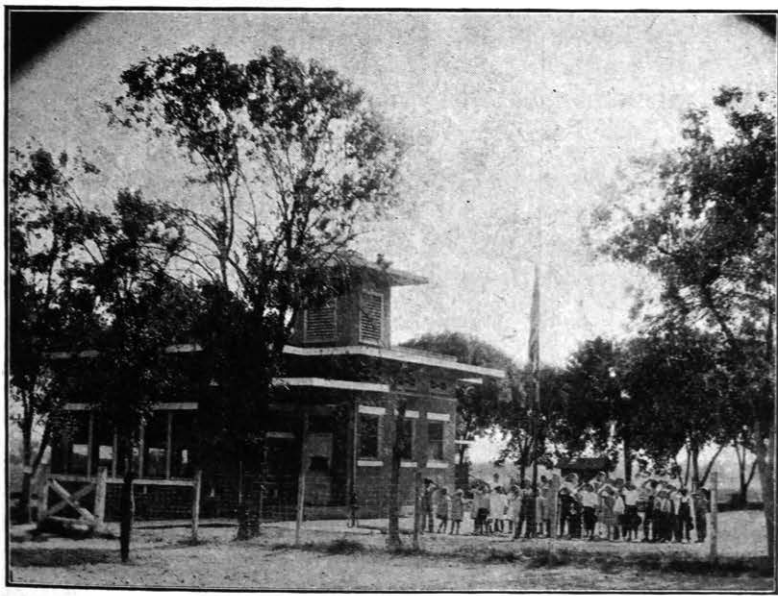
KINDERGARTEN

MISS ZELLER

Teachers' Course in Kindergarten and Primary Work: There are two courses offered in kindergarten training, one in the junior and senior years of the regular professional courses, which grants the regular normal school diploma with a special recommendation, qualifying to teach in the kindergarten and primary departments in the



MANUAL TRAINING AT THE RURAL SCHOOL



THE RURAL SCHOOL

public schools of the state, the other a specializing course, leading to a special diploma, the equivalent of a full two-year course in kindergarten training.

COURSE 1

In this course kindergarten theory and technics will be substituted for music and writing in the junior year and agriculture in the senior year of the six-year professional course.

Nature Study—This is not an analytic study, but endeavors to teach love and reverence for life as manifested in nature, by means of the care of plants and animals and excursions into the outside world.

Music—This is a short course in the evolution, interpretation and appreciation of music by means of the lecture, piano and victrola.

Applicants for admission to the kindergarten training courses must qualify under one of the following conditions:

(a) Normal students must have completed the fifteen (15) units required in the first four years of the Normal course leading to professional courses including the units of drawing and music.

(b) Graduates from a full four-year academic course must come recommended for special training in kindergarten and primary work by the principal of the high school as to personality and moral fitness for the work.

(c) Students not graduates of any high school but who have had work which is the equivalent, can be admitted to this course.

All candidates must be able to play and sing simple songs to meet the requirements of a good kindergarten. Those who fail to pass the musical test will be required to make up the deficiency by means of special lessons.

LIBRARY

MISS WRIGHT

The Library is on the first floor of the Main Building and is the laboratory for a greater part of the students' work outside of classes. It now contains 11,280 volumes, selected to meet the demands of the various courses of study, to give the students a chance to become familiar with the best that has been written and to provide wholesome and stimulating recreational reading. One hundred of the best periodicals are received currently and are a valuable asset for research work.

A children's library is located in the Training School. A careful selection of 1,200 of the best children's books gives an unusual opportunity to senior students to know juvenile literature and how to bring books and children together, a valuable factor in a teacher's equipment. This library offers an opportunity to twelve seniors each year for actual experience in the administration of a school library.

Library Methods—The object of these courses 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. Periodical indexes.

Second Year—Periodicals. Reference books. Making a bibliography.

Juniors—The work outlined for the first and second years is given for the benefit of students entering in the junior year.

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

ATHLETICS

MR. COOPER

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 a regular coach. 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.

Athletics has attained such success and has assumed so much importance in this institution that the Board of Education has deemed it expedient to place all athletics in charge of a man especially qualified for this work, and with this object in view an Athletic Director has been secured who has sole charge of all athletics and who devotes the major portion of his time to this work.

Football—The value of this game in developing self-reliance, physical endurance and skill in personal encounter is well recognized. The game is played in the fall whenever the physique of the student personnel warrants engaging in the work. During the past year, due to the loss of the heavier men through enlistments, this game was not undertaken at Tempe Normal School, but it is hoped that there will be a sufficient number of men who are physically qualified to warrant the organization of a team the coming fall.

Basket Ball—This game is usually taken up after the close of the football season. It is played on outdoor courts, and it is the custom to organize a team from each class to compete for the Student Trophy. These inter-class contests develop material for the team which represents the school in match games. The season of 1917 was

an auspicious one for the Tempe Normal School team, which won fifteen of the nineteen games played.

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.

The girls' team of the 1917-1918 season won the title of State Champions by playing eight match games without a single defeat, scoring a total of two hundred points to their adversaries' sixty-nine.

Track Athletics—Opportunity is given for training in track work and the field events. The athletic field has a good straightaway running track and a one-sixth mile oval for the distance practice. The necessary apparatus such as hurdles, vaulting poles, shots, discus, grenades and hammers, are provided by the school.

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

Baseball—This, the greatest of all of 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. A new impetus has been given to all forms of athletic work by the erection upon the athletic field of a neat and commodious amphitheater which comfortably seats a large number of spectators, affording them shelter from sun and an unobstructed view of the games. Beneath the amphitheater, ample training quarters have provided for the accommodation of the players. These quarters are fully equipped with hot and cold water, showers, lockers, tables and benches and all sanitary appliances for the physical care of those taking part in athletic work. With all these conveniences and inducements offered, there is no reason why any student should neglect the important matter of physical exercise.

LITERARY SOCIETIES

The literary societies of the Normal School form an important part of the outside school activities. There are now four societies in the school, each numbering from fifteen to twenty-five members. These societies with their limited numbers form the most ideal centers for the promotion of study and group activities. Weekly meetings are held and the work accomplished is considered an important part of the work of the school. A member of the faculty acts as adviser for each society and gives advice and assistance when required. One of the most looked-for social events of the year is "All Society Night." Every society contributes a number to the program for this event and the friendly rivalry and the opportunity for the various societies to mingle socially make it a much enjoyed evening.

The Zetetic Society—An organization consisting of twenty-five young women. During the past year weekly meetings were held, a program being presented every

week by some member upon a selected subject of current interest, this member having the privilege of choosing others to assist upon her program. During the second semester several modern dramas were studied: Rostand's "Cyrano de Bergerac," Pinero's "Second Mrs. Tanqueray," Galsworthy's "Justice," and others. Musical numbers are given upon all programs. Several very enjoyable trips and social meetings marked the years' work.

Kalakagathia—This society, which has previously outlined its work along literary lines, was organized in 1916 as Kalakagathia Camp Fire, and obtained its charter from the national headquarters of the Camp Fire Girls. The group is made up largely of junior and senior girls and the Camp Fire movement has been studied from the standpoint of guardians. A Council Fire has been held each month and the weekly meetings have been planned to include work which would be helpful to young women going out as guardians of Camp Fire groups. The programs have included out of doors observation, first aid, hygiene, games, story-telling, Camp Fire motion songs, handcraft work, Indian lore, and patriotic service. Since its organization, the idea of Camp Fire has spread over the state, and the girls who have had this training in the Kalakagathia Camp Fire are finding that it is a practical qualification which adds to the success of their work as teachers out in the state.

Clionian Literary Society—The Clionian Literary Society is limited to a membership of twenty-five young ladies, who meet weekly for mutual enjoyment in literature, art, music, and friendship. During the past year, the programs were divided into two parts. A study of Othello, a number of Browning's poems, and others; and a program given under the direction of a member of the society. Their motto is, "Loyalty binds me," and the members have earnestly lived up to that worthy sentiment. They have been punctual in attendance, faithful in performance, and businesslike in methods. Several evenings were given over to social enjoyment, one of the most pleasant being the annual reception to the seniors of the society.

Spanish Club—The object of this organization is to further the ability of speaking Spanish and to arouse a sympathetic interest in the Spanish and Latin-American

peoples. There are twenty-five members and a very interesting year has been spent. Spanish only is spoken in the club meetings, thus affording opportunity for acquiring a practical vocabulary. Social meetings are held monthly and at each of them a play is given. A very interesting and instructive program was presented by the Latin-Americans of Phoenix, which was greatly enjoyed by all present. Any one taking Spanish in the Normal School, or having had two years of Spanish elsewhere, is eligible to membership.

THE STUDENT

"The Tempe Normal Student" is a school paper published bi-weekly by the students of the Normal School. It serves as the medium through which school activities, scholastic, athletic and social, are made known to the public, and it furthermore encourages literary work among the students. Stories and essays of value written in the English department often find publication here and contributions from aspiring authors are always welcomed. Thus the publication gives an added zest to practical literary work and stimulates the life and spirit of the student body, all being vitally interested in its welfare.

The student body in general and the staff in particular are responsible for this publication, and they have endeavored to keep it up to literary standards and at the same time to render it spicy and entertaining.

LECTURE AND ENTERTAINMENT COURSE

A course of lectures and entertainments of the highest class has been presented each season by the lecture course committee. No profits are taken and any surplus in receipts over actual expenses makes possible more and better numbers for succeeding years. As a consequence the quality of the courses has continually been improving

through the liberal patronage of the people of the community as well as the students in the schools.

In times past the committee has secured such notable attractions as follows: David Starr Jordan; Edmund Vance Cook; The Metropolitan Male Quartette; The Killarney Girls; Montraville Wood, scientist; Laurant, noted magician; The Gamble Concert Company; the Clifton Mallory Players; the Ben Greet Players and Elsie Baker, the noted prima donna.

Among the attractions listed for the coming season are the following: Strickland Gillilan, poet and reader; The Musical Guardsmen; Gay Zenola MacLaren, dramatic reader and impersonator; The Boston Opera Quartette and the Ernest Gamble Concert Company.

Notwithstanding the above splendid array of attractions the prices of admission will, as usual, be nominal and within the reach of all.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Three years ago, a Y. W. C. A. organization was established in this school very similar to such organizations found in other normal schools, colleges and universities. There is this difference, however, that membership in the Young Women's Christian Association of the Tempe Normal School is not based upon church affiliation, but upon a personal pledge. There is here no discrimination against any denomination, sect or creed as to membership or office holding in the association. This broad, liberal, personal basis has many advantages in throwing the doors of the association open to students of all creeds.

While there can be no connection between a state institution and a religious organization, yet the Y. W. C. A. receives such encouragement from the faculty as its importance merits. Its finances are contributed by students, alumni and public spirited citizens. A general secretary is furnished, whose duty it is to assist the cabinet in the conduct of the association affairs, to be a mother and adviser to every member of the association

and an inspiration and help to every girl within reach of her influence.

On Thursday night of each week are held the association meetings, religious and instructive in character, to which every student in the school is invited. Throughout the year, frequent social programs are interspersed, thus making the Y. W. C. A. one of the most important factors in school life.

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. 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.

THE ALUMNI ASSOCIATION

This association now numbers 937 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 President 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. The Alumni Register, together with other matter of special interest to the Alumni

will appear in a later issue of The Bulletin this year, and graduates are earnestly requested to co-operate with the faculty in furnishing accurate data concerning addresses, occupation and other matters of general interest to members of the association.

TEACHERS' BUREAU

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

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 in the Tempe Normal School may, on the recommendation of the faculty, draw upon it. Six students received assistance from the fund during the past year, in amounts ranging from \$40 to \$75 each.

A fund for the aid of worthy students has been established by the Tempe Normal School Alumni Association through the active interest of some of its members. Loans from this fund will be made at a nominal rate of interest and under favorable conditions to students recommended by the faculty as being worthy of financial assistance. It is the intention of the Alumni Association to add to this fund from year to year.

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 Moeur pin, also offered by Dr. B. B. Moeur, is awarded to the student who is considered the best teacher in all respects; teaching in the training school, professional spirit shown and work done in professional courses. The student must have attended the Tempe Normal School for at least two years, and the work for which the pin is awarded must have been completed within the two years directly preceding the graduation. The winning of this pin is one of the highest recommendations that a student may secure from the professional standpoint.

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. Competition for this medal has resulted in much research work and the production of many valuable and interesting essays on Arizona.

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

SUMMARY OF REGISTRATION, 1918

Normal School.....	{ Men100 }	Total418
	{ Women318 }	
Training School....	{ Boys 137 }	Total299
	{ Girls162 }	
Total Registration for the year.....		717

SUMMARY OF GRADUATES

Prior to class of 1918.....	850	} Total937
Class of 1918.....	87	
Number of professional graduates	911	} Total937
Number of academic graduates.....	26	

Register for 1917-18

Abbott, Edna.....	Servoss	Collins, Sabrey.....	Superior
Achauer, Charles.....	Mayer	Collier, Nancy.....	Tempe
Achauer, May.....	Mayer	Colmenero, Clotilde.....	Metcalf
Adams, Alvie.....	Dragoon	Colmenero, Felicitas.....	Metcalf
Adams, Birdie.....	Dragoon	Conway, Joseph.....	Phoenix
Adams, Lloyd.....	Dragoon	Cook, Cilla.....	Hayden
Aepfl, Milton.....	Tempe	Corbell, Beulah.....	Tempe
Allen, Bert.....	Tempe	Cornwell, Jesse.....	Chandler
Allen, Blanche.....	Gilbert	Courtney, George.....	Illinois
Allen, Roscoe.....	Tempe	Cowen, Mary.....	Ray
Anderson, Willie.....	Tempe	Craig, William.....	Crown King
Antoniol, Irene.....	Ray	Crawford, Velma.....	Dos Cabezos
Arbora, Verda.....	Bisbee	Creighton, Nancy.....	Montana
Arend, Paul.....	Phoenix	Crook, Alta.....	Tempe
Arnold, Jewel.....	Tempe	Curry, Hazel.....	Tempe
Arnold, Leone.....	Tempe	Curtis, Daisy.....	Thatcher
Austin, Harold.....	Tempe	Chambers, Ivy.....	Glendale
Austin, Warren.....	Tempe	Davidson, Alexina.....	Phoenix
Austin, Zella.....	Tempe	Davis, Hazel.....	Tempe
Barker, Blessie.....	Feldman	Davis, Irma.....	California
Barker, Della.....	Feldman	Davis, Pearl.....	Phoenix
Barnett, Fred.....	Ray	Demaine, Catherine.....	Wickenburg
Barnett, Maude.....	Globe	Dennis, Thelma.....	Hayden
Barrera, Louis.....	Ajo	Denton, Byrtle.....	Willcox
Barron, Kathrynne.....	Jerome	Dickson, Effie.....	Colorado
Barry, Nellie.....	Tolleson	Dicus, Edith.....	Douglas
Barry, Ruby.....	Safford	Dietrich, Agnes.....	Douglas
Bartlo, Dewey.....	Phoenix	Dorsey, Nellie.....	Tempe
Beardsley, Oda.....	Mesa	Downing, Pearl.....	Glendale
Benenato, Cora.....	Phoenix	Easton, Vernie.....	Ray
Bentley, Howard.....	Mayer	Eckre, Esther.....	Phoenix
Biehl, Bonnie.....	Tempe	Ellsworth, Para.....	Mesa
Biehl, Hermina.....	Tempe	Embry, Mary.....	Scottsdale
Blount, Alma.....	Tempe	Ewing, Myrtle.....	Douglas
Bockoven, Martha.....	Nevada	Ely, Mrs. Sims.....	Phoenix
Boaz, Edna.....	California	Eskridge, Mrs. V. M.....	Phoenix
Boetto, Antony.....	Wickenburg	Farley, Patrick.....	Prescott
Boldman, Gertrude.....	Buckeye	Farley, Rose Mary.....	Prescott
Boldman, Hazel.....	Buckeye	Farrell, Katherine.....	Patagonia
Bowen, Nettie.....	Aguila	Feltus, Aileen.....	Douglas
Brimball, Theresa.....	Mesa	Ferrell, Norman.....	Phoenix
Brooks, Alta.....	Tempe	Finch, Annie.....	Winkelman
Brooks, Bertina.....	Phoenix	Finch, Jessie.....	Tempe
Brown, Ruth.....	Scottsdale	Finch, Walter.....	Tempe
Buchanan, Esther.....	Ft. Huachuca	Finnicum, Irene.....	Portal
Bullock, Hazel.....	Mesa	Fitch, Dewey.....	Servoss
Butler, Carroll.....	Winkelman	Foreman, Pauline.....	Florence
Buzan, Alice.....	Winkelman	Forman, Margaret.....	Phoenix
Buzan, Clara.....	Feldman	Foster, Winnie.....	Pima
Buzan, Rose.....	Winkelman	Fox, Eugenia.....	Phoenix
Campbell, Lyla.....	Prescott	Fram, Alfred.....	Tolleson
Campbell, Margaret.....	Phoenix	Franklin, Ethel.....	Winkelman
Capps, Brown.....	Gilbert	Franklin, Katherine.....	Winkelman
Carter, Georgia.....	Kirkland	Franz, Constance.....	Clifton
Cartwright, Stella.....	Phoenix	Friedrich, Esther.....	Iowa
Casanege, Emma.....	Tubac	Frizzell, Stella.....	Tempe
Cauthen, Bessie.....	Duncan	Fuller, Myrtle.....	Gila Bend
Chambers, George.....	Ft. Huachuca	Gabbert, Rosa.....	Ray
Chatham, Martha.....	Nogales	Garcia, Felipe.....	Wickenburg
Childress, Charles.....	Globe	Garrison, Carmen.....	Payson
Chitwood, Mary.....	Tempe	Gatlin, Farris.....	Phoenix
Clark, Myrtle.....	Tempe	Gaut, Bernice.....	Tempe
Clements, Clifford.....	Casa Grande	Gaut, Bruce.....	Tempe
Cole, Edith.....	Winslow	Gaut, Ruth.....	Tempe
Cole, Ruth.....	Tempe	Getsinger, Alma.....	Phoenix
Collins, Bernice.....	Superior	Gibbens, Ida.....	Pearce

Gibson, Lenore.....	Tempe	Leeson, Cecil.....	McNeal
Gibson, Verona.....	Phoenix	Leaverton, Ira.....	Mammoth
Gilliland, Clyde.....	Tempe	Locking, Bret.....	Courtland
Gilliland, Fern.....	Tempe	Lockwood, Gladys.....	Phoenix
Glenn, William.....	Superior	Longerot, Rose.....	Congress
Godfrey, Lucetta.....	Tempe	Longley, Leafy.....	Hereford
Goodman, Beatrice.....	St. David	Longley, Ruth.....	Hereford
Goodman, Sadie.....	St. David	Lorona, Leonor.....	Hayden
Goodwin, Alverta.....	Tempe	Lusa, Mildred.....	Bisbee
Goodwin, Aurelia.....	Tempe	Lynn, Kathleen.....	Superior
Goodwin, Gordon.....	Tempe	Lytle, Ruth.....	Phoenix
Goodwin, Josephine.....	Winkelman	Mackay, Mrs. Blanche.....	Illinois
Goodwin, Leopold.....	Winkelman	Markovich, Garland.....	Texas
Gordon, Ruth.....	Mississippi	Marks, Lauren.....	Crown King
Grable, Dorothy.....	Phoenix	Marley, Exa.....	Gilbert
Grable, Victor.....	Phoenix	Marley, Rena.....	Gilbert
Green, Gertrude.....	Scottsdale	Marshall, Eva.....	California
Green, Helen.....	California	Marshall Frank.....	Lewis Springs
Green, Ida.....	Scottsdale	Marshall, Inez.....	California
Griswold, Aileen.....	California	Marshall, Maudis.....	Scottsdale
Gross, Margaret.....	Summerland	Marshall, Mona.....	Scottsdale
Haggard, Arthur.....	Texas	Marshall, Monta.....	Scottsdale
Hancock, Irene.....	Ray	Martin, Catherine.....	Illinois
Hand, Ada.....	Tempe	Martin, Edna.....	Illinois
Hanna, Franklin.....	Tempe	Martin, Vera.....	Tempe
Hansen, Grace.....	Tempe	Martinez, Marian.....	Prescott
Hanson, Charles, Jr.....	New Mexico	Masterson, Mildred.....	Hayden
Harris, Dewey.....	Tempe	Matthews, Frieda.....	Tempe
Harris, Fenn.....	Tempe	Matthews, Hazel.....	Phoenix
Haulot, Gertrude.....	Tempe	Mayes, Frances.....	Ajo
Haynes, Bessie.....	Tempe	Mayes, Harlowe.....	Ajo
Heard, Joseph.....	Phoenix	McAlister, Dorothy.....	McAlister
Heaton, Janie.....	Colorado	McAllister, Jackson.....	New Mexico
Hedges, Hazel.....	California	McAllister, Joseph.....	New Mexico
Heffelman, Ralph.....	Mayer	McClelland, Kathleen.....	Tombstone
Henry, Anna.....	Nogales	McClure, Glenn.....	Ray
Herrmann, Benjamin.....	Ray	McClure, Zora.....	Ray
Hiatt, Alice.....	Tempe	McCrary, Floy.....	Phoenix
Higgins, Ruth.....	Ft. Thomas	McCullough, Bettie.....	Phoenix
Hinds, Lloyd.....	Ajo	McElrath, Elva.....	Mesa
Hirsch, Mrs. P. E.....	Tempe	McElrath, Eva.....	Mesa
Holder, May.....	Kirkland	McEuen, Josie.....	Ft. Thomas
Holmes, Myrtle.....	Tolleson	McEuen, Vernon.....	Ft. Thomas
Holt, Irene.....	San Simon	McGee, George.....	Tempe
Holt, Guy.....	San Simon	McFall, Inez.....	Pearce
Holt, Marie.....	San Simon	McHale, Mary.....	Montana
Hopkins, Charlotte.....	Ray	McHenry, Boyd.....	Mascot
Howard, Edwina.....	Glendale	McIntyre, Clara.....	Gila Bend
Huff, Inez.....	Arkansas	McPherson, Mrs. Blanche.....	Illinois
Hunt, Katherine.....	Tempe	Mercer, Virgil.....	Tempe
Hutson, Eva Bell.....	Phoenix	Messinger, Adaline.....	Ray
Irion, Emma.....	Phoenix	Mets, Verdell.....	Mesa
Irvine, Lucile.....	Phoenix	Miller, Elsie.....	Phoenix
Iverson, Rena.....	Douglas	Miller, Floyd.....	Tempe
Ivy, Edna.....	Phoenix	Miller, Glenna.....	Globe
Ivy, Elizabeth.....	Phoenix	Miller, May.....	Missouri
Jackson, Chloe.....	Tempe	Mills, Agnes.....	California
Jacobsen, Mrs. A.....	Tempe	Minter, Clarence.....	Phoenix
Jetmore, Catherine.....	Ft. Huachuca	Minter, Howard.....	Phoenix
Johnson, Delorese.....	Mascot	Misbaugh, Katherine.....	Phoenix
Johnson, Faye.....	Ray	Moore, Anna.....	Glendale
Johnson, Frances.....	Phoenix	Moore, Wilma.....	California
Johnson, Ruth.....	Chandler	Morales, Aurora.....	Willcox
Johnston, Janet.....	Tempe	Morton, Frank.....	Tempe
Jones, Ernest.....	Ray	Moss, Virginia.....	Tempe
Jones, Gordon.....	San Simon	Munro, Katherine.....	Douglas
Kemp, Fern.....	Willcox	Miller, Hamilton.....	Ray
Krause, Mrs. Robert.....	Tempe	Nail, Margaret.....	Phoenix
Kruse, Ronella.....	Casa Grande	Neal, Juliet.....	Tennessee
Lane, Montie.....	Chilito	Neel, Edna.....	Tempe
Lane, Wesley.....	Chilito	Nelson, Elsie.....	Crown King
Lansden, Louise.....	Pima	Nelson, Emma.....	Crown King
Latimer, Helen.....	Glendale	Nelson, Marion L.....	California
Lee, Hazel.....	Phoenix		

Nelson, Marion W.....	Douglas	Staiger, Jake.....	Ray
Nelson, Ruth.....	California	Standage, Beulah.....	Mesa
Newitt, Mack.....	Tempe	Standage, Vivien.....	Tempe
Newcomb, Lee.....	Winkelman	Stansbury, Herman.....	Superior
Nichols, Lucile.....	Avondale	Stanton, Beatrice.....	Higley
Norton, Marietta.....	Phoenix	Steele, Maytie.....	Phoenix
Norton, Thelma.....	Pima	Stewart, Albert.....	Solomonsville
O'Brien, Mary.....	Huron	Stewart, Alma.....	Solomonsville
O'Connor, John.....	Tempe	Strahan, Lulu.....	Phoenix
O'Daly, Jemima.....	Nogales	Stratton, Ernestine.....	Winkelman
Orduno, Rachel.....	Tempe	Stringer, Edith.....	Laveen
Page, Grace.....	Hayden	Stroud, Maude.....	Tempe
Palmer, Gladys.....	Mesa	Stukey, Osee.....	Walker
Palmer, Sadie.....	Phoenix	Sullivan, Leona.....	Superior
Parker, Dannie Dee.....	Tempe	Swarts, Mildred.....	Kansas
Parker, Dora.....	Safford	Sweeney, Chonita.....	Florence
Parry, Paul.....	Tempe	Smith, Margaret.....	Scottsdale
Parry, Susan.....	Tempe	Talbot, Marguerite.....	Tempe
Patterson, Dale.....	Whitewater	Talbot, Reba.....	Tempe
Pearce, Emily.....	Mesa	Tamborino, Josephine.....	Oatman
Pendergast, Clarence.....	Tolleson	Thiel, Nella.....	Tombstone
Pennington, Attie.....	Cashion	Thomas, Abbie.....	Tempe
Perno, Neva.....	Miami	Thomas, Elizabeth.....	Phoenix
Perkins, Wanda.....	Willcox	Thomas, Grace.....	Scottsdale
Peterson, Edith.....	Superior	Thompson, Alice.....	Crown King
Phelps, Gertrude.....	Mesa	Tidwell, Mabel.....	Solomonville
Phillips, Matthew.....	Winkelman	Tipton, Floyd.....	New Mexico
Piper, Minnie.....	Prescott	Tong, Helen.....	Douglas
Pomeroy, Leota.....	Mesa	Turner, Adah.....	Tempe
Pomeroy, Zola.....	Mesa	Turner, Jesse.....	Tempe
Price, Mollie.....	Texas	Vance, Lucile.....	Ohio
Provence, Mamie.....	Tempe	Van Doren, Elvira.....	Summerland
Pruetz, Albert.....	Tempe	Vanderhoof, James.....	Scottsdale
Pruetz, Mathilda.....	Tempe	Vanderhoof, May.....	Scottsdale
Pugh, Marian.....	Tempe	Vaughn, Clara.....	Duquesne
Pugh, Martha Bell.....	Tempe	Velton, Cora.....	Humboldt
Pugh, Pauline.....	Tempe	Voelckel, Robert.....	Ft. Thomas
Quinn, Katherine.....	Tempe	Walker, Hallie.....	California
Rathbun, Olive.....	Illinois	Walton, Aubrey.....	California
Redden, Agnes.....	California	Ward, Florence.....	Phoenix
Redden, Irene.....	Tempe	Ware, Helen.....	Phoenix
Redden, Lela.....	Tempe	Ware, Pauline.....	Phoenix
Reeder, Doris.....	Nogales	Weaver, Earl.....	Casa Grande
Richards, Eric.....	Ray	Webb, Emma.....	Phoenix
Riddle, Helen.....	Jerome	Webb, Frances.....	Tempe
Riebeling, Helen.....	Prescott	Webb, Margaret.....	Tempe
Riggins, Mary.....	Phoenix	Webb, Thelma.....	Globe
Roark, Mary.....	Tucson	Wells, George.....	Mayer
Rubin, Isadore.....	Illinois	Wells, Zella.....	Ohio
Robinson, William.....	Superior	West, Margarete.....	Phoenix
Sanders, Pearl.....	Mesa	Whalley, Regina.....	Globe
Sandoz, Gillian.....	Tempe	White, Emily.....	Mesa
Saylor, Mabel.....	Tempe	Wilkinson, Burnell.....	Wickenburg
Saylor, Maude.....	Tempe	Willard, Donald.....	Phoenix
Schulz, Elsie.....	California	Willett, Ida.....	Sasco
Scott, Aileen.....	Metcalf	Williams, Charles.....	Chandler
Schultz, Rose.....	Mammoth	Williams, Opal.....	Gilbert
Shahan, Emma.....	Tempe	Williams, Lynn.....	San Simon
Shahan, Frank.....	Tempe	Williams, Rosalyn.....	Thatcher
Sharp, Nellie.....	California	Wilson, Adine.....	Mississippi
Shivers, Helen.....	Prescott	Wilson, George.....	Duncan
Simon, Gladys.....	California	Winkelman, Elbert.....	Tempe
Smith, Bertha.....	Hereford	Wood, Leslie.....	Globe
Smith, Mamie.....	San Simon	Wolf, Lena.....	Tempe
Smith, Crystal.....	Ray	Woof, Ruth.....	Tempe
Sorey, Karl.....	Ray	Yates, Ruth.....	Phoenix
Spain, Carl.....	Tempe	Young, Margaret.....	Christmas
Spangler, Carrie.....	Phoenix	Zander, Marie.....	Tempe
Speer, Ruby.....	Ray	Zimmerman, Erdene.....	Tempe
Spray, Joseph.....	Superior		

Class of 1918

Achauer, Charles (Academic)

Arborn, Verda

Arnold, Jewel (Academic)

Arnold, Leone (Academic)

Austin, Warren

Austin, Zella

Barker, Blessie

Barnett, Maude

Barron, Kathryne

Biehl, Bonnie

Blount, Alma

Bockoven, Martha

Brooks, Alta

Brooks, Bertina

Buzan, Clara

Buchanan, Esther

Campbell, Lyla

Carter, Georgia

Cartwright, Stella

Casanega, Emma

Clark, Myrtle

Colmenero, Clotilde

Conway, Joseph (Academic)

Craig, William (Academic)

Davis, Irma

Davis, Pearl

Farley, Rose Mary

Fram, Alfred (Academic)

Fox, Eugenia

Gibson, Lenore *

Gilliland, Fern

Grable, Dorothy

Green, Helen

Harris, Fenn

Hedges, Hazel

Howard, Edwina

Huff, Inez

Hutson, Eva Bell

Irvine, Lucile

Iverson, Rena

Johnson, Frances

Johnston, Janet

Latimer, Helen

Lockling, Bret (Academic) *

Lockwood, Gladys

Lytle, Ruth

Martin, Catherine

Martin, Edna

McPherson, Mrs. Blanche

Miller, Elsie

Mills, Agnes

Moore, Wilma

Morales, Aurora

Nelson, Ruth

Norton, Marietta

Palmer, Sadie

Pearce, Emily

Perkins, Wanda

Phelps, Gertrude

Piper, Minnie

Pomeroy, Leota

Price, Mollie

Pugh, Martha Bell

Redden, Agnes

Redden, Irene

Riebeling, Helen

Riggins, Mary *

Schulz, Elsie

Speer, Ruby

Spray, Joseph (Academic)

Standage, Vivien

Steele, Maytie

Stroud, Maude

Thomas, Elizabeth

Turner, Adah

Turner, Jesse

Ward, Florence

Wsre, Pauline

Whalley, Regina

White, Emily

Willard, Donald

Williams, Lynn (Academic)

Williams, Rosalyn

Wilson, Adine

Yates, Ruth

Woolf, Lena

Zimmerman, Erdene