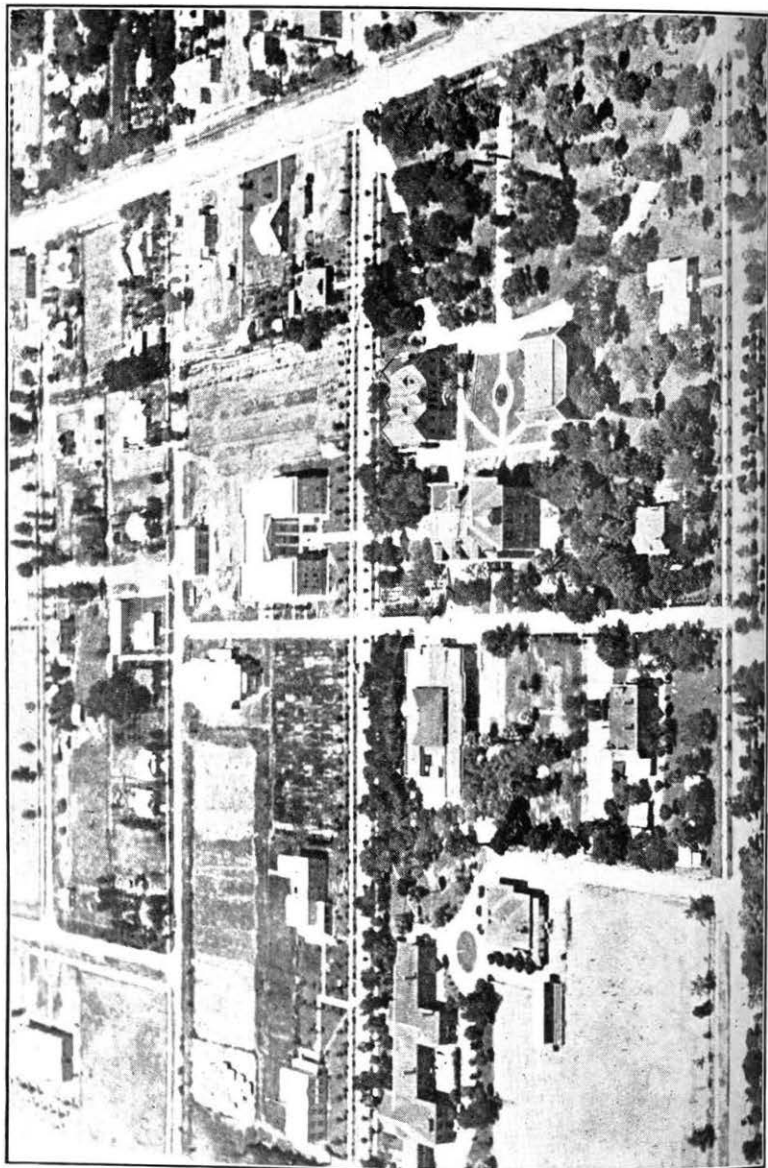


Volume 35

JUNE, 1920 - 41 Number 1

BULLETIN
OF THE
TEMPE NORMAL
SCHOOL
OF 1920-1921
ARIZONA
AT
TEMPE, ARIZONA





THE CAMPUS FROM AN AEROPLANE

Volume 35

JUNE, 1920

Number 1

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TEMPE NORMAL

SCHOOL

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TEMPE, ARIZONA



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Calendar 1920-1921

1920

First semester begins Monday.....	September 13
First quarter ends Friday.....	November 12
Second quarter begins Monday.....	November 15
Thanksgiving vacation Thursday and Friday.....	November 25-26
Christmas vacation begins Thursday.....	December 23

1921

Work resumes after Christmas vacation Monday.....	January 3
First semester ends Friday.....	January 21
Second semester begins Monday.....	January 24
Third quarter ends Friday.....	April 1
Fourth quarter begins Monday.....	April 4
Examinations and commencement exercises.....	June 6-10

Boards and Officials

NORMAL BOARD OF EDUCATION

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

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Judge G. W. Shute.....	Globe
G. H. Sawyer.....	Tucson

OFFICERS OF ALUMNI ASSOCIATION

Clarence M. Paddock, '03, President.....	Mesa
Lawrence Longan, '17, Vice-President.....	Tempe
Leona M. Haulot, '02, Secretary-Treasurer.....	Tempe

STATE BOARD OF EDUCATION

His Excellency, Governor Thomas E. Campbell.....	Phoenix
Hon. C. O. Case, Supt. Public Instruction.....	Phoenix
Dr. R. B. von KleinSmid, President University of Arizona.....	Tucson
Dr. J. O. Creager, President Northern Arizona Normal School	Flagstaff
Dr. A. J. Matthews, President Tempe Normal School.....	Tempe
C. F. Philbrook, City Superintendent of Schools.....	Bisbee
Miss Elsie Toles, County Superintendent of Schools.....	Tombstone
H. E. Matthews, Principal High School.....	Mesa

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Alma Davis.....	Mesa
Claude D. Jones.....	Phoenix

Faculty 1920-1921

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
A. B. Clark, Chicago Normal School.....	Manual Training
James L. Felton, A. M., University of Chicago.....	English
Ira D. Payne, A. B., Stanford University.....	
.....	Education and Director of Training School
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
L. W. Fike, A. M., University of California.....	Psychology and Sociology
F. W. Hiatt, M. S., Univ. of Chicago.....	Geography and Physiology
Olive M. Gerrish, Columbia School of Music, Chicago.....	
.....	Vocal and Public School Music
M. Leslie Fairbanks, Delaware College..	Machine Shop and Forge Work
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
Waldo Christy, Univ. of Chicago.....	Dept. of Commerce
Emma B. French.....	Latin and Spanish
T. J. Cookson, A. B., Ohio University.....	Librarian
Mrs. T. J. Cookson, B. S. D., Warrensburg, Mo.....	
.....	Assistant Librarian

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.....
.....Playground Supervisor
Ella L. Roll, A. B., Stanford University.....Grammar Grades
*.....Grammar Grades

*To be supplied.

ADMINISTRATIVE OFFICERS

A. J. Matthews.....President
Laura Dobbs.....Secretary and Accountant
Amelia Kudobe.....Records of Students
Anna H. Ridenour.....Preceptress of Girls' Dormitories
Mrs. Mary W. Waite.....Assistant Preceptress
Mrs. Lulu H. Robinson.....Assistant Preceptress

• _____

L. C. Austin.....General Foreman
J. F. Hendrix.....Head Janitor
J. G. Newton.....Engineer
Robert Krause.....Chef
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 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 unfailling 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. 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.

A tract of thirty acres immediately adjoining the campus is equipped as a model farm, thus affording ample opportunity, close at hand, for experimental and practical work in all lines of agriculture.

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 demonstration 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 ap-

paratus 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 classrooms are so arranged that easy access is had from each to the assembly. A marked feature

is the lighting and ventilation of all the rooms. The 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, there is a library of over 700 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

DINING HALL

The new dining hall, which will be ready for use at the opening of the fall semester, is being erected upon the site of the old mess hall, in a central location convenient to all dormitories. This building will have a seating capacity of three hundred and will embody in its construction all modern features of sanitation and ventilation. The kitchen will be equipped with a refrigerating and cold storage plant of ample capacity. Particular attention is being given to the sanitary construction of floors and walls and to the system of forced ventilation. The latest machinery will be installed for dish-washing, mixing, grinding and bread making, including an electric oven.

The food furnished to students and faculty members alike is carefully selected and properly prepared. Everything that the market affords in the way of fresh fruits, vegetables and meats, and all that the culinary art can provide is made to contribute to a menu which is wholesome and suitably varied. The dining room is under the supervision 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 fireproof 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.

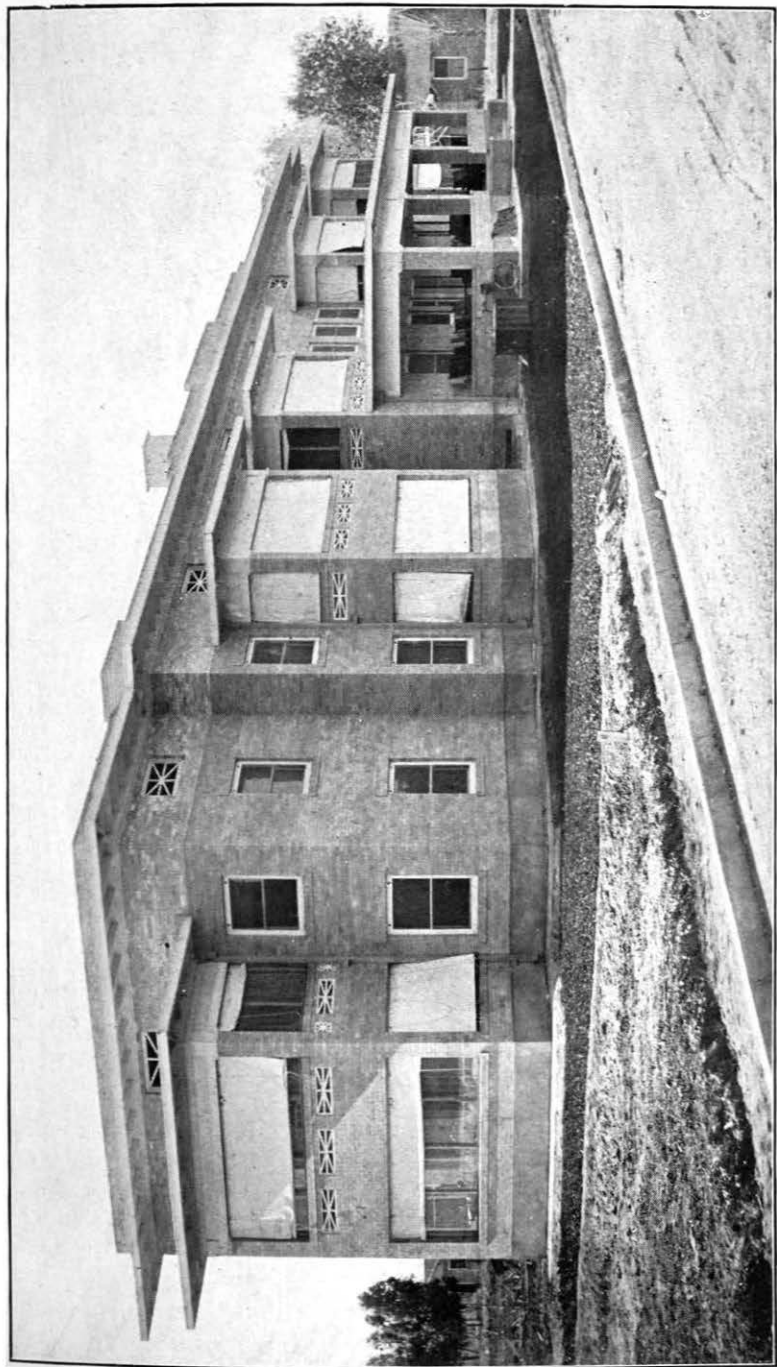
INDUSTRIAL ARTS BUILDING

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, fireproof 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 on 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.



BOYS' DORMITORY—SHOWING THE OPEN AIR SLEEPING PORCHES



SOUTH HALL.

TWO OF THE GIRLS' DORMITORIES

NORTH HALL

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, recently 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 fourth year young women, and North Hall, which houses the third year 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 central heating system was installed last year. The boiler room, located west of the Arts Building, conforms, in its architectural features with the other buildings of the western group. Two powerful boilers furnish the steam for the system of tunnels which distribute the supply pipes to all buildings on the campus. This system of concrete tunnels will eventually 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. A third boiler supplies hot water under pressure to all buildings, thus effecting a considerable economy in fuel.

Expenses of Students

Dormitory Fees: A fee of \$30 per calendar month, payable monthly in advance, is required of all students residing in the dormitories. (No allowance can be made for vacations, absences over week-ends, absence due to disciplinary action, or for any other absence not specially authorized.) This fee entitles the student to board and room, including light, heat, and the use of bedding and linen. All rooms are fully furnished.

For the accommodation of faculty members and local students meal tickets will be furnished at the rate of 20 meals for \$8.00. Visitors taking meals at the dining hall will be charged at the rate of fifty cents per meal.

Dormitory students, in case of ordinary illness, will be taken care of at the school hospital. The services of a nurse will be furnished free except in extraordinary cases and in cases requiring surgical operation. Physician's fees will be paid by the student.

Deposit: 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 \$36 to \$40 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 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.

Students entering the school from other states may 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 thirty 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 tenth grade 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 co-operate in enforcing the regulations of the school.

It is the judgment of the faculty that the environment of all 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 a two-year teachers' course, open to graduates of a four-year high school, and leading to the Life Diploma. It also presents several high school courses which may be followed by those who intend later to enter the teachers' course, or by those who do not intend to become teachers. Two years of high school work is required for entrance to these high school courses.

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 kindergarten.

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. An extra year of work will be required of those who wish to obtain the special diploma in one of these lines of work in addition to the regular diploma.

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 high 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 within 30 days after 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: The two-year teachers' courses are open to graduates from high schools maintaining a full four-year course and conforming to the academic requirements of this normal school. These two-year courses are designed to qualify teachers either for work in the grades or for work as special teachers or supervisors, as will be explained in detail under the heading devoted to courses of study. Graduates from these teachers' courses receive a diploma which entitles them to teach during life in the public schools of Arizona, California and other states, and which is generally accepted for from one to one and a half year's credit upon 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 (see calendar), but they will be admitted at any time by special arrangement of work.

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

2. Special action of the faculty is necessary to admit to senior standing any student who finds it necessary to take work in excess of the regular amount required for the scheduled course.

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 Board of Education requires that all candidates for a teacher's diploma of any kind must pass the regular teachers' examination in spelling, arithmetic and grammar. These examinations may be taken in either the junior or the senior year.

6. A regulation of the State Board of Education requires of normal school graduates proficiency in the Zaner system of business writing.

7. The teacher's diploma entitles the holder to teach in the schools of Arizona during life without examination. It is accredited also in the State of California and in all other states where credentials of any sort are accepted.

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 each subject studied, and a copy of this report is forwarded to the parent or guardian. Standings are indicated

by letters. The grade C indicates passing to good; B indicates excellent and A superior. D indicates a condition to be removed and E denotes a failure, requiring repetition of the work in question.

Semester grades only are effective in determining the student's final standing upon the permanent record.

Courses of Study

PROFESSIONAL OR TEACHERS' COURSES

Regulations of State Board: The law requires that the normal schools of Arizona shall maintain uniform courses of study leading to the regular teacher's diploma. The courses outlined in the pages following are drawn up in accordance with the regulations of the State Board of Education with a view to securing the uniformity above mentioned. The rules of the Board require that the minimum length of the school year shall be thirty-eight weeks exclusive of summer schools; that a minimum course of two years shall be required of graduates of a four-year high school course in order to secure the teacher's diploma; but that students who are graduates from a four-year high school course accredited by the Normal School, and in addition thereto have taken a suitable amount of professional work in a college, university, or normal school, and who have had at least one year's experience in teaching in the public schools, may receive credit on the two-year teachers' course, provided that in all such cases students will be required to take at least one year's work in residence before receiving the teacher's diploma.

In the following outlines of courses the term "unit" is used to denote a subject studied through one school year with five class exercises or periods per week, two periods of laboratory work or typewriting being considered equivalent to one class exercise. The school year is divided into two semesters. The recitation period is forty-five minutes in length.

A student may acquire both the regular diploma and in addition thereto a diploma in one of the special vocational courses by taking one year of work in addition to the regular teachers' course. Such students will find it to their advantage to plan their three years' work at the beginning of the course, as it will thus be possible to arrange a more logical sequence of the required subjects.

TEACHERS' COURSE

A TWO-YEAR PROFESSIONAL COURSE FOR GRADUATES OF A FOUR-YEAR HIGH SCHOOL COURSE WHO DESIRE TO PREPARE THEMSELVES FOR THE WORK OF TEACHING

THIS COURSE LEADS TO THE LIFE DIPLOMA.

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Psychology	5	*Pedagogy	5
*Geography and Methods.....	5	*Composition and General Literature	5
Art	5	Art and Methods.....	5
*Arithmetic and Methods.....	5	*Grammar and Methods.....	5
Elective (See note below).....	5	Elective (See note below).....	5
Zaner Writing.....	2	Zaner Writing.....	2
Physical Training and Playground		Physical Training and Playground	
Supervision	2	Supervision	2

SENIOR YEAR

Teaching	5	Teaching	5
*Primary Methods (1 quarter).....	5	*School Efficiency.....	4
*Sociology	5	*History of Education.....	5
Music	5	Music	5
Elective (See note below).....	5	Elective (See note below).....	5
Agriculture	2	Agriculture	2

Starred Subjects: May be taken either first or second semester, the intention being that half the class shall take the work the first semester, the remaining half the second semester.

Electives: Five hours' work in each year is to be selected from the subjects offered in the high school course, according to the needs of the individual student. Among the subjects available for selection as electives are the following: physiology, biology, geography, history, civics, economics, Latin, Spanish, agriculture, art, home economics, manual arts, music, kindergarten training, commerce.

Students electing Latin or Spanish must have completed two units of either before credit is given. A portion of this work may be accredited from the high schools.

Students electing any line of vocational work must complete at least one unit of such work before receiving credit. Students will be permitted to select vocational work for the entire time assigned to electives in the above course if they so desire.

Military Training: All male students are required by law to take the regular work in military training throughout the course.

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 one of the above courses must be graduates of a four-year high school course, or must have to their credit the equivalent of such a course, and, in addition, they must present recommendations for special training and ability along the line 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.

An extra year of work will be required of those who wish to obtain either of the above special diplomas in addition to the regular teacher's diploma.

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
Composition and Literature.....	5	Drawing and Painting.....	5
Drawing and Painting.....	5	Art History 2.....	1
Art History 1.....	1	Composition and Design 2.....	5
Composition and Design 1.....	5	Arts Crafts.....	4
Mechanical Drawing.....	4	Academic Elective.....	5

SENIOR YEAR

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

NOTE: Academic electives to be recommended for the special students in this course, by the instructors of the department.

Students desiring a technical course in Art see under title
Technical Courses, page 23.

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
English 4.....	5	Academic Elective.....	5
Composition and Design 1.....	5	Pattern Making.....	5
Turning and Lathe Practice.....	5	Case and Cabinet.....	5
Mechanical Drawing 2.....	5	Mechanical Drawing and Sheet Metal Work	5

SENIOR YEAR

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

NOTE: Academic electives to be recommended for the special students in this course, by the instructors of the department.

Students desiring a technical course in manual arts see
under title Technical Courses, page 23.

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	Juvenile Literature	2
Music	2	Literature	2
Drawing	2	Music	2
Kindergarten Theory and Technics 5	5	Drawing	3
		Sociology	2
		Kindergarten Theory and Technics 5	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)			
Nature Study (2)			
Kindergarten Theory and Technics 5	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 Subjects 5	5	Business Statistics	5

Required subjects are starred. A minimum of 24 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.

Students desiring a technical course in Commercial Work, see under title, Technical Courses, page 23.

SPECIAL COURSE IN KINDERGARTEN TRAINING

JUNIOR YEAR			
	Hrs.		Hrs.
First Semester		Second Semester	
Psychology	5	Pedagogy	5
Biology	5	Physiology	5
English Grammar	5	Reading	5
Art 3	5	Composition	5
Kindergarten Theory and Technics....	5	Kindergarten Theory and Practice....	5
SENIOR YEAR			
Primary Methods.....	5	Teaching	15
Primary Teaching.....	5	History of Education.....	5
Sociology	5	Kindergarten Theory and Technics....	5
Music	5		
Kindergarten Theory and Technics....	5		

Students who have credit for biology and physiology in their high school courses may elect other subjects in keeping with this course.

SPECIAL COURSE IN COMMERCE

TWO-YEAR COURSE FOR THE TRAINING OF SPECIAL COMMERCIAL
TEACHERS AND SUPERVISORS. OPEN TO GRADUATES OF A
FOUR-YEAR HIGH SCHOOL COURSE

JUNIOR YEAR			
	Hrs.		Hrs.
First Semester		Second Semester	
Required		Required	
Psychology	5	Pedagogy	5
Bookkeeping 1.....	5	Accounting 1.....	5
Shorthand 1.....	5	Shorthand 2.....	5
Commercial Law 1.....	5	Penmanship	5
Penmanship	2	Economics	5
Electives	Hrs.	Electives	Hrs.
Arithmetic	5	Commercial Organization 1 (Domestic Trade).....	5
Business English.....	5	Typewriting	5
Business Administration.....	5	Commercial Geography.....	5
Typewriting	5		
SENIOR YEAR			
First Semester		Second Semester	
Required		Required	
Methods and Teaching.....	5	Methods and Teaching.....	5
Accounting 2.....	5	Shorthand 4.....	5
Shorthand 3.....	5		
Electives	Hrs.	Electives	Hrs.
Corporation Finance.....	5	Accounting 3.....	5
Commercial Organization 2 (Foreign Trade).....	5	Investments	5
Business Organization.....	5	Industrial Management.....	5
Typewriting	5	Money and Banking.....	5
		Typewriting	5

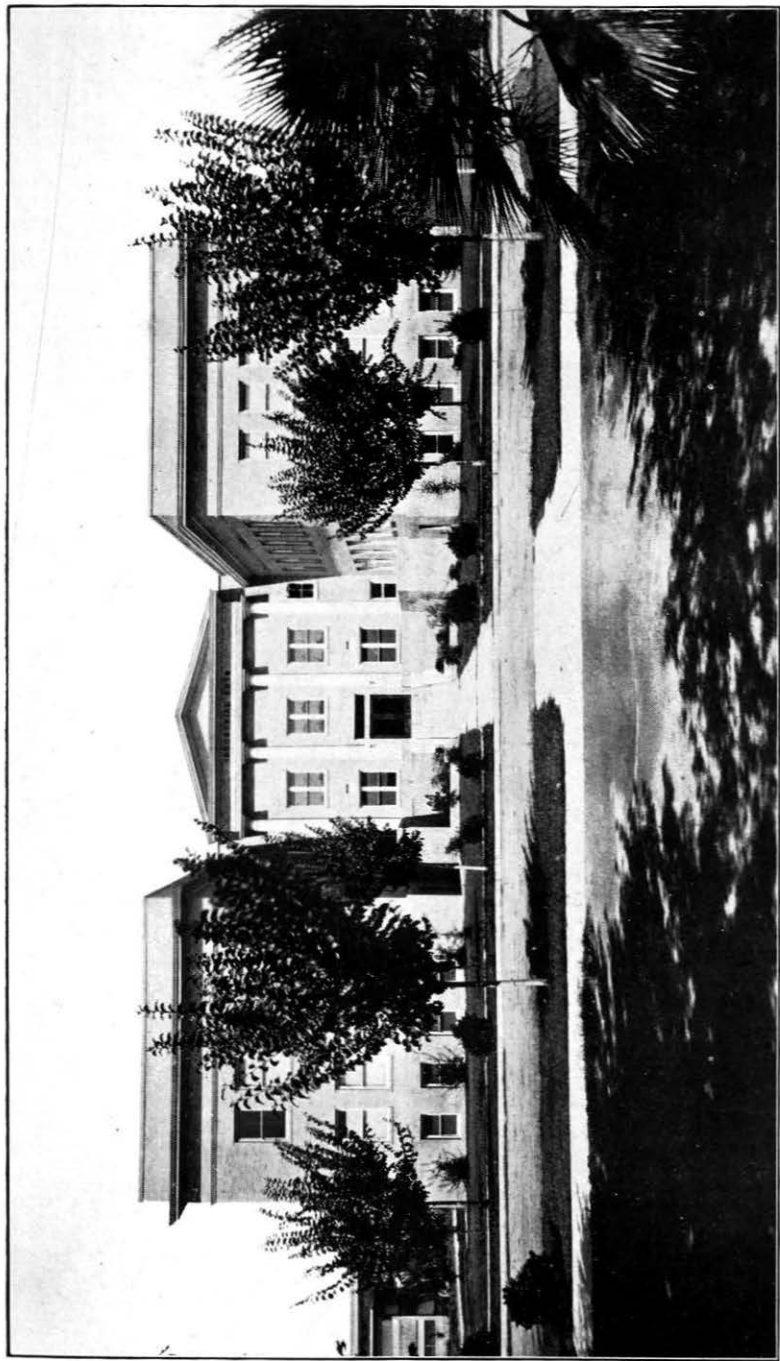
A minimum of 20 semester hours of work per week is required to complete the course. The minimum requirement for the two-year course leading to the Diploma in Commerce is 80 semester hours or 8 credits of work. The course is open to graduates of a four-year high school course or those who have completed an equivalent amount of work.

One credit in typewriting, if not already obtained, must be completed in addition to the minimum requirements for this Special Diploma.

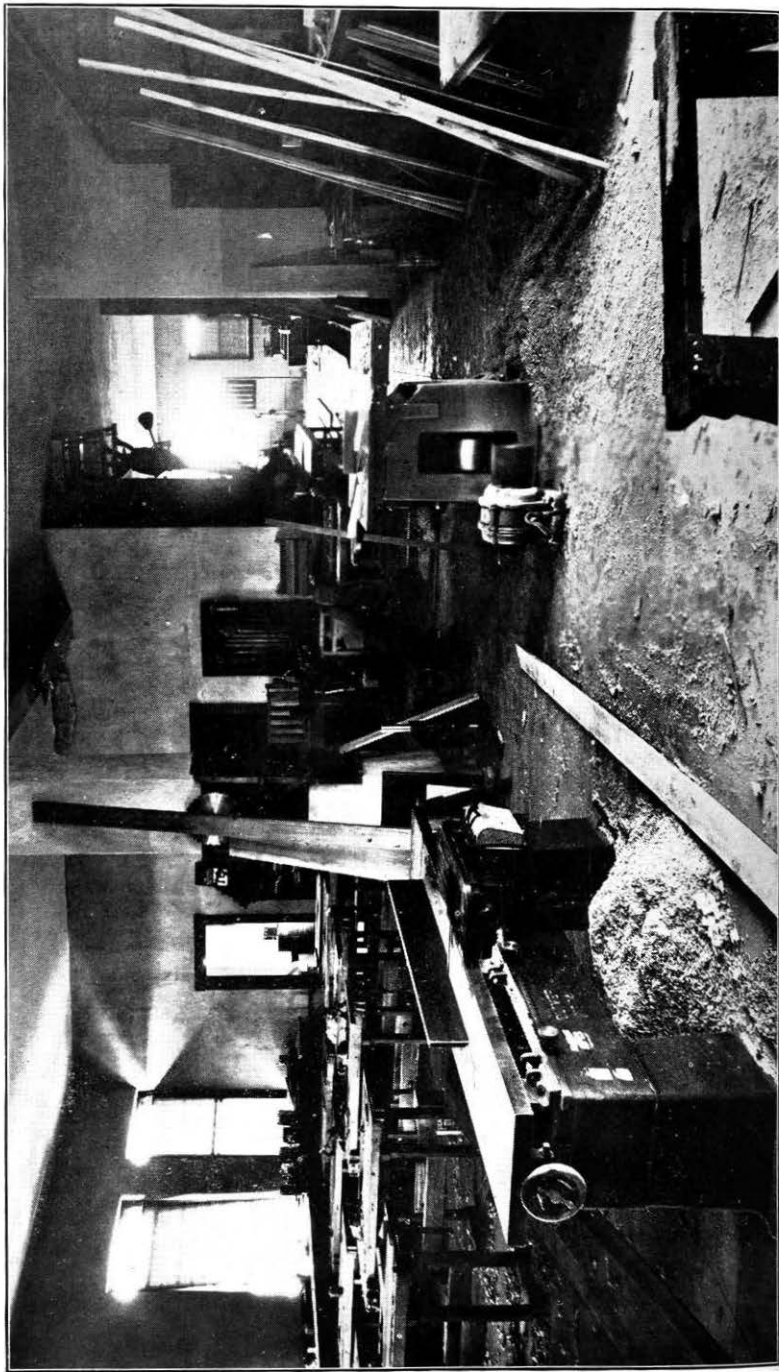
Five hours' credit in Business English, Commercial Arithmetic or Elements of Business, may be allowed for previous satisfactory completion of these subjects, if pursued for one-half year or more.

Students who have studied Bookkeeping in High School will be given such credit toward this certificate as their work here shows them entitled to receive.

A Zaner certificate in Penmanship is required of all students in this course, except that a Palmer certificate received previous to the school year 1920-1921 may be substituted. If a penmanship final certificate is received, credit for 5 hours of work will be allowed.



THE INDUSTRIAL ARTS BUILDING



LOOKING THROUGH THE WOODSHOPS

High School Courses

In past years the Normal Schools of the state have always offered a course of study open to students who had completed the work of the eighth grade. This was in the nature of an academic or high school course, and was designed to prepare students for the two-year teachers' course, although those who did not desire to become teachers were allowed to complete the four-year high school course and such students were granted a high school diploma. Now the number of high schools in the state has increased to such an extent that in nearly all sections it is possible for a student to obtain at least two years of high school work without leaving home. Furthermore, provision has been made recently whereby it is possible to establish two-year high school courses even in rural communities. Therefore, at a joint meeting of the Boards of Education of the state normal schools with the State Board of Education, held early in 1919, the following action was taken:

"After August 15, 1919, no students will be admitted to either state normal school until they have completed one year of high school work, and after August 15, 1920, it will be necessary that they have two years of high school preparation before entrance into either normal school."

It will be noted that the effect of this resolution is to drop the first two years of academic or high school work from the course heretofore offered by both normal schools. It was thought expedient to drop but one year at a time in order to avoid doing injustice to those students who had already completed one year of high school work at either one of the state normal schools.

Under these conditions, students who have completed two years of high school work and during that time have secured credit equal to seven and one-half units, will be admitted to the third year of the high school course at the Normal School, and for the completion of this course another seven and one-half units will be required in addition to the work in military training or physical education which is required of all students.

Candidates for the high school diploma must make application for same at least one-half year prior to the date of graduation.

Before receiving the high school diploma, the candidate must have completed at least one year's work in this school, and must have received credit for certain required units as shown in the following tabulation:

REQUIRED UNITS

English	3	units
History and Civics.....	2	units
Mathematics	2½	units
Science	2	units
—		
Total required units.....	9½	units
Electives from regular courses.....	5½	units
Military drill or physical education.....	1	unit
—		
Units for graduation.....	16	units

(A unit is understood to mean 5 hours' work per week for 1 year.)

Electives offered:

Latin, Spanish, English, Mathematics, History, Science, Bookkeeping, Shorthand, Typewriting, Commerce, Manual Training, Machine Shop Work, Drafting, Music, Art, Agriculture, Home Economics, Geography.

Note (a) Required units defined:

English, 3 units. Such work as may be prescribed by the English department to correlate with English courses already credited.

History and Civics, 2 units. Must include one unit of American History and Science of Government.

Mathematics, 2½ units. Must include one unit of Algebra and one unit of Geometry.

Science, 2 units. Must include two units of the following three units: Physics, 1; Chemistry, 1; Biology, 1. Biology being one of the units required for students who plan to take the teachers' course after graduation.

Military drill or physical education, 1. Required of all students.

Note (b). Students electing Spanish or Latin must have two years of either before credit can be secured. A portion of this may be taken in the high school before entering the Normal.

Note (c). Students electing any line of vocational work must complete at least one unit in that line to secure credit.

From the above outline the prospective student will observe that it is possible to select practically any type of course desired so long as the 9½ required or "core" units are included.

TECHNICAL COURSES

Students who do not wish to qualify as teachers, but who desire to prepare themselves along some line of technical or vocational work, may select a technical course by following any one of the **Special Vocational Courses** outlined on pages 17 to 20, omitting those subjects which are strictly pedagogical in character, such as psychology, pedagogy, methods, practice teaching and the like. A certificate of accomplishment will be given upon the completion of such a course.

PARTIAL COURSES

Students of suitable maturity desiring to pursue a partial course in technical or commercial work may enter at any time those classes which are already organized. No special qualifications will be required except ability to follow the work of the class accepted. Certificate will be issued showing the amount and character of work covered. Special classes will be organized when the demand justifies such action. It is thought that this provision for partial courses may be welcomed by many persons who are engaged in mechanical, agricultural or commercial work, and who wish to devote a certain amount of time to self-improvement along the lines of their particular vocation, or who wish to obtain special training in some special phase of their daily occupation.

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 teachers' courses. 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 School 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 in the grades. Any of the offered courses in agriculture may be taken where electives are offered in the junior and senior years of the regular professional course.

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 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 and Jersey individuals of advanced registry stock, selected for perfection of type, including Minnie Pearl Shadeland DeKol 3rd, the champion milk and butter production cow of Arizona, 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, including Maricopa Lady Colonel, junior champion at the Arizona State Fair, 1919, and headed by Tempe Chief, son of Select Chief, grand champion of the Missouri Valley.

The sheep flock is headed by a choice collection of registered Hampshires purchased directly from the celebrated Walnut Hall Farms of Donnerail, Kentucky.

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. 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.

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 Company.

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, and is de-

signed principally for seniors who are taking the regular professional course. 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 leveling and running laterals and drainage ditches; farm devices, knots and splices, repair work, fencing and re-

lated topics; practical work in assembling, repairing and operating farm machinery.

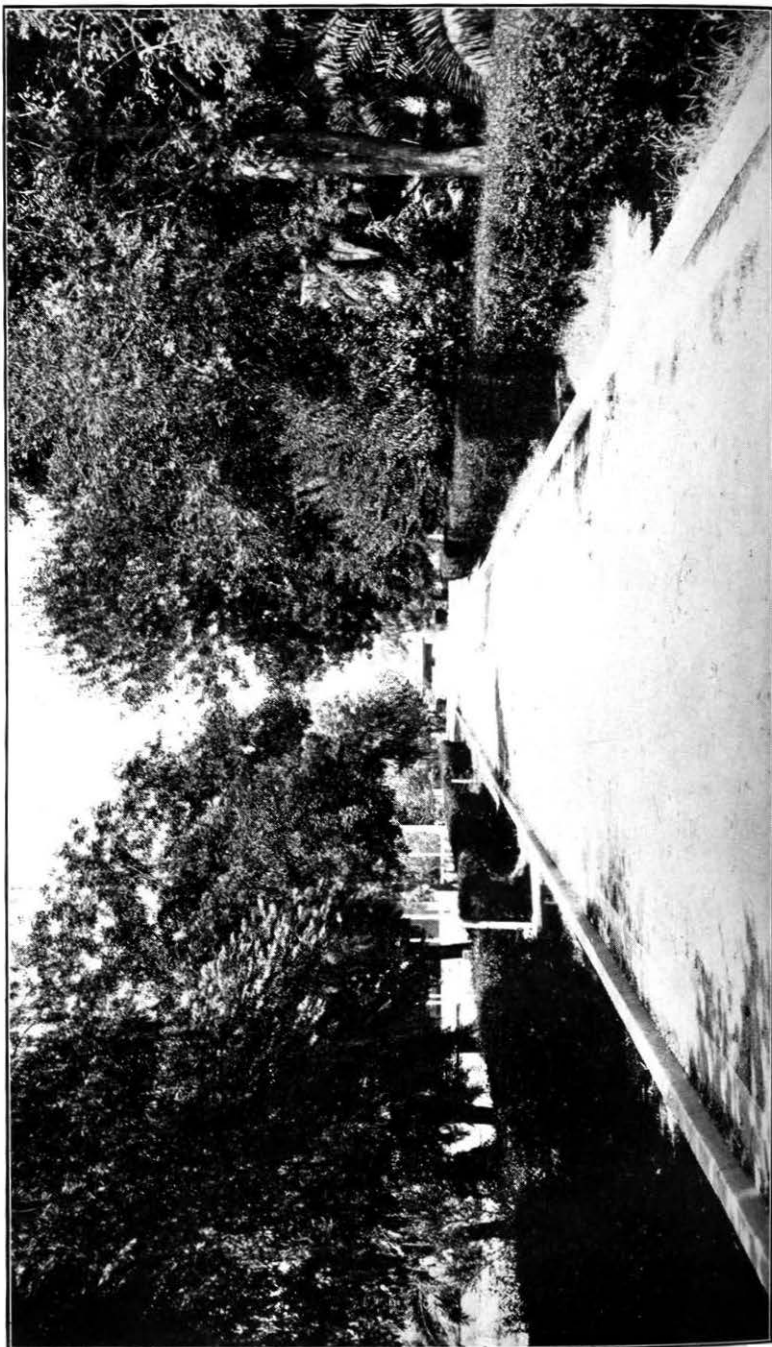
***Agriculture 11. Farm Management and Farm Accounts.** A course in farm management based on Warren's text, also supplementary reading and local study. Farm accounting will consist of practical application of the most approved forms of farm accounting.

***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.



CELEBRATION OF MATTHEWS DAY ON THE CAMPUS



THE EAST AND WEST DRIVE

ART DEPARTMENT

MR. ANDERSON

Our motto here: "Art is vital to a people both from the side of the industrial and from that of the aesthetic."

We feel that all can be trained in varying proportions towards the ability to appreciate the good and the beautiful, whether it be presented in an industrial product, the work of the artist, or in nature.

Students showing special aptitude in art work are encouraged and given every opportunity to develop along these lines, not alone for the enrichment of the individual, but especially that the community and state may receive some of the impulse that tends towards the formation of good taste, so that our homes may, thereby, be enriched and made more comfortable and attractive.

This department is very thoroughly equipped with all apparatus, tools and materials necessary to the successful carrying on of the work.

Art 1. Junior year, first semester, five hours. Drawing from still life and nature in pencil, crayons and water colors; principles of composition and design developed through creative exercises aiming for fine arrangements in line, notan and color, using plant, animal and abstract motifs; appreciation of fine color through illustrations of color harmonies, and this followed by practical applications to various design problems; stenciling and block printing; construction of boxes, note books and portfolios for class use; use of colored papers in design, lettering and poster work.

Art 2. Junior year, second semester, five hours. Drawing and painting continued; composition and design continued; figure work for poster effects; clay modeling and simple pottery; bookbinding; study of masterpieces of painting, sculpture and architecture; interior decoration, to include drawing of plans and elevations; practice in the making of pleasing color schemes; discussions as to arrangement; introduction to history of furniture; methods of teaching art in the grades.

ELECTIVE COURSES IN APPLIED ART

Art 3. Two semesters, five hours. A course in applied design and construction through a variety of mediums; leather modeling, to include tooling, coloring and constructive problems such as blotter-pad corners, card cases, coin purses, mats and book covers; block printing with two and three color blocks; pen lettering and illumination in card designs and the illumination of texts calling for decorative treatment; acid stenciling; batik work in the designing of textiles.

Art 4. Two semesters, five hours. A course in pottery, both by the built-up method and by the mold process. Different methods of enrichment are used, such as incising, piercing, modeling, inlaying, slip-painting, underglaze painting and overglaze work; mixing of glazes and use of kiln in firing; problems in concrete.

Art metal work in copper and brass to include piercing, bending, raising, soldering, riveting, chasing, etching, coloring and enameling; the making of simple jewelry, such as watch fobs, brooches, hat pins, buckles, etc.

Pre-requisites: The student must give evidence of fitness to enter courses 3 and 4.

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. Fourth year, high school course; 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 may be chosen as an elective in the teachers' course.

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). 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. CHRISTY

The aim of this department is not to develop the technical side of 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.

The Department of Commerce is located in special quarters in the Industrial Arts Building, where modern equipment of every kind has been provided. In addition there is provided at this school electrically-driven mechanical devices of the latest pattern. A suitable and liberal addition has been made to the library for the use of the students of this department.

The work of the department does not end with the school room. The satisfactory student is placed where it is thought the greatest development and opportunity will come. The student so placed is followed carefully through the transition period and every assistance given him to make the most of the opportunity provided. The graduates of the department have been very successful in the commercial world.

The work of the department is wholly practical; work of every description is taken from the business world about and a practical problem is thus worked out by each and every student. Work of a commercial nature is turned out on the multigraph and the mimeograph, as well as a large amount of correspondence by the students of the shorthand section of the department.

Bookkeeping 1. (First semester.) The general principles of bookkeeping are taken up, with a view of preparing the students 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 1. (Second semester.) This course will give the student a thorough knowledge of the fundamental prin-

ciples 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 1 or equivalent. Study of General Accounting, Walton School of Commerce, text book.

Accounting 2. (First semester.) This course is a continuation of Accounting 1, 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 1 or an equivalent. Begin advanced accounting and finish general accounting.

Accounting 3. (Second semester.) A continuation of Accounting 2. 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 2 or an equivalent.

Shorthand 1. (First semester.) 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. Complete Gregg Shorthand Manual.

Shorthand 2. (Second semester.) 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. Complete 150 pages of Gregg Speed Studies.

Shorthand 3. (First semester.) 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. Complete Gregg Speed Studies.

Shorthand 4. (Second semester.) Special dictation for students to acquire a maximum of speed. Actual correspondence and report work. Necessary preparation, Shorthand 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 keyboard by the sense of touch. Open to any student with the consent of the office. Required of all students of shorthand.

Typewriting 2. Practice in letter writing, 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 its equivalent. Required of all students of shorthand.

Typewriting 3. Practice in the transcription of shorthand 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, 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 necessary speed and accuracy; a general review of arithmetic through percentage and in the simpler applications of percentage; use of graphs; use of notes, drafts, bills of lading, checks, 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.

Business Organization. Function of organization and management; standards of efficiency; objects of a business enterprise; 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.

Commercial Law 1. 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. Text: Huffcutt, Elements of Business Law.

Commercial Organization 1. Marketing, organization for distribution; middlemen; problems of the commercial field; study of commodities; domestic trade problems.

Commercial Organization 2. Foreign market problems; exchange; methods of distribution; transportation; marine insurance; docks and harbors; shipments to foreign countries; tariffs.

Investments. Forms of investment; essentials of investments; problems of the investor.

Money and Banking. Study of money and credit; historical facts; kinds and functions of banks; Federal Reserve System; financial problems.

Typewriting 1 and 2, if successfully completed, will give one-half credit.

Typewriting 3 and 4, if successfully completed, will give one-half credit.

Successful completion of Shorthand 1 and 2 gives one credit, as also does the completion of Shorthand 3 and 4.

Commercial subjects may be taken as elective work in other courses with the consent of the office.

ENGLISH

MR. FELTON; MISS PILCHER

English 3. The aim of the course is to develop facility and efficiency in writing and speaking the English language. Theme writing is practiced regularly. In order that originality of expression may be developed, subjects concerning which the student has a first-hand knowledge are given preference. Reports are both oral and written, and while spontaneity of expression is sought, accuracy in spelling, punctuation and sentence structure is insisted upon. Some class study is given to masterpieces of English literature, in which an appreciation of the work of the best writers is fostered, and extensive collateral readings from representative English authors are required. Reports, both oral and written, based upon the student's reading, are given in class.

Text books: Wooley's Hand Book of Composition, D. C. Heath and Co., \$1.00; Howe's Primer of English Literature, D. C. Heath and Co., \$1.00; Manly's Prose and Poetry, \$2.50.

English 4. Required of all fourth year students. First semester. Designs to carry forward the work of English 3. Theme writing, developing exposition and argumentation. Oral exercises continued. Class study of American writers and their works, with collateral readings and reports upon matter covered. Each student must furnish evidence that he is able to read an assignment with understanding, and must be able to express before the class the substance of what he has read, in clear, idiomatic language, both oral and written.

Text books: Howe's Primer of American Literature, D. C. Heath and Co., \$1.00; The Chief American Poets, Houghton, Mifflin and Co., \$2.00.

English 4. Second semester. Required. Reading and public speaking. A study of English pronunciation, articulation and expression, with daily practice in reading from the printed page. Extemporaneous speaking, including simple narration and formal debate, are required, each student appearing before the class several times, and in public when suitable proficiency has been attained. Discussion of current topics from

the best periodicals is introduced, and class use of a periodical forms a part of the course.

English 5. 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 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 6. General Literature and Advanced Composition. Five hours a week first or 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 7. 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.

G E O G R A P H Y

MR. HIATT

Geography 1. Physiography. First semester each year. This course introduces the student into the work in science. Its aim is to develop the power to reason and to follow reason-

ing as well as to impart facts in physiography. Care is used in the selection of material used to make the work of the most value from the practical point of view. Text: Physiography (Briefer Course), Salisbury.

Geography 2. Principles of Geography. Recommended as an elective for professional students. First semester, each year. This course is a study of physiography and physiographic processes with applications. The different earth phenomena are studied and their influence on life shown by the consideration of areas selected for the purpose. The aim of the course is to train students in the fundamentals of geography and to equip them with sound geographic principles from which deductions and applications may be made. Text: Elements of Geography, Salisbury, Barrows and Tower.

Geography 3. Commercial Geography. Recommended as an elective for all professional and commercial students. Second semester each year. The purpose of this course is to explain the factors in the geographic distribution of labor and industry. The localization of industries and the exchange of commodities is dealt with from the standpoint of the physical environment of man in different parts of the world. Various regions are studied to show the relationship of the world's great industries to their geographic surroundings. Text: Commercial Geography, Robinson.

Geography 4. Professional Geography. Required of all students working for the professional diploma. Given each semester. This course covers the regional geography of the more important portions of the earth. In it the teaching of the subject receives special emphasis, the methods being given in conjunction with the subject-matter. The text-book is that adopted by the state, and much time is given to organizing it to fit the needs of our locality. The work is begun with "Home Geography" and expanded to the requirements of the state course of study. Text: That used in the training school; Tarr and McMurry, Book Two.

HISTORY AND SCIENCE OF GOVERNMENT

MR. MURDOCK

Attitude. Educational leaders of all times have emphasized the necessity of the study of the past—some laying stress

upon the cultural value of the study of history, others considering it from the standpoint of utility; some regarding it as an end in itself, others viewing it as a means to an end. The latter view is favored here.

While a crowded curriculum will not permit the offering of many courses in this department, those offered are important. This is a momentous period. Instead of turning away from the "dead past" in these stirring times of flux and change, we realize a greater need of the lamp of human experience to guide our feet through the revolutionary days ahead. Perhaps our greatest need in state and nation today is a citizenry intelligently trained in civic and social duties, conservatively progressive. To this end the following courses are offered.

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. Less stress is laid upon 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—American History (Revised), Ginn & Co., \$1.50.

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, American Commonwealth; Kaye, Beard and 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 Readers' Guide. Time: First semester, junior year. Text: Guitteau, Government and Politics in the United States, Houghton, Mifflin & Co., \$1.00.

Economics. Following American History and Science of Government, a brief course in Economics is offered in the sec-

ond semester of the fourth year high school course. No students are eligible for this course who have not the required historical background for this study. Juniors and seniors in the teachers' course may elect this work. Although of high school rank, college references and sources are available to make this subject sufficiently worth while for the more mature student. In view of the fact that a large proportion of the present problems in American life are economic in nature, the purpose of this course is to investigate some of these problems with a view to discovering sane solutions. Text: Ely's Outlines of Economics, Macmillan Co., \$2.50.

HOME ECONOMICS

DOMESTIC ART, MISS STEWART;
DOMESTIC SCIENCE, MISS DELZELL

Special Course for Training Home Economic Teachers. The special course for training home economic teachers begins in the junior year.

Clothing 1. Elementary Dressmaking and Millinery. Five hours, first semester, junior year. This course is given for students who wish to become home economics teachers. It may be taken as an elective by those who have had elementary sewing. Garments are made, including hand sewing, use of patterns and machine sewing. Cutting and fitting are emphasized. Each student must make some garment for a person other than herself. She is not expected to provide material for that garment. A part of the time will be devoted to millinery. The student will be expected to make a winter hat as her final product. Text: Clothing for Women, Laura I. Baldt, price \$2.00.

Cookery 2. Junior year, second semester, five hours. Food study and preparation. General study of five food principles as to sources of supply, production and manufacture, composition, digestibility, nutritive value, place in the diet, and cost. Laboratory practice in proper cookery of all classes of food.

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

Clothing 2. Textiles and Clothing. Senior year, first semester, five hours. The course is offered for special home economics students. Textile fibers are studied and identified and fabrics are tested to detect adulterations and to determine values. The development, production and manufacture of fabrics are considered in relation to values. Economic and social aspects of the textile industries receive attention that the influence of the consumer in establishing standards and in shaping social development may be appreciated.

Work in clothing consists in making useful articles by hand and machine, the making of children's clothing, and repair work. Methods of teaching and courses of study form a part of this course.

Text: Textiles, by Woolman and McGowan, price \$2.00.

Clothing 3. Advanced Dressmaking and Millinery. Senior year, second semester, five hours. Students draft and design patterns and make a street dress, afternoon or evening dress, and an unlined suit. A spring hat is the final problem in the millinery work. This course may be taken as an elective by students having had Clothing 1.

Cookery 3. Senior year, first semester, five hours. Continuation of Cookery 2 with more advanced problems and cooking in larger quantities; preparation and serving of dishes for sick and convalescent; table service; preparation and serving meals at a stated cost per plate; work in demonstration.

Nutrition. Senior year, second semester, five hours. Prerequisite, Cookery 1 and 2. Fundamental principles of human nutrition, with study of the functions and nutritive values of foods. Preparation of dietaries as adapted to infant, adolescent and adult life and to old age in both sickness and health. Text: M. Rose, Feeding of the Family, Macmillan, \$2.00.

Household Management. Senior year, second semester, first quarter, five hours. Study of the development and organization of the home. Detailed study of individual rooms, their equipment and care. Study of cleaning agents. Economics of household laundry.

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

Methods and Teaching. Senior year, five hours throughout the year. This work includes the planning of courses of study and the actual teaching of the subject of home economics in the training school under the direction of a critic teacher.

ELECTIVE COURSES

Clothing 4. Five hours throughout the year. An elective course for beginners wishing to elect a full unit in sewing. The course will include the beginning principles of sewing and develop into dressmaking and millinery.

Clothing 5. Five hours, second semester. A course for beginners wishing half a credit in clothing to combine with half a credit in cookery to complete a unit of home economics work.

Cookery. Elective Course. Five hours. An elective course in cookery will be given to any group of girls desiring to study same in junior or senior year. A year's work will be necessary to complete the unit. However, one semester of clothing may be substituted for a semester's work in cookery, the combined courses making a unit credit. Practical work in preparation of meals will be emphasized.

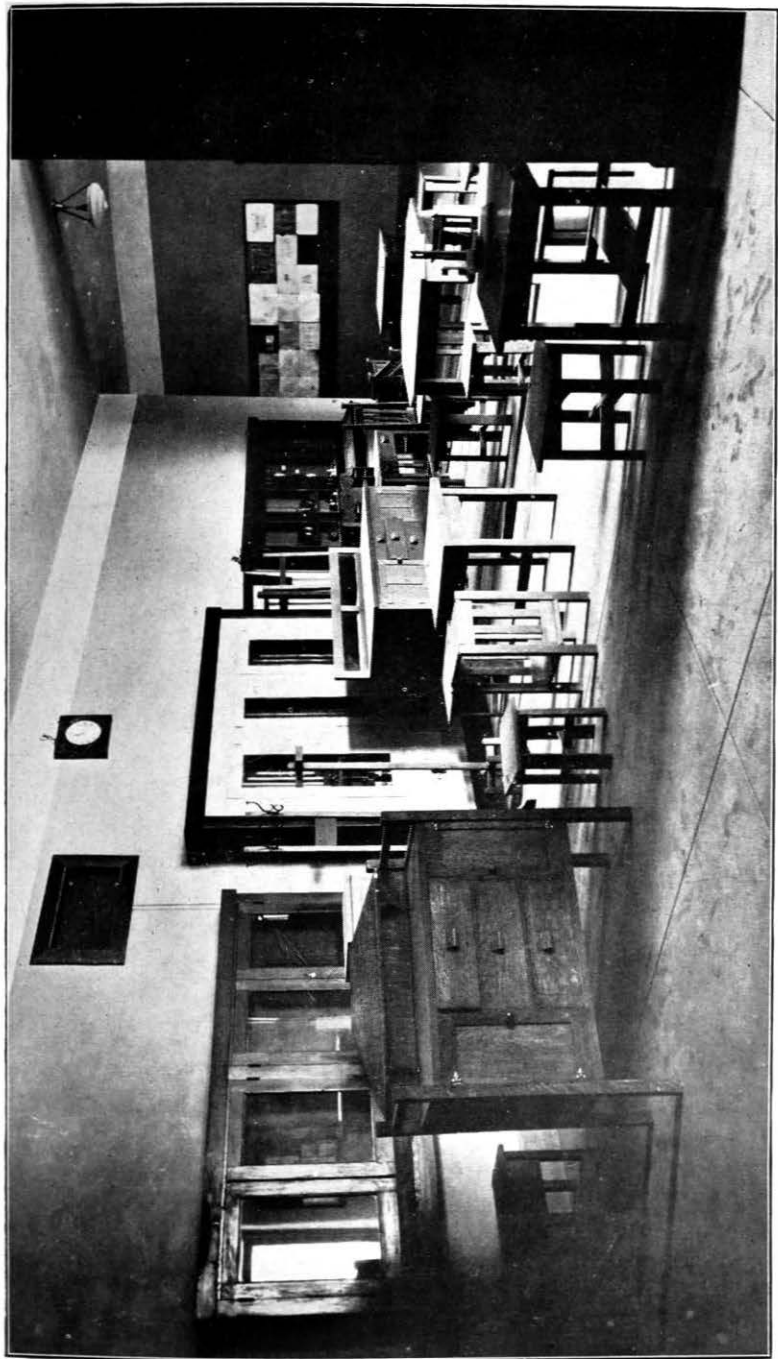
Text: F. M. Farmer's Boston Cooking School Cook Book, Little, Brown and Co., \$2.25.

Cookery. Third year, first semester, five hours. For girls who have taken a half unit credit in first year clothing and wish to complete the unit, a course in cookery will be given, emphasizing study of food principles, proper method of cooking same, place in diet, marketing, and serving of meals.

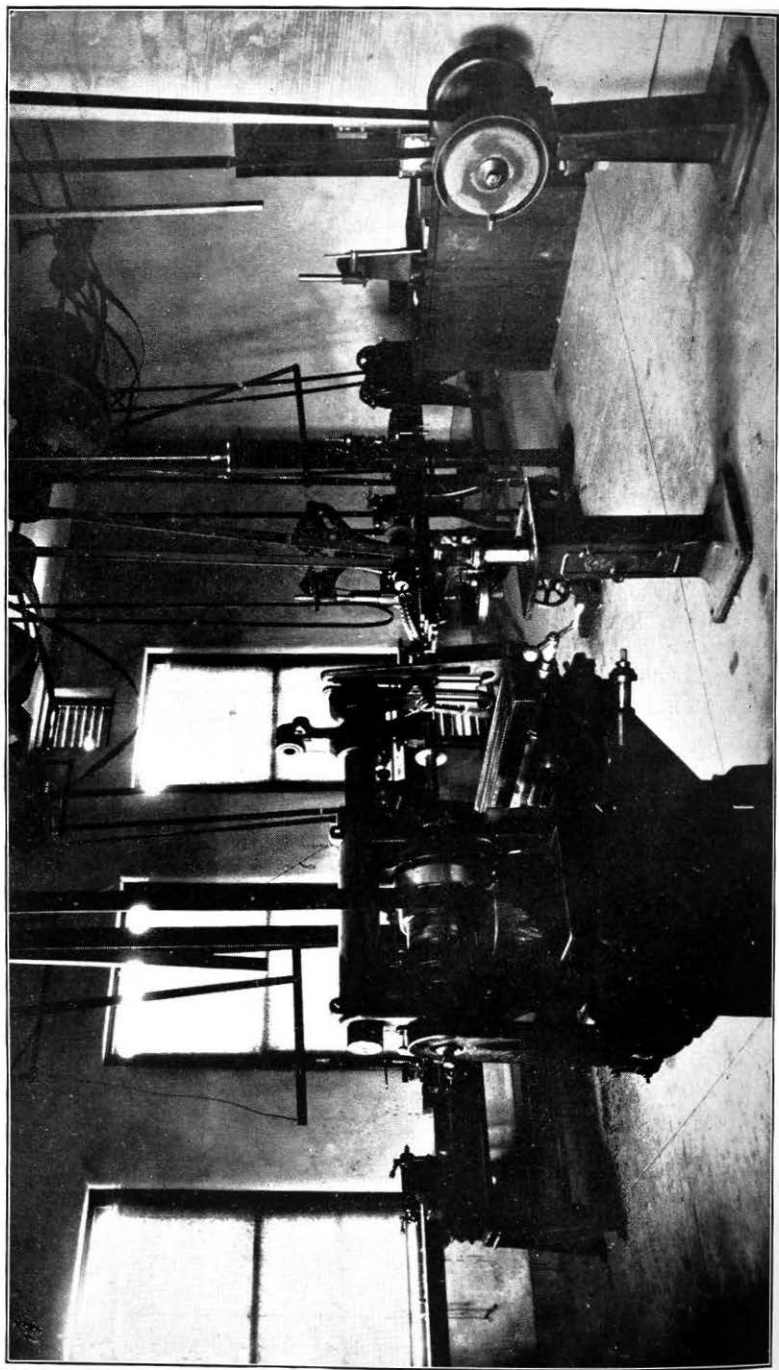
Text: Greer, Textbook of Cooking, Allyn and Bacon, \$1.25.

SMITH-HUGHES COURSES

If a sufficient number of students or women of Tempe and vicinity should desire Smith-Hughes work on the part time plan, such work will be arranged on the unit basis, thus allowing as much freedom in the selection of work as possible. The following units are suggested: Dressmaking, drafting and designing, millinery, textiles, budget making and buying, infant and children's clothing, house planning and furnishing, laundering, dietetics, children's diet, and special courses in cookery, plain and fancy.



DISPLAY ROOM--EXHIBIT OF WORK IN MANUAL TRAINING



THE MACHINE SHOP

Industrial Arts

MR. CLARK; MR. FAIRBANKS

The department of Industrial Arts offers instruction in manual training, drawing, designing and vocational instruction to students of the Normal School and to students preparing to teach the manual and industrial arts. These courses are also open to young men desiring to do special work along one or more of these lines in order to enter one of the various trades.

The department is equipped with modern high-class tools, benches, machines, and accessories to enable pupils to study under right conditions. Separate shop rooms are provided for wood working, pattern making, turning, sheet metal, forging, founding, machine work, drawing, etc.

The aim of the work is to provide efficient industrial training and to prepare 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 work is given in the first year of the regular courses and the professional in the junior and senior year.

TRAINING SCHOOL COURSE

A manual training course suitable for grammar schools is given in the Training School, and is used in connection with the professional course for observation and practice teaching.

ACADEMIC COURSE

Industrial Arts. This is a high school course which may be taken either in wood work or metal work, but preference is given wood work unless it is evident that metal work be of more value to the student.

This course is introductory to the professional course, but arranged to give valuable help to pupils desiring to enter

trades. The essentials of design, construction and finish, and the economics of industries are the basis of the course. The problems are made the foundation for discussion of materials as related to constructive uses and applications. Text in wood-work: King's Series. First year, first semester; third year, first semester.

Metal-working 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 featured that those who elect the work may be, in a measure, fitted 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: Pre-requisite, 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, period furniture, ornamentation, screens, finishes and values. Junior year, second semester, five hours a week.

Patternmaking. This will involve a study of cores, core prints, drafts, allowance for shrinkage and finish, building up stock, making core boxes, etc. This course is related to that

of 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 Art Course.

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

Mechanical Drawing 2. An elementary course involving free hand lettering, orthographic projection, 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 drawing work is tested by building the articles designed. Junior year, second semester, five hours a week.

Architectural Drawing. A course involving perspective and plans, with details of construction. 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. The second quarter of this course includes experimental work in the shop. Senior year, second semester, five hours a week.

Machine Shop. Pre-requisite experience in woodworking. In this course each student machines castings, cuts gears and builds useful articles and shop equipment. 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 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. Re-

view 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 18.

To meet the demand for various courses in manual training and machine shop work, students will be permitted to elect five hours per week of the regular teachers' course, and a statement of the amount of work done and the subjects covered will be furnished to the student upon application.

L A T I N

MISS FRENCH

Latin as a foundation subject must not be overlooked and cannot be too highly emphasized. Students preparing to teach are urged to plan for the Latin course, as it is essential to a thorough knowledge of English and gives the basis for a scholarship necessary to successful teaching. Students looking forward to college work will find themselves much better prepared for any specialized course with Latin as a background. In addition, the four units will prove valuable as entrance credits to any university. In brief, those preparing for any real place in the world's work will find Latin a decided asset.

Only the last two years of the Latin course in the high school are provided for, so those who wish to pursue this subject here and thus secure four full credits for college entrance are urged to take the first two years in high school before coming to the Normal School. Moreover, a thorough knowledge of the first two years' work will be demanded, and those who do not secure a firm foundation in the work of the first two years upon which to build the work of the last two years

will find themselves greatly handicapped for pursuing and completing the full four years of high school Latin as offered here.

Provision has been made for a good, strong Latin course of two years, forty weeks each year, five periods a week. To lend efficiency and interest to this department, an equipment has been gathered together which comprises a full set of Kiepert's wall maps and illustrative photogravures; a group of models of Roman war implements; works of reference on classical antiquities, including history, geography, Roman life, topography, art, archaeology and literature. In addition to all these helps, there come to the reading room regularly the following important periodicals pertaining to the work of this department: American Journal of Philology, Classical Journal, Classical Review, Classical Weekly.

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 year's 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**; Virgil, **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**; Virgil, **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**; Virgil, **Aeneid I-III and either IV or VI**.

The course is outlined as follows for 1920-1921:

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 Philippic**, or Merivale, Sallust's **Catiline**, the Macmillan Co. The class recites in Cicero four times a week throughout the year.

Virgil: Greenough and Kittredge, **Aeneid**, Ginn and Co. Book I-IV will be read in the junior year. The class recites in Virgil 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 Virgil classes must have the following books: Nutting, **Advanced Latin Composition**, Allyn and Bacon; Allen and Greenough, **New Latin Grammar**, Ginn and Co.; **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.

M A T H E M A T I C S

MR. FRIZZELL

The course in mathematics is presented under four heads, namely: Arithmetic, algebra, geometry and trigonometry.

Arithmetic is presented for one semester and is required of all students before being graduated from the teachers' course. This course not only gives a thorough drill in computation and commercial arithmetic, but presents and exemplifies methods for the presentation of the subject of arithmetic to pupils in the primary and grammar grades of the public schools.

Textbooks: Sisk's Foundations of Higher Arithmetic, Silver, Burdette and Co., 45 cents; Everyday Arithmetic, Houghton, Mifflin and Co.

Algebra. The subject of advanced algebra will be pursued for one semester if a sufficient number of students register for algebra to justify the organization of the class. A semester's work in this subject will be counted as one-half credit for graduation from the academic course.

Textbook: Advanced Algebra, by Hawkes, Luby and Louton, Ginn and Co., Chicago.

Geometry. Plane geometry will be pursued for one year and will be followed by one semester of solid geometry. At least one year's work in geometry will be required of all students before being graduated from the academic course.

Textbook: Wentworth and Smith's Solid Geometry, Ginn and Co., Chicago.

Trigonometry. Trigonometry will be presented through the year providing a sufficient number of students register for it to justify the organization of a class in this subject. Trigonometry for one year will be counted as one credit towards graduation in the academic course. Of the two and one-half units required in mathematics for graduation from the academic course, one of these units must be in algebra and one in geometry.

MILITARY TRAINING

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 large bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

Chapter 59 of the Session Laws of Arizona, 1917, requires that all male students of the normal schools and high schools of the state shall be organized into cadet companies for military training. The Fourth Legislature has further provided for a regimental organization of all cadet companies in the state. The development of this organization promises much of interest in the future in the way of joint maneuvers of considerable magnitude.

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. Drills will occur four 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. Four 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 aesthetic 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 simple 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. Primary Melodies, Book I, Intermediate Song Reader and Junior Song and 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 student high ideals, as well as providing interesting and pleasing material for the development of sight-singing.

Music Methods. A course in methods is included in the work given in the senior year. Problems which every grade teacher should be able to handle in the music in her own grade are presented and studied in relation to the text used. These are the books recently adopted by the state, and the students are required to make specific pedagogical application of the principles taught to the material found in these texts.

Music 1. Five periods a week, one semester. Text-books: New Educational Music Course, Primary Melodies and Book 1.

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

Advanced Music. Five periods a week for one year. This course is planned for students especially interested in music, and requires a better preparation for entrance than Music 1 or Music 2. A complete course in methods is given, 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 problems in harmony, which are most essential to teachers of music in the grades, are also studied.

Glee Club. Those who are musically inclined will greatly enjoy the work of the glee club, which is usually organized early in the school year. It is proposed this year to devote two or more periods a week to this class of work, which af-

fords valuable experience in part singing and chorus practice, being at the same time a source of keen pleasure to those who take part. The glee club is frequently called upon to furnish entertainment at the various school functions and public programs, and care is taken that the numbers selected for study and presentation shall always be of a high order of merit.

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. Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. The second semester is devoted largely to laboratory work in electrical measurement, sound and light. Third year, high school course. Text: Millikan and Gale, First Course in Physics.

Chemistry 1. Two periods of laboratory work are counted equivalent to one of lecture or recitation. 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, high school course. 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

MISS HAYDEN

Physical Training: Women students are required to take physical training two hours per week during the entire course, excepting the senior year, when it becomes elective.

The object of the course in physical training is not the production of athletes, although they may contribute to that end, but general physical development and the maintenance of good health; securing good posture, harmonious muscular development, and a reasonable degree of bodily skill and grace; to provide an opportunity for every student to secure physical recreation as a balance to the sedentary demands of school life; to develop the habit of exercise; to train instructors, play leaders and physical directors for service in schools of our state.

All women are given physical examinations annually; these are made by the Director of Physical Education, who will determine the needs of students for any special character of physical training or corrective exercises. Students will also be advised to seek medical aid for any ailments or physical defects; careful records will enable students to know their comparative gains or losses in physical efficiency.

Courses of Instruction 1 and 2. Physical training for women, consisting of free gymnastics, Swedish days orders, corrective gymnastics, breathing exercises, use of lighter apparatus, folk dancing, suitable games, etc.

3. Courses in physical training for women, consisting of varied and more advanced exercises.

Junior. Class in rhythm, aesthetic dancing, and folk dancing with practice teaching.

SPANISH

MISS FRENCH

A teacher's value to the community where she teaches is greatly enhanced if she can reach the parents of all her children, for this reason it is advisable for teachers in the Southwest to be able to speak Spanish. It is also very important to have a speaking knowledge of Spanish if one is to do business in our state. Now that the war is over, our young people are looking for promising openings in the business world, and they may all look with personal interest into the "Continent of Opportunity" if they are familiar with the language of the South Americans. Many American business houses are establishing business in Spanish America and the demand for well-trained American Spanish-speaking men and women is great. Spanish is an interesting language from a cultural standpoint, as the literature of Spain is on a par with the best literature of the world.

The three-year course in Spanish may be elected in the third year; high school graduates may elect the two-year course.

Spanish 1. For beginners. Careful work in pronunciation introduces the work, then grammar, conversation and readings are studied. Short poems are memorized and songs are learned. As far as possible Spanish is the language of the class room and especial attention is paid to the acquisition of a practical and useful vocabulary. Texts: Wilkins, First Spanish Book, Henry Holt and Co.; Roessler and Remy, First Spanish Reader, American Book Co.; Larra, Partir a Tiempo, American Book Co. or Benavente, El Principe Que Todo Lo Aprendio en los Libros, World Book Co.

Spanish 2. Translation and material from modern Spanish writers, review of grammatical principles, rapid reading and conversation. As far as possible the class is conducted in Spanish. Texts: Crawford, Spanish Composition, Henry

Holt and Co.; Marcial Dorado, Espana Pintoresca, Ginn and Co.; Alarcon, El Capitan Veneno, Henry Holt and Co.; Moratin, El Si de las Ninas, Ginn and Co.; Gutierrez, Ey Trovador, D. C. Heath and Co.; DeVitis, Spanish Grammar, Allyn and Bacon.

THE PROFESSIONAL SUBJECTS

One of the most important and essential phases of Normal School work is that of the professional subjects. While the courses necessarily deal with the theoretical side of education, the instruction given is intended to be practical and adapted to the work of the student in the training department. The purpose of these courses is not to train the student, but to give him a grasp of the fundamental principles of education so that he may readily understand and appreciate the training given him in the training school.

It is thought that the student taking these courses may come to a thorough realization of the nobility of the profession of teaching and of the responsibility of the teacher.

Psychology. Mr. Fike. The object of this course is to combine the most important topics of general and educational psychology and to form a basis for the specific courses in educational theory and practice. Chief emphasis is laid upon: (a) instinctive tendencies; (b) habit formation; (c) memory and the learning process; (d) the affective life; (e) thought processes.

The psychology of infancy, childhood and adolescence will be dealt with successively.

A knowledge of biology is essential, and students who have not taken this subject are earnestly advised to do so. It may parallel the course in psychology.

Pedagogy. Mr. Payne. The aim of this course is to develop the principles of teaching. The latter part of the course is given to some applications of these principles 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 discussion of the course of study, relative value of subjects, and the relation of the child to the curricu-

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

History and Philosophy of Education. Mr. Murdock. The work in this subject will include: (1) a sketch of the history of education from the earliest times down to the present; (2) a careful study of the educational writing of a few of the most prominent educators from Plato to Dewey; and (3) an interpretation of the meaning of education. The object will be to make the subject function in the life of the student.

Sociology and Ethics. Mr. Fike. The work in these subjects has a two-fold purpose: (1) to furnish the student with a perspective view of the place of education in the general social scheme and the relationship of the school to other agencies of social welfare, and (2) to direct the attention of the student to an understanding and solution of many perplexing social and ethical problems which arise.

School Efficiency and School Law. Mr. Fike. This course accompanies practice teaching and thus derives meaning from the teaching experience of the student and at the same time enlightening and interpreting these experiences.

The problem of discipline will receive much attention in this course and a brief study of professional ethics is given.

The topics studied are: School Architecture, School Sanitation, Heating, Lighting, Ventilation of School Buildings, Educational Hygiene, Classroom Organization, 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.

A part of the semester will be devoted to a study of the school laws of Arizona and a discussion of the most advanced ideas and laws along the line of school legislation.

THE TRAINING SCHOOL

The Training School is a regular public school of eight grades and a kindergarten, organized under special Training School laws. The state course of study is followed.

The course in special methods is given in connection with

the Training School, and all regular students observe model teaching and teach throughout their senior year.

Methods. Special methods are taught by the principal and faculty of the Training School. The work in this course is closely correlated with the practice teaching throughout the year. Special attention is given to primary methods.

Observation and Practice Teaching. Each senior student observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with practice teaching throughout the year, so that the student may immediately apply observed methods. All practice work is done from carefully prepared plans under the direction of trained supervisors.

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

Applicants for admission to the kindergarten training classes must qualify as graduates from a full four-year high school course or its equivalent, and should 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. All candidates must be able to play and sing simple songs to meet the requirements of a good kindergarten

and primary grade teacher. Those who fail to pass the musical test will be required to make up the deficiency by means of special lessons.

Kindergarten Theory and Technics. This work is made to conform to the demands of good kindergarten training schools in this country offering a two-year course. Special attention is given to the organization and equipment of new kindergartens. In addition to the regular kindergarten theory and practice, students are required to take one semester of primary methods and teaching under the supervision of the primary critic teachers in the Training School. This not only gives the primary view-point, but qualifies kindergarten teachers to teach in primary grades of our public schools. In connection with this course the students take certain subjects along with the regular classes of the teachers' course. Among these are psychology, pedagogy, reading, English grammar, composition and general literature, sociology, history of education and music. Physiology is taken with the regular class in the high school course. The required course in biology is the same as that given the juniors in the special course in Home Economics.

Art 3. This is the same as offered in the special course in Art. Students completing this course are granted a special diploma entitling the holder to teach kindergarten or primary grades.

LIBRARY

MR. COOKSON; MRS. COOKSON

The Library occupies a portion of the first floor of the Main Building and is the laboratory for a greater part of the students' work outside of the classes. It now contains over 13,000 bound volumes exclusive of several thousand unbound bulletins and reports. Over 100 of the best periodicals are received currently and when bound are a valuable asset for research work.

The books are classified according to the Dewey decimal system and shelved in numerical order with a further author division according to the Cutter numbers. A dictionary catalog

of authors, subjects and titles in one alphabetical arrangement shows the resources of the library.

When not reserved for classes, books may be borrowed for two weeks, and may be renewed for two weeks more if not otherwise needed. Books reserved for classes may be taken from the library only at the close of school, and must be returned the first hour the next morning.

A model library of children's books is maintained in the Training School. This gives the senior students an opportunity to know juvenile literature and teaches them how to bring books and children together, a valuable factor in a teacher's equipment. Twelve seniors are permitted to do actual library work, thus giving them experience in the administration of a school library.

Library Methods. Several courses are offered during the year whose object 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.

A T H L E T I C S

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.

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 interclass contests develop material for the team which represents the school in match games.

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 from this fine game. In addition to the interclass 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.

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 inter-class tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the inter-class matches an annual tournament is held, wherein the most prominent schools of this section 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 been 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 students 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 twen-

ty-five young women. During the past year weekly meetings were held, a program being presented each Wednesday evening. These programs afford opportunity for musical and literary exercises, extemporaneous speaking, and round-table discussion. Most of the work of the past year has been devoted to the study of the drama, plays of Shakespeare, Ibsen, Maeterlinck and Shaw being chosen. The society as a body has also attended some of the best plays offered in the theatres of Phoenix. Longfellow's *Skeleton in Armor* was dramatized and presented in public, and selected scenes from Maeterlinck's *Betrothal* were given as an assembly program, every member of the society taking a part.

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, hand-craft 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. The Kalakagathia Camp Fire takes at least one camping trip each fall, during which the girls make practical application of Camp Fire lore studied during the year.

Clonian Literary Society. The Clonian 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 method. Several evenings were given over to social enjoyment, one of the most pleasant being the annual reception to the seniors of the society. A week-end was spent in camp at Granite Reef, afford-

ing members an opportunity to experience the joys of "roughing it."

THE STUDENT

A bi-weekly publication is put out by the students of this school, known as the Tempe Normal Student. The editorial staff is a small, efficient group of carefully picked individuals, who collect, edit and publish the paper with only nominal supervision from the faculty. They are impressed with their responsibility and are developed by it. What the publication lacks in literary finish is more than made up for in popular interest, for it is the constant aim of its management to have it reflect a true picture of the social and student activities of the institution.

It is considered a high honor to be elected to a position on the staff, and it is seldom that real literary or artistic ability fails to be thus rewarded. Although the "cubs" have plenty of work to do, they also have their share of social good times. Not content merely with "reflecting" the doings of the school, the student staff often, at special seasons, or when life on the campus threatens to be a little dull, plans and executes programs of interest to all the student body.

Every student in the school now reads the Student. When the same may be said of every alumni member, it will indeed be a "tie that binds."

LECTURE AND ENTERTAINMENT COURSE

For a number of years a lyceum and lecture course has been maintained. This enterprise has been made feasible by the kindly patronage of the citizens of Tempe and vicinity, who have been very generous in their support of the undertaking. At a nominal price for season tickets, the student body has the advantage, each year, of a series of entertainments of a high order, including many of the best lecturers and musical organizations of the country. The auditorium has ample seating capacity, and the stage is equipped in a thoroughly modern fashion, permitting the satisfactory staging of a first-class dramatic or operatic number.

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

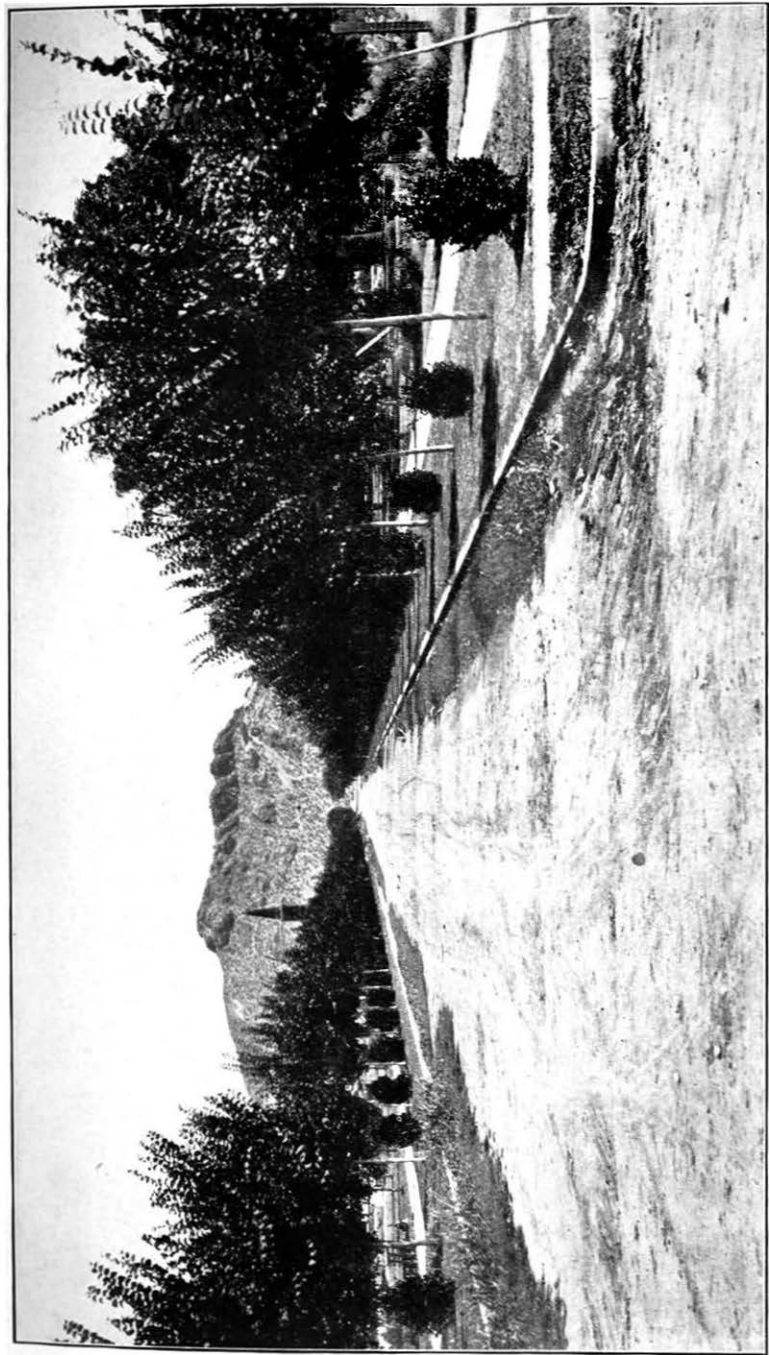
This association now numbers 1137 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the state is already plainly seen and will doubtless 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.

TEACHERS' BUREAU

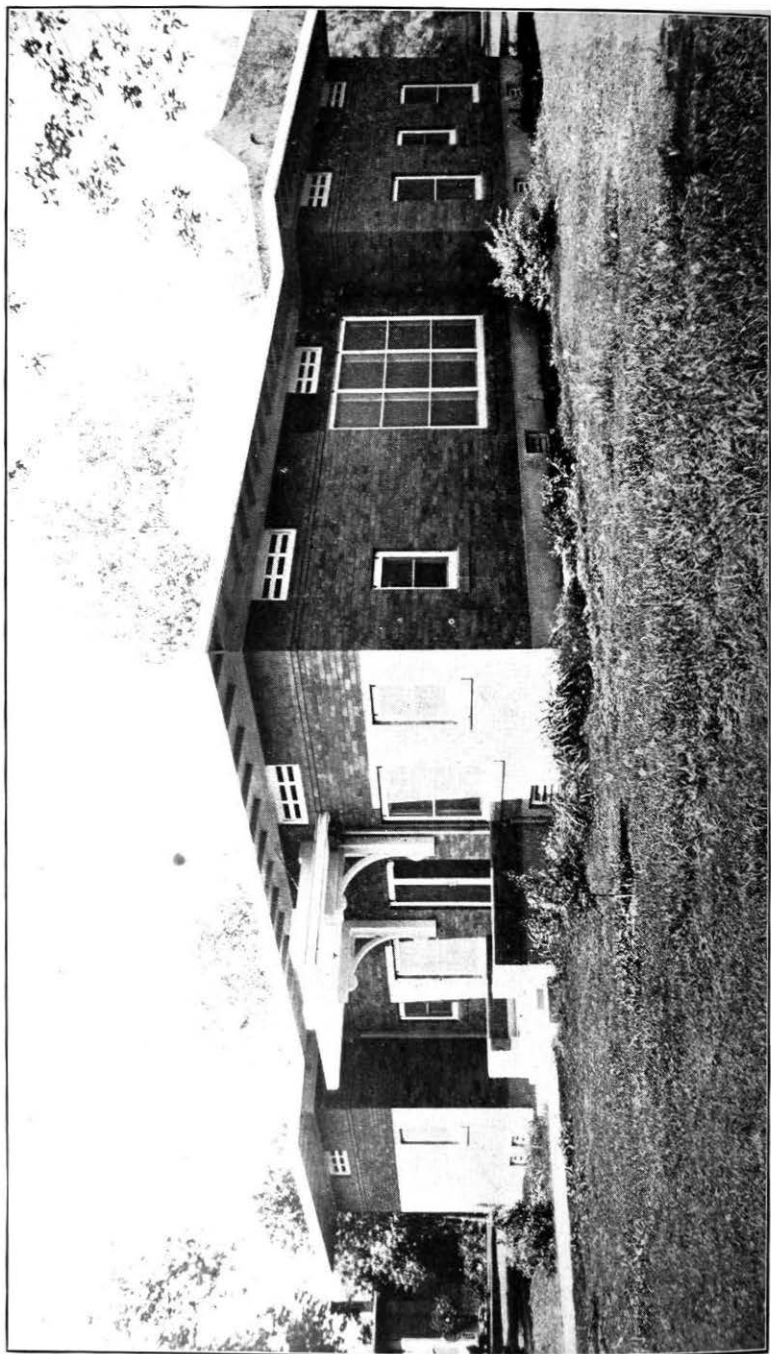
Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the president and members of the faculty find many opportunities for recommending teachers to good positions, and this they are always pleased to do, as they feel that the service 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



LOOKING NORTH ON WILLOW AVENUE



THE HOSPITAL

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.

SUMMARY OF REGISTRATION, 1920

Normal School...	{ Men 75	} Total..... 320
	{ Women 245	
Training School...	{ Girls 172	} Total..... 367
	{ Boys 195	
Total registration for the year.....		687

SUMMARY OF GRADUATES

Prior to class of 1920.....	1031	} Total..... 1137
Class of 1920.....	106	
Number of professional graduates..	1062	} Total..... 1137
Number of high school graduates	75	

Register for 1919-1920

Adams, Wilma.....	Tempe	Carnes, Lois.....	Tempe
Aepfl, Milton.....	Tempe	Carroll, Bonnie.....	Miami
Alexander, Hazel.....	San Simon	Carter, Jewell.....	Tempe
Alexander, Jamie.....	San Simon	Cartwright, Allen.....	Phoenix
Amalong, Cora.....	Dos Cabezos	Chamberlain, Dorothy.....	San Simon
Anderson, Mrs. Agnes.....	Tempe	Churchill, Naomi.....	Tempe
Anderson, Vida.....	Glendale	Churchill, Ruth.....	Tempe
Ashley, Homer.....	Tempe	Cole, William.....	Tempe
Austin, Cedric.....	Tempe	Conrad, Glenn.....	Scottsdale
Austin, Wilfred.....	Tempe	Cook, Cilla.....	Desdemona, Texas
Barrera, Louis.....	Ajo	Cook, Edna.....	Chandler
Baldrige, Venus.....	Webb	Cousins, Moncrieff.....	Holtbrook
Barber, Agnes.....	Metcalf	Crook, Alta.....	Tempe
Barry, John.....	Glendale	Crosby, Kittye.....	Canille
Bearsley, Cora.....	Mesa	Croze, Albert.....	Superior
Beck, Lydia.....	Clifton	Cummins, Thelma.....	Tempe
Behn, Ruth.....	Phoenix	Curry, Hazel.....	Tempe
Benton, Gladys.....	Strawn, Texas	Davidson, Ina.....	Phoenix
Bergquist, Ruth.....	Phoenix	Davis, Frank.....	Colorado Springs, Colo.
Berkencamp, Louise.....	Mesa	DeCillo, Wandynce.....	Nogales
Beye, Alma.....	Chandler	Dennis, Thelma.....	Hayden
Black, Mrs. Mary.....	Thatcher	Dew, Mertice.....	Duncan
Bloys, Beulah.....	Mesa	Dillman, Anna.....	Webb
Benenato, Cora.....	Phoenix	Dixon, Georgia White.....	Glendale
Boetto, Tony.....	Wickenburg	Douglass, Ruth.....	Tempe
Boldman, Gertrude.....	Tempe	Douglass, Wilma.....	Christmas
Boldman, Hazel.....	Tempe	Downey, Sheldon.....	Miami
Boyle, Robert.....	Raton, N. M.	Earll, Maude.....	Phoenix
Braden, Donna.....	Phoenix	Elliott, Polly.....	Stoddard
Bradley, Andrea.....	Prescott	Ellis, Alvin.....	Payson
Branyon, Nettie.....	Duncan	Ellsworth, Harvest.....	Showlow
Brodhead, Marcia.....	Phoenix	Embry, Mary.....	Phoenix
Brogan, William.....	McNeal	Enright, Joseph.....	Humboldt
Bromley, Dan.....	Phoenix	Enright, Maurice.....	Humboldt
Bromley, Frank.....	Phoenix	Enright, Virgil.....	Humboldt
Brooks, Beatrice.....	Tempe	Escalante, Maria.....	Tempe
Brooks, Florence.....	Duncar	Evans, Sylvia.....	Phoenix
Brooks, Margurette.....	Glendale	Finch, Annie.....	Tempe
Brown, Marie.....	Naco	Finch, Jessie.....	Tempe
Brown, Peter.....	Winkelman	Finnie, Virginia.....	Camp Verde
Buck, Leo.....	Tempe	Fitch, Frances.....	Servoss
Buckels, Ferrell.....	Humboldt	Fitch, Walter.....	Servoss
Burns, Rebecca Lee.....	Pine Hill, Ala.	Fitzpatrick, Elmer.....	Arlington
Burton, Ellen.....	Phoenix	Fleming, Mary.....	Globe
Burton, Ethel.....	Phoenix	Foreman, Pauline.....	Tempe
Butler, Carroll.....	Hayden	Frizzell, Stella.....	Tempe
Buzan, Rose.....	Winkelman	Froemel, Bertha.....	Tucson
Capps, Brown.....	Ajo		

Gates, Mary Lou.....	Tucson	Jackson, Chloe.....	Tempe
Gatlin, Farris.....	Phoenix	Johnson, Jeannette.....	Phoenix
Gaut, Bernice.....	Tempe	Jones, Margaret.....	Phoenix
Getzwiller, Pierre.....	Benson	Jones, Ruth.....	Glendale
Gino, Mary.....	Crown King		
Goodwin, Alverta.....	Tempe	Kalil, Mary.....	Rowood
Gorrell, Juanita.....	Phoenix	Kemp, Fern.....	Willcox
Graham, George Anne.....	Safford	Kerr, Ethel.....	Globe
Greene, Ida M.....	Scottsdale	Kruse, Ronella.....	Casa Grande
Griffith, Irene.....	Hayden	Kudobe, Margaret.....	Dubuque, Ia.
Grizzard, Hubert.....	Sacaton		
Grogan, Agnes.....	Goldfield, Nev.	Lamoreaux, Mary.....	Thatcher
Gross, Margaret.....	Phoenix	Lane, Wesley.....	S. Dos Palos, Calif.
Gabbert, Rose.....	Ray	Leonard, Mary Olive.....	Phoenix
Garrett, Meryl.....	San Simon	Longley, Leafy.....	Hereford
Garrison, Minnie.....	Tempe	Longley, Ruth.....	Hereford
		Looney, Robert.....	Prescott
Halcomb, Margaret.....	Phoenix	Lorona, Leonor.....	Hayden
Hamilton, Gladys.....	Casa Grande	Luke, Ottilia.....	Phoenix
Hancock, Earle.....	Bonita		
Hancock, Irene.....	Bonita	MacLennan, Anita.....	Litchton
Hansen, Lena.....	Chandler	Mahoney, Thomas.....	Benson
Hanson, Charles.....	Steeplerock, N. M.	Marley, Rowena.....	Gilbert
Harding, Mrs. Louise.....	Tempe	Marrs, Mildred.....	Tombstone
Harman, Anna Lee.....	Rosemont	Marsh, Chester.....	Litchton
Harris, Eldon.....	Tempe	Marsh, Winona.....	Litchton
Harris, Mary.....	McAlister	Martin, Florence.....	Duncan
Harris, Mrs. Mildred.....	Tempe	Martin, Helen.....	Duncan
Haulot, Gertrude.....	Phoenix	Martinez, Marian.....	Prescott
Hawkins, Iva.....	Phoenix	Matley, Welcome.....	Tempe
Hazlewood, Ione.....	Bisbee	Matthews, Frieda.....	Tempe
Heady, Paul.....	Cottonwood	Mayer, Joseph.....	Mayer
Henderson, Clara.....	Scottsdale	Mayes, Frances.....	Rowood
Henry, Anna.....	Tucson	Mayes, Harlowe.....	Rowood
Hettfer, Freda.....	Phoenix	McAlister, Dorothy.....	McAlister
Hill, Clara Barker.....	St. Louis, Mo.	McEuen, Josie.....	Ft. Thomas
Hogan, Geraldine.....	Bisbee	McEuen, Vernon.....	Ft. Thomas
Holden, Nela.....	Tolleson	McEwan, Texa.....	Orange City, Iowa
Holt, Irene.....	San Simon	McFarland, Merle.....	Mesa
Holt, Marie.....	San Simon	McGee, George.....	Phoenix
Hopkins, Charlotte.....	Ray	McKee, Elsie.....	Texas
Houston, Myrtle.....	Globe	McKinney, Claire.....	San Simon
Hoy, Jack.....	Patagonia	McLean, Viola.....	Tucson
Huber, Olive.....	Mesa	McMahan, Lillian.....	Tempe
Hudson, Fanny.....	Dos Cabezos	McMahan, Mary.....	Tempe
Hudson, Minnie.....	Dos Cabezos	Messer, Susie.....	Phoenix
Hunt, Ambrose.....	Snowflake	Messick, Ethel.....	Glendale
Hutchison, Gladys.....	Bowie	Meyer, Edna.....	Glendale
Haug, Lillian.....	Turner	Miller, Glenna.....	Chandler
Hayes, Maude.....	Tempe	Miller, Margaret.....	Chandler
Hinton, Clyde.....	Phoenix	Minter, Howard.....	Phoenix
Holmes, Myrtle.....	Tolleson	Misbaugh, Katherine.....	Phoenix
		Moncus, Herman.....	Tempe
Ingalls, Marion.....	Phoenix	Moore, Annie.....	Phoenix
Iron, Emma.....	Phoenix	Morris, Mabel.....	Mesa
Ivy, Elizabeth.....	Phoenix	Morrison, Mary.....	Tempe

Moss, Virginia.....Tempe
 Minter, Clarence.....Phoenix

 Nelson, Elsie.....Crown King
 Nelson, Emma.....Crown King
 Nichols, Lucile.....Tempe
 Nix, John.....Phoenix

 Painter, Marguerite.....Tempe
 Palmer, John E.....Mesa
 Pantier, Iris.....Phoenix
 Parry, Paul.....Tempe
 Parry, Susan.....Tempe
 Patterson, Dale.....Elfrida
 Paulk, Mrs. Ethel.....Tempe
 Pearce, Mrs. Mary.....Tempe
 Peiffer, Lillian.....Tempe
 Peiffer, Millicent.....Tempe
 Pendergast, Olney.....Tolleson
 Pendergrast, Susan.....Tempe
 Perkins, Pauline.....Glendale
 Phillips, Matthew.....Winkelman
 Picone, Catherine.....Ray
 Pinkerton, Lina.....Phoenix
 Pomeroy, Monita.....Mesa
 Pritchard, Bessie.....Phoenix
 Provence, Mayme.....Tempe
 Pugh, Pauline.....Tempe

 Quinn, Katherine.....Tempe

 Redden, Alice.....Long Beach, Calif.
 Redden, Lela.....Tempe
 Reid, Marguerite.....Tempe
 Reid, Ruth.....Tempe
 Richards, Lillian.....Bowie
 Richards, William.....Bowie
 Ricketts, Mrs. Thomasine.....Tempe
 Riddle, Helen.....Jerome
 Riggs, Amy.....Mesa
 Risdon, Emma.....Clifton
 Ritter, Doris.....Pearce
 Rivers, Annie Laurie.....Phoenix
 Roach, Capitola.....Phoenix
 Robbins, Mabel.....Mesa
 Roberts, Vida.....Glendale
 Rogers, Helena.....Pima
 Rollins, Charles.....Mesa
 Rubel, George Kenneth.....Buckeye
 Rush, Henry.....Tempe

 Salmans, Clara.....Guanajuato, Mex.
 Sargent, Edith.....Tempe
 Saylor, Mabel.....Tempe
 Saylor, Maude.....Tempe
 Shaper, Margaret.....Hamburg, N. J.
 Sealey, Margaret.....Warren
 Stewart, Anna.....Tempe
 Sells, Lucille.....Jerome
 Shepard, Ophia.....Buckeye
 Simonson, Mrs. Meryle.....Phoenix
 Smith, Crystal.....Ray

Smith, Imogene.....Globe
 Smith, Margaret.....Scottsdale
 Snodgrass, Chalmer.....Stoddard
 Spain, Gladys.....Tempe
 Staiger, Margaret.....Ray
 Stephens, Myrtle.....Prescott
 Stermer, Ruth.....Dayton, Ore.
 Storey, Mildred.....Prescott
 Stowe, Marie.....Phoenix
 Stringer, Edith.....Sacaton
 Stuart, Gladys.....Phoenix
 Stuart, Mary.....Phoenix
 Sutherland, Dorothy.....Phoenix
 Sutton, Dorothy.....Mexico
 Sweeney, Chona.....Florence
 Talbot, Reba.....Tempe
 Terrill, Elizabeth.....Litchton
 Terrill, Frances.....Litchton
 Thiel, Nella.....Tombstone
 Thomas, Gray.....Humboldt
 Thorbecke, Helen.....Jerome
 Thraikill, Chleo.....Chandler
 Troutz, Augusta.....Phoenix
 Truesdell, Cora.....Phoenix
 Vanderhoof, James.....Scottsdale
 Vanderhoof, Mittie.....Scottsdale
 Vanderhoof, Perla May.....Scottsdale
 Van Doren, May.....Tempe
 Van Riter, Susan.....Tempe
 Vaughn, Clara.....Duquesne
 Vest, Arthur.....Chandler
 Vest, Robert.....Chandler
 Vest, Roy.....Pantano
 Vickery, Pearl.....Nimrod, Tex.
 Voelckel, Robert.....Ft. Thomas

 Wallace, James.....Somerton
 Wallace, Emma.....Willcox
 Webb, Frances.....Tempe
 Webb, Margaret.....Tempe
 Webb, Thelma.....Globe
 Welch, Nell.....Mesa
 Wesley, Lenore.....Glendale
 Wheeler, Anna.....Chicago, Ill.
 Whitney, Agnes.....Glendale
 Whitney, Bernard.....Humboldt
 Whitwell, Inez.....Phoenix
 Wilkinson, Burnell.....Wickenburg
 Wilkinson, Jay.....Tempe
 Williams, Alpha.....Phoenix
 Williams, Esther.....Tempe
 Williams, Joyce.....San Simon
 Wilmoth, Ona.....Tempe
 Wilson, Alice.....Bisbee
 Wilson, Edith.....Duncan
 Wilson, Lucille.....Casa Grande
 Wix, Ethel.....Appleton City, Mo.
 Wood, Leslie.....Globe
 Woodson, Stuart.....Phoenix
 Wolf, Marie.....Tempe
 Worth, Helen.....Gilbert

 Zander, Marie.....Tempe

Graduates 1920

TEACHERS' COURSE

MID-YEAR GRADUATES, JANUARY 16, 1920.

✓ Cora Benenato
✓ Maude Earll

✓ Margaret Jones
✓ Anna Wheeler

JUNE GRADUATES, JUNE 4, 1920.

✓ Adams Wilma
✓ Anderson, Vida
✓ Austin, Wilfred
✓ Barry, John H.
✓ Braden, Donna
✓ Brooks, Margurette
✓ Buck, Leo
✓ Burton, Ellen
✓ Buzan, Rose

✓ Carroll, Bonnie
✓ Cook, Cilla
✓ Cook, Edna
✓ Cummins, Thelma

✓ Davidson, Ina
✓ Dennis, Thelma

✓ Fitch, Frances
✓ Foreman, Pauline

✓ Gorrell, Juanita
✓ Graham, George Anne
✓ Gross, Margaret

✓ Harris, Mildred Masterson
✓ Hancock, Irene
✓ Hill, Clara
✓ Holt, Irene
✓ Houston, Myrtle
✓ Hutchison, Gladys

✓ Irion, Emma
✓ Ivy, Elizabeth

✓ Kemp, Fern
✓ Kerr, Ethel

✓ Longley, Ruth
✓ Lorona, Leonor

✓ Marley, Rena

✓ Martinez, Marian
✓ McLean, Viola
✓ McMahan, Mary
✓ Messick, Ethel
✓ Meyer, Edna
✓ Miller, Glenna
✓ Moore, Annie
✓ Morrison, Mary
✓ Moss, Virginia

✓ Nichols, Lucille
✓ Pantier, Iris
✓ Parry, Susan
✓ Paulk, Mrs. Ethel

✓ Quinn, Katherine

✓ Riddle, Helen
✓ Riggs, Amy
✓ Rivers, Annie
✓ Roach, Capitola
✓ Roberts, Vida
✓ Rogers, Helena

✓ Smith, Margaret
✓ Spain, Gladys
✓ Stephens, Myrtle
✓ Stuart, Mary
✓ Sweeney, Chona

✓ Terrill, Elizabeth
✓ Terrill, Frances
✓ Thiel, Nella

✓ Vanderhoof, May
✓ Van Riter, Susan
✓ Vaughn, Clara

✓ Webb, Thelma
✓ Whitney, Agnes

HIGH SCHOOL COURSE

MID-YEAR GRADUATE, JANUARY 16, 1920.

Frances Mayes

JUNE GRADUATES, JUNE 4, 1920

✕ Aepli, Milton	McAlister, Dorothy
Alexander, Hazel	McEuen, Josie
Boldman, Hazel	✓ Matley, Welcome
Brown, Marie	Misbaugh, Katherine
✓ Butler, Carroll	Nelson, Emma
Cousins, Moncrieff	Nelson, Elsie
Finnie, Virginia	✓ Parry, Paul
Frizzell, Stella	✓ Patterson, Dale
Gates, Mary Lou	✓ Phillips, Matthew — ✕
✓ Gatlin, C. Farris	Redden, Lela
Gino, Mary	Richards, Lillian
Greene, Ida Marie	Ritter, Doris
Harman, Anna Lee	Robbins, Mabel
Henry, Anna	Saylor, Mabel
Hopkins, Charlotte	Smith, Crystal
Jackson, Chloe	Stringer, Edith
Longley, Leafy	✓ Wilkinson, Burnell B
	Woolf, Ruth
	Zander, Marie