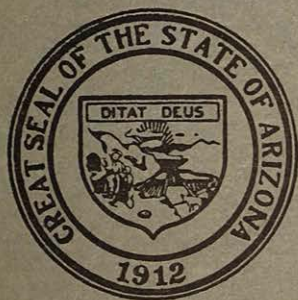


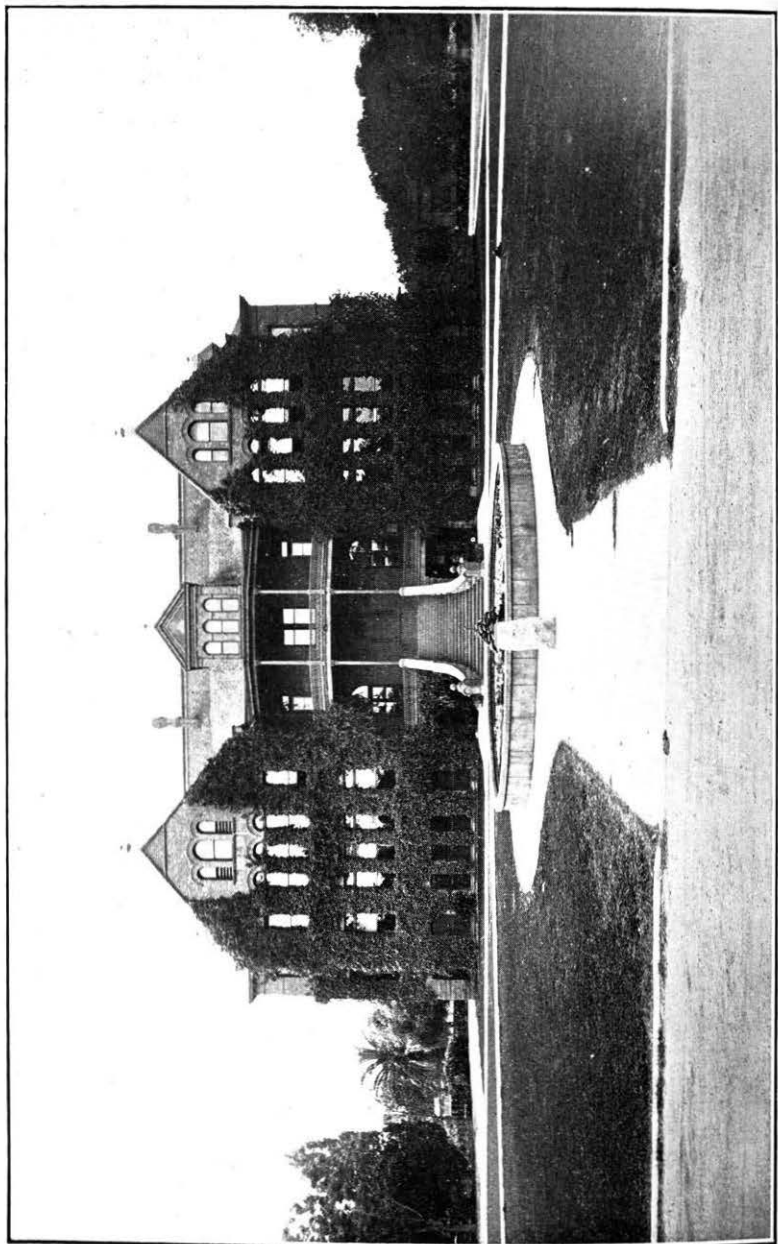
Volume 36

JUNE, 1921 - 22 Number 1

BULLETIN
OF THE
TEMPE NORMAL
SCHOOL
OF
ARIZONA
AT
TEMPE, ARIZONA

1921-1922





THE MAIN BUILDING AND THE QUADRANGLE

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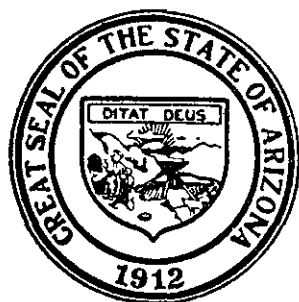


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Calendar 1921-1922

First Semester

First semester begins Monday.....	September 12
Mid-term examinations and reports.....	November 8-11
Thanksgiving vacation Thursday and Friday.....	November 24-25
Christmas vacation begins Friday.....	December 23
Work resumes after Christmas vacation Monday.....	January 2
First semester ends Friday.....	January 20

Second Semester

Second semester begins Monday.....	January 23
Mid-term examinations and reports.....	March 28-31
Examinations and commencement.....	June 2-8
Second semester ends.....	June 8

Arranged for Three-Term Subjects

First term, 13 weeks, ends.....	December 2
Second term, 13 weeks, ends.....	March 3
Third term, 13 weeks, ends.....	June 8

Tempe Normal School

BOARD OF EDUCATION

Hon. Elsie Toles.....	Phoenix
Dr. W. G. Devore.....	Tempe
Donald R. Van Petten.....	Tempe
Secretary	

OFFICIAL BOARD OF VISITORS

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

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Superintendent Public Instruction	
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Normal School Faculty

1921—1922

Arthur J. Matthews.....	LL.D., Syracuse University	President
Frederick M. Irish.....	Physical Science and Military Training University of Iowa	
William J. Anderson.....	B. S., National University, Chicago	Art
George M. Frizzell.....	B. Pd., State Normal School, Warrensburg, Missouri	Mathematics
Arthur B. Clark.....	Chicago Normal School	Manual Training
James L. Felton.....	A. M., University of Chicago	English
Ira D. Payne.....	Education and Director of the Training School A. B., Stanford University	
Anna R. Stewart.....	Tempe Normal School	Home Economics
John R. Murdock.....	A. B., State Teachers' College, Kirksville, Missouri	History and Civics
E. Blanche Pilcher.....	A. B., University of Kansas	Assistant in English
Fred W. Hiatt.....	M. S., University of Chicago	Geography
Olive M. Gerrish.....	Vocal Music, Public School Music Columbia School of Music, Chicago	
M. Leslie Fairbanks.....	Machine Shop and Forge Work Delaware College	
Winne E. Delzell.....	A. B., University of Nebraska	Home Economics
Forest E. Ostrander.....	B. S., Washington State College	Agriculture
George E. Cooper.....	Assistant Instructor and Director of Athletics Pd. M., State Normal School, Slippery Rock, Pennsylvania	
Waldo Christy.....	A. M., University of Chicago	Department of Commerce
Emma B. French.....	A. M., Columbia University	Latin and Spanish
Thomas J. Cookson.....	A. B., Ohio University	Librarian
Mrs. Thomas J. Cookson.....	B. S. D., Warrensburg, Missouri	Assistant Librarian
M. M. Mandl.....	M. A., Columbia University	Biological Science
Samuel Burkhard.....	A. M., Columbia University	Psychology and Sociology

Training School Faculty

Ira D. Payne	.....	Director
	A. B., Stanford University	
CRITIC TEACHERS		
Mary McNulty Empey	.....	Primary Grades
	Tempe Normal School	
Leona M. Haulot	.....	Grammar Grades
	Tempe Normal School	
Louise Blount Lynd	.....	Rural Critic
	A. B., Columbia University	
Mrs. Ida Woolf O'Connor	.....	Primary Grades
	Tempe Normal School	
Olive M. Gerrish	.....	Music Supervisor
	Columbia School of Music, Chicago	
Theresa Anderson	.....	Intermediate Grades
	B. Pd., Michigan State Normal College	
Amanda L. Zeller	.....	Kindergarten
	National Kindergarten College, Chicago	
Helen C. Roberts	.....	Primary Grades
	Tempe Normal School	
Sara Davis Hayden	.....	Playground Supervisor
	Stanford University	
Ella L. Roll	.....	Grammar Grades
	A. B., Stanford University	
Elsie Ada Pond	.....	Intermediate Grades
	A. M., Stanford University	
Minnie L. Porter	.....	Grammar Grades
	Ph. B., Ohio State University	

Administrative Officers

Arthur J. Matthews	.....	President
Laura Dobbs	.....	Secretary and Accountant
Amelia Kudobe	.....	Records of Students
Mrs. Lulu H. Robinson	.....	Preceptress
Mrs. Mary W. Waite	.....	Preceptress
Elizabeth Bittman	.....	Preceptress
George E. Cooper	.....	Boys' Hall

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

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 an automobile stage line giving prompt and efficient 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. One of the main state highways passes through the town, skirting the edge of the campus. The streets are paved and lined with shade trees. The water supply, coming from deep wells, is ample and of excellent quality. The town is situated 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 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 surrounding country offers a world of attractions to those who enjoy the pleasures of walking or driving in the open country. The Papago-Sahuaro National Park lies just across the river, and in its 2,000 acres the natural features and characteristic vegetation of the desert are preserved. This tract is the goal of numerous "hikes" and picnic parties during the school year. Granite Reef, a few miles to the east, is a favorite resort for week-end camping parties.

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 fifty 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.

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 the **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 late group is the Industrial Arts Building, with its imposing lines and dignified proportions. The arrangement of both groups is both sightly and convenient.

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 14,000 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.

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 apparatus for projection, a motor generator for demonstration currents, storage batteries and many other facilities for lecture work. Stock rooms and a photographic dark room are also located here. On the second floor are the

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

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.

The **Training School** 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 notable 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 1500 volumes suited to the work of the grades, two pianos, a grafanola and apparatus for projection.

The new **Dining Hall**, erected in 1920, is in a central location, convenient to all dormitories. This is a thoroughly modern building and embodies in its construction the latest ideas with regard to sanitation, lighting and ventilation. The kitchen is

large and airy and well lighted. A large range, two steam cookers and a charcoal broiler are provided, and modern types of labor-saving machinery are installed. One of the most satisfactory of these devices is the steam dishwasher which enables two persons to take care of all the dishes from a meal in very few minutes and leaves the dishes in a thoroughly sanitary condition. The bakery is a model of its kind with electrically driven machinery for mixing cake and for kneading bread. The brick oven, one of the finest in the state, has a capacity of 250 loaves. There is a refrigerating and cold storage plant of ample capacity and late design. The chilling room and cold room are protected by cork insulation, and the operation of the refrigerating apparatus is entirely automatic. This equipment enables the steward to buy and store meats and other perishable foodstuffs in large quantities which advantage is an important factor in the low cost of board. 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.

The Hospital is located in a suitable section of the campus north of the President's residence. It is a 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.

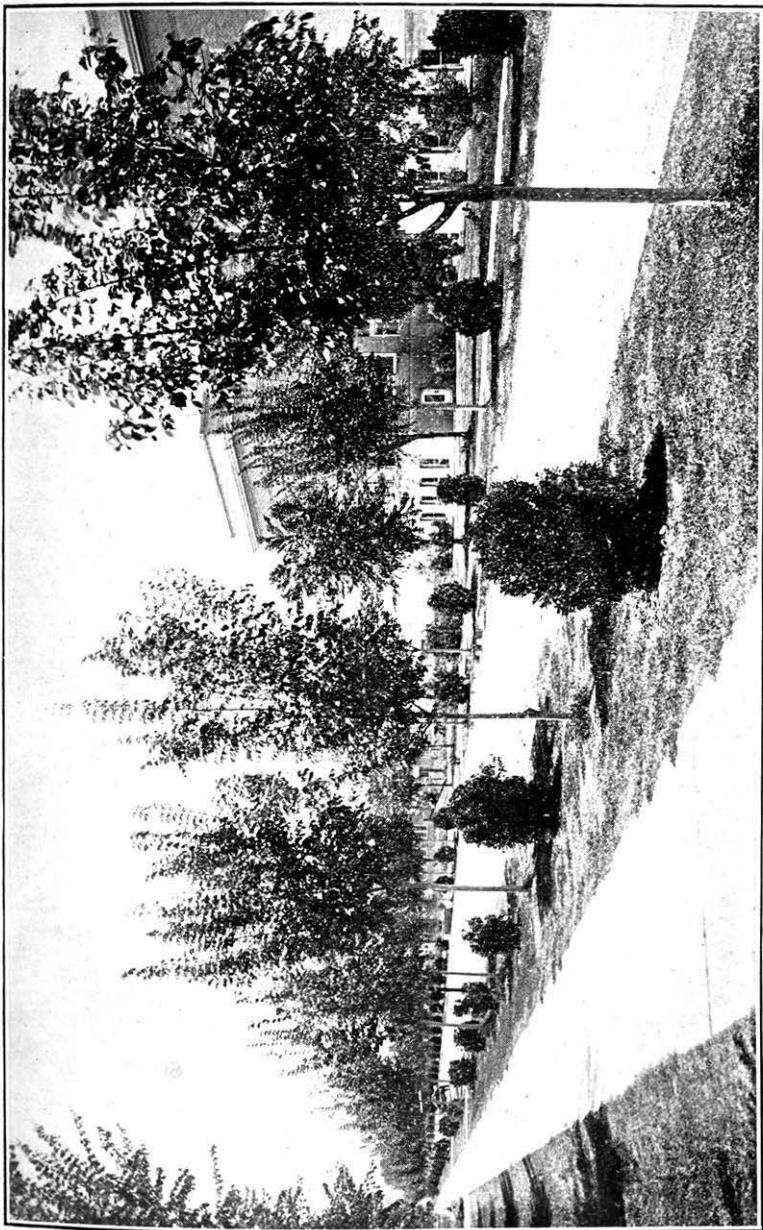
The President's Residence is a substantial two-story brick structure completing the plan of the main group of buildings and is pleasantly located within a convenient distance of the administrative offices. Adjoining it on the west is a beautiful lawn which is provided with electric lights and is the scene of many of the social events of the year, such as receptions, parties, class meetings, literary society gatherings and alumni reunions.

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 modern, fireproof building of concrete

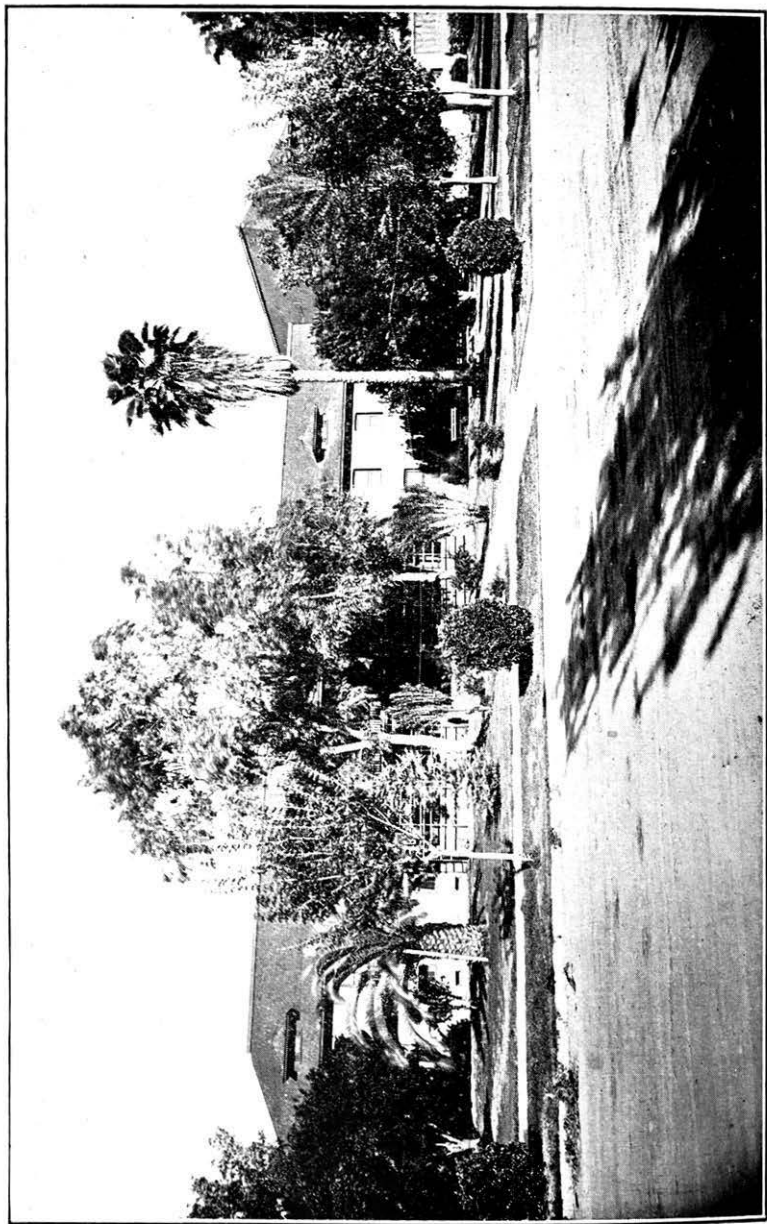
construction, faced with cream pressed brick. Upon the main floor, to the left of the re-entering court, one finds the offices, the library and drafting rooms of the department of manual arts. In the rear of these are the spacious wood shops and the pattern room, all equipped with first-class woodworking 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.

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



WILLOW AVENUE



EAST HALL, SENIOR GIRLS' DORMITORY

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 room 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

All buildings on the campus are heated by steam from a central heating plant located west of the Arts Building. The boiler house 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 \$28 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. Among other items, it covers a year's subscription to the Tempe Normal Student, a season ticket to the Lyceum Course, and free admission to all scheduled games and athletic contests held on the campus.

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.

Attention of prospective students is invited to the fact 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 is 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 OF STUDENTS

Applicants for admission to the Normal School must present a certified abstract of the work done in their high school course. This must show the character of the work done, as well as the number of weeks devoted to each subject and the number of hours work per week. This abstract may be forwarded with the student's application for entrance, or it may be presented at the time of registration. In no case should the filing of this abstract be delayed more than thirty days after the time of registration. Students who are unable to furnish an abstract of preparatory work will be required to pass such examination as the faculty may prescribe in each individual case.

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 and a half to two years' credit upon a university or college course.

Admission to Advanced Standing: Applicants 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. All such applicants must file an abstract of previous work as explained above.

Admission to High School Courses: Students who have completed two years of high school work may complete their high school course at Tempe Normal School. They will be admitted upon presentation of a satisfactory abstract of previous work as explained above. More detailed information will be found under the heading "High School Courses." It is suggested that those who intend to teach will find it to their advantage to

complete their high school course under the direction of the Normal School where they will come into close association with educational ideals even before entering the training courses.

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.

Application for Entrance: Blank forms for entrance application will be furnished upon request. Application for entrance may be made in person if the student desires, but this is not necessary.

EXAMINATIONS AND REPORTS

Students are required to attend all examinations prescribed by the Board of Education or by the Faculty. Examinations are conducted by the instructors in charge of the several subjects in the courses of study and may be given without notice. Final standings are based upon both class work and examination. As a rule, the class standing is given the greater weight.

Twice each semester, a 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 signifies excellent and A, superior. D indicates incomplete work or a condition to be removed and E denotes a failure, requiring repetition of the work in question.

The mid-term reports are issued in order that the student may be aware of the state of his progress, but the semester grades only are recorded as final standings.

REGULATIONS CONCERNING 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. In order to secure proper adjustment of work, it is necessary that candidates for graduation shall make application for the diploma at least one year prior to the date of graduation.

5. 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.

6. 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.

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

8. 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.

Courses of Study

PROFESSIONAL OR TEACHERS' COURSES

Regulations of the 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 seventy-six weeks 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 teachers' course, provided that in all such cases students will be required to take at least thirty-eight weeks' 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 thirty-eight weeks of work in addition to the regular teachers' course. Such students will find it to their advantage to plan their complete schedule of work at the beginning of the course, as it will thus be possible to arrange a more logical sequence of the required subjects.

STANDARD 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 Supervision.....	2	Physical Training and Playground Supervision.....	2

SENIOR YEAR

Teaching.....	5	Teaching.....	5
Methods.....	5	Methods.....	5
*Primary Methods (1 quarter).....	5	*School Efficiency.....	4
*Sociology.....	5	*History of Education.....	5
Music.....	5	Music.....	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: An elective in the Junior 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 languages, commerce or vocational work may continue such line of work for the entire time assigned to electives in above course.

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.

Applicants 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.

Students desiring to acquire the regular teachers' diploma in addition to one of the above mentioned special diplomas will require thirty-eight weeks' work in addition to the seventy-six weeks of the special course, or a total of one hundred fourteen weeks.

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

SENIOR YEAR

Methods and Teaching.....	5	Methods and Teaching.....	5
Drawing and Painting 3.....	5	Elective.....	5
Art History 3.....	1	Drawing and Painting 4.....	5
Composition and Design 3.....	5	Art History 4.....	1
Costume Design.....	4	Interior Decoration.....	4
Academic Elective.....	5	Illustration.....	2
		Art 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 21.

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.....	4
Machine Shop.....	5	Art 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 21.

SPECIAL COURSE IN HOME ECONOMICS

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

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology.....	5	Pedagogy.....	5
Composition and Design.....	5	Bacteriology.....	5
Biology 2.....	5	Physiology.....	5
Household Chemistry.....	5	Household Chemistry.....	5
Clothing 2.....	5	Cookery 2.....	5

SENIOR YEAR

Method and Training.....	5	Method and Training.....	5
English 4.....	5	Elective.....	5
Cookery 3.....	5	Nutrition.....	5
Clothing 3.....	5	Clothing 4.....	5
*Costume and Design }.....	5	*Organization and Administration }	5
*Interior Decoration }	5	*Household Management }	5

*One quarter each.

Electives offered: Millinery, art, English.

Students desiring a technical course in Home Economics see under title Technical Courses, page 21.

SPECIAL COURSE IN AGRICULTURE

A COURSE IN AGRICULTURE FOR THE TRAINING OF SPECIAL TEACHERS IN THE GRADES

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology.....	5	Pedagogy.....	5
Academic Elective.....	5	Academic Elective.....	5
Bacteriology.....	5	Physiology.....	5
Animal Husbandry.....	3	Animal Husbandry.....	3
Farm Mechanics.....	3	Farm English.....	2
Farm English.....	2	Agronomy.....	5
Farm Management of Accounts.....	2		

SENIOR YEAR

Methods.....	5	Methods.....	5
Teaching.....	5	Teaching.....	5
Ethics.....	5	Elective.....	5
Horticulture.....	5	Dairying.....	5
Rural Economics.....	3	Rural Economics.....	3
Agricultural Education.....	2	Agricultural Education.....	2

A special one-year practical course in agriculture will be arranged any time there is sufficient demand for it.

SPECIAL COURSE IN KINDERGARTEN TRAINING

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology.....	5	Pedagogy.....	5
Biology.....	5	Elective.....	5
Music.....	5	Reading.....	5
Kindergarten Theory and Technics.....	10	Composition.....	5
		Kindergarten Theory and Technics.....	5

SENIOR YEAR

Primary Methods.....	5	Kindergarten Teaching.....	15
Primary Teaching.....	5	Kindergarten Theory and Technics.....	10
Sociology.....	5		
Art.....	5		
Kindergarten Theory and Technics.....	5		

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

SPECIAL COURSE IN COMMERCE

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

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Required		Required	
Psychology.....	5	Pedagogy.....	5
Accounting.....	5	Accounting 2.....	5
Shorthand 1.....	5	Shorthand 2.....	5
Commercial Law 1.....	5	Penmanship.....	3
Penmanship.....	2	Economics.....	5
Electives		Electives	
Arithmetic.....	5	Commercial Organization 1 (Domestic Trade).....	5
English Grammar.....	5	Typewriting.....	5
Business English.....	5	Commercial Geography.....	5
Typewriting.....	5		
Financial Institutions.....	5		

SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Required		Required	
Teaching.....	5	Methods and Teaching.....	5
Methods.....	2	Shorthand 4.....	5
Accounting 3.....	5	Business Administration.....	5
Shorthand 3.....	5	Electives	
Electives		Accounting 4.....	5
Corporat on Finance.....	5	Investments.....	5
Commercial Organization 2 (Foreign Trade).....	5	Industrial Management.....	5
Typewriting.....	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 is 80 semester hours or 8 credits of work. The course is open to graduates of a four-year high school 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 Course.

Students who have studied bookkeeping in high school may be given such credit toward the Accounting requirements, as their work here shows them entitled to receive.

A Zaner certificate in penmanship is required of all students in this course.

HIGH SCHOOL COURSES

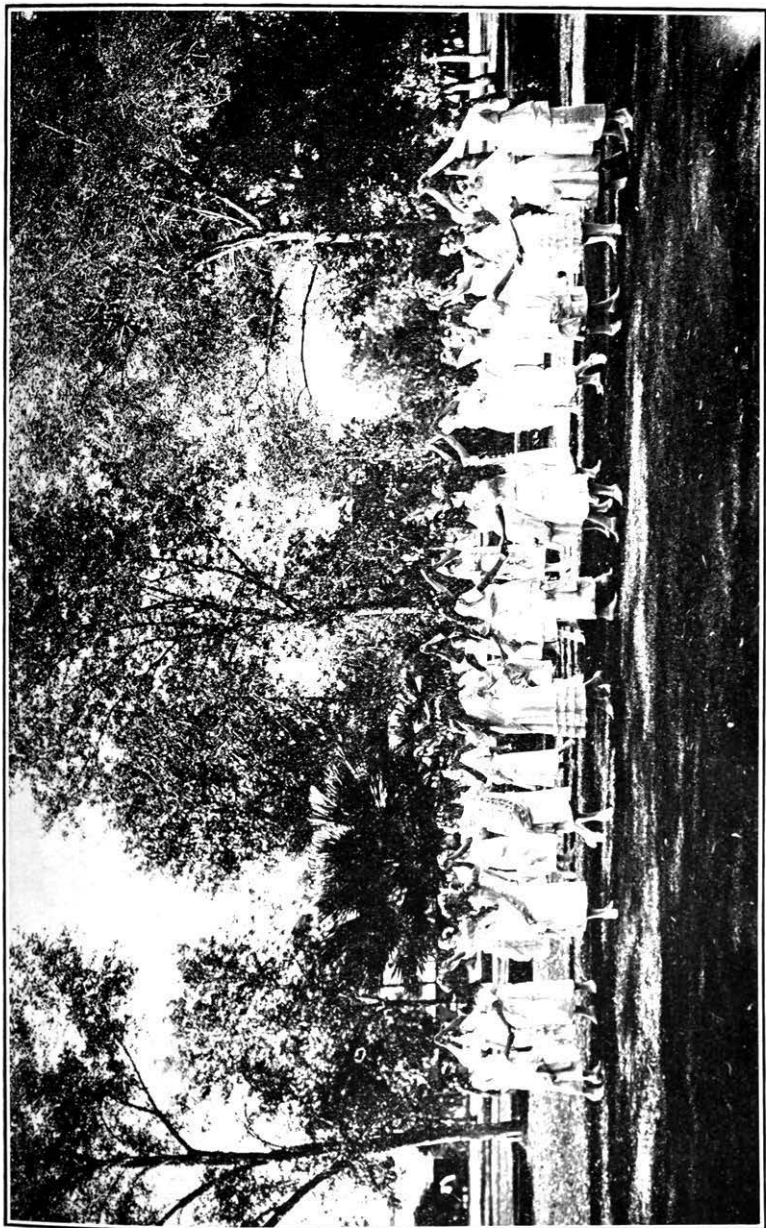
Many towns in the state provide for two years of high school work, but are not in a position to carry the third and fourth years. The young men and young women who have finished these two-year courses naturally wish to complete a high school course, and to do so are under the necessity of leaving home. For the accommodation of such students, Tempe Normal School offers the **third and fourth years** of the high school course. This school is thoroughly equipped to take care of this work and extends the further advantage of dormitory accommodations, thus relieving the student of the worry of seeking board and room in private homes, which arrangement frequently proves more or less unsatisfactory.

Students who wish to prepare themselves for **entrance to college or university** will do well to avail themselves of the opportunity here presented, and those who **intend to become teachers** will find a distinct advantage in doing at least the last two years of their high school work under the direction and with the advice of the faculty of the Normal School. The number and variety of elective subjects offered enables each student to choose the particular type of course he desires to follow. The manual training and shop courses should appeal to the young men, while such courses as are presented by the department of home economics and by the art department will be especially attractive to the young women.

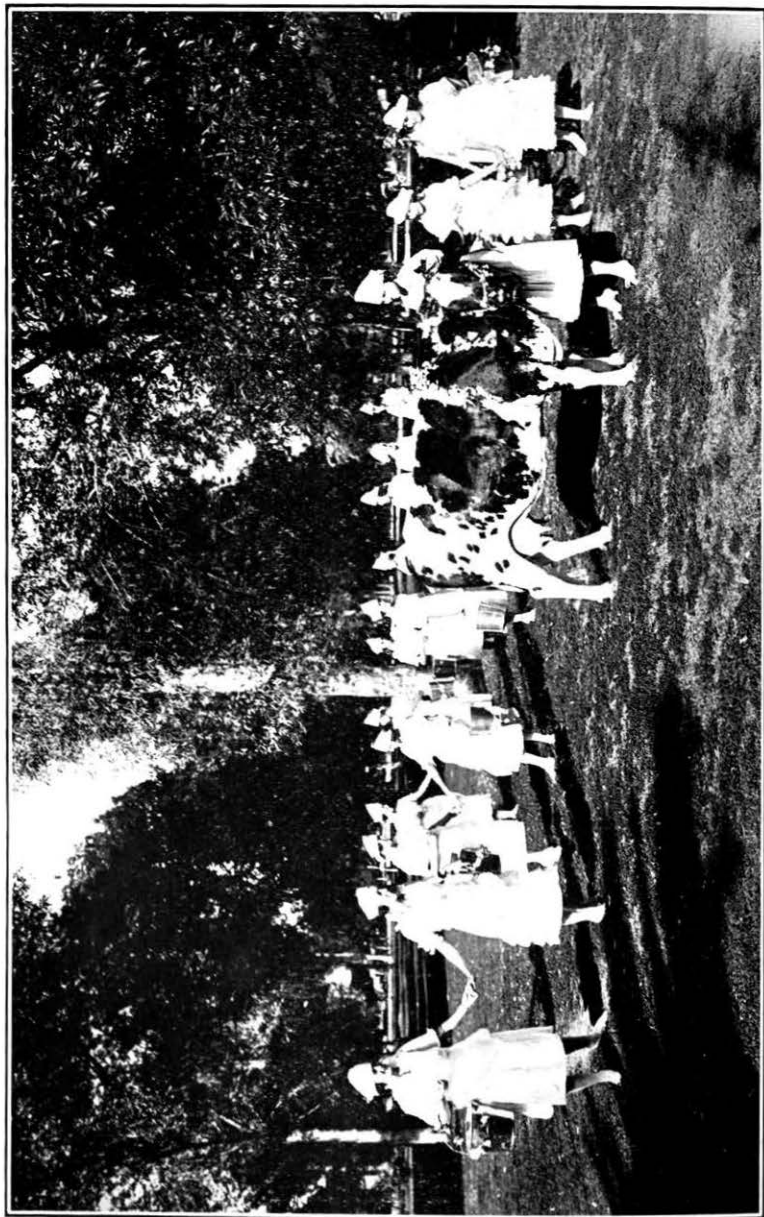
Students who have completed two years of high school work in which they have secured credit equal to seven and one-half units, will be admitted to the third year of the high school course at the Normal School, and for the completion of this course, another seven and one-half units will be required, exclusive of the credit for physical education which is required of all young women, or for military training which is required of all young men.

Upon the completion of this course, a standard **high school diploma** will be issued. Candidates for this diploma must make application for same at least one year prior to the date of graduation, in order that the proper assignment of subjects may be assured in time to avoid undesirable complications due to omission of required work from the course.

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



THE FOLLOWERS OF SPRING—MAY DAY PAGEANT



MILKMAIDS' CHORUS—MAY DAY PAGEANT

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, 1. Required of all young men.

Physical Training, 1. Required of all young women.

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.

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.

Description of Courses

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 these courses in agriculture may be taken where electives are offered in the junior and senior years of the regular professional course.

Adequately equipped laboratories provide for demonstration of fundamental principles by the instructor and for experiment by the pupil. Elaborate sets of slides, photographs and prints provide for illustration, by balopticon, of nearly every phase of the agricultural work.

A fifty acre model farm provides for the study of practical agriculture every month of the school year. This is used for school gardens, demonstrations and experiment. The dairy, swine, sheep and poultry departments not only supply their fresh sanitary products for the dining hall but furnish an opportunity for first hand study of the best types of the various breeds represented.

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, soil improvement, field crops, gardening, horticulture, farm stock, dairying and poultry.

Text book: Principles of Agriculture. Waters. Ginn & Co.

Elective five times a week throughout the year.

Agriculture 2. Animal Husbandry. The study of the different breeds of livestock.

Much practice is given in comparative judging and the use of the score card. Breed characteristics and changes, records and system of registration are given special attention.

Prize winning individuals of exceptional merit of the various common breeds, provide the pupil with ideal standards for judging and selection of livestock. The following breeds are represented.

Dairy Breeds. Holstein-Friesian and Jersey.

Fat Cattle. Shorthorn.

Swine. Duroc-Jersey.

Sheep. Hampshire and Rambouillets.

Chickens. White Leghorns and Plymouth-Rocks.

Turkeys. Mammoth Bronze.

Horses. Percherons.

Literature. Breeders Gazette. Types and Breeds of Farm Animals, Plumb; Principles and Practices of Live Stock Judging, Gay; State and Government Bulletins.

Three times a week throughout the junior year.

Agriculture 3. 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 4. 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 books. Dairy Cattle Feeding and Management, Larson & Putney; Productive Dairying, Washburn; Hoards Dairyman.

Senior year, second semester, five times a week.

Agriculture 5. 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 6. Agricultural Education. This course is designed to awaken an interest and appreciation for agricultural industries and life in the prospective teacher and give such knowledge of the fundamental principles of agriculture as will enable the teacher to give the rural boy and girl intelligent interest and advice in their home problems and projects. It also aims to prepare the rural teacher to teach not only elementary agriculture, but also the regular subjects of the curriculum in terms of the community life and industries. The first half of the year is devoted to a study of the elements of agriculture. The second half is devoted to a study of teaching agriculture and school gardening in the grades, methods and recent movements in agricultural education, club work and rural social problems are discussed. The work of the class room is supplemented by actual practice in teaching in the training school.

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

Agriculture 7. Rural Economics. The social and economic problems of rural life, a history of the recent movement for 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 books: Gillett's Constructive Rural Sociology, Sturgis Co.

Senior year, three times a week throughout the year.

Agriculture 8. Agricultural English. A course in letter

writing, oral expression and newspaper articles on farm subjects. Order sheets, advertisements, registry charts and similar topics.

Junior year, first semester, two times a week.

Agriculture 9. Farm Mechanics. This course includes the study of farm motors, farm machinery; the use of the water level in levelling and running laterals and drainage ditches; farm devices, knots and splices, repair work, fencing and related topics; practical work in assembling, repairing and operating farm machinery.

Text book: Agricultural Engineering, Davidson.

Junior year, first semester, three times a week.

Agriculture 10. 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.

Junior year, first semester, two times a week.

Agriculture 11. Agricultural Arithmetic. This course is a review of arithmetic with drill on practical farm problems, milk testing records and feeding problems.

Junior year, second semester, two times a week.

ART DEPARTMENT

Mr. Anderson

Art is universal and a vital principle in the life of a nation. All can be trained in varying proportions toward the ability to appreciate the good and the beautiful whether it be presented in an industrial product, the work of an artist, or in nature.

Students showing special aptitude in art work are encouraged along these lines, not alone for the training of the individual, but also that the community and state may receive some of the impulse that tends to make our homes more attractive and comfortable. This department is very thoroughly equipped with all the materials necessary to successful work.

Art 1. Junior year, first semester, five hours. Drawing in pencil, crayons and water colors; principles of composition and

design developed through creative exercises aiming for fine arrangement 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; constructive problems; book binding; colored papers in design; lettering and poster work.

Art 2. Junior year, second semester, five hours. Continuation of Art 1; figure work for poster effects, clay modeling and elementary pottery; interior decoration, to include the drawing of plans and elevations; color schemes; bookbinding; study of masterpieces of art; problems relating to costume design; 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; batik work in the designing of textiles; pen lettering and illustration in card designs and texts calling for decorative treatment; block printing with two or three blocks; acid stenciling; gesso work; exercises in tied and dyed work; leather work to include tooling, coloring, sewing, lacing, in the construction of card cases, bill books, mats, coin purses, blotter corners, bags, book covers, etc.

Art 4. Two semesters, five hours. A course in pottery to include the making of such objects as: tiles, bowls, vases, boxes, book ends, clock cases, trays, etc.; different methods of enrichment, incising, piercing, modeling, inlaying, slip-painting, underglaze work, mixing of glazes, and use of kiln, problems in cement. Art metal work in copper and brass to include piercing, bending, soldering, raising, riveting, chasing, etching, coloring and enameling; the making of simple jewelry in silver, such as watch-fobs, brooches, hat pins, buckles, rings, etc.

Prerequisites: The student must give evidence of fitness to enter courses 3 and 4.

Special Course in Art

A course in Art for Departmental Teachers and Supervisors, covering Junior and Senior years.

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

Drawing and Painting 1. Junior year, first semester, five hours. Drawing with pencil and charcoal from still life and

nature; water color practice; landscape sketching; drawing from pose for massing and action; painting in monochrome.

Drawing and Painting 2. Junior year, second semester, five hours. Continuation in the several mediums; special emphasis on sketching from nature in pencil, charcoal, crayons, and water color; practice from east.

Drawing and Painting 3. Senior year, first semester, five hours. Advanced drawing; study of sketches and painting by noted artists; drawing from human figure; illustration; use of oils as a medium of expression.

Drawing and Painting 4. Senior year, second semester, five hours. Continuation of course 3; landscape and figure composition; interior views; blackboard work; monoprints; wood-block illustration.

Art History 1. Junior year, first semester, one hour. Study of masterpieces of architecture, sculpture, painting and crafts.

Art History 2. Junior year, second semester, one hour. Historical development of art through the primitive, Egyptian, Assyrian, Greek and Roman.

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

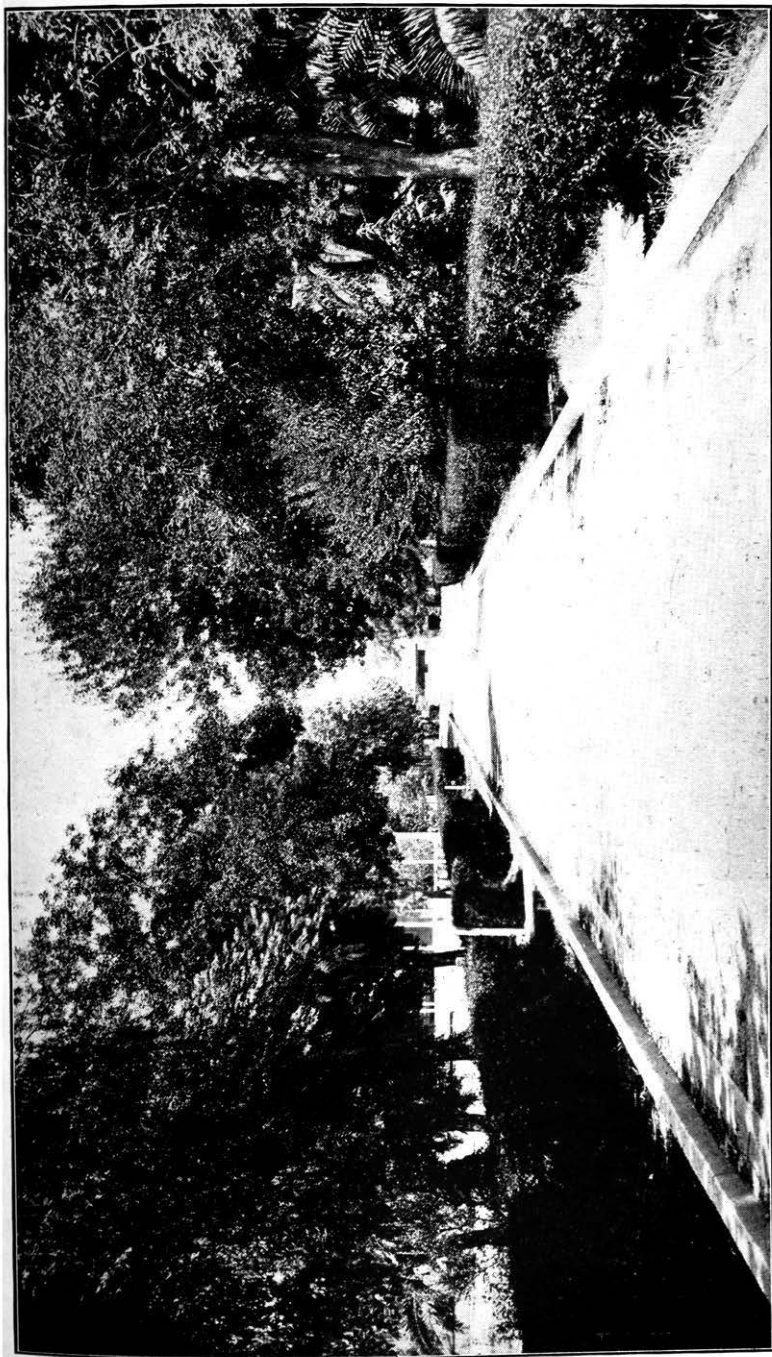
Art History 4. Senior year, second semester, one hour. Modern Art and its tendencies.

Composition and Design 1. Junior year, first semester, one hour. Principles of design developed through creative exercises aiming at fine arrangements in line, notan, and color, using plant, animal and abstract motifs; study of color theory and its bearing upon color harmony.

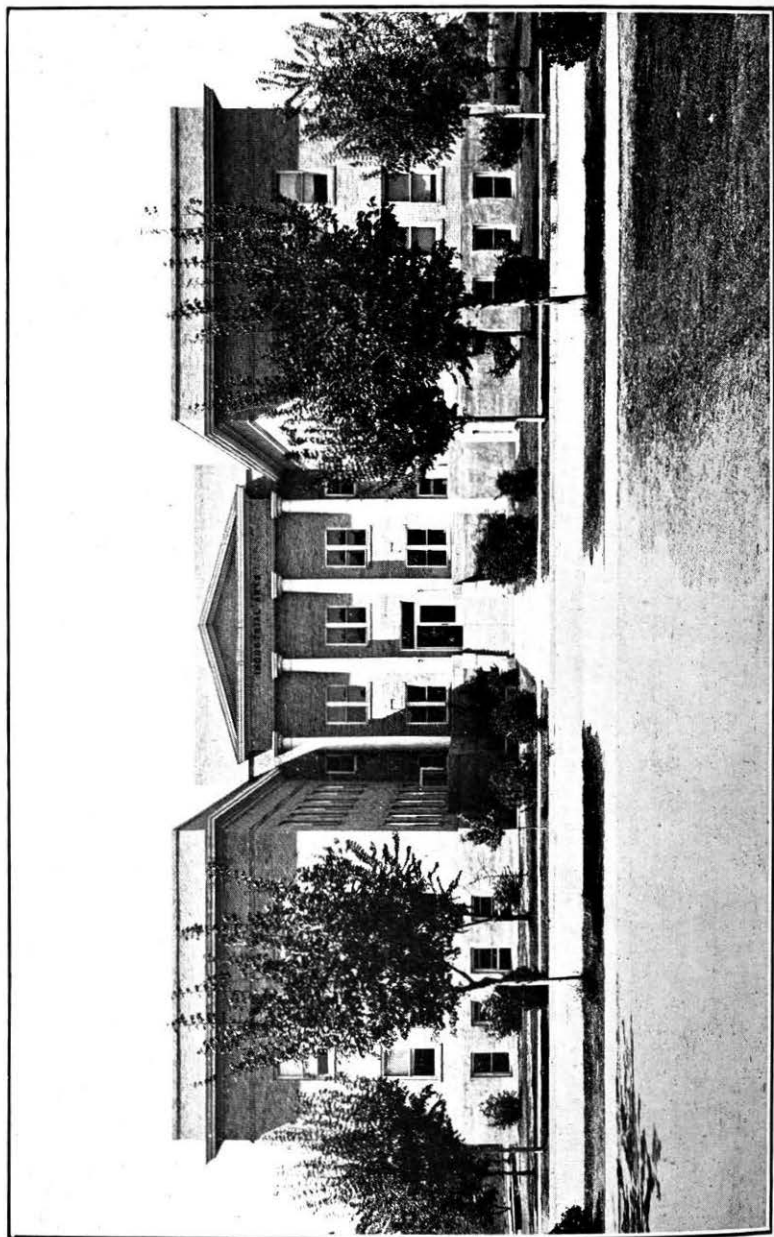
Composition and Design 2. Junior year, second semester, five hours. Work correlated with Art Crafts 1; design applied to textiles; relation of design to material—its limitations and possibilities.

Mechanical Drawing. Junior year, first semester, four hours. See Course 2, Manual Training.

Art Crafts 1. Junior year, second semester, four hours. Stenciling and block-printing; bookbinding; cardboard construction; leather modeling to include the different methods of working, coloring and construction.



THE EAST AND WEST DRIVE



THE INDUSTRIAL ARTS BUILDING

Art Crafts 2. Senior year, second semester, three hours. Clay modeling, pottery art metal. See Course Art 4.

Interior Decoration. Senior year, second semester, four hours. Application of the principles of design, and color to the home; plans and elevations; treatment of walls; history of furniture; discussions of rugs, draperies, lighting, sites and sanitary conditions.

Costume Design. Senior year, first semester, four hours. Problems aiming for fine arrangements of lines, tones and color in costume; solution of problems dealing with individual needs.

Illustration. Senior year, second semester, three hours. Book decorations harmonizing in treatment with the printed page and subject matter; illustrations for stories; and study of work of noted illustrators.

Methods of Teaching. Senior year, five hours. Teaching under criticism in the several grades; discussion and planning of courses of study in Art, picture study, etc.

B I O L O G Y

Mr. Mandl

The Department of Biology occupies part of the second floor of the Science Building. A large well equipped laboratory for zoology and botany, a modern bacteriological laboratory, a dark-room for photographic work, and a lecture and recitation room which is used jointly with the geography department, make up the Biology Department's complement.

The equipment is of the best, and is strictly modern. Breeding cages are used to study living forms of animals wherever possible, and a large aquarium makes it possible to study aquatic forms in their natural habitat.

Not all of the work is done in the school however, as classes are conducted on special trips to the State Hospital for the Insane, and the Phoenix bacteriological laboratories to get a broader view of the subject in its details, and the practical application of its theory.

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 and to connect modern biological principles up with our everyday life, both from the individual aspect as well as that of the community. The student is taught to know himself, in order to be able to teach the same doctrine to others, and to be better able to take his part in the community as a future teacher, parent or citizen.

General Biology. Fourth Year, high school course; four laboratory periods per week; required of all students not presenting entrance credits in Biology. Text Books: Hunter—A Civic Biology—American Book Co., \$1.25; Gager—Fundamentals of Botany—P. Blakiston's Son & Co., \$1.50.

This course may be chosen as an elective in the teachers' course.

The subject matter is 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 individual student. Experimental demonstrations by the instructor and laboratory work by the students make the work interesting and concrete. Scientific exactness is emphasized as a fundamental of clear logical thinking.

Besides the regular texts of the course, reference books in the Normal School library are at all times available for the use of the students.

Biology 2. Junior Year; required of students taking special work in Home Economics or Agriculture; eight hours of laboratory work and recitations per week; credit 5 hours. First semester only.

Text book: Conn's—Bacteria, Yeasts & Molds in the Home—Ginn & Co., \$1.00, and reference works in library.

The work in this course is so shaped as to suit the organisms, with special reference to those micro-organisms as they affect the home. Such questions as sterilization, preservations of foods, fermentation, chemical synthesis brought about by micro-organisms, and how these organisms affect health will be studied in the course.

In connection with this course there will be two trips to the bacteriological laboratories in Phoenix, in which practical work will be observed and explained.

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 designed to meet the requirements of students who may teach physiology in the graded schools.

The human body is regarded as a mechanism and the interrelation of its parts, so far as structure and function are concerned, is the basis of the course. The functions of the different parts of the body are studied with the hygiene necessary for the efficient working of these parts.

In connection with the work on the nervous system several lessons are held at the State Hospital for the Insane in order to observe some of the nervous disorders under discussion.

At the end of the course a course in First Aid to the Injured is conducted under the auspices of the American Red Cross. Students who successfully pass the Red Cross Examination receive a First Aid Diploma, besides having it count as a fractional part of biology 3.

COMMERCE

Mr. Christy

This department seeks to develop not only the technical side of commercial education, 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. The training of teachers is one aim of the course, yet the needs of those students who are preparing for a business career and who desire a practical and scholarly training for business are considered. Many of the subjects given are of university rank and credit.

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.

Accounting 1. First semester, five hours per week. The general principles of bookkeeping and accounting are studied with a view of preparing the students for more advanced work in accounting. Comparison is made of single and double entry systems. A full accounting system is finally worked out. Short sets are used and particular attention is paid to classification of accounts, personal and partnership accounts, notes, discounts, consignments, the making of opening, closing and adjusting journal entries, and the preparation of financial statements. Outside problems are given involving the fundamentals of accounting. Study of General Accounting, Walton School of Commerce text book.

Accounting 2. Second semester, five hours per week. This course is a continuation of Accounting 1. It deals with the preparation of such statements as Statement of Affairs, the Realization and Liquidation Account, Land and Buildings, Manufacturing Accounts, Agencies, Branches, Deferred Charges, Corporations and Corporation Accounts, classes of stock, liquidation of corporations, mergers. A set of transactions is worked out involving the books of a manufacturing corporation. Many problems are worked out in connection with the theory and transactions. Preparation necessary, Accounting 1 or its equivalent. Complete text on General Accounting, Walton School of Commerce.

Accounting 3. First semester, five hours per week. 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. Necessary preparation, Accounting 1 and 2 or an equivalent. Study of Advanced Accounting, Walton School of Commerce text book.

Accounting 4. Second semester, five hours per week. A continuation of Accounting 3, with the consideration of C. P. A. problems and the Income tax law taking up the time of the student. Complete the study of Advanced Accounting, Walton School of Commerce text book. Necessary preparation, Accounting 1, 2 and 3 or their equivalent.

Shorthand 1. First semester, five hours per week. 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, five hours per week. 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 equivalent. Complete 150 pages of Gregg Speed Studies.

Shorthand 3. First semester, five hours per week. 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. Use of mimeograph, multigraph and adding machine studied. Necessary preparation, Shorthand 2 or an equivalent. Complete Gregg Speed Studies.

Shorthand 4. Second semester, five hours per week. Special dictation to enable students to acquire a maximum of speed, actual correspondence and report work, court reporting, legal papers, and practical work of various kinds. Necessary preparation, Shorthand 3 or an equivalent.

Typewriting 1. One semester, five hours per week. Instruction in the care and the 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. Text used, Rational Typewriting. Required of all students of shorthand. No outside preparation.

Typewriting 2. One semester, five hours per week. 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 taken Typewriting 1 or

its equivalent. Text used, Rational Typewriting. Required of all students of shorthand. No outside preparation.

Typewriting 3. One semester, five hours per week. Practice in the transcription of shorthand notes, miscellaneous copy and dictation for the attainment of speed and accuracy. Outside work for other departments of the school. Open to all students with the necessary preparation.

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, bill of lading, checks, etc.

Economics 1. One semester, five hours per week. Industrial society: Structure of industrial society, Production, Distribution, Consumption, Mediaeval Society, Capitalism, Trade, Commerce, Features of Modern Industrial Society. Financial Institutions, Machine Industry, Wage System and Worker, Concentration, Social Control, Impersonal Relation, Competition, Property.

Economics 2. One semester, five hours per week. 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. One semester, five hours per week. Function of organization and management; standards of efficiency; objects of a business enterprise; organization related to ownership and operation; location of a business; development of organization and management; special systems of organization and management; selecting employees; socialization of business. Necessary preparation, Economics 1.

Corporation Finance. One semester, five hours per week. 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 or 2 and Accounting 1 or equivalent.

Commercial Law 1. One semester, five hours per week. 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 Instrument, Agency, Partnership, Joint Stock Companies, Corporations, Real and Personal Property. Text, Huffcutt, Elements of Business Law.

Commercial Organization 1. One semester, five hours per week. Marketing, organization for distribution; middlemen; problems of the commercial field; study of commodities; domestic trade problems.

Commercial Organization 2. One semester, five hours per week. Foreign market problems; exchange; methods of distribution; transportation; marine insurance; docks and harbors; shipments to foreign countries, tariffs.

Investments. One semester, five hours per week. Forms of investment; essentials of investments; problems of the investor.

Financial Institutions. One semester, five hours per week. Study of money and credit; historical facts; kinds and functions of banks; Federal Reserve system; financial problems. Text: Moulton's Principle of Money and Banking.

Business Administration. One semester, five hours per week. Problems of factory and business location; selection of buildings and equipment; launching an industrial enterprise; wages and labor; credit; law principles; these are all considered. Text: Jones, The Administration of Industrial Enterprises.

Typewriting 1 and 2, 3 or 4, if successfully completed, will give one-fourth credit each.

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

Three semesters of English covering the last two years of a high school course are given. Beginning with the first year of the teachers' course two semesters of required work are given and two semesters of elective work are offered.

In all courses oral and written practice is made a feature of the work.

English 3. Corresponds to the course in the third year of high school. Weekly exercises are given in theme writing, with rigid requirements in originality, spontaneity and mechanical correctness. Selections from the best English and American writers are studied. Collateral readings are required and reports, both oral and written, are based upon the student's reading. Five periods per week. Text books: Manly's English Prose and Poetry, Ginn & Co., \$2.50; Woolcy's Hand Book of English Composition, D. C. Heath & Co., \$1.00.

English 4. Required of all fourth year students. First semester five periods per week. Carries forward the work of English 3. Theme writing, study of American writers and oral reports. Text Books: Howe's Primer of American Literature, D. C. Heath & Co., \$1.00; The Chief American Poets, Houghton, Mifflin & Co., \$2.00.

English 5. Five periods per week. For junior students in the professional course. As every teacher should be able to use the English language with correctness and efficiency, one year of English training is required of all professional students. One semester's work includes a course in word analysis, etymology, and technical grammar. The variant terminology of English grammar in common use is tabulated and compared, 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. Some portion of the semester's work may be devoted to composition, by means of which the student's ability to make practical use of English syntax and idiom may be tested. Text Books: Any modern grammar—Cairn's Introduction to Rhetoric, Ginn & Co., \$1.25.

English 6. One semester, five periods a week. Supplemental to the work in composition in English 5. Constant practice in forcible and artistic theme writing, with studies in the best English and American prose, including the contemporary essay. Especial attention is given to exposition and argumentation.

English 7. Second semester. 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.

GEOGRAPHY

Mr. Hiatt

Geography 1. Physiography. Elective. Offered the first semester each year. This course, while dealing with the pure science, serves as a splendid background for later courses in geography. It acquaints the student with physiographic facts and conditions which will be very useful in the applications to be made in the later study of life conditions. The country in the immediate vicinity of the school is rich in physiographic types and forms for a study of this kind and the subject is made as practical as possible by using this natural laboratory extensively. Text: Physiography (Briefer course), Salisbury.

Geography 2. Principles of Geography. Recommended as an elective for professional students. Offered both semesters each year. This course offers a study of physiography and physiographic processes with applications to life conditions. The different earth phenomena are studied and their influence on life shown by the consideration of areas carefully selected for the purpose. The aim of the course is to train students in the fundamentals of geography and equip them with a minimum of 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 present and explain the geographic factors in the 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 environment. Text: Commercial Geography, Robinson.

Geography 4. Required of all students working for the professional diploma. Given each semester. This course covers the regional geography of the most important portions of the earth. In it the teaching receives special emphasis, the methods being given in conjunction with the subject matter. The text is that adopted by the state, and much time is devoted to organizing it to suit the needs of the 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 GOVERNMENT

Mr. Murdock

Attitude. Recent educational thought emphasizes the need of a study of the past as a basis for an appreciation of the present and an outlook for the future. History, as offered here, is not regarded so much from the standpoint of culture as from the standpoint of utility; not an end in itself, but a means to an end.

This is an unusually appropriate time to study the social sciences, as it is a period of flux and change, of trial and experimentation, of blasted hopes and realized aspirations. What would not Franklin, Bismark, Susan B. Anthony or Francis Willard give to be alive today? A mighty drama is now being enacted, and, with the improved modern news facilities, one living in even a remote, isolated hamlet may be an interested spectator.

Instead of turning away from "the dead past" in these stirring times, there is a greater need of the lamp of human experience to guide our feet in 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 particular importance is attached to this course. Less stress is laid upon the narrative phase, but great emphasis is placed 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: Muzzey's "American History" (Revised), Ginn and Company.

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 to understanding 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 responsibilities 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 books as Bryce's American Commonwealth, Kaye's, Beard's and Reinsch's Readings, and Woodrow Wilson's standard works. In our magazine room are bound volumes of the leading periodicals available to the student through the Readers' Guide. Time: First semester, fourth year. Text: Guitteau's government and Politics in the United States, Houghton, Mifflin & Co.

Economics. Following American History and the Science of Government, a brief course in Economics is offered in the second semester of the fourth year high school course. No students are eligible for this course who have not the required historical background for the 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 students. 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.

Modern Europe. This elective course is offered professional juniors and seniors and stresses recent development of European affairs. Teachers need some such study to put them in touch with present day world conditions. The work will be offered either semester, provided a class of five or more demand it. Text: Robinson and Beard's Outlines of European History, Part II, and the Readings, Ginn and Co.

HOME ECONOMICS

Domestic Art, Miss Stewart

Domestic Science, Miss Delzell

Special Course for Training Home Economics Teachers. Training for this course begins with the junior year.

Clothing 1. Textiles and Clothing. Five hours, first semester, junior year. 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 in-

fluence of the consumer in establishing standards and in shaping social development may be appreciated. Work in clothing consists in making articles by hand and by machine which may be used as school problems.

Cookery 1. Second semester, junior year, five hours. A study is made of the composition of foods and their preparation for market and for the table. Proper food combinations, the caloric values of foods and their digestibility are specially considered.

Clothing 2. Five hours, first semester, senior year. A study is made of the methods of presenting school problems, subject matter suitable for school use and the organization of courses of study. Patterns are drafted and garments designed. Useful garments are made from drafted and commercial patterns.

Clothing 3. Dressmaking. Five hours, second semester, senior year. Students design and make street, afternoon and evening dresses. Work is done in silk and wool. Advanced students may take this course as an elective.

Cookery 2. First semester, senior year, five hours. Problems in food preservation, advanced cookery, menu making, table service, and demonstration cookery are studied from a theoretical and practical point of view.

Dietetics. Second semester, senior year, five hours. Plans of diet are made for persons of different ages, and for persons suffering from special diseases. The dishes composing these special menus are prepared and their caloric values considered. A study is made of the scientific laws governing the development of the body and the performance of its activities, with a view to meeting the needs of the body in specific cases.

Household Management. Senior year, second semester, first quarter. This course includes a study of house sanitation, care and cleaning of house and its furnishings, and the systematic methods of housekeeping. The keeping of household accounts and budget making are also included.

Organization and Administration. Senior year, five hours, second quarter. Planning courses of study for grades and junior high schools; problems in equipment; theory and method of teaching home economics with practice in training school classes.

Elective Course in Home Economics. Students desiring to take work in cookery or clothing may do so by choosing it as an elective in their junior and senior years. Half a unit in

cookery may be completed by half a unit in clothing, or a full unit of clothing or of cookery may be chosen.

Elective Course in Clothing. Clothing 4. Five hours, first semester, junior year. A study is made of the clothing budget and of the selection and buying of materials for wearing apparel and household purposes. Plain and artistic stitches and the use of the sewing machine are taught upon undergarments, household articles, waists and simple dresses.

Clothing 5. Millinery and Sewing. Five hours, first quarter, second semester. During the first quarter the basis of the work is a spring hat and includes the making of frames and trimmings and problems in renovation.

Clothing 6. Five hours, first semester, senior year. Students completing course 5 or its equivalent may take course 6 as an elective subject. The work consists in making garments in silk and wool. The work is planned, so far as is possible, to suit the needs of the students and to afford opportunity to make garments which they need.

During the second quarter a winter hat is made including the making of buckram frames and suitable trimmings.

Students completing course 6, who wish credit for a full unit in clothing, may take Clothing 3 as an elective.

Cookery 3. Elective Cookery. Junior year, five hours. First semester. This course includes a study of the proper methods of cooking various food materials with the subject of well-balanced meals as a basis.

Second semester. A continuation of the above with more advanced work in the preparation of meals with special emphasis on food combinations and serving.

Cookery 4. Elective Cookery. Senior year, five hours, first semester. A course which is open to girls having had cookery 3 or an equivalent course in some high school. Special work will be given in serving, fancy cookery and demonstration.

Second semester. Students completing Cookery 4 may complete the unit by the study of Dietetics.

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 regular courses and the professional in the junior and senior years.

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 1. 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 woodwork: King's Series.

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 IN MANUAL ARTS

Industrial Arts 2. 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. Pre-requisite, Industrial Arts 1 and 2 or equivalent. The following will be offered:

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.

Pattern Making. 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 times a week.

Machine Shop. In this course the student is given the fundamental principles of machine shop work including a study of materials, shop mathematics and formulas and the care and operation of machines and tools. The student cuts gears, machines castings and other material and builds small machines such as bench lathes and grinders. Special work in tool-making 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 wrought iron and steel. Senior year, first semester, five hours a week.

Shop Courses and Practices 4b. General review of manual arts work with reference to actual shop practice, study of methods, courses, drawing, equipment, supplies, etc. Review of history and development of industries and manual training,

industrial and vocational institutions. Much reference work will be assigned and thorough papers required upon topics allotted. Senior year, second semester, three hours a 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 times a week.

A complete tabulation of the work necessary for graduation in the Professional Industrial Arts Course will be found on page 17.

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 is essential to a thorough knowledge of English and gives the basis for a scholarship necessary to successful teaching, hence, students preparing to teach are urged to plan for the Latin course. Those looking forward to college work will find themselves much better prepared for any specialized course with Latin as a background. In addition, the 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.

Provision has been made for a good strong Latin course of two years, thirty-eight weeks each year, five periods a week. This covers the work offered in beginning Latin and in the regular second year work—Caesar's Gallic Wars and prose composition. By special arrangement classes will be organized in Cicero and Virgil should there be sufficiently large groups requesting the work. 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 references on classical antiquities, including history, geography, Roman life, topography, art, archaeology, and literature.

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**.

Students are requested to bring all copies of Latin text books which they may have, as they will be valuable for reference books if not for class room use.

MATHEMATICS

Mr. Frizzell

Mathematics has always occupied an important place in every course of study of any importance on account of the benefits that seem to arise from the study of this science.

The legitimate product of Normal Schools is teachers for the children. The course of mathematics in this school is offered with the purpose of sending to the children of Arizona teachers imbued with the idea that arithmetic is not merely the science of numbers, a series of processes, an aggregation of signs and symbols through which intellectual keenness and discipline are obtained, but that arithmetic should aid in the interpretation of life through all our studies and experiences—interpreting the problems not only of the individual but of society at large. The following courses are presented:

Arithmetic. All students taking the full Two Years' Professional Course are expected to take arithmetic for one semester. This subject is presented from the standpoint of the teacher in the grammar grades. Review of the various processes is given as well as a discussion of methods of teaching arithmetic in the Primary and Grammar grades.

Algebra. A class in advanced algebra will be organized the first semester of the school year in the event that enough students apply for work in algebra to warrant the organization of a class in that subject.

Geometry. A class in plane geometry will be organized at the beginning of the year. This class will continue throughout the year.

A class in solid geometry will be organized the second semester if enough students apply for that work.

Trigonometry. A class in trigonometry will be organized the first of the year if enough students apply for work in that subject.

Students who are to be graduated in the High School Course in this school must have credit for two and one-half units of work in mathematics. One of these units must be in algebra and one of them in geometry.

MILITARY TRAINING

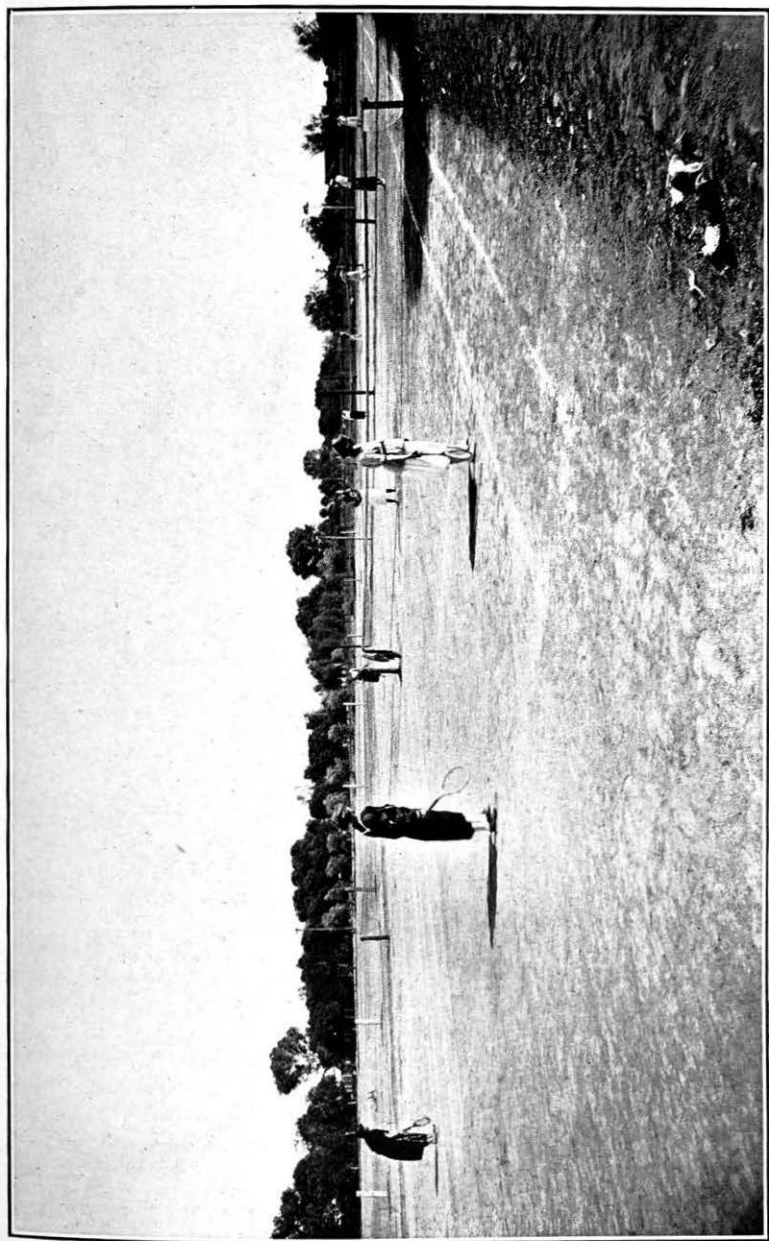
This work was introduced into Tempe Normal School in 1897, and has, therefore, stood the test of time. It is the belief of the management of the school that during these twenty-four years, it has not only been of great benefit to the young men of the school, but has been an important factor in the maintenance of discipline and a wholesome school spirit.

The primary aim of the work as conducted here, is to secure for every young man, a reasonable amount of **physical training**. As a rule, those who do not go out for school athletics are the ones most in need of systematic exercise. Military training meets this need. The usual difficulty with any system of physical training is the sustaining of interest. Military discipline overcomes this difficulty. The military form of discipline, modified to suit conditions, is found to appeal to the young man as no other form of regulation will. It is this natural fascination for work of this kind which maintains our National Guard even in times of peace. Unfortunately the idea of military discipline as being autocratic, arbitrary and harsh, is too prevalent in the minds of many citizens. On the contrary, the attempt is made here to base the system upon **self-control**. The cadet learns to take pride in the organization to which he

belongs, and finds that self-discipline is the fundamental principle of team work. Loyalty to the organization develops loyalty to the school and to the Flag. Habits of close attention, correct posture, proper carriage, courtesy and prompt response to recognized authority are developed which, in themselves, constitute a valuable training. The division of authority and responsibility throughout the organization, is a valuable object lesson in actual government. The cadet officer or noncommissioned officer learns to assume responsibility without conceit, and to exercise authority without arrogance. He learns how to secure the respect of his fellows without the loss of their companionship. Once this system is established of securing voluntary attention and cooperation, the introduction of calisthenic work is easy. This work aims at the symmetrical development, not of one set of muscles, but of the entire body. Work of this sort, continued through the period of growth, produces physical effects which will be of permanent benefit to the future citizen. The drills are short but vigorous, and, according to well-known principles of physiology, are conducive to freer and more efficient mental work.

As the cadet has a natural contempt for anything in the military line which is "not regulation," the drills are conducted as nearly as practicable in accordance with the regulations of the United States Army. Those portions of the soldier's routine work are selected which are thought to be most beneficial to the physical well being of the cadet. The manual of arms and close order drill develop coordination, precision, cadence and rhythm, and form the basis of the habit of voluntary attention. Extended order drills teach cooperation and team work and serve to impress the cadet with the necessity for division of authority and central control which is the second principle of military discipline, self control being the first. Marches develop endurance and illustrate the importance of correct habits and of symmetrical muscular development. Tent pitching, camp cooking and other duties of camp routine tend to make the cadet resourceful and self-reliant and teach him to care for himself under circumstances of stress. Competitions stimulate care in execution and develop a wholesome morale. Target practice is a most valuable means of training for muscular and nervous coordination, quick calculation and painstaking attention to minute details.

The equipment of the military department is very satisfactory. The company is supplied with a stand of Springfield rifles for drill and field target practice and with model 52 Win-



THE TENNIS COURTS



TEMPE NORMAL SCHOOL RIFLE TEAM

chester rifles for small bore practice. An excellent target range is located within walking distance of the campus, enabling the cadets to fire either the National Guard course or the Regular Army course, for which they receive the customary decorations upon qualification.

The regulation infantry pack equipment is supplied for practice marches and camping, and there is a complete equipment of tentage and full mess outfit. From four days to a week each year are spent in camp under strict military regulation. Every cadet feels that, in this camp he finds the application of all the drill work that has preceded, and the camp traditions are handed on from year to year.

This year has been a particularly auspicious one for Tempe Normal School Cadet Company. To begin with, they were awarded the custody of the colors of the First Regiment, Arizona Cadet Corps for general efficiency. In February, they entered a military field meet in competition with 1,200 cadets from various schools, and won both the squad drill and the platoon drill, the two main competitive events. At Tucson, in April, the Normal Rifle Team won the annual cadet team match and the magnificent loving cup offered by the Arizona Cadet Commission.

The company is affiliated with the National Rifle Association and enjoys the privilege of competing in the national correspondence matches.

Military training is required of all young men throughout the course. The regulation olive drab uniform is required to be worn at all formations. None are excused from this work except upon a physician's certificate of disability. Satisfactory completion of the course entitled the student to one credit towards graduation. Four times per week.

MUSIC

Miss Gerrish

Of all subjects introduced into public schools during the last half century, music is conceded to be one of the most valuable in moral, social and ethical standing. It appeals to the best that is in the individual and is a powerful element in training for good citizenship.

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.

Appreciation, song interpretation, ear-training, theory, sight singing, methods and practice teaching are included in the course.

Music 1. Elementary. Although designed for grade teachers, this course is equally valuable to students in voice, piano or orchestral instruments. It includes study of notation, scales, measures, rhythmic types and figures, musical terms, syllable singing, song study, appreciation, etc. The victrola is used for illustration, also for appreciation.

Five periods a week, one semester.

Texts: New Educational Music Course, Primary Melodies and First Reader.

Music 2. Advanced. Advanced work in the above. Pre-requisite: Music 1.

Five periods a week, one semester.

Texts: New Educational Music Course, Intermediate Reader and Junior Song and Chorus Book.

Music 3. Professional. This is a combination of methods, appreciation and the harmony necessary to presentation of problems in the grades. The course is planned for students especially interested in music and its aim is to prepare individuals for making music their special subject in teaching. The methods work is very complete, with illustrations given of the presentation of all problems to be taught in the grades. The care of the child voice, teaching of rote songs, preparation of a repertoire of child songs, rhythm, and monotonies are a few of the subjects given special attention. There are class demonstrations of all problems.

Practice Teaching of Music. The students of the Professional Course are given unusual opportunities to apply their knowledge in the teaching of music in several grades of the Training School.

Glee Club. Those who are musically inclined will greatly enjoy the work of the glee club, which is usually organized early in the year. Two periods a week are required for this work, which affords valuable experience in part singing and

chorus practice, being at the same time a source of keen pleasure to those who take part. The chorus 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.

Pianos. 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 for privately, and the lessons paid for, but the pianos of the school are made available to such students for the convenience of practice, and stated hours will be assigned upon application.

PHYSICAL SCIENCE

Mr. Irish

Physics. 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. Two periods of laboratory work are counted as equivalent to one period of lecture or recitation. Text: Millikan and Gale, Practical Physics.

Chemistry 1. 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 used chiefly to develop qualitative relations which otherwise would not appear. The exercises are so chosen as to make the student acquainted with the preparation, properties and uses of the more important chemical elements and their compounds, and, at the same time to teach 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.

Third year, high school course, five times a week. Two periods of laboratory work are counted as equivalent to one period of lecture or recitation. Text: Brownlee and others.

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 times a week. Text: Snell, Elementary Household Chemistry.

PHYSICAL TRAINING FOR GIRLS

Miss Hayden

This work is required of all young women throughout the course. The primary aim of the work is the physical well-being of the student maintained through regular and judiciously selected exercises. Proper attention is paid to corrective exercises according to individual needs. A secondary aim is the arousing of interest in group games, folk dancing and rhythm work to the end that the Normal School graduate may go to her future work of teaching, equipped to undertake playground supervision with an adequate knowledge of methods to be used and objects to be attained, and with due regard and enthusiasm for this all-important part of school work.

During the past year, the scope of this work has been greatly extended and a most commendable spirit has been aroused. Courses of instruction have been given in a variety of group games suitable for use in the grades. All girls have been enrolled in some form or other of athletic activity. Match games have been played with marked success. An opportunity for the application and exhibition of the results of the instruction in folk dancing and esthetic dancing was given in the May Day Pageant which was presented on the Campus and which included in its personnel practically every student in the Normal School as well as the entire Training School. This Pageant was witnessed by nearly three thousand appreciative spectators and was so well received that it has been decided to make it an annual event upon the school calendar.

It should be remarked that the increased interest in physical education at Tempe Normal School during the year has been accompanied by a notable decrease in the number of cases of illness in infirmary and hospital.

Although the work in physical training is not formally divided into distinct and definite courses, the following lines of work are offered each year. For the satisfactory participation in the prescribed work through the school course, one credit is allowed toward graduation in either the high school course or the teachers' courses.

Folk Dancing and Playground Games. The climate here permits physical training to be carried on out of doors through the entire school year. With the aid of a portable piano, the course in folk dancing is given beneath the trees on the campus. In the latter part of the junior year, a special course is given in primary games and folk dances. This course forms the basis for the practice work of the senior year, when the senior students are required to take charge of the training school playground.

Volley Ball is made a part of the training work during September and October, and again in May. This is a splendid group game and is easily adapted to varying numbers of players and to players of varying ages. As it requires less ground space than basketball, it accommodates more players at one time, since more courts can be laid out in a given area. For these and other reasons it is particularly well adapted to the playground of the grade school.

Tennis is taught throughout the year. Eleven excellent courts have been laid out upon the campus, and several faculty members have been enlisted to assist in the instruction of beginners. The number of young women who have constantly used these courts during their leisure hours for the past year is exceedingly gratifying. Interest in this phase of the work has been greatly stimulated by the playing off of a number of tournaments with representatives of other schools.

Baseball. The girls play indoor baseball out of doors. Three or four diamonds are in use every afternoon during the season devoted to this game, and teams are organized for inter-school matches.

Basketball. Although this game is not generally considered to be suitable for adolescent girls of the grade schools, and, therefore is not stressed in the preparation of playground

supervisors, yet for girls of Normal School age, it possesses many attractions. On account of its strenuous character, much care is taken in the selection of those who are permitted to take this work. Instruction is given daily during the season, and the courts provided are excellent. Teams are organized and a limited number of match games are played.

S P A N I S H

Miss French

A teacher's value to the community is greatly enhanced if she can reach the parents of all of her pupils, hence for this reason it is advisable for teachers in the Southwest to be able to speak Spanish. It is also very important from a business standpoint to have a speaking knowledge of Spanish. 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, also, as the literature of Spain is on a par with the best literature of the world.

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: Coester's Grammar, Harrison's Elementary Reader, Marcial Dorado's Primeras Lecturas en Espanol, Valera's El Pajero Verde.

Spanish 2. Translation and material from modern Spanish writers, review of grammatical principles, rapid reading and conversation. Texts: Coester's Grammar, Marcial Dorado's Espana Pintoresca, Umphrey's Prose Composition, Zaragueta, Spanish magazines and periodicals of various kinds. Collateral readings on Spain, Spanish life and customs, books selected from the excellent library collection.

Spanish 3. This year covers a wider range of reading and still greater attention is given to sight translation. Much stress is placed upon a practical knowledge of the language. Such material as the following is used subject to variations governed by the needs of the class: The Pan American Bulletins, in Spanish; various books of travel in South America; El Trovador, read in Spanish and compared with the Italian opera; Harrison's Commercial Reader gives background of commercial terms; Waxman's Trip to South America; El Capitan Ribot and other texts of similar type.

Students are urged to bring all texts or Spanish books which they may have, as they are used for reference books if not for class work. Any books or periodicals which may further the appreciation of Spanish are welcomed.

THE PROFESSIONAL SUBJECTS

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

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

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

The states of infancy, childhood and adolescence will be dealt with successively and special emphasis will laid upon

instinctive tendencies, habit-formation, memory, association, the learning process, the affective life, and the thought processes.

Experimental Psychology. Two periods each week will be devoted to the work of familiarizing the student with psychological apparatus and the working out of a number of experiments illustrating the process of learning. Students will also be instructed in the giving of group tests of intelligence.

School Efficiency and School Law. This course accompanies practice teaching, enlightening and interpreting the experiences of the Training School. A part of the semester will be devoted to a study of the school laws of Arizona. It will also include a discussion of the most advanced ideas and laws along the line of school legislation.

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

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

Pedagogy, Mr. Payne. The aim of this course is to develop the principles of teaching and to make some application of these principles to various grammar school subjects. The latter part of the course is given to the discussion of the course of study, the relative value of subjects in the curriculum, and the relation of the child to the curriculum. For the most part general principles only are dealt with. A more detailed study of methods is made in the senior year.

History of Education. Mr. Murdock. It is highly important that those who are to give direction and force to the educational progress of tomorrow should know not only present conditions in that field, but the road traveled thus far. By tracing the devious and sometimes uncertain path of educational advancement, the student gains not only a better insight into our modern complex system, but a deeper appreciation as well.

In this course, besides studying movements, periods and institutions, a great deal of consideration is given educational theorists and philosophers from Plato to John Dewey. In their essays they furnish the "blueprints," and it is interesting to note how true the later builders were to the Masters' plans.

Text: Graves, *A Student's History of Education*—Macmillan.

THE TRAINING SCHOOL

The Training School is organized under special Training School laws. It is a regular public school of eight grades and a kindergarten in town, and a rural school in the country. Class conditions are kept as nearly like those in other regular public schools as possible. The state course of study is followed. The courses in special methods, observation, and practice teaching are given in connection with the Training School.

Methods. Classes in special methods are taught by the director and faculty of the Training School. The general principles developed in Pedagogy are applied to the special subjects. This work is closely correlated with the practice teaching throughout the senior year. Special attention is given to primary methods.

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

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 we believe to be one of the strong features of the course since it gives the primary viewpoint to kindergartners and helps to make a closer connection between the two departments. Because superintendents of elementary schools are beginning to recognize the value of kindergarten training for primary teachers, graduates from this department have been successful in securing primary positions in our state.

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, art and music. The required course in biology is the same as that given the juniors in the special course in home economics.

The course of study is so arranged that students can take more art or music than is required which makes an excellent supplement to the kindergarten work.

RURAL EDUCATION

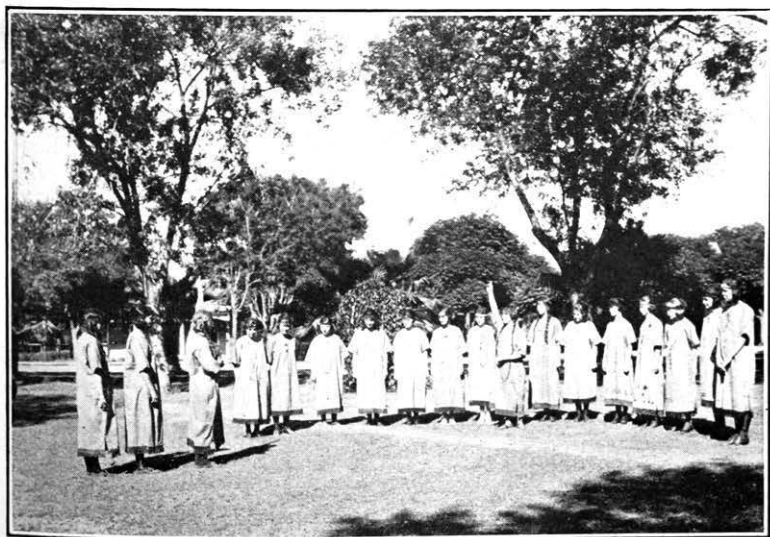
Miss Lynd

Of necessity, a large number of children in this state are being educated in rural schools.

In order to meet the special needs of these schools the Normal School provides training for teachers in one of the regular rural schools of the district. The school is under the direction of a graduate of Teachers College, Columbia University, who has had special training in rural supervision. The problem of supervision is one of adapting modern educational theory and methods to the conditions of a one-teacher school.



THE RURAL SCHOOL



KALAKAGATHIA CAMPFIRE



TRAINING SCHOOL PLAYGROUND



CLASS IN STOCK JUDGING

The building, equipment and sanitary conditions are such as it is possible for any district to provide with the wise use of school funds. The only special advantage which the school provides is one of a specially trained supervisor. It is the purpose of the Normal School to provide well trained teachers for rural communities desiring to give their schools this advantage.

Throughout the day, a car provided by the state carries students back and forth from the normal school to the rural school where they receive the same kind of teaching experience as is given in the Training School in Tempe.

THE 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 student's work outside of the classes. It now contains over 14,000 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 2,252 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.

Course in the Use of Books. This course teaches by means of lectures and practical problems the use of catalogs,

indexes, and reference books. Its purpose is to teach students to use books quickly and intelligently. A special course is given for the senior class on the formation of a school library.

BOYS' ATHLETICS

Mr. Cooper

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise so essential to individuals throughout life. Through the medium of the various sports, each student has an opportunity not only to develop his own body while training his mind, but to learn how to work with a group as a unit.

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. While the students are encouraged to participate in at least one branch of 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 School as members of its athletic teams.

Football. This is the most important and most beneficial of all of the athletic sports in developing self-reliance, physical endurance and team play. This sport more than all others helps the individual to develop that tenacity of purpose which enables him to succeed later in life in spite of obstacles in his way. Because of the small enrollment of boys during the past year or two, football has been discontinued but it is earnestly hoped by all of us that we will have a sufficient number of boys this next year to warrant our organizing a team.

Basketball. This game is taken up after the football season. It is played on an outdoor court which is kept in excellent condition. Teams are organized from the various classes which compete annually for the Student Trophy. The Normal has always had a good basketball team and is very proud

of the sportsmanship displayed by the individuals of the team. During a long season this past year, the team was defeated only twice.

Track. This has become a very important part of the athletic program. The Annual Invitational Meet which is held here for all of the schools of the Valley is an event which is looked forward to with a great deal of enthusiasm. We hope to make this event bigger and better than ever this coming year.

Baseball. This sport, known as our national pastime, is perhaps the one most emphasized at Tempe Normal School, and one in which the Normal School never fails to make a creditable showing. This past year our boys won seventeen out of nineteen games played. One of these defeats was a ten inning contest with the strong University of Arizona team. We are fortunate in having one of the best baseball diamonds in the state. It is conveniently located on the campus and is provided with a grandstand which seats a large number of spectators.

Tennis. Eleven good hard clay tennis courts have been provided, which are kept in the best of shape. Each evening and quite often in the mornings many students may be seen taking this kind of exercise. Interclass contests are arranged each year as well as contests with the faculty and other schools.

All in all everything is being done to encourage and induce all of our students to take part in some outdoor exercise. It is quite true that our best students are among those to be found on the athletic field.

LECTURE AND ENTERTAINMENT COURSE

A high class lyceum course is maintained for the benefit of the student body. Without extra cost each student is furnished with a season ticket to this course giving to every one the advantage of hearing many of the best lecturers and musical organizations of the country. This is made possible by the kindly patronage of the citizens of Tempe and vicinity who have been very generous in their support of this enterprise.

The auditorium has ample seating capacity and the stage is equipped in a thoroughly modern fashion, permitting the staging of first class dramatic or operatic numbers to the best possible advantage.

The Alumni Association

Upon their graduation professional students become members of the Alumni Association. Although they have severed their connections with the school as students, they are still identified in an active way with it. The organization, with its membership of 1,200, includes among its members graduates who have become prominent citizens throughout the state, with the result that the Alumni Association is becoming one of the influential factors in the life of the school.

The principal aims of this association are the preservation of school friendships and the promotion of the welfare of the Alma Mater. The Alumni, realizing the benefits of a normal school education, desire to extend these advantages to others. With these aims in view, the Alumni Association is conducting a vigorous campaign for the raising of funds for the assistance of worthy students needing financial aid. The state, through the Normal School, has helped the Alumni. The Alumni will in turn serve their state as patriotic citizens by supporting their normal school and the type of education presented there.

It is the desire of the faculty as well as of the executive board of the Alumni Association to keep in touch with every graduate of the school. To this end a card file has been installed in the school office containing the name and present address, so far as known, of every member of the Association. Members are urgently requested to keep this office informed as to their whereabouts, and in all cases of change of address to inform the secretary of the Association, Miss Leona Haulot, Tempe.

General Information

STUDENT ORGANIZATIONS

The Student Staff. For many years, the students have edited and published a newspaper whose purpose is to note and record the current events of the life on the campus. This paper, **THE TEMPE NORMAL STUDENT**, is a bi-weekly, printed on a good quality of paper, permitting the generous use of half-tone illustrations which greatly add to the value and attractive appearance of its issues. All the work of collecting, editing and arranging of news items and other matter is done by the student staff under the nominal direction of a member of the faculty as official adviser. Although intended chiefly as a real newspaper for the student body, its columns frequently give space to the literary efforts of the students. The editorials often have weight in moulding school sentiment, and the files of the paper become a valuable historical record of school life. Positions on the Staff are highly prized, as the experience gained in this work is educative and of practical value. Arrangements have been made whereby every student receives a copy of each issue of the paper, and many of the Alumni renew their subscriptions each year in order to keep informed of events transpiring in the halls of the Alma Mater.

Kalakagathia Camp Fire. One of the oldest societies for young women on the campus is the Kalakagathia. This organization fills a special need by its unique line of work. For some time an increasing number of calls have been coming in for young people who not only can teach school in the usual sense, but who also can lead boys and girls in wholesome activities outside of the class room.

The Kalakagathia Camp Fire is one of many answers which the Tempe Normal School makes to this call. The object of this Camp Fire, which is affiliated with the National organization of Camp Fire Girls, is to study that splendid movement from the standpoint of Camp Fire guardians. Every year some of its

outgoing members organize and serve as guardians for Camp Fire Groups in the communities into which they go.

An annual camping trip is a regular part of the work of this organization. In addition, short hikes, monthly Council Fires, and social gatherings add variety and interest to the regular program. The necessary expenses incident to membership in Kalakagathia, outside of the annual camping trip, are about four dollars. This sum buys the ceremonial gown and headband, provides a Camp Fire Manual, and pays the annual dues.

An important and pleasant feature of the day's program is the reception to alumni members held on Alumni Day of Commencement Week. All old Kalakagathians are cordially urged to return for this event and join in a good visit with old friends and new.

Zetetic Society. This is an organization consisting of twenty-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 roundtable discussion. Most of the work of the past year has been devoted to the study of the drama, plays by Drinkwater, Robert Browning, and Goethe being studied. Social evenings and a camping trip to Granite Reef over the week-end added to the pleasure of the year's work.

Clionian Literary Society. This organization is limited to a membership of twenty-five young women, whose purpose is to study art, literature and music in their weekly meetings.

The line of work for the past year has been varied, the miscellaneous programs including original essays, poems, debates and extemporaneous speaking. The Clionians do not neglect the social side, and the members spend many pleasant evenings together in addition to the regular meetings.

The Philomathian Society, organized in February, 1921, has chosen an old and honorable name in Normal history; a name which meant much to students many years ago; and a name to which the new society hopes to add luster as the years go by.

The organization was formed to fill a need long felt in the school, that of giving to many young women, who were excluded from the older societies on account of the limited number which they could accommodate an opportunity to share in the pleasure and profit that a membership in a literary society affords. The society now has twenty members, each of whom has entered

with enthusiasm into the work, and at the present time they have not only completed the formation of a working organization, but have accomplished an appreciable amount of study on the year's program.

The aim of the society is the study of modern drama; to gain a knowledge and an appreciation of the modern play; to realize its enormous influence upon the world to-day. Four plays have been studied: *The Twelve Pound Look* and *The Admirable Crichton* by James Matthew Barrie, *The Pied Piper* by Josephine Preston Peabody, and *Lincoln* by John Drinkwater.

The Young Women's Christian Association. Six years ago a student Y. W. C. A. was organized in Tempe Normal School, one of the 736 associations with a membership of 90,550 students in the normal schools, colleges and universities of the United States. Membership and office-holding is open to every girl in the school who is in sympathy with the purpose of creating and maintaining Christian standards on the campus. Such an organization with no discrimination against any denomination, sect or creed makes it possible for students of many faiths to work together harmoniously in upholding high standards of character and conduct.

The Student Association is self-governing, carrying out its purpose of self-development and service through ten standing committees and an executive group known as the cabinet. Such an extensive committee organization and variety of interests make possible for many girls, opportunities for self-expression and executive training. The program for the year includes a weekly religious meeting, service activities and many good times for all the members.

A General Secretary is employed through the efforts of an advisory board composed of interested faculty, citizens, and alumnae. She has general supervision of the work and serves as counselor and friend to all the girls.

Each summer five or six girls are sent as delegates from Tempe Normal School to the Y. W. C. A. Conference at Asilomar where they gain the breadth and inspiration that come from meeting with college girls of twenty different institutions under the leadership of large-minded and experienced men and women from all parts of our country.

The Cactus Walking Club. Membership in this organization is limited to twenty boys and girls who enjoy "hiking" and hill climbing. As the name of the club implies, the favorite resort for their frequent hikes is the desert with its rugged,

cactus-covered ridges, affording wholesome exercise and abundance of fresh air. The customary program for these walking expeditions includes an al fresco luncheon served around a blazing campfire accompanied and followed by storytelling and impromptu concert singing.

The Wallflower Club. All dancing parties given by the students are under the auspices and subject to the management of a student organization known as the Wallflower Club. All students and faculty members are eligible to membership in this organization. Its affairs are regulated by an executive committee composed of one member of the faculty, who acts in an advisory capacity, and three students. The guest list is subject to the approval of the preceptresses of the girls' dormitories and the dances are held in the school gymnasium, under faculty supervision. This system of regulation has been found satisfactory both to students and faculty, and the parties given by this club are among the most enjoyable social events of the year.

TEACHERS' EMPLOYMENT 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.

FUNDS FOR THE ASSISTANCE OF STUDENTS

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain

sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the seniors, yet any student in the Tempe Normal School may, on the recommendation of the faculty, draw upon it. Six students received assistance from the fund during the past year, in amounts ranging from \$40 to \$75 each.

A fund for the aid of worthy students has been established by the Tempe Normal School Alumni Association through the active interest of some of its members. Loans from this fund will be made at a nominal rate of interest and under favorable conditions to students recommended by the faculty as being worthy of financial assistance. It is the intention of the Alumni Association to add to this fund from year to year. When the fund reaches a certain specified amount, it is planned to make this a permanent endowment, the interest to be used to establish scholarships in Tempe Normal School.

PRIZES

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, 1921

Normal School...	Men.....	52	} Total.....	290
	Women.....	238		
Training School..	Girls.....	188	} Total.....	387
	Boys.....	199		
Total registration for the year.....				677

SUMMARY OF GRADUATES

Prior to class of 1921.....	1137	} Total.....	1232
Class of 1921.....	95		
Number of professional graduates....	1123	} Total.....	1232
Number of high school graduates.....	109		

Register for 1920-1921

Adams, Deborah..... Tempe
 Adams, Joyce..... Dragoon
 Adling, Blanche..... Wilcox
 Alexander, Hazel..... San Simon
 Alexander, Jamie..... San Simon
 Anderson, Gladys..... Hayden
 Anderson, Minnie..... Chattanooga, Tenn.
 Armenta, Rosa..... Casa Grande
 Ashley, Homer..... Tempe
 Austin, Cedric..... Tempe

Bailey, Lucile..... Tempe
 Baldrige, Venus..... Webb
 Balyeat, Anna..... Phoenix
 Barber, Agnes..... Metcalf
 Barker, Pearl..... Mesa
 Barker, Earl..... Mesa
 Beardsley, Cora..... Mesa
 Beaton, Elsie..... Phoenix
 Beck, Lydia..... Clifton
 Benton, Gladys..... Albany, Tex.
 Berquist, Ruth..... Phoenix
 Berkenkamp, Louisa..... Mesa
 Beye, Alma..... Chandler
 Bode, Hendrik..... Urbana, Ill.
 Bodine, Lillian..... Mesa
 Boetto, Anthony..... Wickenburg
 Boldman, Gertrude..... Tempe
 Boldman, Hazel..... Tempe
 Borrowdale, Margo..... Monrovia, Calif.
 Botkin, Loreen..... Tempe
 Bowen, Ruth..... Mesa
 Brereton, Marguerite..... Bisbee
 Brewster, Marguerite..... Glendale
 Brogan, William..... McNeal
 Bromley, Daniel..... Phoenix
 Brooks, Beatrice..... Tolleson
 Brown, Marcia..... Douglas
 Brown, Pete..... Winkelman
 Buckels, Ferrell..... Cooley
 Burton, Ethel..... Phoenix
 Byers, Elsie..... Lowell

Capps, Brown..... Ajo
 Carnes, Lois..... Tempe
 Carson, Stella..... Douglas
 Carter, Mary..... Tempe
 Case, Mildred..... Raymond, Wash.
 Chamberlain, Dorothy..... San Simon
 Churchill, Naomi..... Tempe
 Churchill, Ruth..... Tempe
 Cole, William..... Tempe
 Collins, Juanita..... Scottsdale
 Conrad, Snow..... Scottsdale
 Cook, Alice..... Randolph, Neb.
 Cooper, Emelene..... Tempe
 Cooper, Rosemary..... Cananea, Sonora, Mex.
 Cornforth, Max..... Miami
 Cousins, Monerief..... Holbrook
 Craw, Bess..... Decatur, Ill.

Crook, Alta..... Tempe
 Croze, Albert..... Superior
 Crozier, Mrs. Augusta..... Phoenix

Darling, Elizabeth..... Douglas
 Dicksom, Thelma..... Mesa
 Dieus, Edith..... Casa Grande
 Dillman, Anna..... Webb
 Dixon, Georgia White..... Glendale
 Douglas, Junia..... Phoenix
 Douglass, Ruth..... Tempe
 Douglas, Vara..... Phoenix
 Douglass, Wilma..... Phoenix
 Downey, Sheldon..... Miami

Eaton, S. N..... Tempe
 Ellis, Alvin..... Payson
 Embry, Mary..... Phoenix
 Enright, Joseph..... Humboldt
 Escalante, Maria..... Tempe
 Etz, Ada May..... Benson
 Evans, Sylvia..... Phoenix
 Ewing, Mabel..... Bisbee

Ferguson, Mrs. Ona..... Phoenix
 Field, Mrs. Virginia..... Wood River, Ill.
 Finch, Annie..... Tempe
 Finch, Jessie..... Tempe
 Fitzpatrick, Elmer..... Arlington
 Fleming, Mary..... Globe
 Forney, Edna..... Peoria
 Frizzell, Stella..... Tempe

Garrison, Gwendolyn..... San Simon
 Garrison, Minnie..... Tempe
 Gates, Mary Lou..... Tempe
 Gatlin, Farris..... Phoenix
 Gino, Mary..... Crown King
 Gleim, Rita..... Phoenix
 Glenn, Lillian..... Phoenix
 Goodwin, Alverta..... Tempe
 Gould, Ella..... Casa Grande
 Graham, Lillian..... Safford
 Greene, Ida Marie..... Phoenix
 Griffith, Irene..... Hayden
 Grogan, Agnes..... Los Angeles
 Guthrie, Norma..... Mesa

Hamilton, Gladys..... Casa Grande
 Hancock, Earle..... Bonita
 Hansen, Ceceyle..... Tombstone
 Hanson, Charles..... Eliasville, Tex.
 Harris, Eldon..... Tempe
 Harris, Mary..... McAlister
 Haulot, Gertrude..... Tempe
 Hawkins, Iva..... Phoenix
 Hazelwood, Ione..... Bisbee
 Henderson, Van..... Tempe
 Henry, Anna..... Tucson
 Hinds, Mary..... Yuma

Hogan, Geraldine.....Bisbee
 Holden, Nela.....Tolleson
 Holmes, Nora.....Tempe
 Holt, Marie.....San Simon
 Hopkins, Charlotte.....Ray
 Hopkins, Lydia.....Camp Verde
 Huber, Olive.....Mesa
 Hurst, Gaynell.....Phoenix
 Huston, Irma.....Mesa

Ingalls, Marian.....Phoenix
 Ingram, Idell.....Glendale

Jackson, Chloe.....Tempe
 Johnson, Dorothy K.....Prescott
 Johnson, Emma.....Tombstone
 Johnson, Jenette.....Phoenix
 Johnson, Margaret.....Douglas
 Jones, Gwendolyn.....Hayward, Calif.
 Jones, Ruth.....Glendale

Kalil, Mary.....Rowood
 Kruse, Ronella.....Casa Grande
 Krause, Mrs. Martha.....Tempe

Lane, Montie.....Visalia, Calif.
 Langston, Edna.....Phoenix
 Leonard, Olive.....Phoenix
 Leister, Laveda.....Litchfield
 Lucas, Viola.....Bisbee
 Ludwig, Flora.....Phoenix
 Luke, Ottilia.....Phoenix
 Lusa, Dorothy.....Warren
 Lytle, Zelma.....Phoenix

Mackey, Kenneth.....Scottsdale
 MacLennan, Anita.....Litchton
 Mahoney, Thomas.....Benson
 Marrs, Mildred.....Tombstone
 Marsh, Chester.....Litchton
 Marsh, Winona.....Litchton
 Martin, Nettie.....Metcalf
 Matthews, Freda.....Tempe
 McAlister, Dorothy.....Lehigh, Okla.
 McCartney, Mrs. Anna.....Tempe
 McClure, Zora.....Ray
 McDaniel, Bonner.....Tempe
 McDaniel, Mrs. Maude.....Tempe
 McDaniel, Wesley.....Tempe
 McEuen, Josie.....Ft. Thomas
 McFarland, Ardis.....Mesa
 McFarland, Edris.....Mesa
 McFarland, Merle.....Mesa
 Merrill, Leota.....Phoenix
 Milburn, Mary.....Bisbee
 Miller, Freada.....Tempe
 Miller, Margaret.....Mesa
 Milliken, Marvel.....Douglas
 Minter, Clarence.....Phoenix
 Minter, Howard.....Phoenix
 Mitten, Gladys.....Buckeye
 Moeckil, Arthur.....Hermann, Mo.
 Moore, Mildred.....Williams
 Morris, Mabel.....Mesa
 Morrison, Yvonne.....Prescott
 Mueller, Mary.....Campbell, Mo.

Nix, John.....Phoenix
 Norcross, Luella.....Phoenix
 Norcross, William.....Phoenix
 Norman, Alma.....Litchfield

Odle, Alta.....Farmington, N. M.
 Olson, Marguerite.....Raymond, Wash.
 Osborne, Florence.....Phoenix

Painter, Marguerite.....Tempe
 Parker, Marguerite.....Phoenix
 Patterson, Mrs. Christine.....Frankfort, Ky.
 Patterson, Dale.....Elfrieds
 Paulk, Mildred.....Tempe
 Paulk, Mrs. Ethel.....Tempe
 Peiffer, Lillian.....Ashland, Ore.
 Peiffer, Millicent.....Ashland, Ore.
 Pendergrast, Olney.....Tolleson
 Pendergrast, Susie.....Tempe
 Perkins, Helen.....Willcox
 Perkins, Pauline.....Litchton
 Perry, Olive.....Douglas
 Pigott, Lydia.....Bisbee
 Pinkerton, Lina.....Phoenix
 Poling, Sylvia.....Phoenix
 Pomeroy, Adah.....Mesa
 Powell, Virginia.....Florence
 Pugh, Pauline.....Tempe

Quillin, Melva.....Phoenix

Rabenowitz, Miss Ray.....Mesa
 Redus, Blanche.....Willcox
 Ransberger, Marguerite.....Miami
 Redden, Alice.....Tempe
 Redden, Lela.....Tempe
 Rees, Mrs. M. J.....Tempe
 Reid, Marguerite.....Tempe
 Reid, Ruth.....Tempe
 Remington, Gladys.....Phoenix
 Richards, Lillian.....Bowie
 Richards, William.....Bowie
 Rider, George C., Jr.....Pekin, Ill.
 Riggs, Alton.....Mesa
 Riley, Beulah.....Tempe
 Robbins, Mabel.....Mesa
 Roberts, Eluned.....Superior
 Rollins, Charles.....Mesa
 Root, Neva.....Phoenix
 Rose, Florence.....Salesville, Ohio
 Rubel, Kenneth.....Buckeye
 Ruiz, Mary.....Tempe
 Ryan, Grace.....Phoenix
 Ryan, Helen.....Phoenix

Sandel, Elsie.....Lockland, Ohio
 Sargent, Edith.....Tempe
 Saylor, Mabel.....Tempe
 Saylor, Maude.....Tempe
 Schmerker, Mrs. Zana.....Tempe
 Schufeldt, Beatrice.....Los Angeles, Calif.
 Scrivner, Maude.....Phoenix
 Sealey, Margaret.....Warren
 Sells, Lucile.....Jerome
 Sladish, Annie.....Mesa
 Smith, Carroll.....Los Angeles, Calif.
 Smith, Mildred.....Williams
 Smith, Thomas.....Tempe
 Snodgrass, Chalmer.....Stoddard
 Solomon, Elizabeth.....Mesa
 Staiger, Margaret.....Ray
 Stermer, Ruth.....Dayton, Ore.
 Stewart, Anna.....Tempe
 Stuart, Gladys.....Phoenix
 Stukey, Osce.....Prescott
 Sullivan, Geraldine.....Warren
 Summers, Crystal.....Miami
 Sutherland, Dorothy.....Phoenix
 Sutton, Dorothy.....Mexico

Tabler, Alma.....Prescott
 Tait, Dave.....Miami
 Talbott, Reba.....Tempe

Thomas, Gray.....	Humboldt	Whitney, Bernard.....	Humboldt
Thompson, Mrs. Ethel.....	Tempe	Whitwell, Inez.....	Phoenix
Truesdell, Cora.....	Phoenix	Wilcox, Alice.....	Jerome Jct.
Vanderhoof, Mittie.....	Scottsdale	Wilcox, Hazel.....	Jerome Jct.
Van Doren, May.....	Tempe	Wilcox, Rowena.....	Winkelman
Van Doren, Olive.....	Tempe	Williams, Alpha.....	Phoenix
Vest, Arthur.....	Chandler	Williams, Esther.....	Tempe
Vest, Robert.....	Chandler	Williams, Joyce.....	San Simon
Vest, Roy.....	Fairbanks	Wilson, Alice.....	Bisbee
Vickery, Pearl.....	Higley	Wilson, Dorothy.....	Tucson
Voelckel, Robert.....	Ft. Thomas	Wilson, Edith.....	Duncan
Warren, Anna May.....	Bisbee	Wilson, Lucille.....	Casa Grande
Watkins, May.....	Douglas	Winds, Leldon.....	Tempe
Weaver, Wilma.....	Ray	Wood, Catherine.....	Bisbee
Webb, Frances.....	Mesa	Woolf, Ruth.....	Tempe
Webb, Margaret.....	Mesa	Worth, Helen.....	Gilbert
Welch, Carrie.....	Jerome Jct.	Young, Sarah.....	Globe
Welch, Nellie.....	Mesa	Zander, Marie.....	Tempe
Wesley, Lenora.....	Glendale	Zimmerman, Dorothy.....	Phoenix
Whitlow, Aileen.....	San Bernardino, Calif.		

Graduates 1921

TEACHERS' COURSE

MID-YEAR GRADUATES, JANUARY 3, 1921

Venus M. Baldrige
Agnes Grogan

Edith M. Sargent
Cora Truesdell

JUNE GRADUATES, JUNE 10, 1921

Alice Agnes Barber
Lydia Janett Beck
Ruth A. V. Bergquist
Louisa Berkenkamp
Alma Clara Beye
Margaret Ethel Burton
Brown Capps
Ruth Elizabeth Churchill
William W. Cole
Emelene Mendell Cooper
Christina Moncrieff Cousins
Augusta Troutz Crozier
Anna Elizabeth Dillman
Georgia White Dixon
Maria C. Escalante
Eva Sylvia Evans
Mary Elizabeth Fleming
Gladys Aneda Hamilton
Iva Frances Hawkins
Eldon H. Harris
Myrtle Ione Hazlewood
Olive Alberta Huber
Blanche Jenette Johnson
Ruth Jones
Ronella V. Kruse
Ottilia C. Luke
D. Mildred Marrs
Anna Winona Marsh
Mrs. Anna Weber McCartney

Agnes Merle McFarland
Mrs. Maude Roberts-McDaniel
Margaret Pearl Miller
Mabel Morris
Mary Marguerite Painter
Dale Patterson
Ethel Paulk
Fannie Millicent Peiffer
Lillian Belle Peiffer
Pauline C. Perkins
Lina Rheen Pinkerton
Marie Eluned Roberts
Charles Elmer Rollins
Mrs. Zana Frazer Schroerker
Beatrice Schufeldt
Margaret Sabina Sealey
Lucile H. Sells
Ruth Elizabeth Stermer
Gladys Irma Stuart
Dorothy Ethel Sutherland
Mae Van Doren
Anna May Warren
Dorothy Nell Welch
Lenora Richards Wesley
Inez Margaret Whitwell
Alpha E. Williams
Alice H. Wilson
Lucile Mellon Wilson

HIGH SCHOOL COURSE

MID-YEAR GRADUATES, JANUARY 3, 1921

Daniel D. Bromley

Nela Holden

JUNE GRADUATES, JUNE 10, 1921

Blanche Adling
Jamie Alexander
Antony Boetto
Gertrude Gladys Boldman
Lois Carnes
Dorothy Chamberlain
Alta Virginia Crook
Katherine Ruth Douglass
Alvin E. Ellis
Mary Embry
Annie Finch
Alverta May Goodwin
Irene Florence Griffith
Charles F. Hanson, Jr.
Mary Elizabeth Harris
Gertrude Frances Haulot

Marie Louise Holt
Lydia M. Hopkins
Marion Ingalls
Thomas J. Mahoney
Chester L. Marsh
Frieda Matthews
Mildred Paulk
Virginia Powell
George Kenneth Rubel
Maude Mildred Saylor
Reba Katherine Talbott
Robert H. Vest
Thomas Roy Vest
Robert Louis Voelckel
Hazel Wilcox
Pauline Marlowe Pugh