

Volume 37

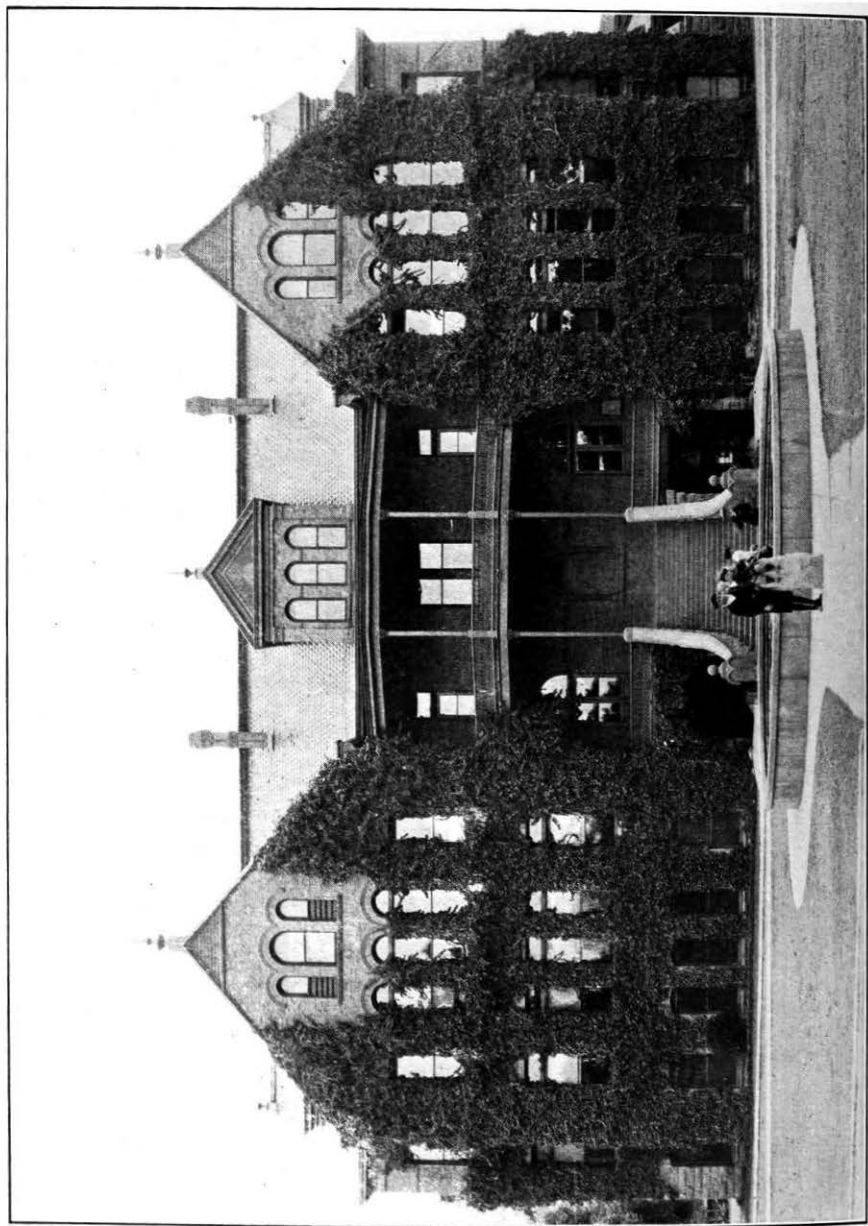
JUNE, 1922 - 23 Number 1

BULLETIN  
OF THE  
STATE NORMAL  
SCHOOL

AT

TEMPE, ARIZONA





THE MAIN BUILDING

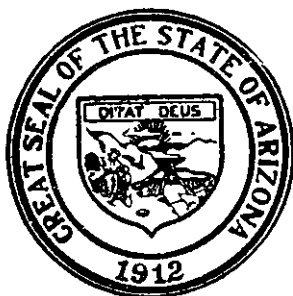
*Volume 37 -*

*JUNE, 1922*

*Number 1*

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STATE NORMAL  
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# Calendar 1922-1923

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## First Semester

First semester begins.....	September 7
Mid-term examinations and reports.....	November 8-10
Thanksgiving vacation.....	November 30 and December 1
Christmas vacation.....	December 23 to January 2, inclusive
First semester ends.....	January 19

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## Second Semester

Second semester begins Monday.....	January 22
Mid-term examinations and reports.....	March 27-30
Spring intermission.....	April 26-29, inclusive
Examinations and reports.....	June 5-8
Second semester ends.....	June 8

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## Arranged for Three-Quarter Subjects

First quarter, 13 weeks, ends.....	December 1
Second quarter, 13 weeks, ends.....	March 2
Third quarter, 13 weeks, ends.....	June 8

# Tempe Normal School

## BOARD OF EDUCATION

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

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## OFFICIAL BOARD OF VISITORS

Harry Drachman.....	Tucson
Chairman	
Mrs. John Dennett, Jr.....	Phoenix
W. H. Thomson.....	Phoenix

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## OFFICERS OF ALUMNI ASSOCIATION

Robert Finch, '17.....	Tempe
President	
Lawrence Longan, '17.....	Tempe
Vice-President	
Leona M. Haulot, '02.....	Tempe
Secretary-Treasurer	
Mrs. S. B. Moeur, '15.....	Tempe
Assistant Secretary	

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# State Board of Education

His Excellency, Governor Thomas E. Campbell.....	Phoenix
Hon. Elsie Toles.....	Phoenix
Supt. Public Instruction	
Dr. A. C. Lockwood.....	Tucson
Acting President, University of Arizona	
Dr. L. B. McMullen.....	Flagstaff
President, Northern Arizona Normal School	
Dr. A. J. Matthews.....	Tempe
President, Tempe Normal School	
Daniel F. Jantzen.....	Phoenix
Principal, High School	
Mrs. Kate B. Reynolds.....	Tucson
County Superintendent of Schools	
S. H. Martin.....	Prescott
Principal, High School	

# Faculty

1922-1923

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
Mary McNulty Empey.....	Tempe Normal School	Supervisor Primary Grades
Alva B. Clark.....	Chicago Normal School	Manual Training
Leona M. Haulot.....	Tempe Normal School	Supervisor Upper Grades
Louise B. Lynd.....	A. B., Columbia University	Supervisor Rural School
James L. Felton.....	A. M., University of Chicago	English
Ira D. Payne.....	Education and Director of the Training School A. B., Stanford University	
Ida Woolf O'Connor.....	Tempe Normal School	Supervisor Primary Grades
Anna R. Stewart.....	University of Southern California	Home Economics
Theresa Anderson.....	B. Pd., Michigan State Normal College	Supervisor Intermediate Grades
Olive M. Gerrish.....	Columbia School of Music, Chicago	Vocal Music, Public School Music
John R. Murdock.....	A. B., State Teachers' College, Kirksville, Missouri	History and Civics
E. Blanche Pilcher.....	A. B., University of Kansas	Assistant in English
Helen C. Roberts.....	Tempe Normal School	Supervisor Primary Grades
Fred W. Hiatt.....	M. S., University of Chicago	Geography
Sara D. Hayden.....	Stanford University	Physical Training
Ella L. Roll.....	A. B., Stanford University	Supervisor Junior High School
Forest E. Ostrander.....	B. S., Washington State College	Agriculture
M. Leslie Fairbanks.....	Delaware College	Machine Shop and Forge Work
Waldo B. Christy.....	A. M., University of Chicago	Commerce
Thomas J. Cookson.....	A. B., Ohio University	Librarian

<b>Mrs. Thomas J. Cookson</b> .....	Assistant Librarian
	B. S. D., Warrensburg, Missouri
<b>Elsie A. Pond</b> .....	<b>Supervisor Intermediate Grades</b>
	A. M., Stanford University
<b>Samuel Burkhard</b> .....	<b>Psychology and Sociology</b>
	A. M., Columbia University
<b>Minnie E. Porter</b> .....	<b>Supervisor of the Teaching of English,</b>
	<b>Supervisor Junior High School</b>
	Ph. B., Ohio State University
<b>Clara S. Brown</b> .....	<b>Kindergarten</b>
	Indianapolis Teachers' College
<b>Norman Fenton</b> .....	<b>Assistant in Education</b>
	A. M., Harvard University
<b>Noah E. Byers</b> .....	<b>Assistant in Education</b>
	A. M., Harvard University
<b>Rofena Beach</b> .....	<b>Supervisor Intermediate Grades</b>
	A. B., Stanford University
<b>Lucy W. Clouser</b> .....	<b>Supervisor Intermediate Grades</b>
	M. A. in Ed., Columbia University

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## Administrative Officers

<b>Arthur J. Matthews</b> .....	<b>President</b>
<b>Laura Dobbs</b> .....	<b>Secretary and Accountant</b>
<b>Amelia Kudobe</b> .....	<b>Records of Students</b>
<b>Mrs. Lulu H. Robinson</b> .....	<b>Preceptress</b>
<b>Mrs. Mary W. Waite</b> .....	<b>Preceptress</b>
<b>Elizabeth Bittman</b> .....	<b>Preceptress</b>

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<b>L. C. Austin</b> .....	<b>General Foreman</b>
<b>W. F. Hobson</b> .....	<b>Head Janitor</b>
<b>J. G. Newton</b> .....	<b>Engineer</b>
<b>Robert Krause</b> .....	<b>Steward</b>
<b>Mrs. R. N. Krause</b> .....	<b>Matron of Dining Hall</b>



### SCHEDULE OF CLASSES, FIRST SEMESTER

SEPT., 1922	8:15	9:05	9:55	10:45	11:35	1:20	2:10	3:00
<b>Matthews</b>			Office		Assembly Mon.			
<b>Roth</b>			Biology 4th & Jun. AB		Drill		Chemistry Sp. HE-4th Yr.-Jun. E	
<b>Anderson</b>			Art 3 Sp. & Jun. L		Art 1. Jun. GK	Art 4. Sp.	Art 1. Jun. HL	Art 1. Jun. AB
<b>Frizzell</b>		Arith. Jun. IKL	Arith. Jun. EFJ	Trigonometry K		Geometry		Adv. Algebra F
<b>Clark</b>			Man. Trg. Jun. Sp. El.	Man. Trg. 4th.	Toy Making A-T,Th;BW,F.		Manual Training Senior Special	
<b>Fairbanks</b>		Machine Shop	Machine Shop	Forge Shop		Mechanical Drawing	Mechanical Drawing	
<b>Felton</b>		Grammar Jun. ABC	Grammar Jun. DGH				Public Addr. Jun. I	Comp. Jun. JK
<b>Pilcher</b>						Comp. Jun. EF		Comp. Jun. IL
	Latin					Spanish 2 Jun. C		Spanish 3 Jun. C
<b>Burkhard</b>	Methods Sen.		Sociology Sen.					
<b>Fenton</b>		Psychology Jun. DEF		School Eff. Sen.		Psychology Jun. GHI		Hist. Ed. Sen.
<b>Byers</b>	Psychology Jun. ABC		Sociology Sen.			Psychology Jun. JKL		Hist. Ed. Sen.
<b>Stewart</b>	Sewing Jun.			Cookery Sen. Sp. M,W,F. Sewing. Sen. Sp. T.Th.		Methods Sen.		
<b>Murdock</b>	Amer. Hist. Jun. G			Economics Jun. L		Europ. Hist. Jun. D		
<b>Hiatt</b>	Geog. Meth. Jun. DEF						Geography Jun. ABC	Prin. Geog. Jun. FH
<b>Gerrish</b>		Music Sen.		Music Jun. CDGHLJ			Advanced Music	
<b>Ostrander</b>				Agric. } aMW Sen. } bTTh			Agric. } cMW Sen. } dTTh	
<b>Christy</b>	Accounting 1 Typing	Shorthand 1 Typing	Shorthand 3 Typing	Accounting 3		Methods of Tehng. Typg.	Trade Rescs. & Policies	
<b>Hayden</b>		Phys. Trg. Jun. GHJ			Phys. Trg. Jun. TTh-ABC-WF-EIL		Phys. Trg. Jun. DFK	
<b>Brown</b>	8:30—Kindergarten. Senior Special				Kinderg. Jun. J		Kinderg. Jun. J	Kinderg. Sen. Sp.

### SCHEDULE OF CLASSES, SECOND SEMESTER

JAN., 1923	8:15	9:05	9:55	10:45	11:35	1:20	2:10	3:00
<b>Matthews</b>			Office		Assembly Mon.			
<b>Roth</b>			Biology 4th & Jun. AB		Drill		Chemistry Sp. HE-4th-Jun. E	
<b>Anderson</b>			Art 3 Sp. & Jun. L	Art 1 Jun. IJ		Art 1 Jun. EF		Art 1 Jun. CD
<b>Frizzell</b>		Arithmetic Jun. ABC	Arithmetic Jun. DGH	Trigonometry K		Geometry 4		Advanced Algebra F
<b>Clark</b>		Man Trg. 4th	Case & Cab. Man. T. 4th	Patt. Mkg. Econ. M. T.	Toy Mkg. Sen. Man. T. 4th		Methods & Teaching Sen. Special	
<b>Fairbanks</b>		Machine Shop	Machine Shop			Mechanical Drawing	Mechanical Drawing	
<b>Felton</b>		Grammar Jun. JKL	Grammar Jun. EFI				Public Addr. Jun. L	Comp. Jun. AB
<b>Pilcher</b>						Comp. Jun. CD	English 4th	Comp. Jun. GH
	Latin		Spanish 3 Jun. C	Spanish 2 Jun. C				
<b>Burkhard</b>	Methods Sen.		Sociology Sen.					
<b>Fenton</b>		Pedag. Jun. DEF		School Eff. Sen.		Pedag. Jun. ABG		
<b>Byers</b>	Pedag. Jun. CHI			School Eff. Sen.		Pedag. Jun. JKL		Hist. Ed. Sen.
<b>Stewart</b>	Sewing Jun.	Rural School Mon.	Nutrition Sen. Sp.	Household Man. Sen. M.W.F. Cookery Jun. Sp. & Jun. El. T. Th.		Methods Sen. W.Th.	Sewing. Sen. M.F. Teaching. Sen. T.W.Th.	
<b>Murdock</b>	Amer. Hist. 4th. Jun. D			Civics Jun. GL		Eur. Hist. 4th. Jun. HI		
<b>Hlatt</b>				Cml. Geog. Jun. Physiol. FH			Geog. Jun. GHI	Geog. Jun. JKL
<b>Gerrish</b>	Music Jun. ABFEKL	Music Sen.					Music Adv.	
<b>Ostrander</b>			Agric. 1 aMW Sen. 1 bTTh				Agric. 1 cMW Sen. 1 dTTh	
<b>Christy</b>	Accounting 2 Typing	Acct. 4 Typg. Shorthand 2	Shorthand 4 Typing	Bus. Stat. Coml. Arith.			Corp. Fin. & Inv. Typing	Typing
<b>Hayden</b>		Phys. Trg. Jun. GHI			Phys. Trg. Jun. TTh-ABE-WF-FJL		Phys. Trg. Jun. CDK	
<b>Brown</b>	8:30—Kindergarten Senior Special				Kinderg. Jun. Sp. & HJ		Kinderg. Jun. FJ	Kinderg. Sen.

# The Tempe Normal School of Arizona

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## General Information

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### ESTABLISHMENT AND PURPOSE

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

### LOCATION

Tempe is a thriving town of 2500 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 unfailing 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 cement concrete, 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 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 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 a 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.

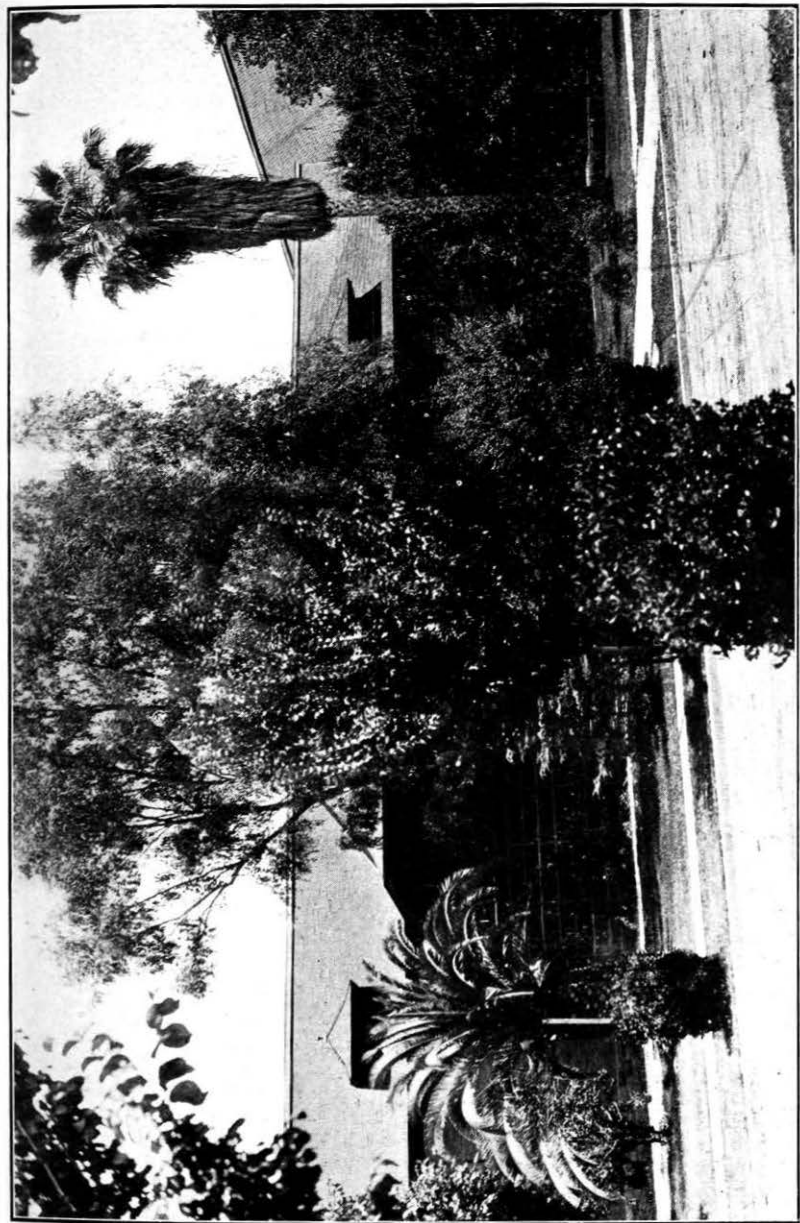
The buildings upon the western half of the campus form a distinct group, conveniently located and harmonizing in color and architectural design. Prominent among them is the home of the **industrial arts**, a modern, fireproof building of concrete

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.

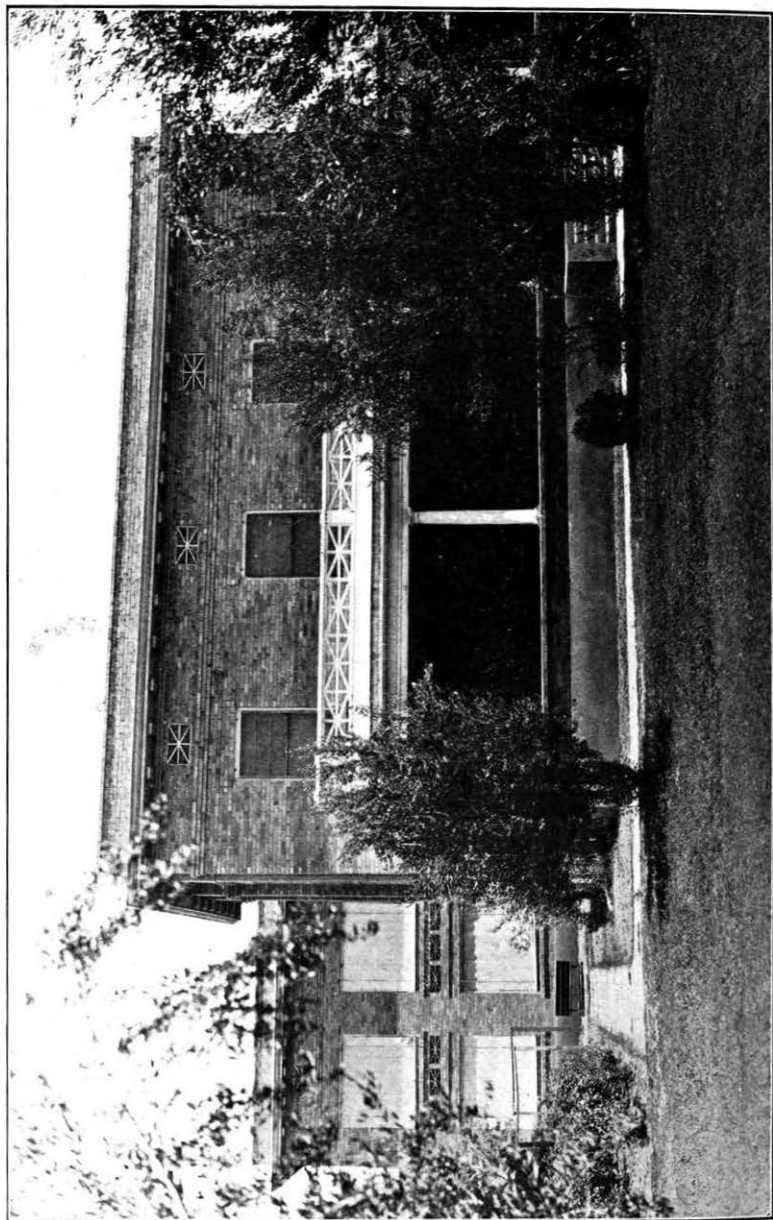
## DORMITORIES

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





EAST HALL, SENIOR GIRLS' DORMITORY



NORTH HALL, 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 junior young women, and **North Hall**, which houses the fourth 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 \$25 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. Board and room may be secured, with the approval of the faculty, in private families in Tempe at from \$36 to \$40 per month.

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 forty cents per meal.

Dormitory students, in case of ordinary illness, will be taken care of at the school hospital. The services of a physician and a nurse will be furnished free except in extraordinary cases and in cases requiring surgical operation.

**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.

**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 special purposes for the benefit of the students. 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 four 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 eleventh 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.

### TEACHER TRAINING

The activities of a normal school naturally are grouped about the **training school** as the logical center of interest. Since the primary aim of the school is the preparation of efficient teachers, all courses are planned with this end in view, and finally in the training school, the senior student finds opportunity to apply the principles of pedagogy in actual school-room experience under competent and sympathetic supervision. Tempe Normal School is fortunate in having developed a fully equipped training school comprising all grades from the kindergarten through the junior high school. The number of pupils in attendance is ample to give the required number of classes for observation and teaching through the senior year of the teachers' course. The corps of experienced supervisors is thoroughly trained to give the most efficient direction to this essential phase of teacher training. Shops and laboratories afford facilities for the teaching of manual training and home economics in the grades so that those who are following the special courses may enjoy the benefits of actual teaching of their special subjects. Under these favorable circumstances, the prospective teacher gains the poise and confidence which will lead to future success, and, at the same time, the pupils have the advantage of securing an education under a system which compares favorably with that of the best city schools.

The Normal School operates two **rural schools** in adjoining districts. Student teachers are furnished daily transportation to and from these schools and thereby are enabled to meet and study the peculiar problems of rural education under the same kind of efficient direction as prevails in the central training school on the campus.

## 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 transcript 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 of work per week. This transcript must be furnished for the information of the credit committee, even though the applicant for admission is a graduate of a high school course, and it must be presented **at the time of registration**. If, for any reason, this transcript is not available at the time of registration, the credit committee, may extend the time for filing same, if it seems advisable, but this extension of time shall, in no case, exceed thirty days after the date of registration. If any student fail to file the transcript within the thirty days specified, such student shall be **suspended from all class work** until such time as the necessary credentials are accepted and placed on file.

Blank forms for transcripts of record will be supplied to prospective students upon request addressed to the office.

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 in the public schools of Arizona, 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 three 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."

**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.

## 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 holder of a teacher's diploma is entitled to receive the Arizona state elementary certificate which entitles the holder to teach in any grade from the first to the tenth inclusive and which is renewable every four years under regulations prescribed by the State Board of Education. This diploma is accredited in all states where credentials of any sort are accepted.

9. To the holder of a diploma from any one of the special courses is granted a specific certificate which entitles the holder to teach in any grade, but to teach only a specially designated subject or line of work.

# Courses of Study

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## PROFESSIONAL OR TEACHERS' COURSES

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**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 STANDARD DIPLOMA

### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology.....	5	Pedagogy.....	5
*Geography.....	5	*Composition and General Literature.....	5
*Art 1.....	5	*Music.....	5
*Arithmetic.....	5	*English Grammar.....	5
College Elective (See note below).....	5	College 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

Methods.....	5	Methods.....	5
Teaching.....	5	Teaching.....	5
*Sociology.....	5	*School Efficiency.....	5
College Elective.....	5	College Elective.....	5
*History of Education.....	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:** Electives are to be selected according to the needs of the individual student. Among the subjects available for selection as electives are the following: physiology, biology, geography, European history, American history, civics, economics, advanced algebra, geometry, trigonometry, public address, 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

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

#### SENIOR YEAR

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

**Electives:** English, history of education, sociology, geography, biology, music, manual training, penmanship, playground supervision.

Students desiring a practical course in art may refer to title, Practical Courses in Vocational Training, page 20.

## 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
Composition and Design.....	5	Pattern Making.....	5
Turning and Lathe Practice.....	5	Case and Cabinet.....	5
Mechanical Drawing.....	5	Sheet Metal Work.....	5
College Elective.....	5	College Elective.....	5

#### SENIOR YEAR

Methods and Teaching.....	5	Methods and Teaching.....	5
Forge and Foundry.....	5	Machine Design.....	5
Architectural Drawing.....	5	Economics of Manual Training, Shop Courses and Practices.....	5
Machine Shop.....	5	Art Crafts.....	5
College Elective.....	5	College Elective.....	5

**Electives:** Art, arithmetic, geography, biology, civics, sociology.

Students desiring a practical course in manual arts see under title, Practical Courses in Vocational Training, page 20.

## 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
Household Chemistry.....	5	Household Chemistry.....	5
Clothing 1.....	5	Cookery 1.....	5
College Elective.....	5	College Elective.....	5
SENIOR YEAR			
Method and Training.....	5	Method and Training.....	5
Cookery 2.....	5	Nutrition.....	5
Clothing 2.....	5	Household Management, Organization and Administration.....	5
Interior Decoration.....	5	College Elective.....	5
College Elective.....	5	College Elective.....	5

**Electives:** Biology, physiology, English, art, sociology, history of education, school efficiency, American history, European history. A student entering this course without credit in biology must select biology as the junior elective. A student entering without credit in physiology will elect physiology in the second semester of the junior year.

## 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
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	College Elective.....	5
College Elective.....	5		
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
College Elective.....	5	College Elective.....	5

**Electives:** Spanish, Accounting 1, Elementary Business Statistics 2, Trade Resources and Policies 3, case and cabinet making, mechanical drawing, forge and foundry practice, sheet metal work.

Students desiring a practical course in agriculture see under title, Practical Courses, page 20.

## SPECIAL COURSE IN KINDERGARTEN TRAINING

### JUNIOR YEAR

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

### SENIOR YEAR

Primary Methods.....	5	Kindergarten Teaching.....	10
Primary Teaching.....	5	Kindergarten Theory and Technics.....	10
Art.....	5	College Elective.....	5
Kindergarten Theory and Technics.....	5		
College Elective.....	5		

**Electives:** English, biology, sociology, American history, civics, manual arts, home economics.

## SPECIAL COURSE IN COMMERCE

A COURSE IN COMMERCE FOR THE TRAINING OF COMMERCIAL TEACHERS  
AND SUPERVISORS

### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology.....	5	Pedagogy.....	5
Accounting 1.....	5	Accounting 2.....	5
Shorthand 1.....	5	Shorthand 2.....	5
Penmanship.....	2	Penmanship.....	3
College Elective.....	5	College Elective.....	5

### SENIOR YEAR

Teaching.....	5	Teaching.....	5
Methods of Teaching.....	3	Shorthand 4.....	5
Accounting 3.....	5	Commercial Arithmetic.....	5
Shorthand 3.....	5	College Elective.....	5
College Elective.....	5		

**Electives:** English, Trade Resources and Policies, Elementary Business Statistics, Economics, Business Law, Business Organization and Administration, History of Education, Accounting, Sociology, Corporate Organization of Finance and Investments, Typewriting, Agriculture.

One credit in typewriting, if not already obtained, must be completed before finishing this course.

Minimum requirement for completion of this course, 80 hours.

Students desiring a practical course in commercial work, see under title, Practical Courses, page 20.

## PRACTICAL OR TRADE COURSES IN VOCATIONAL TRAINING

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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 trade course by following any one of the **special vocational courses** outlined on the preceding pages, omitting those subjects which are strictly pedagogical in character, such as psychology, pedagogy, methods, practice teaching and the like. Advice and assistance will be given in selecting and planning the work, and, upon the successful completion of such a course, a certificate of accomplishment will be given the student.

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## HIGH SCHOOL COURSE

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With the establishment of four year high schools in all parts of the state, it is no longer necessary to maintain a high school course at Tempe Normal School. This course, therefore, has been discontinued. However, during the year, 1922-23, the **fourth year** of high school work will still be offered. The chief reason for continuing to offer this work is the fact that a number of students have already completed three years of high school work at the Normal School, and this arrangement will permit such students to complete the course and receive the standard diploma without change of location. For the current year, then, any student who has completed three years of high school work with a total of not less than eleven units, may be admitted to the fourth year of this course with a view to entering the teachers' course the following year. It is suggested that many students may find here an opportunity to make up certain required high school units which may have been omitted from their course, thereby making the necessary adjustment of credits before entering the teachers' course. For the information of such students, the following tabulation is presented, enumerating the units which are required by the State Board of Education for high school graduation.



## REQUIRED UNITS FOR HIGH SCHOOL GRADUATION

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English.....	3 units
History and Civics.....	2 units
Mathematics.....	2 units
Science.....	2 units
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Total Required Units.....	9 units
Electives from regular courses.....	6 units
Military drill or physical education.....	1 unit
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Units for graduation.....	16 units

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

**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, 2 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.

**Military Drill, 1.**

**Physical Training, 1.**

**Note (b) Students electing Spanish or Latin must have two years of either before credit can be secured.**

# Description of Courses

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## AGRICULTURE

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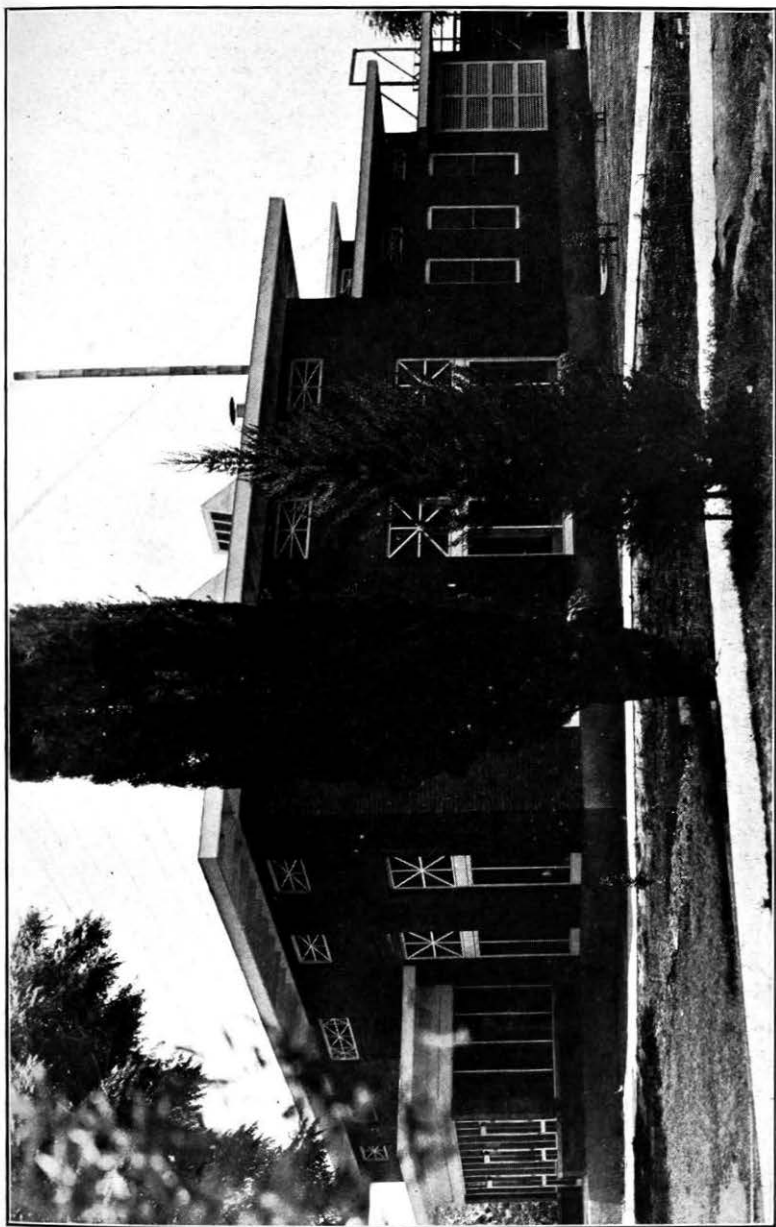
### Mr. Ostrander

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.

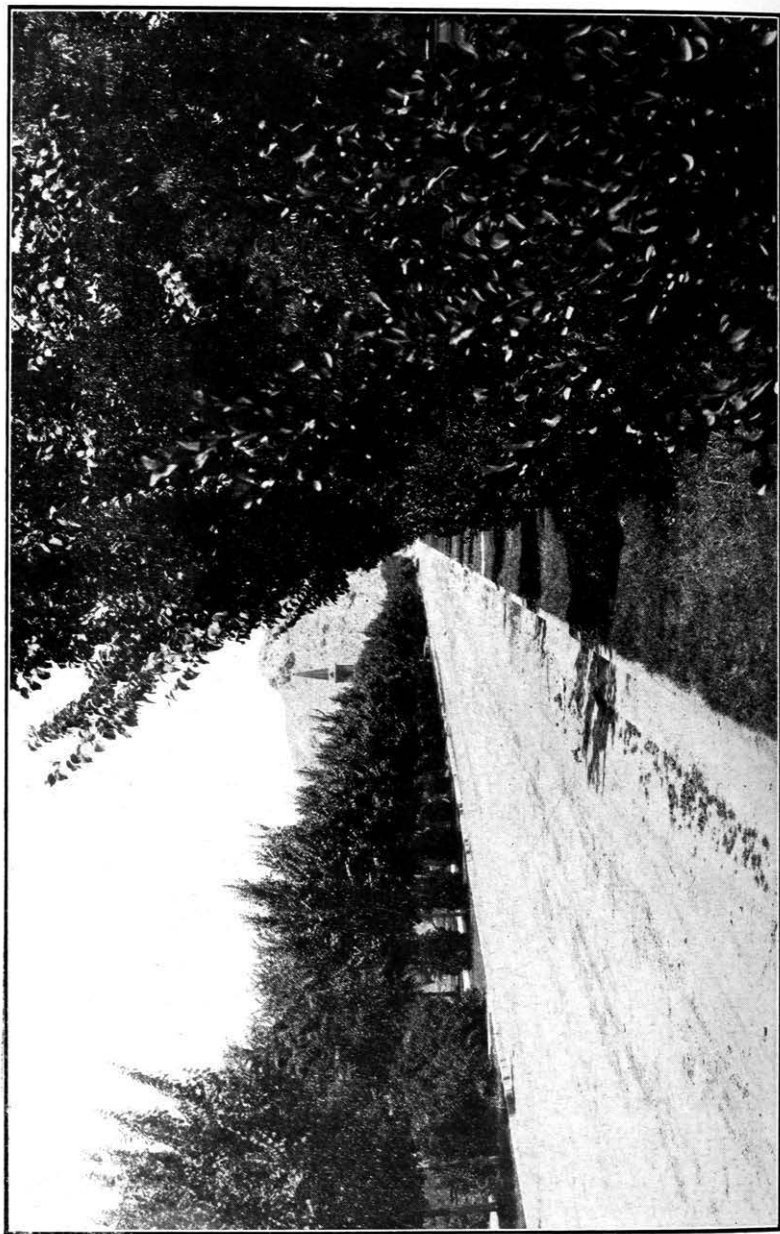
Adequately equipped laboratories provide for demonstration of fundamental principles by the instructor and for experiment by the pupil. Elaborate sets of slides, photographs and prints provide for illustration, by balopticon, of nearly every phase of the agricultural work.

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.



DINING HALL FOR DORMITORY STUDENTS



WILLOW AVENUE, CENTRAL DRIVE THROUGH THE CAMPUS

Text Book: Principles of Agriculture. Waters. Ginn and Co.

Junior high school elective five times a week throughout the year.

**Agriculture 2. Animal Husbandry.** The study of the different breeds of live stock.

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 Ramboiullets.

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: Burket, 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.

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## ART DEPARTMENT

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### 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, one 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; problems in interior decoration and costume design; study of masterpieces of art; clay modeling; 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, under-glaze 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 em-



phasis on sketching from nature in pencil, charcoal, crayons, and water color; practice from cast.

**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.

**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.

**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.

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## BIOLOGY

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**Mr. Roth**

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 up modern biological principles 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 and 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 and Molds in the Home—Ginn and 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 which 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.

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## PHYSIOLOGY

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**Mr. Hiatt**

**Physiology.** Elective. Offered the last twelve weeks of the second semester. The work in this course is designed to meet the requirements of students who may teach physiology in the elementary schools. The human body is regarded as a mechanism and the interrelation of its parts, so far as structure and functions 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 the parts.

Text: Human Physiology, Stiles.

## 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 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 or who desire to pursue university commercial and business subjects are considered.

The Department of Commerce is located in special quarters in the Industrial Arts Building, where modern equipment of every kind has been provided. There are installed 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.

**Method of Teaching Commercial Subjects:** A course given to those desiring to become commercial teachers. Three times per week. First semester.

**Accounting 1.** First semester, five hours per week. General principles of bookkeeping and 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.

**Accounting 2.** Second semester, five hours per week. This course is a continuation of Accounting 1. It deals with the preparation of such statements or subjects as: detailed study of different types of books, adjustments, classification of accounts, discounts, partnership sales, accounting records, controlling accounts, consignments, interest, deferred charges, corporations, and corporation accounts, classes of stock, liquidation of corporation. A set of transactions is worked out involving the books of a manufacturing concern. Problems are studied. Preparation necessary, Accounting 1 or its equivalent. Text: Kestner—Theory and Practice. Vol. 1.

**Accounting 3.** First semester, five hours a week. A continuation of Accounting 2. Special problems and accounts are considered, such as the corporation voucher system, factory costs, depreciation, credits, forms of investments, types of assets,

types of liabilities. Necessary preparation, Accounting 1 and 2, or an equivalent. Text, Kestner, Vol. II.

**Accounting 4.** Second semester, five hours per week. A continuation of Accounting 3, with the consideration of C. P. A., problems, auditing, industrial accounting and the Income Tax law, surplus and reserve dividends, sinking funds, branch houses, consolidated balance sheets, reports of receivers and trustees. Necessary preparation Accounting 1, 2, and 3.

**Shorthand 1.** First semester, five hours per week. Elementary work in shorthand for beginners. Complete twelve lessons in Gregg Shorthand Manual.

**Shorthand 2.** Second semester, five hours per week. Additional drill in principles; practice in writing letters and miscellaneous matter. Finish Gregg Manual and 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. Use of mimeograph, multigraph and the adding machine. 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; legal papers; and practical work of various kinds.

**Typewriting 1.** One semester, five hours per week. Instruction in the care and use of the typewriter; exercises for the development of the proper wrist and finger movement and for the complete mastery of the keyboard by the sense of touch. Rational Typewriting Text.

**Typewriting 2.** One semester, five hours per week. Practice in letter writing, use of carbon, tabulation and writing on cards. Work done for other departments of the school.

**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.

**Typewriting 4.** One semester, five hours per week. A continuation of course in Typewriting 3.

**Commercial Arithmetic.** One semester, five hours per week. Review of the fundamental processes with a view to the attainment of the necessary speed and accuracy; study through percentage; use of graphs, notes, drafts, bills of lading, checks, etc. Elective for junior high school and normal students. Text, Moore and Miner—Concise Business Arithmetic.

**Corporation Organization, Finance and Investments.** Second semester, five hours per week. The corporation in modern business; legal organization; different types of investments and securities; financial agents and institutions; corporate promotion and the promoter; underwriting; capitalization; earnings, expenses and surplus; manipulation; insolvency, receivership and reorganization; state regulation.

**Commercial Law 1.** First 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, agency and negotiable instruments. Text, Bay's Cases on Commercial Law.

**Trade Resources and Trade Policies.** Industry and trade; world resources with emphasis upon the United States. Opportunities and fields of trade, character of traffic routes, contracts, methods of selling and packing, commercial organization of foreign and domestic trade, tariff principles. Five hours per week, first semester; one hour per week, second semester.

**Elementary Business Statistics.** Second semester, five hours per week. Introduction to the use of statistics in business. Secrist, text.

**Business Organization and Administration.** One semester, five hours per week. Problem of factory and business location; selection of buildings and equipment; launching an industrial enterprise; personnel, wages and labor; tests; welfare work; office organization and routine. Text, Marshall—Business Administration.

Typewriting 1, 2, 3 and 4, if successfully completed, will give one-fourth credit each. Arrangements can be made to obtain one-half credit each in Typewriting 1 and 2 if outside study is given to typewriting theory and methods. Successful completion of Shorthand 1 and 2 gives one credit; also the completion of Shorthand 3 and 4. Students desiring to obtain additional credit for double periods of typewriting may do so.

## ENGLISH

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### Mr. Felton; Miss Pilcher

Two semesters of English are given, covering the fourth year of a high school course.

High school graduates electing the teachers' course are required to take two semesters of English selected with the advice of the department and the registering officer from courses 5 and 6.

**English 4.** Required of all who are not high school graduated. Two semesters, five periods a week. General theme writing. Practice in the common forms of discourse. Study of American writers with oral reports. Text books: Howe's American Literature, D. C. Heath and Co., \$1.00; The Chief American Poets, Houghton, Mifflin and Co., \$2.00.

**English 5.** One semester, five periods a week. May be substituted in place of one semester of English 6 by professional students who expect to teach in the upper grades. Etymology, word analysis and technical grammar. The variant terminology of English grammars 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.

**English 6.** Two semesters, five periods a week. For junior students in the professional course. Constant practise 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. One essay of at least two thousand words, based wholly upon original matter must be written by each student. Text book, Manly and Richert—The Writing of English, Henry Holt and Co., \$1.50.

**English 7.** One semester of **Public Address.** Articulation, tone placing, with daily practice in extemporaneous speaking or reading of models suited to the development of correct expression. Each student is required to appear several times before the class and in public when suitable proficiency has been attained. Group work in effective conversation, also the presentation of plays by selected groups is required. Constructive criticism of individual work is afforded each member of the course.

## GEOGRAPHY

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Mr. Hiatt

**Geography 1. Professional Geography.** Required of all students working toward 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 attention, the subject matter being presented according to modern theory and methods. The text is that adopted by the state, for the elementary schools, and much time is devoted to organizing it to suit the needs of schools in this section of the United States.

Text, Brigham and McFarlane, Book II.

**Geography 2. Principles of Geography.** Recommended as an elective for professional students. Offered the first twelve weeks of the first semester. 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 a consideration of areas carefully selected for the purpose. The aim of the course is to train students in the fundamentals of geography and to 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.** Elective. Offered the twelve weeks immediately following Geography 2. 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 distribution 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.

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## HISTORY AND GOVERNMENT

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Mr. Murdock

**American History.** This course is of senior high school rank, though more reference reading is required than is usual in high school work. It is a general survey serving as a foundation for the social studies pertaining to the American people.



Beginning with the European conditions leading to the discovery of the continent, the story narrates the founding of the most important English settlements, their economic oppression by the Mother Country and their gaining of political and economic independence through the Revolutionary War and the War of 1812, respectively. The main features of national progress, that is, the expression of our political theories through democratic institutions, the migration of the frontier westward, the further development of democracy through the abolition of chattel slavery and the establishment of free labor, etc. are stressed according to their relative merits. This course, or its equivalent, is required of all who enroll in the social science courses. Time, first semester. Text: Muzzey's American History.

**American Government and Politics.** This is a course for seniors in high school. It is the aim to give the student a knowledge of the fundamental facts and principles of government in America, both state and National. A beginning is made by a study of the work of the Constitutional Convention of 1787. An explanation of many facts in our national organization is found in the experience of our people during and prior to that critical period. The growth of governmental functions, the expansion of the Constitution through formal amendments and through interpretation, and particularly the expression of a truer democracy, are carefully noted. In studying local government the organization of the State is compared and contrasted with the national form. New features of government such as Direct Primaries, the Commission Plan, Initiative and Referendum and the Recall are carefully noted with a view of testing their soundness in the light of theory and practice. Open to all students who have had American History. Time, second semester.

**Introduction to Economics.** This course is of college rank. It may be elected by juniors or seniors who have had Course 1. It is, in part, a study of economic history both here and in England. The relation of economics to other subjects is observed, and elementary definitions and conceptions made clear. The course covers a broad general field, touching upon almost every important subdivision, the aim being to lay a good foundation of knowledge and interest for more specific study later. Offered either semester, provided five or more demand it. Text: Ely's Outlines of Economics.

**European History.** This course is an elective for juniors and seniors who have had at least one year of general European

History. It covers the 19th Century, reaching back into the 18th Century just far enough to give sufficient connection and background and coming forward into the 20th Century just far enough to bring the study down to the present time. While political and military events are not ignored, the chief emphasis is placed upon those social and economic forces that built up so rapidly that amazing structure of civilization which Europe displayed to the world in 1914. A thoughtful attempt is made to trace out many of the causes, some superficial and evident, others deep seated and hidden, running through the marvelous fabric of European life, that led up to the Great Catastrophe. Some attention is given to the present tangled conditions growing out of the Great War, and the attempts being made to unravel them. Offered either semester, provided five or more call for it. Text: Schapiro's Modern and Contemporary European History.

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## HOME ECONOMICS

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### Miss Stewart

**Textiles and Clothing.** Junior year, first semester, five hours. 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 are studied that the influence of the consumer in establishing standards and in shaping social development may be appreciated.

During the second quarter, articles are made by hand and by machine which afford suitable school problems, thus the course is made to include a review of elementary sewing with consideration of methods of presentation.

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

**Cookery 1.** Junior year, second semester, five hours. A study is made of the composition of foods and their preparation for market and for the table. The buying of food, its care in the home and its preparation are considered. Meals are served and practical menus are prepared. Text: Sherman's Food Products.

**Advanced Sewing.** Senior year, first semester, five hours. Garments are made in silk and wool. A study is made of color and design as applied to clothing. Advanced students may take this course as an elective.

**Cookery 2.** Senior year, first semester, five hours. Problems in food preservation, advanced cookery, meal service, and demonstration are presented with especial reference to methods of teaching. This course may be taken as an elective by advanced students.

**Nutrition.** Senior year, second semester, five hours. The caloric needs of the body are studied and plans of diet are worked out for persons of different ages and for patients suffering from special diseases. The dishes composing these special menus are actually prepared and their caloric values calculated. The needs of the body are made the subject of careful study and attention is paid to the requirements of nutrition in specific cases.

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## INDUSTRIAL ARTS

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### Mr. Clark; Mr. Fairbanks

The department of Industrial Arts offers instruction in manual training, drawing, designing, and vocational preparation 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 these lines in order to enter one or other of the various trades.

The aim of the work is to provide efficient industrial training and to prepare teachers of industrial arts.

To meet the demand for specific enrollment 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.

Two courses are offered, the **Academic** and the **Professional**. The academic course is offered as an elective in connection with the standard teachers' course. For the year 1922-23, it may be elected also by fourth year high school students. The professional course is offered as a special course leading to a specific certificate.

## Academic Course

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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. While the theoretical and educational values are not lost sight of, the trade and vocational phase of shop is featured that those who elect the work may be in a measure fitted for positions in the trades. The course is also introductory to the professional course.

The essentials of design, construction, 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 constructional uses and applications. Text in wood-work: Kings Series.

**Metal Working** classes are provided for as listed under professional courses.

## Professional Course in Manual Arts

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**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. Prerequisite, two years of high school manual training or satisfactory recommendation to the department.

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, building up stock, turning between centers, chucking, face plate turning, etc. Mechanical drawing 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 through satisfactory construction work. 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.** An elementary course involving free hand lettering, orthographic projection, cabinet and isometric projection. Junior year, first semester, five hours a week.

**Sheet Metal Work.** This is a course in practical intersections and developments as related to sheet metal work. The first quarter is devoted to drawing adapted 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. In the second quarter of this course, experimental work is given 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 which involves 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 hours 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.

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## L A T I N

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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.

Two years of Latin may be taken as an elective in the teachers' course, or students who have had one year of Latin and who wish to complete the required credit may elect a second year of Latin in the junior year.

## MATHEMATICS

### Mr. Frizzell

Mathematics has held and must continue to hold an important place in everyday life for there is no one who does not meet the necessity of making calculations that are of highest importance to his own happiness and well being. These necessary calculations are found in the requirements of the individual in his personal affairs, in the needs of the home, in the store, in the shop, in business, and in all commercial and industrial life. On account of the broad field of usage, it becomes imperative that mathematics shall be taught in the schools of the state at some length and with the proper care.

The following courses are offered for the year 1922-23.

**Arithmetic.** Students taking the full Teachers' Course will be required to pursue Arithmetic for one semester during the junior year. In this class elementary arithmetic is reviewed, also much time is devoted to methods of solution in higher arithmetic. In connection with the presentation of the subject-matter in this class, lectures on methods of teaching arithmetic are given.

**Advanced Algebra.** A class in advanced algebra will be organized at the beginning of the year. This class will make a careful study of quadratic equations, the binomial theorem, chance, permutations, logarithms, determinants, graphs, general properties of equations, imaginaries, limits. This course may be taken as a junior elective.

**Trigonometry.** A class in trigonometry will be organized at the opening of the school year and will be continued throughout the year, covering both plane and spherical trigonometry. Open to juniors or seniors as an elective.

**Geometry.** In case there is a demand for this work in order to complete required credit, a class will be organized in either plane or solid 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 Winchester 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.

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.

Fortune has favored the Normal School Cadet Unit again this year. For the second time, they have won the chief events in the Valley Military Field Meet, and for the second consecutive year, the Tempe Normal School rifle team won the state cadet championship. For the third consecutive year, this unit has won the custody of the Regimental Colors for excellence in drill, discipline and morale.

## MUSIC

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### 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.** 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 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. The pianos of the school are made available to such students for the convenience of practice, and stated hours will be assigned upon applications.

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## PHYSICAL SCIENCE

**Mr. Irish; Mr. Roth**

**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.

This course may be elected by juniors to complete required credit in science. 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.

This course may be elected in the fourth year high school course, or in the junior year of the teachers' course to complete required credit in science. Five times a week, laboratory daily. Text: Brownlee.

**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.

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## PHYSICAL TRAINING FOR GIRLS

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### 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. 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 phase of school work.

During the past two years, 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 outdoor athletic activity. Match games have been played with marked success.

It is worthy of note that the increased interest in physical education at Tempe Normal School during the past two years has been accompanied by a marked 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.

**Folk Dancing and Playground Games.** The climate of Tempe permits physical training to be carried on out of doors through the entire school year. 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. In addition to the work of this course, folk dancing is made a part of the regular work throughout the year.

**Volley Ball.** Instruction in this game is made a part of the training work during the fall. This is a splendid group game and is easily adapted to varying numbers of players and to players of various 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.** This game is taught regularly throughout the year. Nine cement concrete courts have been constructed 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 enter 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.

## SPANISH

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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.

This course will not be offered during the year 1922-23.

**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.

This course may be elected by juniors or seniors who wish to complete a language credit in Spanish.

**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.

This course may be elected by seniors or by juniors who have the necessary preparation.

**DEPARTMENT OF EDUCATION**

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**Mr. Payne** (On leave of absence, 1922-23)  
**Mr. Burkhard; Mr. Byers; Mr. Fenton**

The work of this department is to give the student a broad perspective of the psychological, sociological, and historical implications of modern educational theory. It will be the aim of this work to send the student out to his work with a professional spirit and with a consciousness of the unique place that the teaching profession holds in the moulding and preservation of our democratic institutions.

The student's work will be coordinated with his practice teaching in the Training School where theory and practice may be of mutual aid to each other.

**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 as a prerequisite to the study of psychology. Students who have not had biology should take a course in this subject parallel with the work in psychology.

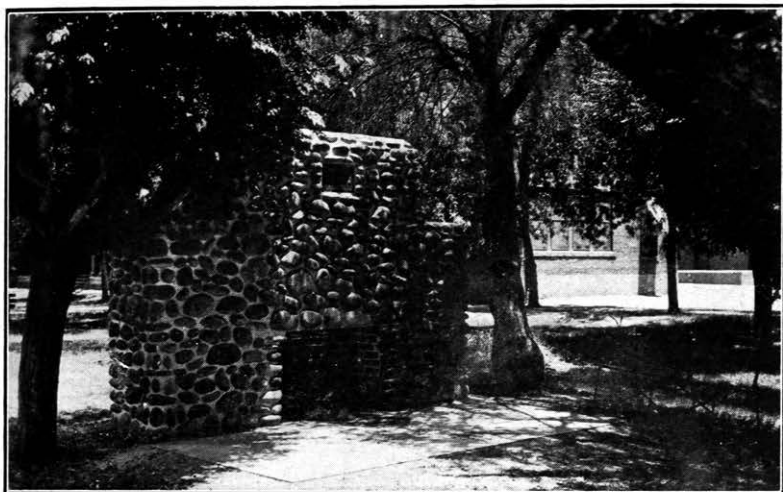
The state of infancy, childhood and adolescence will be dealt with in their proper order. Special emphasis will be laid on instinctive tendencies, habit formation, memory, association, the learning process, the affective life, and the thought processes.

**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.

Such problems as the following will form a large part of the work of the course: 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; Tests and Measurements.

**Sociology and Ethics.** The object of this course is two-fold: first, to furnish the student with a perspective view of the place

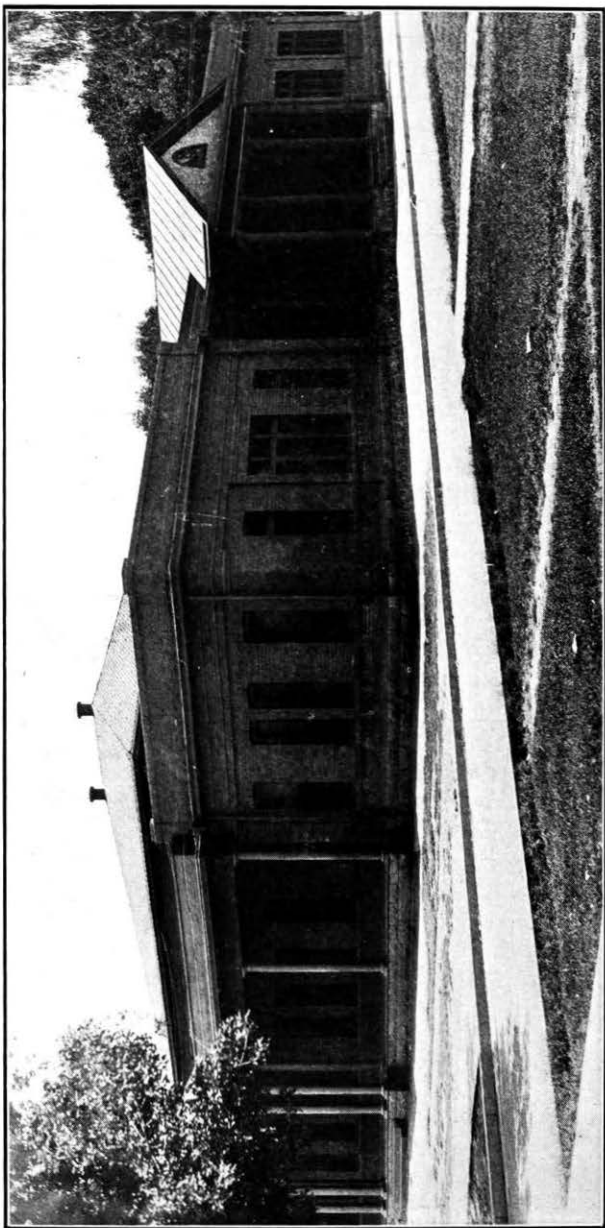




KALAKAGATHIA CAMPFIRE FIREPLACE AND COUNCIL GROVE



CAST OF THE RIVALS—ENGLISH DEPARTMENT



THE TRAINING SCHOOL

of education in the general scheme and relationship which the school should bear toward the other agencies of social welfare, and, second, 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.** The aim of this course is to develop the principles of teaching and to make some applications of these principles to various grammar school subjects. The latter part of the course is given to a discussion of the course of study, the relative value of the subjects of the curriculum, and the relation of the child to the curriculum. For the most part only general principles are dealt with. A more detailed study of methods is made in the senior year.

**History of Education.** This course will aim to discover the problems that past generations encountered in the process of living, and also to note the educational answers that were given to meet the needs of these problems. With this approach to the history of education the student of present social problems will have the aid of a good historical perspective by which to judge the validity of modern answers to modern social problems. The historical background derived from a study of the history of education will be of large value to all who are interested in the building up of democratic institutions.

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## THE TRAINING SCHOOL

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**The Training School** is organized under special Training School laws. It is a regular public school of six grades, junior high school and 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, the curriculum, observation, and practice teaching are given in connection with the training school. The class work in standard and intelligence tests is closely correlated with the giving of the tests in the training school.

**Junior High School.** The Junior High School is established to meet the increasing demand for teachers who are specially trained to teach in the junior high schools of the state. This division of the training school consists of the **seventh, eighth, and ninth years.** Teaching in this division is open

only to those who have done special work in one or more of the junior high school subjects and who are recommended by the special department in which the work is done.

**Methods.** Classes in special methods and the curriculum are taught by the director and faculty of the Training School. The general principles developed in the classes in Education are applied in the special subjects. The origin, growth and development, and present tendencies of the subject matter and method of each of these subjects is considered. This work is closely correlated with the senior work throughout the year.

**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 prepared lesson plans under the direction of trained supervisors.

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## KINDERGARTEN

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### Miss Brown

The kindergarten courses are planned to correlate closely with grade work. A two year course is offered, leading to the Arizona **early elementary certificate**, which entitles the holder to teach in the kindergarten, first, second and third grades. A four year high school course or its equivalent is required of applicants for registration. The ability to play the piano and to sing simple songs is a prerequisite and the applicant's fitness in this respect will be determined by a preliminary examination.

In addition to the regular kindergarten subjects, students are required to take primary theory and methods, with one semester of primary teaching under supervision. Observation of model teaching, followed by conferences, is made an important feature of this course.

Students who desire to do some kindergarten work in connection with the standard teachers' course, may do so, in part, by substituting kindergarten courses for the college electives provided in that course. It is recommended that students make use of this election as a further preparation for primary teaching, but attention is called to the fact that it does not qualify them as regular kindergarten teachers.



RURAL SCHOOL NUMBER ONE



A SEWING CLASS—RURAL SCHOOL



MANUAL TRAINING—RURAL SCHOOL



GARDENING AT THE RURAL SCHOOL

The work of the **Special Course in Kindergarten Training** conforms to the accepted standards for a two year course. It includes work in literature, music, theory, methods and technique.

**Industrial Arts.** Two semesters, five hours a week. This course gives practical experience in handling play materials, and educational principles underlying the choice of materials are stressed. Junior year, 11:35 period.

**Children's Literature and Music.** One semester, five hours a week. Designed to familiarize students with standards of choice in stories, poetry, songs and games. Practice is given in story-telling and in leading games. Junior year, 2:10 period. May be taken as an elective in the standard teachers' course.

**Kindergarten Technics.** First semester, five hours a week. Advanced handwork; organization and presentation of materials to meet the needs of young children. A careful study of kindergarten projects is taken up. Senior year, 3:00 period.

**Kindergarten Theory.** Second semester, five hours a week. This course includes the history and principles of kindergarten education with a review of the work of the great educational reformers. A study is made of the relation of the kindergarten to the grades on the one hand and to the home on the other in order to develop the idea of a continuous education for the child. Senior year, 2:10 period. May be taken as an elective in the standard teachers' course.

**Kindergarten Methods.** Second semester, five hours a week. A practical course of conferences. Study of the progress of kindergarten children through the grades. Tests and measurements. The housing and equipment of kindergartens. A study of bulletins issued by the Bureau of Education. Senior year, 3:00 o'clock period.

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## RURAL EDUCATION

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### Miss Lynd

In Arizona, as well as in other states, a large proportion of the children must find their early education in the rural schools. With the development of new irrigation projects and the bringing of new areas under cultivation, the demand for rural teachers

must increase. At the same time, the patrons of the rural districts will continue to demand more efficient and better equipped schools.

In order to meet the special needs of these schools, the Normal School has taken full charge of one of the regular rural schools of a neighboring district. This school is under the direction of a member of the Normal School faculty who is a graduate of Teachers' College, Columbia University, and who has had special training in rural school supervision. The problem of supervision here is one of adapting modern educational theory and methods to the conditions of a one-, or two-teacher school. Attention is not confined to the problems of the school room alone, but community problems are included.

This fortunate arrangement affords opportunity for a large number of senior students to do a major portion of their practice teaching under the identical conditions which will actually be met in rural communities in this state. As one result of the plan, many of the student teachers become enthusiastic over the possibilities of this special field of educational work. This model rural school is already recognized as an important factor in the betterment of rural school conditions throughout the state. The results attained, in the few years during which the model rural school has been in operation, have tended greatly to arouse the interest of rural teachers, and the advice of the director has been eagerly sought at institutes and teachers' meetings in various counties.

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 Normal School provides is that of a specially trained supervisor. The senior students who teach in the rural school are furnished transportation forth and back by automobile, and by this arrangement they are enabled to carry on the class room work of the course without inconvenience.

Plans are under consideration for bringing other nearby rural schools under the direction of the Normal School, upon a similar basis, in order to increase the number of well trained rural teachers who are being graduated each year.

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## THE LIBRARY

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**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 student 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.

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## BOYS' ATHLETICS

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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 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 concrete 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.

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## LECTURE AND ENTERTAINMENT COURSE

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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

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The Tempe Normal School Alumni Association was formed in 1891 in response to the desire among the graduates of the school to cement more firmly the ties of school friendships and to promote more effectively the welfare of the Alma Mater.

Upon graduation, the students completing any of the professional courses of the school automatically become members of the Alumni Association. This organization, with its membership of more than 1300, includes among its members graduates who have become prominent citizens throughout the state and nation with the result that the Alumni Association is becoming one of the influential factors in the affairs of the school and state.

### The Endowment Fund

The Alumni, believing that a normal school education is a most valuable asset in life, desire to extend its benefits to others. With this end in view, the Alumni Association is conducting a vigorous campaign for the raising of a ten thousand dollar fund for the assistance of worthy students who need financial aid. Under the leadership of Mr. C. M. Paddock, '03, president of the Association for the past two years, and with the active cooperation of Miss Leona Haulot, '02, Mr. Lawrence Longan, '17, and other members, the fund, in spite of stringent financial conditions, is slowly but surely becoming established on a working basis.

The members who are contributing to this fund derive satisfaction from the feeling that they have here an opportunity of expressing, in some measure, each according to his means, their appreciation of the benefits they themselves have received from their Alma Mater and from the State. Certainly their zeal in supporting so worthy a cause is deserving of high commendation.

Though the fund is still small and there is much to be done before attaining the ten thousand dollar goal, nevertheless the amount already in the treasury has been sufficiently large that a number of members of the class of 1922 actually owe their graduation to this aid. During the past year, through the un-

tiring efforts of the officers, the fund has grown to such an extent that it will be possible to accommodate with loans as many members of the class of 1923 as may find themselves in need of financial assistance to complete their course. The officers of the Association upon whom rests the responsibility of carrying this laudable work to completion, are looking forward to the time when the fund shall become self-supporting, and it is their earnest desire that every graduate who has not already done so, may contribute his or her quota.

### **Alumni Register**

It is the wish of the faculty and of the officers of the Alumni Association to keep in touch with every graduate of the school. A card file has been installed in the school office, which contains the name and present address, so far as known, of every member of the Alumni. Members are earnestly requested to assist in the work of keeping this alumni register up to date by forwarding to the office of the Alumni Association a notice of every change in name or post office address.

### **Alumni Office**

The clerical work in connection with the business and correspondence of the Association has grown to such proportions that it seems advisable to establish permanent office quarters. A room has been provided, adjoining the offices of the school, and Mrs. Sidney B. Moeur, '15, Assistant Secretary for the current year has consented to devote her services and a stated portion of her time each day during the school year to this work. Visiting members will, it is hoped, appreciate the convenience of regular office hours and a definite place for the transaction of all business connected with the Alumni Association. Correspondence relating to Alumni affairs should be addressed to

Alumni Office,  
Tempe Normal School,  
Tempe, Arizona.

## Student Organizations

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**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.

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**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 years 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 the classroom.

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 Camp Fire Girls of America, is to study that splendid movement from the standpoint of Camp Fire guardians. Every year some of its members organize and serve as guardians for Camp Fire Groups in the communities into which they go.

Next year the studies which this group undertakes will be broadened to include the basic ideals, programs, and methods of organization of such parallel activities as the Girl Scouts, Woodcraft League for Girls, etc. In this connection a Camp Leadership Shelf will be established in the Library for the use, not only of the Camp Fire Girls, but of all students interested in this modern movement.

An annual camping trip is a regular part of the work of the Kalakagathia Camp Fire. In addition, short hikes, monthly Council Fires and social gatherings add variety and interest to the regular program. During the year 1921-1922 a beautiful out-of-doors fireplace has been erected upon the campus by the Kalakagathia Camp Fire. This fireplace will be the center for Camp Fire activities for the future.

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 year'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.** Since 1911 the Zetetic Society has consisted of twenty-five young women interested in literary study and the drama. The best models of each have been studied intensively with round table discussion led by members of the Zetetic Society in cooperation with the society adviser, Mr. Felton. Many plays have been presented in public, novels have been dramatized, original plays have been written and presented to the public. Last year much of the work was devoted to the One Act Play and the Little Theater movement. A playlet in which every member participated was given in Assembly on Feb. 13. Social meetings and a week-end camping trip to Blue Point have 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** is made up of a group of twenty-five young women who meet every Wednesday evening for literary study and social recreation. The study for the past year has been confined to the literature of the modern drama, and thirteen of the best plays have been read and analyzed. Among these are *A Doll's House* and *Ghosts* by Ibsen, *Candida* by Shaw, *Barrie's A Kiss for Cinderella*, and *What Every Woman Knows*, *Belasco's Madame Butterfly* in connection with Long's opera of the same name, *The Scarecrow* by Mackaye, *The Intruder* by Maeterlinck, *Browning's In a Balcony*, *Back to Methuselah* by Shaw, and ending with two Irish plays, *Spreading the News* by Lady Gregory and *Riders to the Sea* by Synge. The members of the society find this study very profitable. They wish to understand and appreciate the best plays, and they expect to use this knowledge in their teaching, and in the communities wherever they may live.

The society presented in student assembly, this year, two good plays, one of which was *Alice Brown's Joint Owners in Spain*.

Besides all this work, the members of the society have had time for many social functions, not the least enjoyable of which was a week-end camping trip.

**The Erodelpian Society** was organized by a group of students of the class of 1922. The membership is limited to twenty students of professional rank and good scholarship.

As the name implies, the purpose of this society is the promotion of good fellowship through increase of wisdom and knowledge. The endeavor has been to gain a better understanding of Americanism by a comprehensive study of the various peoples of America.

Russia was chosen as the central topic of study for the past year, and the weekly meetings have been devoted to discussion of the history of Russian literature, art, music and folk ways.

**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 camp fire accompanied and followed by story telling 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

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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 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.

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## FUNDS FOR THE ASSISTANCE OF STUDENTS

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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

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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, 1922

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Normal School...	{	Men..... 60	}	Total.....	344
		Women..... 284			
Training School..	{	Boys..... 206	}	Total.....	400
		Girls..... 194			
Total registration for the year.....					<u>744</u>

### SUMMARY OF GRADUATES

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Prior to Class of 1922.....	1232	}	Total.....	1351
Class of 1922.....	119			
Number of professional graduates..	1214	}	Total.....	1351
Number of high school graduates..	137			

# Register for 1921-1922

Adams, Deborah.....	Tempe	Carr, Robert.....	Tempe
Adams, Irene.....	Globe	Cave, Helma.....	Mesa
Aepfl, Milton.....	Tempe	Champagne, Bonnie.....	Mesa
Alexander, Cecil.....	Tempe	Christy, Jane.....	Phoenix
Allen, Barbara.....	Gilbert	Christy, Waldo B.....	Tempe
Allison, Ophelia.....	Rowie	Clark, Harold.....	Mesa
Anthony, Agnes L.....	St. Peter, Minn.	Clay, Stella.....	Mesa
Ashley, Homer.....	Tempe	Cole, Roy.....	Tempe
Austin, Cedric.....	Tempe	Colbert, Elsie.....	Pearce
Austin, Wilfred.....	Chandler	Collins, Era.....	Tempe
Awbrey, Catherine.....	Duncan	Collins, Juanita.....	Scottsdale
		Cooke, Mrs. H. F.....	Las Vegas, N. M.
Baehr, Ruth.....	Prescott	Cooper, Libbie.....	Mesa
Bailey, Elva McElrath.....	Mesa	Crawford, Velma.....	Willcox
Bailey, Lucile.....	Tempe	Crismon, Nellie.....	Mesa
Bailey, Shirley.....	Mesa	Crook, Alta.....	Tempe
Baldwin, Marguerite.....	Jerome	Cummings, Mary.....	Tolleson
Barnes, Cecile.....	Gilbert	Curruet, Lucile.....	Globe
Barnett, Ida.....	Globe	Curtiss, Vienna.....	Chandler
Beardale, Cora.....	Mesa	Curtis, Byron.....	Tempe
Beaton, Elsie.....	Phoenix	Curry, Hazel.....	Tempe
Beck, Esther.....	Tempe	Dadey, Mary.....	Winslow
Beckers, Lucille.....	Prescott	Dalton, Irma.....	Douglas
Bennet, Mike.....	Tombstone	Dana, Vadna.....	Mesa
Benton, Gladys.....	Breckenridge, Texas	Darling, Elizabeth.....	Douglas
Bird, Bonnie.....	Phoenix	Davis, Gladys.....	Stoutland, Mo.
Bird, Mayde.....	Phoenix	Dixon, Thora.....	Douglas
Bird, Nora Elizabeth.....	Phoenix	Dobyns, Anna.....	Phoenix
Bodine, Lillian.....	Mesa	Dobyns, Gertrude.....	Phoenix
Boetto, Anthony.....	Wickenburg	Douglas, Junia.....	Phoenix
Boldman, Gertrude.....	Tempe	Douglas, Vars.....	Phoenix
Boldman, Hazel.....	Tempe	Drane, Lawrence.....	Mesa
Bond, George.....	Mesa	Draper, Ruth.....	Wickenburg
Botkin, Lorene.....	Tempe		
Botkin, Paul.....	Tempe	Eckardt, Della.....	Tucson
Bowen, Franklin.....	Mesa	Ellis, Alvin.....	Payson
Bowen, Ruth.....	Mesa	Embry, Mary.....	Phoenix
Bowen, William.....	Mesa	Estrada, Raphael.....	Tempe
Brandis, Edith.....	Flagstaff	Etz, Ada May.....	Benson
Brass, Emily.....	Gilbert	Etz, Florence.....	Benson
Brewster, Marguerite.....	Glendale	Ewing, Mabel.....	Bisbee
Brimhall, Marguerite.....	Mesa	Ewing, Visa.....	Bisbee
Broadbent, William.....	Phoenix		
Broan, Luella.....	Youngsberg	Farnsworth, Frances.....	Tempe
Brodie, Rose.....	Mesa	Finch, Annie.....	Tempe
Brogan, William.....	McNeal	Finch, Jessie Belle.....	Tempe
Brooks, Mary Beatrice.....	Riverside, Calif.	Fish, Mrs. Mattie B.....	Woodruff
Brown, Carroll.....	Gilbert	Fitzpatrick, Elmer.....	Arlington
Brown, Marcia.....	Douglas	Fitzgerald, Opal.....	Jerome
Barker, Marie Zander.....	Tonopah, Nevada	Foran, Anna.....	Tovey, Ill
Bryan, Marie Wallace.....	Willcox	Forney, Edna May.....	Peoria
Brown, Pete.....	Winkelman	Foulkes, Dorothy.....	Douglas
Brunenkant, Minnie.....	Florence	Fowler, Mrs. Betty R.....	Dannesbrog, Nebr.
Brunton, Ruth.....	Gilbert	Fowler, Delta Neil.....	Mariacopa
Buckels, Ferrell.....	Cooly	Frizzell, Stella.....	Tempe
Bucker, Mabel.....	Mooresville, Ind.	Fryer, Georgia.....	Mesa
Butler, Marita.....	Mesa	Fuller, Orin C.....	Mesa
Byers, Elsie.....	Warren		
		Galvez, Margaret.....	Tombstone
Campbell, Ethel.....	Buckeye	Galvez, Matilda.....	Tombstone
Carroll, Mabel.....	Miami	Garrett, Ruby.....	Hillito
		Garrison, Gwendolyn.....	San Simon

Gatlin, Farris	Phoenix
Gibson, Gwendolyn	Ajo
Gino, Mary	Crown King
Giroux, Geraldine	Mayer
Gleim, Rita	Phoenix
Glenn, Lillian	Glendale
Goodrich, Harriet	Casa Grande
Goodwin, Aurelia	Tempe
Goodwin, Glory	Tempe
Goodwin, Alverta	Tempe
Graham, Lillian	Safford
Greene, Ida Marie	Phoenix
Greenhill, Bernardine	Phoenix
Greenhill, Gertrude	Phoenix
Gruwell, Jessie	Phoenix
Guthrie, Norma	Mesa
Hamilton, Fae	Casa Grande
Hancock, Earle	Bonita
Hansen, Ceceyle	Glendale
Hanson, Edna	Phoenix
Hanson, Kathryn	Flagstaff
Harlow, Jack	Payson
Harris, Eldon	Tempe
Harris, Mary	Willcox
Hault, Gertrude	Tempe
Hawkins, Bessie	Phoenix
Henderson, Van	Tempe
Henry, Anna	Tucson
Hill, Margaret	Prescott
Hinds, Mary	Yuma
Hines, Thelma	Mesa
Hinton, Clyde	Phoenix
Holt, Marie Louise	San Simon
Hopkins, Charlotte	Ray
Hopkins, Lydia	Camp Verde
Horton, Frankie	Phoenix
Huber, Pearl	Mesa
Huber, Mattie	Mesa
Hunsaker, Mildred	Mesa
Hurst, Gaynell	Phoenix
Hurst, Valleda	Phoenix
Huston, Irma	Mesa
Ingalls, Marion	Phoenix
Jack, Margaret	Glendale
Jackson, Chloe	Tempe
Jaeger, Winifred	Phoenix
Johnson, Mrs. Edna	Phoenix
Jones, Byron	Mesa
Jones, Daisy	Pierce City, Mo.
Kalil, Mary	Ajo
Kay, Nettie	Phoenix
Kennedy, Elizabeth	Willcox
Kimbro, Anona	Oracle
Kinard, Mary Lou	Tempe
Kleinman, La Ree	Mesa
Knuockey, Ivy C.	Copper Hill
Lands, Edward M.	Tempe
Lane, Thelma	Globe
Lange, Beatrice	Douglas
Langston, Edna	Phoenix
Lansden, Louise	Safford
Lattin, Mary	Winkelman
Leak, Nola	Phoenix
Lowry, Joy	Los Angeles, Calif.
Ludwig, Flora	Phoenix
Luke, Ottilia C.	Phoenix
Lukin, Harold	Tempe
Lusa, Dorothy	Warren
Lytle, Zelma	Phoenix
McAlister, Dorothy	Lehigh, Okla.
McClure, Zora	Ray
McCreary, Irene	Gilbert
McDaniel, Bonner	Tempe
McDaniel, Wesley	Tempe
McDonald, Blanche	Tempe
McEuen, Josie	Fort Thomas
McFarland, Ardis	Mesa
McFarland, Edris	Mesa
McGowan, Helen	Safford
McInnis, Beatrice	Yuma
McNary, Mrs. O. C.	Tempe
MacLennan, Anita	Litchton
Martin, Nettie	Morenci
Maloney, Frances	Globe
Marshall, Maudis	Phoenix
Martinez, Nellie	Prescott
Mathis, Fred	Sterling City, Texas
Matthews, Frieda	Tempe
Mauzy, Ruth	Phoenix
Merrill, Leota	Phoenix
Milburn, Mary	Bisbee
Miller, Alda	Mesa
Miller, Floyd	Tempe
Miller, Freada	Mesa
Miller, Murle	Scottsdale
Milliken, Marvel	Douglas
Mills, Lucia	Phoenix
Minter, Howard	Phoenix
Moeckli, Arthur	Hermann, Mo.
Moeur, Josephine	Tempe
Moeur, Marguerite	Tempe
Moore, Mrs. Crystal Smith	Phoenix
Morrison, Gertrude	Phoenix
Mulholland, Marguerite	Butte, Mont.
Mullen, Gladys	Tempe
Mullen, Kenneth	Skull Valley
Mullen, Thelma	Tempe
Mylus, Inez	San Antonio, Texas
Milliken, LaVeeda Leister	Los Angeles, Cal.
Neal, Mary	Cape May, N. J.
Nix, John	Phoenix
Nelson, Mrs. Caroline	Globe
O'Bryan, Hazel	Safford
O'Connor, John	Tempe
Okerstrom, Helen	Bisbee
Olson, Marguerite	Raymond, Wash.
Osborne, Florence	Phoenix
Osborn, Dorothea	Peoria
Osterman, Mary	Phoenix
Parker, Marguerite	Tempe
Pate, Gertrude	Tempe
Paulk, Mildred	Tempe
Perkins, Helen	Willcox
Perrin, Mabel	Toltec
Perry, Olive	Douglas
Peterson, Ida	Lowell
Pigott, Lydia	Bisbee
Poling, Sylvia	Phoenix
Pomeroy, Adah	Mesa
Powell, Ann	Tempe
Powell, Virginia	Tempe
Provence, Mayme	Tempe
Pugh, Pauline	Tempe
Pryor, Thelma Dickson	Mesa
Quillin, Melva	Phoenix
Quinn, Gabriella	Clifton
Quinn, Louise Jackson	Phoenix
Riatt, Helen	Prescott
Randall, Elizabeth	Fort Grant

Ransberger, Marguerite.....	Miami	Swift, Pauline.....	Morenci
Redden, Alice.....	Tempe	Stannard, Cedric.....	Phoenix
Redden, Lela.....	Tempe		
Redus, Blanche.....	Wilcox	Talbott, Reba.....	Orange, Calif.
Reed, Hazel.....	Phoenix	Thomas, Emogene.....	Ajo
Reid, Ruth.....	Costa Mesa, Calif.	Tharaldson, Patricia.....	Phoenix
Rees, Mrs. Mary.....	Las Vegas, N. M.	Toohy, Ted.....	Phoenix
Remington, Gladys.....	Phoenix	Tornow, Marie.....	Chandler
Richards, Lillian.....	Bowie	Tovey, Esther.....	Globe
Richards, Wm.....	Bowie	Trout, Edna.....	Chandler
Riddell, Catheryn.....	Mesa	Turner, John.....	Tempe
Riggs, Alton.....	Mesa		
Riley, Beulah.....	Tempe	Vanderhoof, Mittie.....	Scottsdale
Robbins, Mabel.....	Sahuarita	Van Doren, Olive.....	Casa Grande
Robinson, Josephine.....	Mesa	Vest, Arthur.....	Chandler
Romy, Elizabeth.....	Phoenix	Vest, Robert.....	Chandler
Rubel, Genevieve.....	Buckeye	Vinkery, Pearl.....	Higley
Rudermann, Rebecca.....	Tempe		
Ruiz, Mary C.....	Tempe		
		Watkins, May.....	Douglas
Sargent, Dorothy.....	Casa Grande	Wantland, Mabel.....	Globe
Saylor, Mabel.....	Tempe	Weaver, Alva.....	Florence
Saylor, Maude.....	Tempe	Welch, Carrie.....	Jerome Jct.
Scott, R L.....	Cashion	Welch, Mildred.....	Phoenix
Scrivner, Maude.....	Phoenix	Whatcott, Mrs. Esther.....	Mesa
Sell, Sylvia.....	Bismark, N. Dak.	Whitlow, Aileen.....	San Bernardino, Calif.
Shumway, Howard.....	Mesa	Wickliffe, Chester.....	Tempe
Sikes, Mary Jane.....	Camp Verde	Wilcox, Alice.....	Jerome Jct.
Sladish, Anns.....	Mesa	Wilcox, Hazel.....	Jerome Jct.
Smarr, I'One.....	Vicksburg	Wilcox, Rowena.....	Winkelman
Smarr, Nona.....	Vicksburg	Williams, Esther.....	Tempe
Smaiser, Louise.....	Phoenix	Williams, Leslie.....	Phoenix
Smith, Ethel.....	Burlington, Wash.	Willson, Dorothy.....	Ash Fork
Smith, Helen.....	Globe	Wilson, Mary.....	Phoenix
Smith, Margaret.....	Pearce	Windes, Leldon C.....	Tempe
Smith, Mildred.....	Williams	Wise, Mary Lee.....	Tempe
Smith, Miriam.....	Phoenix	Wood, Catherine.....	Bisbee
Smith, Thomas J.....	Tempe	Woof, Ruth.....	Tempe
Sprows, Ruth.....	Phoenix	Worth, Helen.....	Tucson
Stewart, Alma.....	Mesa		
Stewart, Ambrose.....	Phoenix	Yett, Mayetta.....	Safford
Stringfield, Ethel.....	Prescott	Young, Geo. U. Jr.....	Phoenix
Sturges, Eugenia.....	Oakland, Calif.	Young, Olga.....	Safford
Sullivan, Geraldine.....	Warren	Young, Sarah.....	Globe
Sullivan, Van.....	Mesa		
Summers, Crystal.....	Miami	Zimmerman, Dorothy.....	Phoenix
Sutton, Thelma.....	Scottsdale	Zimmerman, Marie.....	Phoenix

# Graduates 1922

## TEACHERS' COURSE

MID-YEAR GRADUATES, JANUARY 2, 1922

✓ Mary Beatrice Brooks

Ruth Evangelyn Reid

JUNE GRADUATES, JUNE 8, 1922

✓ Deborah Lee Adams  
 ✓ Elva A. Bailey  
 ✓ S. Lucile Bailey  
 ✓ Shirley E. Bailey  
 ✓ Cora Aileen Beardsley  
 ✓ Elsie Mary Beaton  
 ✓ Mary Lillian Bodine  
 ✓ Anthony Boetto  
 ✓ Gertrude Gladys Boldman  
 ✓ Hazel Esmond Boldman  
 ✓ George Alma Bond  
 ✓ Lorene Botkin  
 ✓ Ruth Elizabeth Bowen  
 ✓ Edith Mae Brandis  
 ✓ Rena Marguerite Brewster  
 ✓ Marcia Alice Brown  
 ✓ Elsie Lillian Byers  
 ✓ Mary Dadey  
 ✓ V. Elizabeth Darling  
 ✓ Vera Douglas  
 ✓ Ada May Ets  
 ✓ Mabel E. Ewing  
 ✓ Jessie Belle Finch  
 ✓ Edna May Forney  
 ✓ Stella Elizabeth Frizzell  
 ✓ C. Farris Gatlin  
 ✓ Mary Gino  
 ✓ Rita Louise Gleim  
 ✓ Lillian Ortiz Glenn  
 ✓ Arlillian Helen Graham  
 ✓ Ida Marie Greene  
 ✓ Norma June Guthrie  
 ✓ Ceceylle Hansen  
 ✓ Anna Henry  
 ✓ Mary Esther Hinds  
 ✓ Charlotte Isabella Hopkins  
 ✓ Gaynell Echo Hurst  
 ✓ Clyde J. Hinton  
 ✓ Irma Huston  
 ✓ Chloe Esther Jackson  
 ✓ Edna May Langston  
 ✓ Flora Ludwig  
 ✓ Dorothy Funkhouser Lusa  
 ✓ Nettie Lenora Martin  
 ✓ Frieda Matthews

Dorothy McAlister  
 Zora A. McClure  
 H. Bonner McDaniel  
 J. Wesley McDaniel  
 Josie Marie McEuen  
 Fannie Ardis McFarland  
 Mary Edris McFarland  
 Leota Madge Merrill  
 Mary Milburn  
 Marvel M. Milliken  
 Arthur H. Moeckli  
 Thelma B. Mullen  
 Florence Marie Osborne  
 Mary C. Osterman  
 Thelma Marguerite Parker  
 Helen Blanche Perkins  
 Lydia Blanche Pigott  
 Adah E. Pomeroy  
 Thelma Dickson Pryor  
 Melva E. Quillin  
 Alice Marie Redden  
 Lela B. Redden  
 Blanche Marie Redus  
 Gladys Frances Remington  
 Lillian Richards  
 Mabel Alice Robbins  
 Mabel Ellen Saylor  
 Jessie Maud Scrivner  
 Mildred Margarette Smith  
 Geraldine Katherine Sullivan  
 Crystal E. Summers  
 Reba L. Talbott  
 Olive L. Van Doren  
 May M. Watkins  
 Carrie May Welch  
 Aileen Lucile Whitlow  
 Chester Wickliffe  
 Alice Lovina Wilcox  
 Rowena Wilcox  
 Dorothy D. Willson  
 Katherine Gittins Wood  
 Sara A. Young  
 Marie Zander Barker  
 Dorothy L. Zimmerman

\* Martin B. Fish

90  
 28  
 118



## HIGH SCHOOL COURSE

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JUNE 8, 1922

Barbara Allen  
Cedric Austin  
Gladys G. Benton  
William A. Brogan  
Pete M. Brown  
S. Ferrell Buckels  
Era Collins  
Juanita B. Collins  
Mattie B. Fish  
Elmer Grant Fitzpatrick  
Georgia Fryer  
Gwendolyn Garrison  
Earle Leslie Hancock  
Van Henderson

Mary Kalil  
Anita Jean MacLennan  
Helen A. McGowan  
John G. Nix  
William Richards  
Alice Genevieve Rubel  
R. L. Scott  
Annie Sladish  
Mittie Vanderhoof  
Arthur Vest  
Pearl Vickery  
Eather C. Williams  
Leldon C. Windes  
Helen E. Worth