

Volume 38

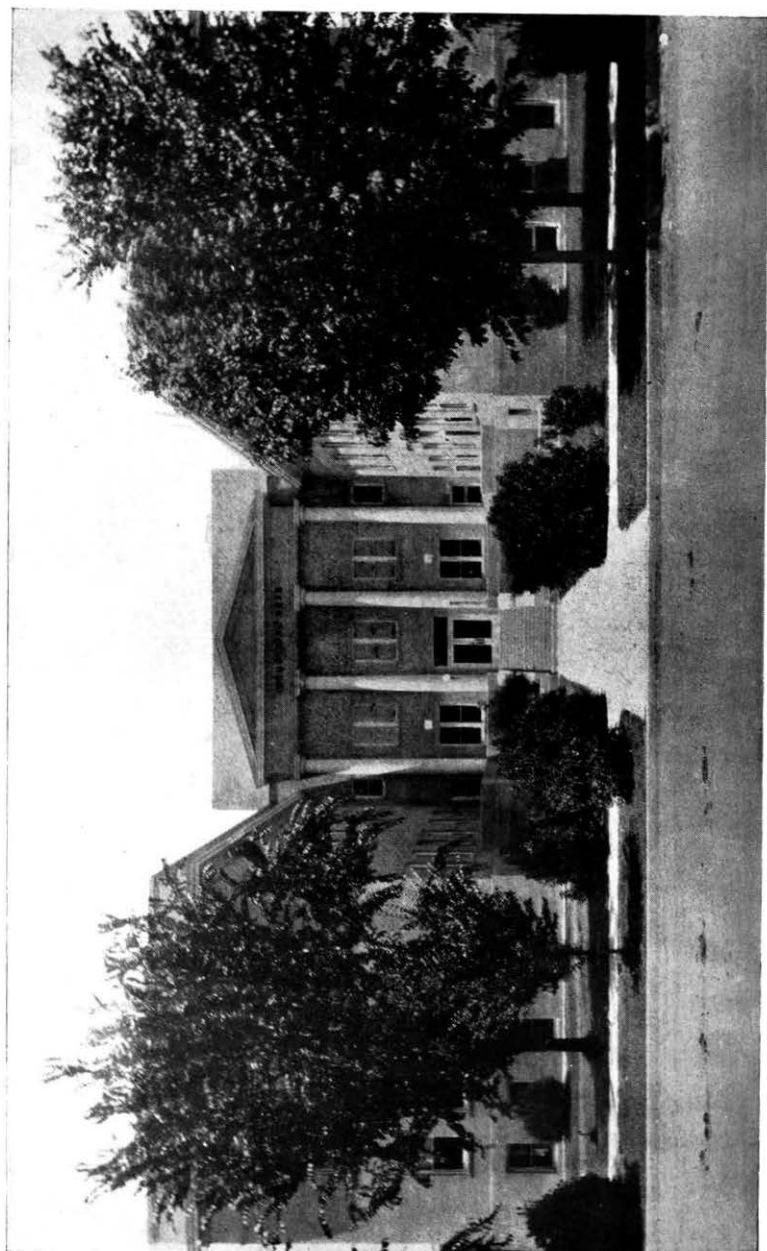
JUNE 1923 - 24 Number 1

BULLETIN
OF THE
STATE NORMAL
SCHOOL

AT

TEMPE, ARIZONA





INDUSTRIAL ARTS BUILDING

Volume 38

JUNE 1923

Number 1

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OF THE
STATE NORMAL
SCHOOL

AT

TEMPE, ARIZONA



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Calendar 1923-24

First Semester

First semester begins.....	September 6
Mid-term examinations and reports.....	November 7-9
Thanksgiving vacation.....	November 29-30
Christmas vacation.....	December 22 to January 2, inclusive
First semester ends.....	January 18

Second Semester

Second semester begins Monday.....	January 21
Mid-term examinations and reports.....	March 27-29
Spring intermission.....	April 17-20, inclusive
Examinations and reports.....	June 4-6
Second semester ends.....	June 6

Arranged for Three-Quarter Subjects

First quarter, 13 weeks, ends.....	November 29
Second quarter, 13 weeks, ends.....	March 1
Third quarter, 13 weeks, ends.....	June 6

STATE NORMAL SCHOOL OF ARIZONA

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Mrs. H. M. Warren.....	Glendale
O. S. Stapley.....	Mesa
Secretary	

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President	
G. A. Goodwin '99.....	Tempe
Vice-President	
Leona M. Haulot, '02.....	Tempe
Secretary-Treasurer	
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Assistant Secretary	

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Dr. L. B. McMullen.....	Flagstaff
President, Northern Arizona Normal School	
Dr. A. J. Matthews.....	Tempe
President, Tempe Normal School	
C. R. Tupper.....	Miami
Principal High School	
A. L. Jones.....	Phoenix
County Superintendent of Schools	
W. E. Lutz.....	Morenci
Principal, High School	

FACULTY

1923-1924

Arthur J. Matthews.....	President
LL. D., Syracuse University	
Frederick M. Irish.....	Physical Science and Military Training
A. B., University of Iowa	
William J. Anderson.....	Art
B. S., National University, Chicago	
George M. Frizzell.....	Mathematics
B. Pd., State Normal School, Warrensburg, Missouri	
Mary McNulty Empey.....	Supervisor Primary Grades
Tempe Normal School	
Alva B. Clark.....	Manual Training
Chicago Normal School	
Leona M. Haulot.....	Penmanship and Supervisor Upper Grades
A. B., University of Arizona	
Louise B. Lynd.....	Supervisor Rural Schools
A. B., Columbia University	
James L. Felton.....	English
A. M., University of Chicago	
Ira D. Payne.....	Dean of Education and Director of Training School
A. M., Stanford University	
*Ida Woolf O'Connor.....	Supervisor Primary Grades
Tempe Normal School	
Anna R. Stewart.....	Home Economics
A. B., University of California	
Theresa Anderson.....	Supervisor Intermediate Grades
A. B., Columbia University	
Olive M. Gerrish.....	Vocal Music, Public School Music
Columbia School of Music, Chicago	
John R. Murdock.....	History and Civics
A. B., State Teachers' College, Kirksville, Missouri	
E. Blanche Pilcher.....	Assistant in English
A. B., University of Kansas	
Helen C. Roberts.....	Supervisor Primary Grades
Tempe Normal School	
Sara D. Hayden.....	Physical Training
Stanford University	
Ella L. Roll.....	Supervisor Junior High School
A. B., Stanford University	
Forest E. Ostrander.....	Agriculture
A. B. in Educ., B. S., Washington State College	
M. Leslie Fairbanks.....	Machine Shop and Forge Work
Delaware College	
Waldo B. Christy.....	Commerce
A. M., University of Chicago	
Thomas J. Cookson.....	Librarian
A. B., Ohio University	
Mrs. Thomas J. Cookson.....	Assistant Librarian
B. S. D., Warrensburg, Missouri	
Elsie A. Pond.....	Supervisor Intermediate Grades
A. M., Stanford University	

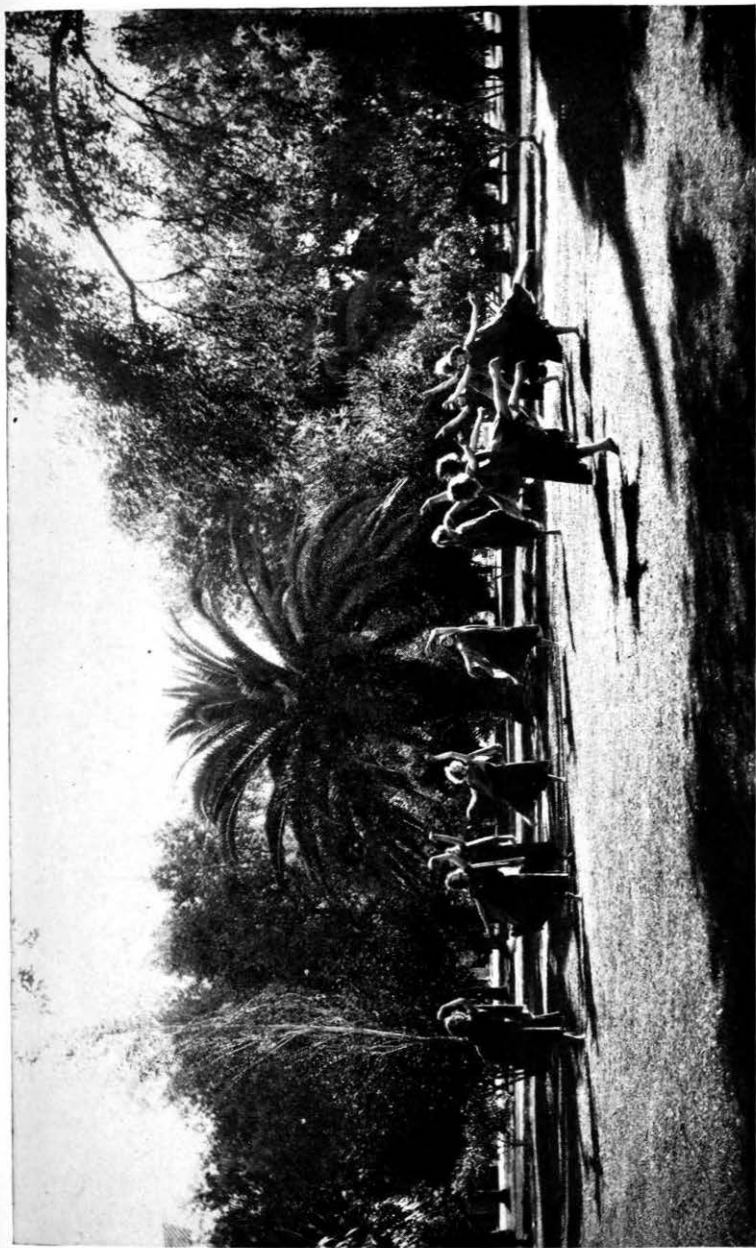
* Leave of absence.

Samuel Burkhard	Assistant in Education A. M., Columbia University
Minnie E. Porter	Supervisor of English in Junior High School and Grades Ph. B., Ohio State University
Clara S. Brown	Kindergarten Indianapolis Teachers' College
Norman Fenton	Assistant in Education A. M., Harvard University
D. M. Hibner	Geography, Physiology A. M., Colorado State Teachers' College
Merdith Laughlin	Supervisor of Intermediate Grades A. M., University of Arizona
Aaron McCreary	Athletics and Head Resident of Men's Dormitory A. B., University of Arizona
.....	Supervisor of Grades

Administrative Officers

Arthur J. Matthews	President
Laura Dobbs	Secretary and Accountant
Amelia Kudobe	Recorder and Stenographer
Mrs. Mary W. Waite	Women's Dormitory—Head Resident
Elizabeth Bittman	Women's Dormitory—Head Resident
Mrs. Martha C. Harmon	Women's Dormitory—Head Resident

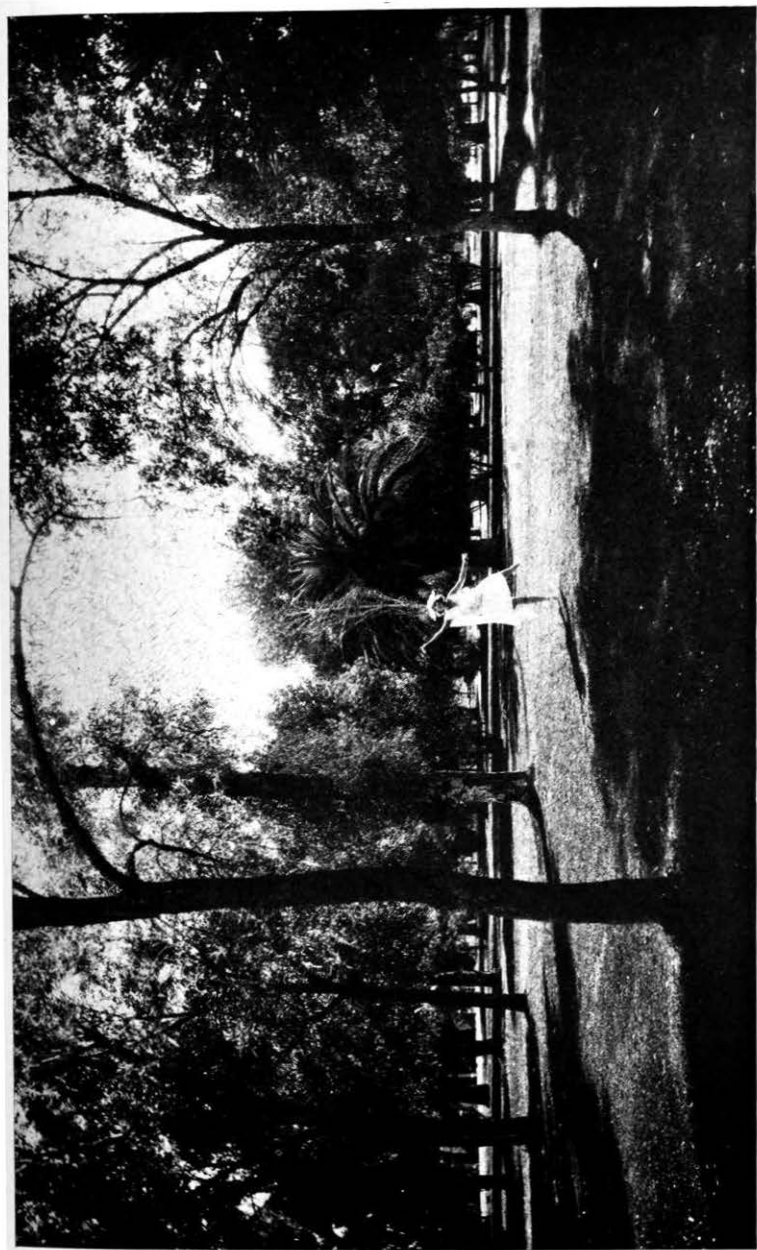
L. C. Austin	General Foreman
Charles McGinnis	Head Janitor
J. G. Newton	Engineer
Robert Krause	Steward
Mrs. R. N. Krause	Matron of Dining Hall



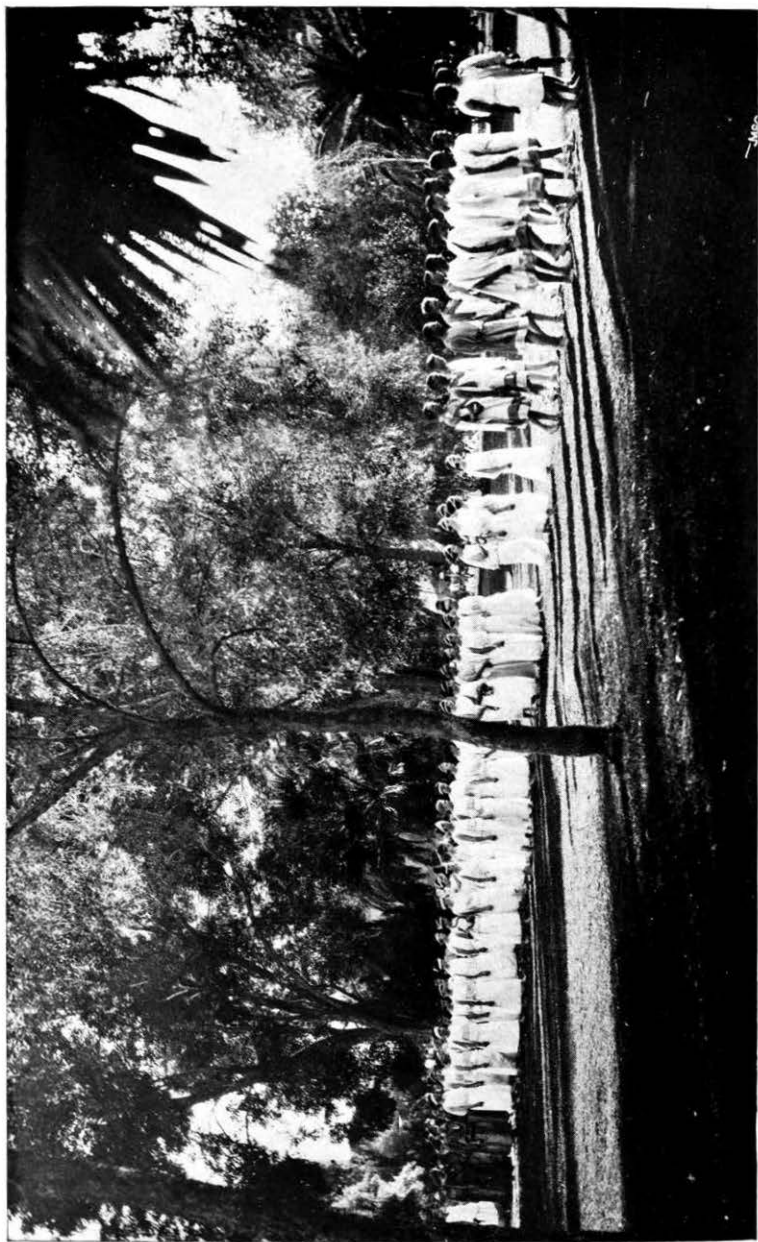
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The State Normal School of Arizona

General Information

ESTABLISHMENT AND PURPOSE

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

LOCATION

Tempe is a thriving town of 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 graveled 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 re-

turning 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.

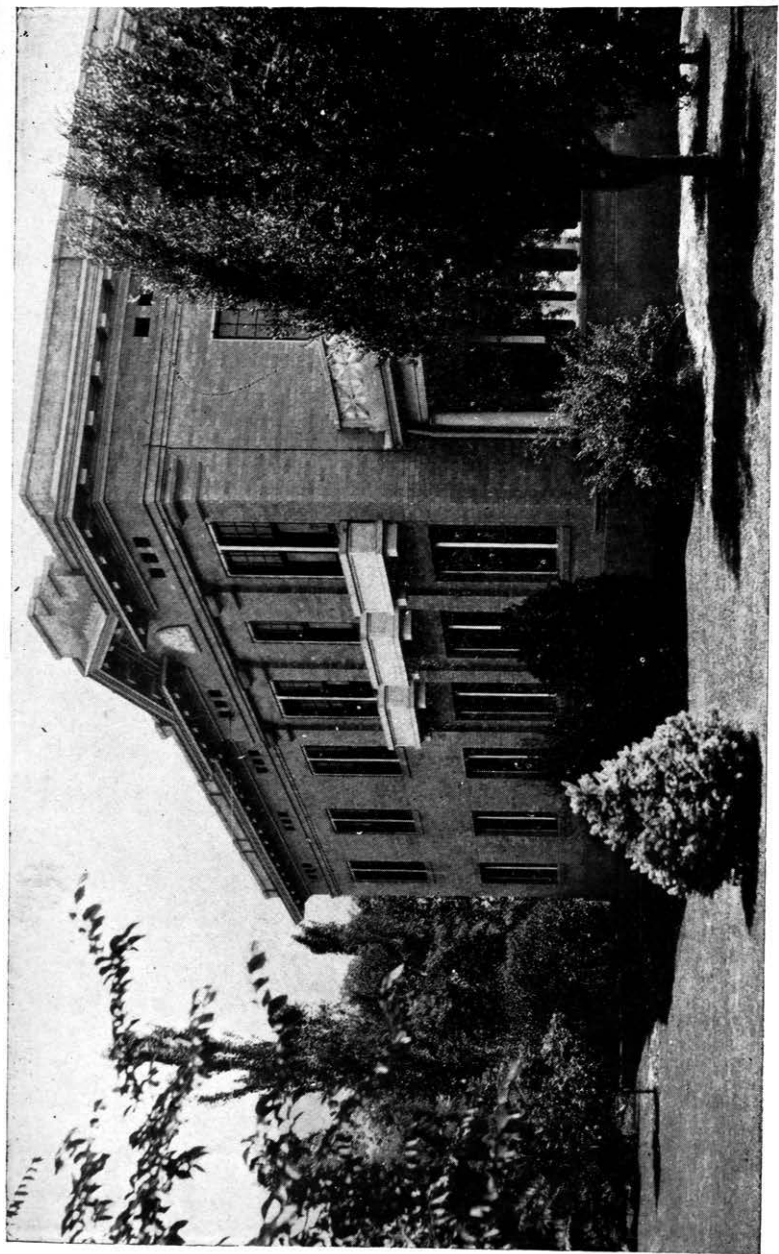
The new **Dining Hall**, erected in 1920, is in a central location, convenient to all dormitories. This is a thoroughly modern building and embodies in its construction the latest ideas with regard to sanitation, lighting and ventilation. The kitchen is large and airy and well lighted. A large range,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

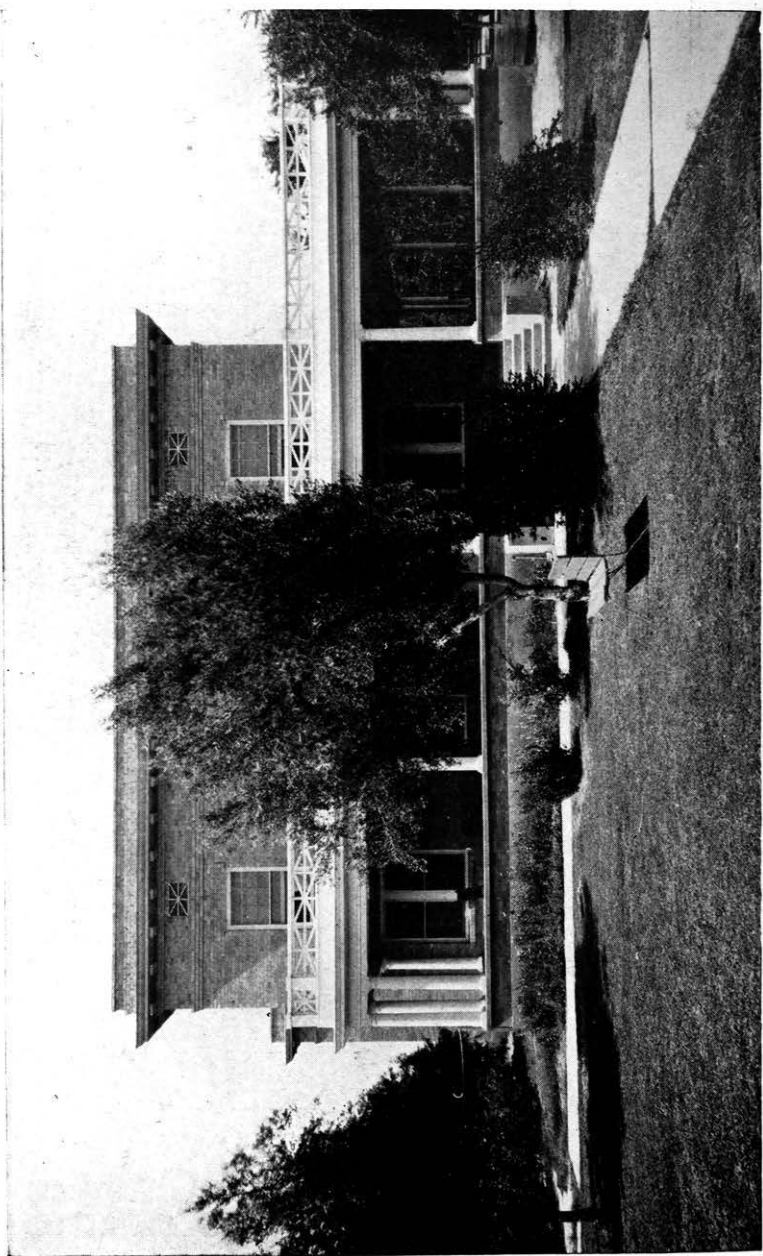
bers alike is carefully selected and properly prepared. Everything that the market affords in the way of fresh fruits, vegetables and meats, and all that the culinary art can provide is made to contribute to a menu which is wholesome and suitably varied. The dining room is under the supervision of a specially trained matron, who is responsible for the cleanliness and efficiency of the service.

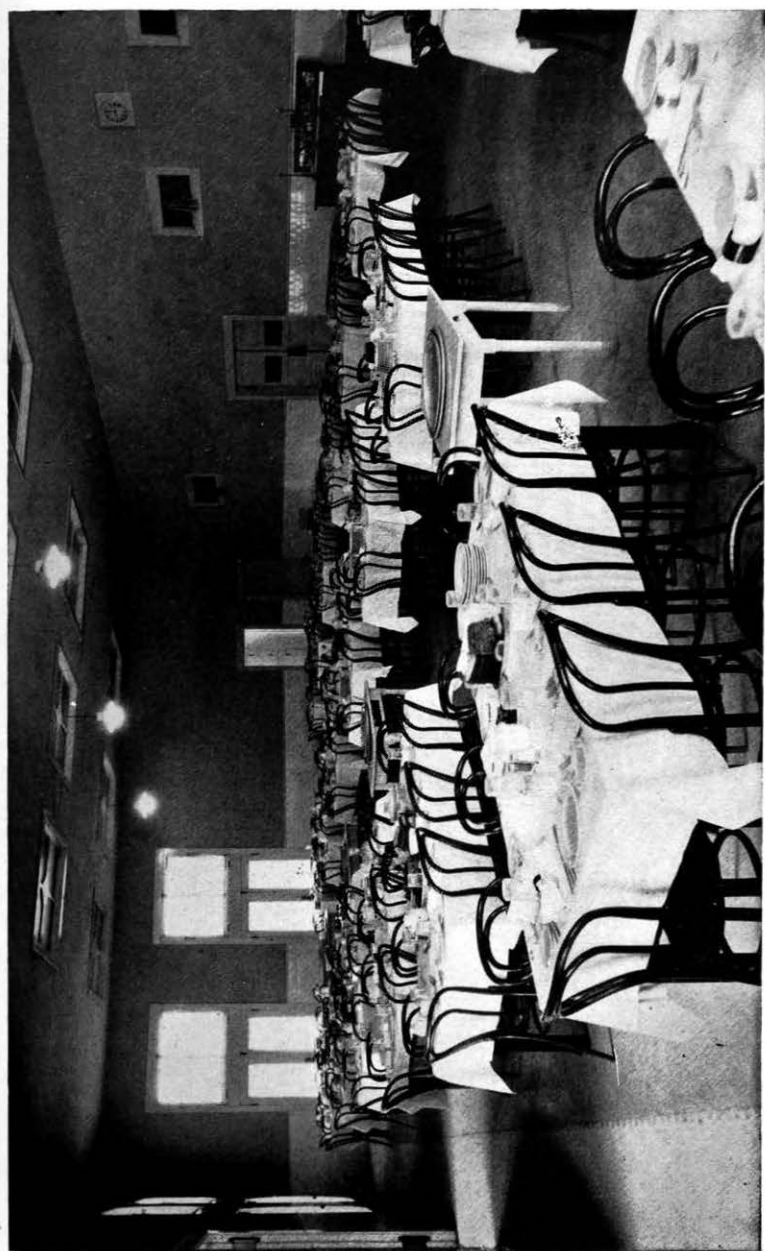
The Hospital is located in a suitable section of the campus north of the President's residence. It is a fire-proof structure of concrete with properly equipped examination rooms, operating rooms, girls' ward, boys' ward, isolation ward, nurses' suite and every other essential feature contributing to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

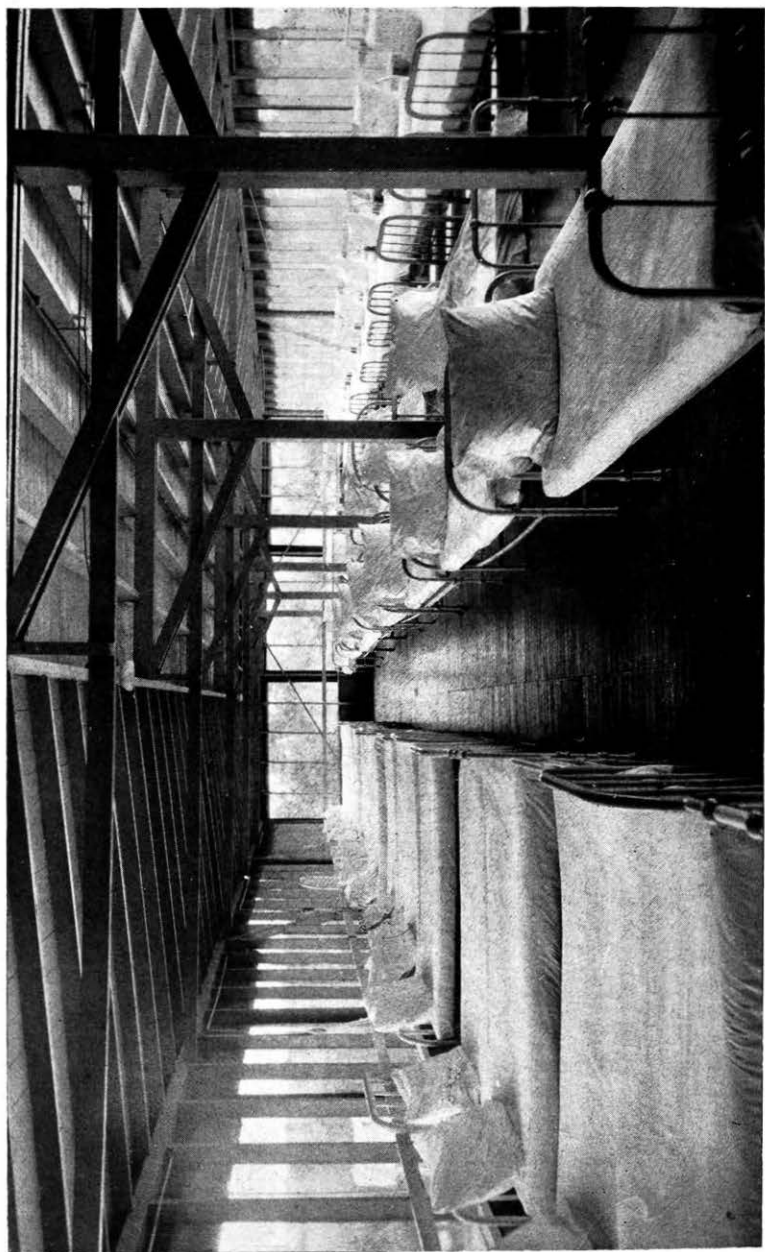
The President's Residence is a substantial two-story brick structure completing the plan of the main group of buildings and is pleasantly located within a convenient distance of the administrative offices. Adjoining it on the west is a beautiful lawn which is provided with electric lights and is the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

The building 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, fire-proof building of concrete construction, faced with cream pressed brick. Upon the main floor, to the left of the re-entering court, one finds the offices, the literary 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 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 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 instructor, 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. Bathrooms are conveniently placed upon every floor, and every attention has been paid to the details of sanitation. Provision is made by means of ample screened sleeping porches that all students may sleep in the open air the whole year round. All the dormitories are periodically

fumigated in a thorough and scientific manner. The beneficial effect of these precautions, together with insistence upon regularity in the matters of eating and sleeping, are shown by the general good health of the student body.

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

East Hall, a dormitory for young women, comfortably accommodates one hundred thirty-five students under the supervision of a head resident, 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, and **North Hall**, both for young women, 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 a head resident, and with the smaller number of occupants and consequent nearer approach to homelike conditions, these units present the ideal of dormitory design.

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, or absence due to disciplinary action, but students who are absent for two weeks or more for unavoidable reasons will be charged but half rate for such absence.) 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 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 who enter the Normal School with the intention of completing the work leading to graduation in any of the professional courses.

Students entering the school shall, if required to do so, furnish a health certificate from a physician appointed by the Normal School, and must pursue successfully the full amount of work required of students in any of the courses.

Text Books: The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination paper, pens, ink, pencils, and the like are furnished the students without expense.

Military Uniform and Gymnasium Costume: The cost of these articles varies somewhat with the taste and preference of the student. The gymnasium costume usually costs from three to four dollars, and the style is fixed by conference with the director. The style of military uniform conforms to the regulations of the United States Army, but the quality is fixed by vote of the company, and costs usually in the neighborhood of twenty dollars. It should be noted that, as the uniform is worn 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 high school, are contemplating the continuation of their education along 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 of 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 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 operate 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.

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 or before 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 conform-

ing to the academic requirements of this normal school. These two-year courses are designed to qualify teachers either for work in the grades, from the first to the tenth, inclusive, or for work as special teachers or supervisors, in the grades and junior high school, as will be explained in detail under the heading devoted to courses of study. Graduates from these teachers' courses receive a diploma which entitles the holders to certificates 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.

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 students to any class standing who find it necessary to take work in excess of the prescribed course for such class standing.

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 desired 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, or its equivalent, 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 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.

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.

Courses of Study

PROFESSIONAL OR TEACHERS' COURSES

Regulations of the State Board: The law requires that the normal schools of Arizona shall maintain uniform courses of study leading to the regular teacher's diploma. The courses outlined in the pages following are drawn up with a view to securing the uniformity above mentioned. The rules of the Normal Board of Education 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 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, but in the event of such an arrangement any given subject shall not be accredited on both courses. 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 WHICH ENTITLES THE HOLDER TO TEACH IN THE PUBLIC SCHOOLS OF ARIZONA, IN ANY GRADE FROM THE FIRST TO THE TENTH, INCLUSIVE

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology	5	Principles of Education.....	5
*Geography	5	*Composition and General Litera-	
*Art 1	5	ture	5
*Arithmetic	5	*Music	5
College Elective (See note below) 5		*English Grammar	5
Zaner Writing	2	College Elective (See note below) 5	
Physical Training and Play-		Zaner Writing	2
ground Supervision	2	Physical Training and Play-	
		ground Supervision	2

SENIOR YEAR

Methods and Curriculum.....	5	Methods and Curriculum.....	5
Teaching and Observation.....	5	Teaching and Observation.....	5
*Sociology	5	*School Management	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, commerce.

Note:—Students who have not had biology or physiology or their equivalent in high school preparation, will be required to take a semester course of each in their junior year.

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

Five special courses are now offered which lead to graduation and to a special diploma entitling the holder to teach or supervise, in the grades or junior high school, a special line of work in the public schools of the state.

- (a) School Art,
- (b) Industrial Arts,
- (c) Home Economics,
- (d) Kindergarten—Primary,
- (e) Commerce.

Applicants for admission to any one of the above courses must be graduates of a four-year high school course, or must have their credit the equivalent of such a course, and, in addition, they must present a statement of special preparation and ability along the line of the particular vocational course selected. Such preparation to be approved by the department in which the student desires to specialize. This statement 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.

Students who pursue the Standard Teachers' course and who in addition thereto desire a recommendation from any special department shall complete two units as electives in such department.

SPECIAL COURSE IN ART

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

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology	5	Principles of Education.....	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, sociology, geography, biology, music, economics, manual training, penmanship.

Students desiring a practical course in art may refer to title, Practical Courses in Vocational Training, page 21.

SPECIAL COURSE IN MANUAL ARTS

A COURSE IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL
TEACHERS AND SUPERVISORS IN THE GRADES
AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology	5	Principles of Education.....	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, Courses and Practices.....	5
Machine Shop	5	Art Crafts	5
College Elective	5	College Elective	5

Electives: Commerce, arithmetic, geography, science, civics, sociology, economics, Spanish or Latin.

Students desiring a practical course in manual arts see under title, Practical Course in Vocational Training, page 21.

In both of the above courses, if biology has not been taken in high school, at least one half year will be required as elective in the junior year.

SPECIAL COURSE IN HOME ECONOMICS

A COURSE IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS IN THE GRADES AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology	5	Principles of Education.....	5
Composition and Design.....	5	College Elective	5
Household Chemistry	5	Household Chemistry	5
Clothing 1	5	Cookery 1	5
College Elective	5	Physiology and Hygiene.....	5

SENIOR YEAR

Method and Teaching.....	5	Method and Teaching.....	5
Cookery 2	5	Nutrition	5
Clothing 2	5	Household Management and Millinery	5
Interior Decoration	5	College Elective	5
College Elective	5	College Elective	5

Electives: Biology, physiology, English, sociology, civics, school management, history, Latin, Spanish, commerce, art. A student entering without credit in physiology will elect physiology in the second semester of the junior year.

SPECIAL COURSE IN KINDERGARTEN

A COURSE FOR THE PREPARATION OF KINDERGARTEN AND PRIMARY TEACHERS

JUNIOR YEAR

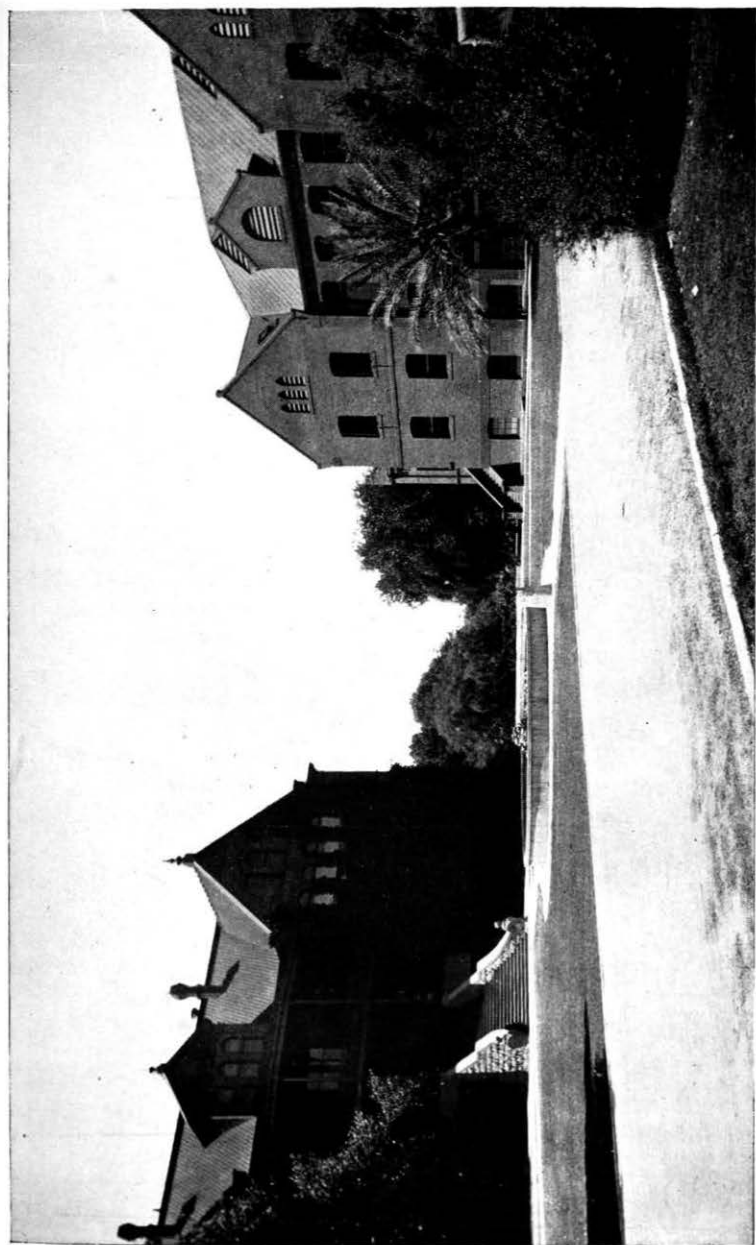
First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology	5	Principles of Education.....	5
Music	5	Oral English, Course 7	5
Kindergarten: Industrial Arts.....	5	Composition	5
Children's Literature and Music....	5	Industrial Arts	5
College Elective	5	College Elective	5

SENIOR YEAR

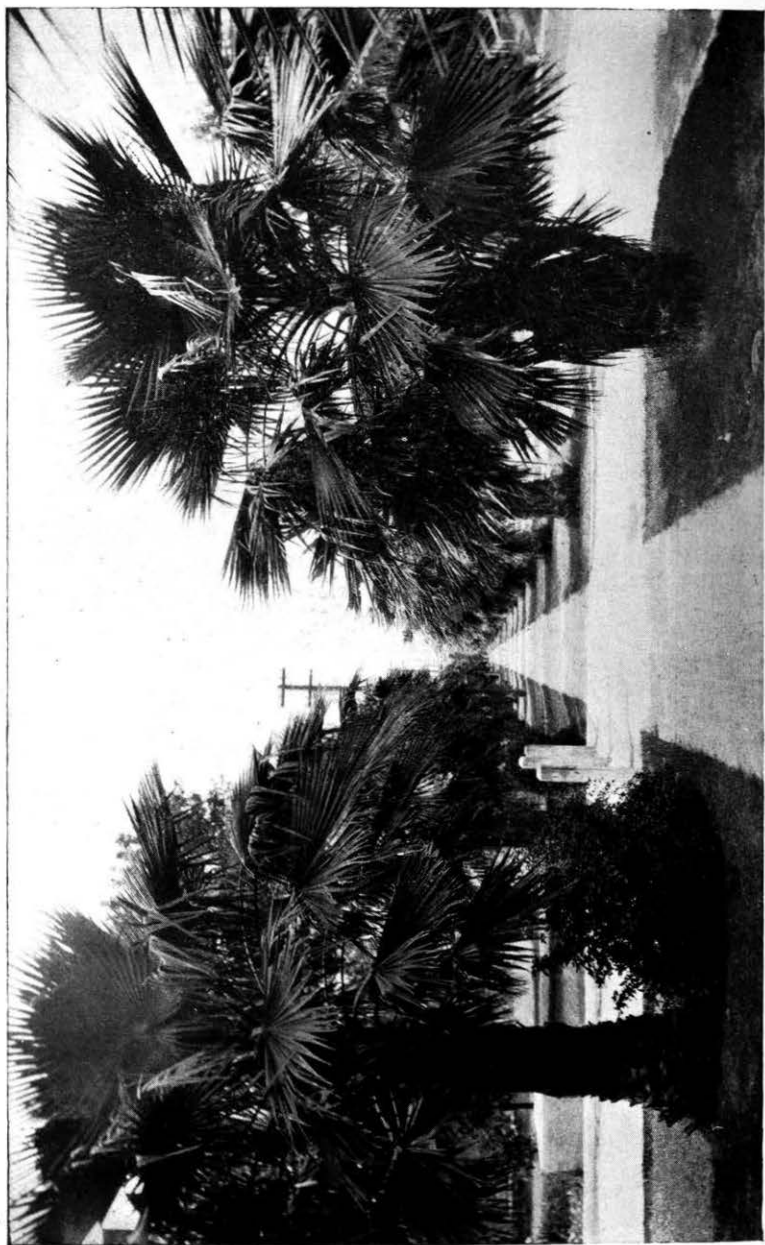
Primary Methods	5	Kindergarten Teaching	10
Primary Teaching	5	Kindergarten Theory	5
Art	5	Kindergarten Methods	5
Kindergarten Technics	5	College Elective	5
College Elective	5		

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

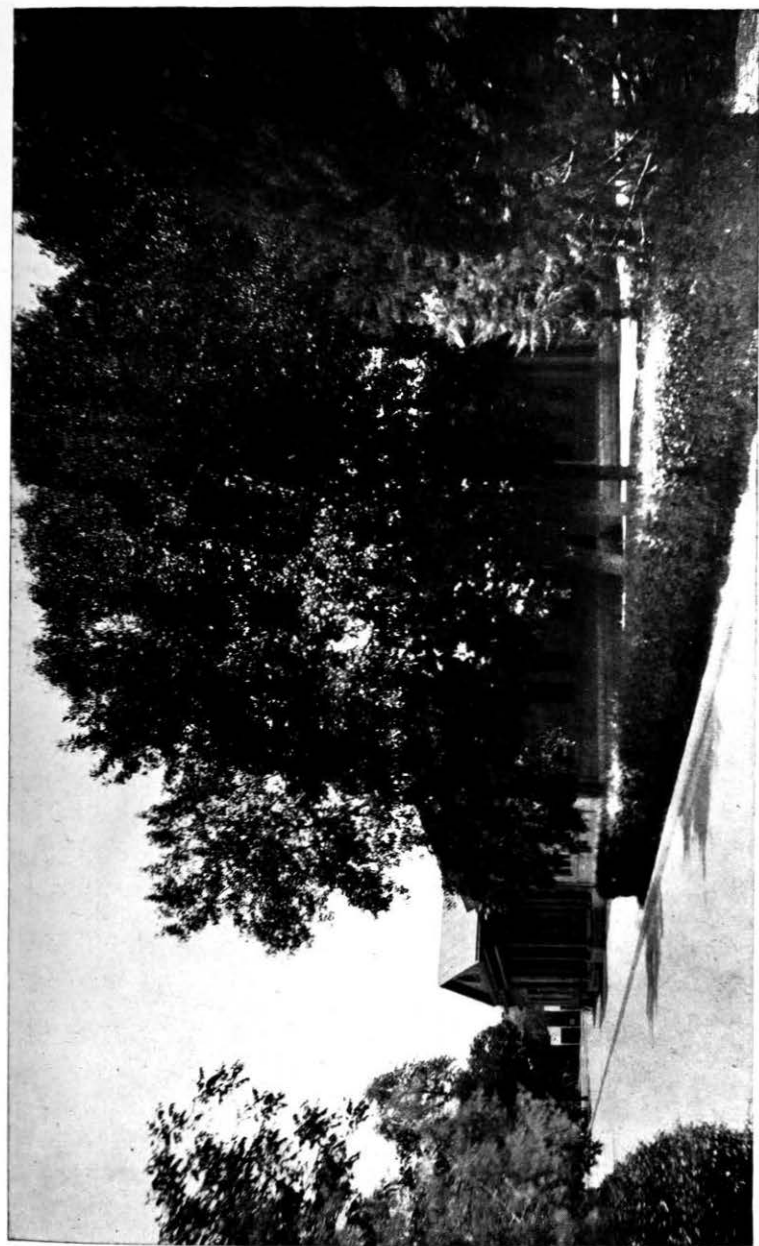
In both of the above courses, if biology has not been taken in high school, at least one half unit will be required as elective in the junior year.



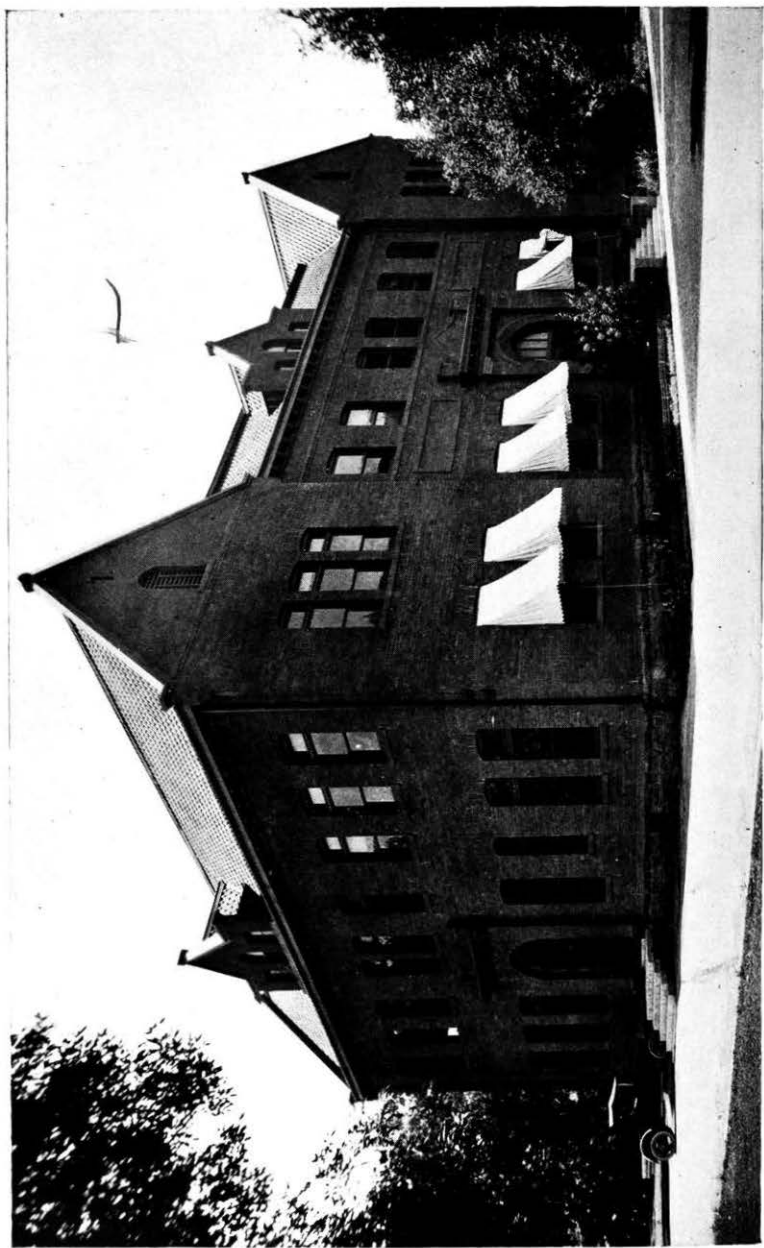
CORNER OF QUADRANGLE



PALM WALK



TRAINING SCHOOL



SCIENCE BUILDING

SPECIAL COURSE IN COMMERCE

A COURSE IN COMMERCE FOR THE TRAINING OF COMMERCIAL TEACHERS AND SUPERVISORS IN THE GRADES AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology	5	Principles of Education.....	5
Accounting 1	5	Accounting 2	5
Shorthand 1	5	Shorthand 2	5
Business Law 1	5	Penmanship	5
College Elective	5	College Elective	5

SENIOR YEAR

Teaching and Methods.....	8	Teaching and Methods.....	5
Accounting 3	5	Shorthand 4	5
Shorthand 3	5	Commercial Arithmetic	5
College Elective	5	College Elective	5

Electives: English, public speaking, grammar, money and banking, economics, business organization and administration, history of education, accounting 4, sociology, business law 2, school management, manual arts, home economics, history, biology, physiology and hygiene.

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

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

If biology has not been taken in high school at least one-half unit will be required as elective in the junior year.

PRACTICAL OR TRADE COURSES IN VOCATIONAL TRAINING

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.

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

The State Board of education has adopted the following standard for graduation from the high schools of the state:

English	3 units	
History and Civics.....	2 units	
Mathematics	2 units	
Science	2 units	
Military Drill or Physical Education	1 unit	10 units
Electives		6 units
		<hr/>
Total units for graduation....		16 units

In the application of the minimum requirements for high school as applied to Normal entrance, the following regulations have been adopted:

Students to graduate from the Normal must file credits for 1 unit in Algebra and 1 unit in Geometry, and in Science must have 2 units: $\frac{1}{2}$ unit in botany, Biology, or Zoology, and $1\frac{1}{2}$ units from the following: General Science, Physics, Chemistry, Physiology.

Students electing Spanish or Latin must have two years of either before credit is given.

Description of Courses

AGRICULTURE

Mr. Ostrander

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

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. 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.

Junior Elective, first semester three times a week.

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-Fresian and Jersey.

Fat Cattle. Shorthorn.

Swine. Duroc-Jersey.

Sheep. Hampshire and Rambouillets.

Chickens. White Leghorns, Plymouth-Rocks and Wyandottes.

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.

Junior elective, second semester, three times a week.

Agriculture 3. Forage Crops. A study of the principal forage crops of the United States, with particular emphasis on those grown in Arizona. Hay and silage crops will be discussed as to their relation to system of crop rotation, marketing and soil improvement. Cotton will be given careful study.

Senior elective, first semester, three times a week.

Agriculture 4. Elementary Poultry Husbandry. This course is designed to give a practical knowledge in farm and home poultry management. Poultry buildings, feeding, breeding, incubation and baby chick management, and marketing are some of the topics treated. Poultry project work in schools will also be considered.

Junior elective, first semester, two times a week.

Agriculture 5. General Principles of Fruit Growing. This course treats on the fundamental principles of fruit production as they are related to the home and farm orchards. The topics considered are, soils, location, cultivation, propagation, varieties, pests, irrigation, pruning, spraying and general management.

Junior elective, second semester, two 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 classroom 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. 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.

Senior elective, second semester, three times a week.

Note: Agriculture 6 is given the value of an elective for those students who are candidates for a statement of special preparation in this department.

ART DEPARTMENT

Mr. Anderson

This department offers, in addition to the regular art course required of professional students, a special course covering two years in which students are prepared to become teachers of art in the grades and in junior high schools of the public schools of the state.

Aside from these, special classes are organized to accommodate those electing to do extra work in the art crafts.

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; study of masterpieces of art; clay modeling; methods of teaching art in the grades.

Elective Courses in Applied Art

Art. 2. 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; 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. 3. 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, riveting, chasing, etching, coloring and enameling; the making of simple jewelry, such as watch-fobs, brooches, hat pins, buckles, rings, etc.

Prerequisites: The student must give evidence of fitness to enter courses 2 and 3, and in addition thereto must have the recommendation of the department.

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 general and professional work.

Drawing and Painting 1. Junior year, first semester, five hours. Drawing with pencil and charcoal from still life and nature; water color practice; landscape sketching; drawing from pose for massing and action; painting in monochrome.

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

Art Crafts 1. Junior year, second semester, four hours. Stenciling and block-printing; bookbinding; card-board 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 3.

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.

BIOLOGY

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. Junior year, one semester, 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.

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.

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.

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.

PHYSIOLOGY

Mr. Hibner

Physiology. Elective... Offered the second semester in the junior year. 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 them 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. A full accounting system is worked out. Short sets are used and particular attention is paid to classification of accounts, personal and partnership accounts, notes, discounts, the making of opening, closing and adjusting journal entries, and the preparation of financial statements. Twentieth Century Bookkeeping Text used.

Accounting 2. Second semester, five hours per week. This course deals with such statements as: Comparison of single and double entry, proprietorship, balance sheets, profit and loss statements, negotiable instruments, trial balance, working sheets and notes; detailed study of different types of books, adjustments, classification of accounts, discounts, accounting records, controlling accounts, consignments, interest, deferred charges, corporations, and corporation accounts, classes of stock, liquidation of a corporation. A set of trans-

actions is worked out. Problems are studied. Preparation necessary, accounting 1 or its equivalent. Text: Kester—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: Kester—Theory and Practice. 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. Text: Kester. Vol. II.

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; tabulation legal papers; transcription of speeches; 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. Text: Concise Business Arithmetic—Moore and Miner.

Business Organization and Administration. Second semester, five hours per week. Problems of factory and business location; selection of buildings and equipment; launching an industrial enterprise; administering department problems; cost of accounting principles; problems of labor and wages; credit; principles of law.

Corporation 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. Investments—kinds, principles, methods, good and bad investments. Business cycles and laws of investment. (Not given in 1923-24.)

Business 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: Bays Cases.

Business Law 2. Second semester, five hours per week. Sale of goods; credit and loans; partnerships; joint stock companies; corporations; real and personal property. Bays Cases.

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. (Not given in 1923-1924.)

Elementary Business Statistics. Second semester, five hours per week. Introduction to the use of statistics in business. Text, (Not given in 1923-24.)

Money and Banking. First semester, five hours per week. Study of money and credit. Historical facts in regard to finance. Kinds and functions of banks. Federal Reserve system. Financial problems. Text: Moulton—Principles of Money and Banking.

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.

Penmanship. Principles of Zaner writing. Methods of teaching penmanship. Exercises for development of free-hand writing. Text: Zaner Method Writing—Manual 144. Five times per week in second semester of junior year.

ENGLISH

Mr. Felton; Miss Pilcher

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 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. This course is required of students who have not taken at least two years of ancient or foreign language.

English 6. Two semesters, five periods a week. For junior students in the professional course. Constant practice in forcible and artistic theme writing, with studies in the best English and American prose, including the contemporary essay. Especial attention is given to exposition and argumentation. 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.

A special examination in English will be required of all students applying for advanced standing.

GEOGRAPHY

Mr. Hibner

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.

HISTORY AND GOVERNMENT

Mr. Murdock

American Government and Politics. This is a course for seniors. 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 all 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.

HOME ECONOMICS

Miss Stewart

Clothing 1. Junior year, first semester, five hours.

First quarter: Practice is given in the use of the sewing machine and its attachments and in hand and machine sewing applied to garments.

Second quarter: 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.

Clothing 2. Senior year, first semester, five hours. This course gives practice in drafting, designing and fitting. The principles of costume design are emphasized. Work is done in silk and wool. Students provide materials.

Clothing 3. A course presenting the principles of garment construction for students desiring to make their own clothing. Attention is given briefly to the study of fabrics and to costume design, but garment making is emphasized. Given either semester.

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.

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.

Nutrition. Senior year, second semester, five hours. The functions and nutrition values of foods are studied. The nutrition requirements of the human body in specific cases as affected by age, economic and social conditions, and by disease. Laboratory and assigned readings. Text: Rose, Feeding the Family, Macmillian.

INDUSTRIAL ARTS

Mr. Clark: Mr. Fairbanks

The department of Industrial Arts offers instruction in manual training, drawing, designing and shop work to all students of the Normal School and a special course to students preparing to teach manual and industrial arts. These courses are open to any one desiring to do special work along these lines in order to enter one or the other of the trades.

To qualify for admission to the special manual training course, students may elect five hours a week of this work on the regular teachers' course.

PROFESSIONAL COURSE IN MANUAL ARTS

Industrial Arts: Students electing this course will be given shop work 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 from the course certifies students for positions in manual training, in the grades and in junior high school, or enables them to embody manual arts work in the general school curriculum. Prerequisite, two years of high school manual training and satisfactory recommendations to the department.

The following will be offered:

Wood Turning. This will comprise a study of lathe, lathe tools, jig, 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 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.

LATIN

Miss Wilson

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 1923-1924:

Arithmetic. Students taking the full teachers' course will be required to pursue arithmetic for one semester during the junior year. The subject matter in this class consists largely in methods to be used by teachers in the public schools. The endeavor is to so present the subject that students may get a clear idea of good arithmetic teaching. Incidentally, the subject matter of arithmetic is reviewed.

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 binominal 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 plan 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-five 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 a 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 for disability. Satisfactory completion of the course entitled the student to one credit towards graduation. Four times per week.

MUSIC

Miss Gerrish

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

The aims of the music department are: First, to develop an appreciation for and love of good music, to develop the emotional nature and aesthetic sense by interpretation of good music, to teach the language of music for reading and singing; and second, to prepare students who are taking the professional course for the teaching of music in the public schools.

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

Music 1. 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 period a week, one semester.

Texts: New Educational Music Course, Primary Melodies, First Reader, and Intermediate Song 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, in addition to their grade subjects. 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.

PHYSICAL SCIENCE

Mr. Irish

Physics. A general course in elementary physics, including laboratory practice in measurements of length, mass and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism and electricity, with selected exercises upon the subjects of sound and light. The second semester is devoted largely to laboratory work in electrical measurement, sound and light.

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 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.

PHYSICAL TRAINING FOR GIRLS

Miss Hayden

This work is required of all young women throughout the course. The primary aim of the work is the physical well-being of the student maintained through regular and judiciously selected exercises. 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.

In April of last year the Normal offered a cup to the championship team of the state. This, with the beginners' tournament, will be an annual affair.

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

Miss Wilson

A teacher's value to the community is greatly enhanced if she can reach the parents of all 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 a very interesting language from a cultured standpoint, also, as the literature of Spain is on a par with the best literature of the world.

Spanish 1 and 2. This course in the fundamentals of elementary Spanish includes careful work in pronunciation, principles of grammar, reading, conversation and dictation. 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: Hills and Ford's First Spanish Course, Harrison's Elementary Reader, Roessler and Remy's Spanish Reader and Espana Pintoresca.

Spanish 3 and 4. Intermediate Spanish. Translation and material from modern writers, review of grammatical principles, rapid reading and conversation. Collateral readings on Spain, Spanish life and customs, books selected from the excellent library collection. Material for reading will be chosen from such books as El Capitan Veneno, Jose, Maria, Cuentos Castellanos, Lo Positivo and Zaragueta. Prerequisite: one year of college Spanish or two years of high school work.

Advanced Spanish. This course covers a wider range of reading and more attention is paid 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: Pan American Bulletins, various books of travel in South America, El Trovador, Marianela, El Capitan Ribot, Dona Perfecta and La Familia de Alvareda.

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

DEPARTMENT OF EDUCATION

Mr. Payne; Mr. Burkhard; Mr. Fenton

The work of this department is to give the student a broad perspective of the historical aspects of education and the psychological and sociological implications of modern educational theory. It will be the aim of this department to send the student out to his work with a professional spirit and with a consciousness of the unique place the teaching profession holds in the moulding and preservation of our democratic institutions. In connection with this work in theory the student's work in the Training School will be so conducted that he will come to see the relationship between theory and practice in the teaching profession.

Educational Psychology. This is an elementary course in psychology combining the most important topics of both general and educational psychology. The purpose of the course will be to discover to the student the laws of the learning process. The work of this course will be conducted in such a manner that the student will come to see the psychological presuppositions that underlie sound theory and practice in education. A knowledge of biology is very desirable as a prerequisite to the study of psychology. Students who have not had work in biology should take a course in this subject parallel with their work in psychology.

School Management. 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. The purpose of this course is two-fold: (1) To furnish the student with a perspective of the sociological significance of education and the relationship the school should hold toward the other agencies of social welfare; and (2) to provide for a study dealing with the fundamental social laws and in connection with these laws make application of the basic principles of sociology to the perplexing social problems now confronting us.

Principles of Education. 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.

THE TRAINING SCHOOL

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 two rural schools, a one-room rural school and a two-room 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 connec-

tion with the training school. The class work in standard and intelligence tests is closely correlated with the giving of 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 and Curriculum. 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.

KINDERGARTEN

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. Courses II and V may be taken as electives. 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.

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.

I and III 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.

II 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. Junior year, 2:10 period. May be taken as an elective in the standard teachers' course.

IV 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.

V 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.

VI 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.

RURAL EDUCATION

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.

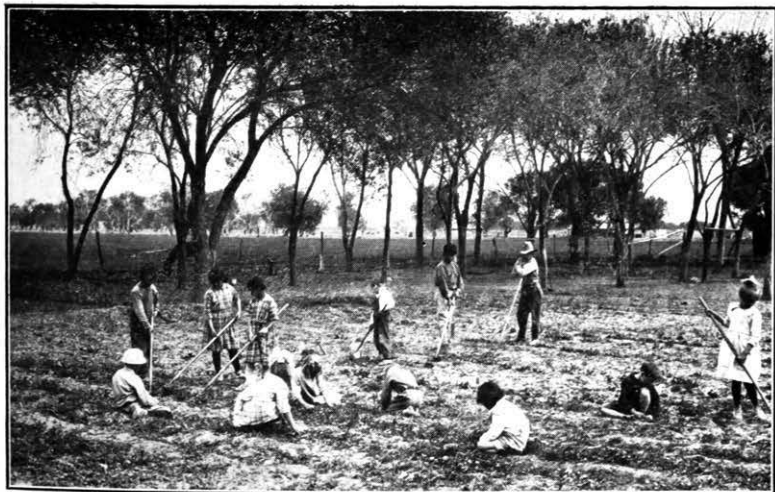
In order to meet the special needs of these schools, the Normal School for the past six years has taken full charge of one of the regular rural schools of a neighboring district. This school is under the direction of a member of the Normal School faculty who is a graduate of Teachers' College, Columbia 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.

To afford further opportunity for rural teacher training the Normal School will take a second district school under supervision this year.

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



MANUAL TRAINING--RURAL SCHOOL



GARDENING AT THE RURAL SCHOOL



RURAL SCHOOL NUMBER ONE



A SEWING CLASS--RURAL SCHOOL

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.

THE LIBRARY

Mr. Cookson; Mrs. Cookson

The library occupies a portion of the first floor of the Main Building and is the laboratory for a greater part of the student's work outside of the classes. It now contains over 14,000 bound volumes exclusive of several thousand unbound bulletins and reports. Over 100 of the best periodicals are received currently and when bound are a valuable asset for research work.

The books are classified according to the Dewey decimal system and shelved in numerical order with a further author division according to the Cutter numbers. A dictionary catalog of authors, subjects and titles in one alphabetical arrangement shows the resources of the library.

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

A model library of 2,252 children's books is maintained in the Training School. This gives the senior 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.

BOYS' ATHLETICS

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 cooperative 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 education 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.

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.

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. 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. In April of each year a championship tournament is held. The Normal School gives a cup then to the championship team.

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 found on the athletic field.

LECTURE AND ENTERTAINMENT COURSE

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

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

Arizona Lectures. Beginning in 1923-24, there will be a series of lectures by state officials and others of note in Arizona on all state topics likely to be of interest to students and future teachers. The lectures will be given in the evening and will be open to all students and friends of the Normal School. The aim of these talks among others will be to give the audience a notion of what the various state departments do for the public welfare—especially the work of the State Boards of Education, of Health and of Child Welfare, which are so intimately related to the work of the teacher in the schools of the State of Arizona.

The Alumni Association

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 1,500, 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, desires 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, 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 1923 actually owe their graduation to this aid. Dur-

ing the past year, through the untiring 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 1924 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 plan 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.

Students' Organizations

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

Kalakagathia Camp Fire. One of the oldest societies for young women on the campus is the Kalakagathia. This organization fills a special need by its unique line of work. For some 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 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 into 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. An organization of twenty-five young women meeting weekly for the study of the drama and other literary subjects. During the past year plays by Lord Dunsany, D'Annunzio, Ibsen, Kaufman and Connelly and other modern writers have been studied. After thorough work upon the play, King Argimenes and the Unknown Warrior it was presented by the society at a public program, every member of the organization taking some part. Work has also been devoted to the study of the religions of different peoples, ancient and modern. Besides the serious work of the year many evenings were devoted to social affairs and there was one camping trip to Blue Point in May which lasted over the week end.

Clonian 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.

Philomathian Society. The Philomathian Literary Society has resolved itself into a drama study club and during the last two years many of the best modern plays have been carefully read and analyzed. Among the most important ones of these read were Rostund's *Cyrano de Bergerac*, Augustus Thomas' *The Copperhead*, Oscar Wilde's *Salome* and Galsworthy's *Loyalties*. The members find this work very profitable. They wish to understand and appreciate the best in this form of literature, and they intend to use their influence to raise the standard of plays in the communities in which they live.

A very ambitious program of Irish drama was read to the Tempe Woman's Club. Other activities included the presentation in public assembly of *Her Wonder Hat*, a play highly recommended by the Drama League.

A number of social affairs were also enjoyed during the year, not the least of which was a week end camping trip.

Erodelphian Society. The Erodelphian Literary Society was organized by a group of students of the class of 1922 for the purpose of studying literature, drama and music. This is carried out by holding Tuesday evening programs. Two evenings a month are devoted to opera study, two to literature, and the occasional fifth Tuesday to some social activity.

The name for this organization was chosen with much care in order that it might really express the spirit of the group. *Eros*, the Greek word for wisdom, is combined with the Greek word for friendship. Thus is conveyed the desire of the 20 members to form happy friendships with one another and lasting friendships with some of the world's best literature and music.

Phi Beta Epsilon Sorority. Phi Beta Epsilon Sorority was founded October 30, 1922. Although the youngest of the Normal's social organizations it is one

of the most active. During 1922-1923 the Phi Betas produced a play, started a collection of Arizona historical materials for the School Library, went on several picnics and had numerous other enjoyable social and literary times. The year was devoted largely to a study of modern one-act plays, those by Barrie, Dunsany, Gregory and others being studied at the meetings. Besides its other literary and social activities, the Sorority plans next year to sponsor a series of lectures on Arizona by state officials, beginning with the Governor and taking in all departments of the State government likely to be of interest to students and especially to future teachers. Not the least important event of the year was the first annual watermelon feed on Alumni Day.

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 preceptress of the girls' dormitories and the dances are held in the school gymnasium, under faculty supervision. This system of regulation has been found satisfactory both to students and faculty, and the parties given by this club are among the most enjoyable social events of the year.

TEACHERS' EMPLOYMENT BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the president and members of the faculty find many opportunities for recommending teachers to good positions, and this they are always pleased to do, as they feel that the service may be of advantage not only to the student, but to trustees and school officers as well. The president of the school, when requested, will take pleasure in furnishing to school officers detailed information in regard to the qualifications of its students and alumni to teach; he will also, when desired, put them in communication with

teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the president should be given a full and detailed statement of the requirements and conditions of the position.

FUNDS FOR THE ASSISTANCE OF STUDENTS

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the seniors, yet any student in the Tempe Normal School may, on the recommendation of the faculty, draw upon it. Six students received assistance from the fund during the past year, in amounts ranging from \$40 to \$75 each.

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

PRIZES

The Moeur medal for scholarship, offered by Dr. D. 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. R. 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.

Matley Medals in Commerce

The Matley Medal for scholarship offered by Welcome B. Matley of Tempe, is awarded annually at Commencement time to the student graduating from the two-year Special Course in commerce with the highest standing in Commercial and Economic subjects. This prize was first offered in 1923. It is given with the aim of encouraging students to specialize in commerce and business lines; that they may understand the requirements of commercial teaching and the business world.

Mr. Matley also offers a medal for the best essay on business or commerce, written by a Senior of the Normal School who is carrying at least one major in commercial work. This medal is given to stimulate research and study along business lines.

SUMMARY OF REGISTRATION, 1923

Normal School..	{ Men 75 }	}Total395.
	{ Women 320 }	
Training Schools	{ Boys 223 }	}Total 443
	{ Girls 220 }	
Total registration for the year.....		838

SUMMARY OF GRADUATES

Prior to Class of 1923.....	1351	}Total ..1512.
Class of 1923.....	161	
Number of professional graduates..	1362	}Total ..1512.
Number of high school graduates..	150	

Register for 1922-23

TWENTY— A P	WALT
Addington, Pearl	Postvale
Adling, Blanche	Willcox
Alexander, Cecil	Tempe
Allen, Barbara	Gilbert
Allen, Cecil	Mesa
Angle, Mabel	Tucson
Armenta, Joe	Casa Grande
Ashley, Alice	Tempe
Austin, Cedric	Tempe
Awbrey, Catherine	Duncan
Adams, Joyce	Dragoon
Aepfl, Milton	Tempe
Appleby, Pauline	Chandler
Anderson, Minnie	Tenn.
Alexander, Zoila	Yuma
Anderson, Mrs. Leo	Tempe
Babbitt, Zelma	Mesa
Baehr, Ruth	Prescott
Barkley, Nannie Bell	Glendale
Bernes, Bernice	Gilbert
Barnes, Cecile	Gilbert
Beall, Chleo	Chandler
Beck, Mary Adde	Tempe
Beck, Esther	Tempe
Beck, Margery	Globe
Beckers, Lucile	Prescott
Bellamy, Winifred	Superior
Benton, Gladys	Texas
Bertino, Margaret	Phoenix
Bird, Bonnie Bess	Ark.
Bird, Elizabeth	Ark.
Bird, Mayde	Ark.
Bly, Virginia	Winslow
Bowen, Franklin	Calif.
Bradley, Bernice	Tempe
Brimhall, Madge	Mesa
Brimhall, Marguerite	Mesa
Broan, Luella	Prescott
Brodie, Rose	Mesa
Brooks, Bret	Michigan
Brooks, Mary L.	Michigan
Brown, Leone	Prescott
Brown, Winifred	Phoenix
Brunenkant, Minnie	Florence
Bruton, Ruth	Phoenix
Bryan, Ruby	New Mexico
Buck, Leota	Roosevelt
Butler, Marita	Mesa
Brown, Carroll	Gilbert
Behrman, Mrs. H. G.	Phoenix
Brown, Peter	Winkelman
Byers, Mrs. N. E.	Ohio
Blake, Tessie	Phoenix
Buckbee, Harriet	California
Butner, Mrs. Elma	Phoenix
Campbell, Ethel	Buckeye
Carnes, Lois	Tempe
Carpenter, Mary	New York
Carroll, Mabel	Miami
Cave, Helma	Mesa
Christy, Mary Alice	Phoenix
Christy, Jane	Phoenix
Clark, Harold	Mesa
Clay, Stella	Mesa
Clifford, Ethna	Safford
Cole, Emma	Tempe
Cole, Roy	Tempe
Collins, Era	Tempe
Collins, Juanita	Scottsdale
Cosper, Olin	Duncan
Cooper, Mattie	Prescott
Cowan, Hugh	Tempe
Crawley, Olive	Jerome
Creswell, Bernardine	Winslow
Crismon, Nellie	Mesa
Cronin, Margaret	Phoenix
Crook, Alta	Tempe
Cupp, Ethel Lee	Casa Grande
Curiel, Richard	Casa Grande
Curnutt, Ileen	Globe
Curnutt, Lucile	Globe
Curry, Hazel	Tempe
Curtiss, Vienna	Chandler
Chrusty, W. B.	Tempe
Clark, A. B.	Tempe
Chaffee, Chas. F.	Tempe
Crotty, Mrs. W. F.	Tempe
Daley, Georgia	Tempe
Dalton, Irma	Douglas
Davey, Florence	Clarkdale
Davis, Gladys	Missouri
Denton, Lola	Willcox
Diebold, Lyla	Phoenix
Dillingham, Mary	Missouri
Dobyns, Annie Mae	Phoenix
Dobyns, Gertrude	Phoenix
Douglas, Junia	Phoenix
Doyle, Lucy	Phoenix
Draper, Ruth	Wickenburg
Dyess, Marguerite	Casa Grande
Decker, Alice	Douglas
Douglas, Ruth	Tempe
Eckhardt, Della	California
Earhart, Harry	Phoenix
Edwards, Leonard	Chandler
Ellis, Alvin	Payson
Embry, Mary	Phoenix
Estrada, Raphael	Tempe
Etz, Florence	Benson
Eye, Florence	Hayden
Ewing, Visa	Bisbee
Edwards, Lawrence	Chandler
Ellsworth, Alta	Mesa
Farnsworth, Frances	Tempe
Finch, Annie	Winkelman
Fisk, Warren	Douglas
Fitzgerald, Opal	Jerome
Follansbee, Gladys	Colorado
Follansbee, Jesse J.	California
Foreman, Betty	Tempe
Fraser, Helen	Mesa
Fryer, Georgia	Mesa
Fuller, Orin	Mesa
Fuller, Ralph	Mesa
Fulton, Frances	Phoenix
Fraide, Isabel	Clifton

Fuller, Luella.....	Mesa	Kleinman, LaRee.....	Mesa
Gabbert, Rose.....	California	Knuckey, Ivy.....	Copper Hill
Garrett, Ruby.....	Rillito	Kuthe, Doris.....	Tempe
George, Nelda.....	Penna.	Kempton, Beulah.....	Eden
Gibson, Gwendolyn.....	Ajo	Kinard, May Lou.....	Phoenix
Gildea, John.....	Phoenix	Lands, Alonzo.....	Tempe
Giroux, Geraldine.....	Mayer	Lands, Lenora.....	Tempe
Goldsworthy, Ruth.....	Winslow	Lane, Thelma.....	Globe
Goodrich, Harriet.....	Casa Grande	Lange, Beatrice.....	Douglas
Goodwin, Alveta.....	Tempe	Lansden, Louise.....	Safford
Goodwin, Aurelia.....	Tempe	Lattin, Mary.....	Winkelman
Goodwin, Glory.....	Tempe	Leak, Nola.....	Phoenix
Goolsby, John.....	Tempe	Leseuer, Leola.....	Mesa
Granieri, Joseph.....	Morenci	Lewis, Mildred.....	Mesa
Green, Vivian.....	Globe	Lott, Elizabeth.....	Somerton
Greenhill, Bernardine.....	Texas	Lott, Mary.....	Somerton
Greenhill, Gertrude.....	Texas	Lott, Victoria.....	Somerton
Grice, Marguerite.....	Globe	Lukin, Harold.....	Tempe
Griffith, Irene.....	Hayden	Lytle, Zelma.....	Phoenix
Gruwell, Jessie.....	Mesa	Larson, Wallace H.....	Snowflake
Glendinging, Mrs. Mabel.....	Glendale	McCall, Virginia.....	Phoenix
Hambly, Mabel.....	Hayden	McCreary, Irene.....	Gilbert
Hamilton, Fae.....	Casa Grande	McDonald, Blanche.....	Tempe
Hancock, Earle.....	Bonita	McGowan, Helen.....	Safford
Harbeson, Kathryn.....	Globe	McInnis, Beatrice.....	Yuma
Hawkins, Bessie.....	Phoenix	McLaughlin, Mary.....	Congress
Hazlewood, May.....	Young	McMullen, Catherine.....	Flagstaff
Henness, Jule.....	Tempe	McNally, Genevieve.....	Prescott
Henry, Lorena.....	Globe	McNatt, W. O.....	Casa Grande
Heckey, Geneva.....	Jerome	McNelly, Maxine.....	Globe
Hines, Thelma.....	Mesa	MacLennan, Anita.....	Litchton
Hitchcock, Dan.....	Winslow	Main, Maude.....	Tempe
Hobart, Annie.....	Yuma	Maloney, Frances.....	Globe
Hobson, Mrs. Jessie.....	Tempe	Martin, Aileen.....	Morenci
Holmes, Prudence.....	Tempe	Mauzy, Ruth.....	Phoenix
Holt, Edith.....	San Simon	Messer, Susie.....	Tucson
Holt, Marie.....	San Simon	Miller, Alda.....	Phoenix
Hopkins, Lydia.....	Camp Verde	Miller, Lawrence.....	Tempe
Horton, Frankie.....	Phoenix	Mills, Lucia.....	Phoenix
Huber, Mattie.....	Mesa	Moeckli, Arthur.....	Missouri
Huber, Pearl.....	Mesa	Moer, Josephine.....	Tempe
Hudson, Minnie.....	Dos Cabezos	Montgomery, Florence.....	Duncan
Hunsaker, Mildred.....	Mesa	Moss, Winona.....	Phoenix
Hunt, Virginia.....	Washington	Morrison, Blondena.....	Phoenix
Hurst, Velleda.....	Phoenix	Morrison, Dorothy.....	Prescott
Houser, William.....	Texas	Morrison, Gertrude.....	Phoenix
Ingalls, Marian.....	Phoenix	Motes, Thelo.....	Solomonville
Jack, Margaret.....	Glendale	Mulholland, Marguerite.....	Montana
Jackson, Daisy.....	Miami	Mulkey, Lena.....	Pearce
Jaeger, Winifred.....	Phoenix	Mylus, Inez.....	Texas
James, Benton.....	Phoenix	Mayfield, Frances.....	Chandler
Jensen, LaVerne.....	Mesa	Morse, Frances.....	Kentucky
Johnson, Dolores.....	Willcox	Miller, Freda.....	Phoenix
Johnson, Ellis.....	Mesa	Martin, Lewis.....	Lukachukai
Johnson, Etta.....	Mesa	Martin, Mrs. Annie.....	Lukachukai
Jones, Edward.....	Glendale	Mullen, Kenneth.....	Skull Valley
Jones, Esther.....	Texas	Miller, Floyd.....	Tempe
Jones, LeBaron.....	Goodyear	Maeser, LaPrele.....	Utah
Jones, Evelyn.....	Globe	Murdock, Mrs. J. R.....	Tempe
Jones, Thelma.....	Mass.	Mangum, Mrs. J. H.....	Concho
Jefferson, Willie.....	Phoenix	Mangum, J. H.....	Concho
Jones, Gay.....	Glendale	Nix, John.....	Phoenix
Kalil, Mary.....	Rowood	Norcross, Helen.....	Michigan
Kay, Nettie.....	Phoenix	Neely, Mrs. Grover.....	Texas
Kennedy, Elizabeth.....	Dos Cabezos	O'Bryan, Hazel.....	Safford
Kennedy, Loretta.....	Ohio	O'Bryan, Opal.....	Safford
King, Clarence.....	Calif.	O'Connor, Helen.....	Tempe
Kintsel, Velma.....	Miami	O'Connor, John W.....	Tempe

O'Connor, Mrs. Ida W.....	Tempe	Standage, Leona.....	Tempe
Okerstrom, Helen.....	Bisbee	Stewart, Alma.....	Mesa
Olson, Marguerite.....	Washington	Stewart, Ambrose.....	Phoenix
Oskey, Olive.....	Minnesota	Stringfield, Ethyl.....	Prescott
Ostrander, Miriam.....	Tempe	Strong, Kenneth.....	Tempe
Ostrander, Forest E.....	Tempe	Stroup, Mrs. Cora.....	Missouri
Palmer, Theron.....	Mesa	Stroup, Lucille.....	Calif.
Parkman, Elsie.....	Buckeye	Sturges, Eugenia.....	Calif.
Parry, Paul.....	Tempe	Sturtevant, Louise.....	Illinois
Patterson, Rosa.....	Tempe	Sullivan, Timothy.....	Superior
Paulk, Mildred.....	Tempe	Sullivan, Van.....	Mesa
Perko, Mary.....	Globe	Sutherland, Herbert.....	Goodyear
Peterson, Catherine.....	Chandler	Swift, Pauline.....	Morenci
Pennington, Mrs. Gertrude.....	Phoenix	Staiger, Margaret.....	Ray
Peterson, Ida.....	California	Shute, Virginia.....	Phoenix
Pifer, Eva.....	Globe	Stevens, Anna.....	Bisbee
Poe, Lois.....	Prescott	Skeels, Corinne.....	Michigan
Porter, Mrs. Catherine.....	Casa Grande	Temple, Anita.....	Phoenix
Powell, Anna.....	California	Thomas, Mrs. Dovie.....	Bisbee
Powell, Virginia.....	California	Thomas, Emogene.....	Ajo
Powell, Maude.....	Illinois	Tovey, Esther.....	Globe
Power, Leona.....	Mesa	Trimble, Emma.....	Mesa
Provence, Mayme.....	Tempe	Trout, Edna.....	Tempe
Pugh, Papline.....	Tempe	Tucker, Dora.....	Globe
Pulliam, Psyche.....	Mesa	Turner, John B.....	Tempe
Poling, Sylvia.....	Phoenix	Teeter, Sam.....	Tempe
Quinn, Gabriella.....	Clifton	Taylor, Leila.....	Yuma
Raley, E. D.....	Tempe	Vest, Arthur.....	Chandler
Randall, Elizabeth.....	Ft. Grant	Vest, Robert.....	Chandler
Ransberger, Marguerite.....	Miami	Vest, Roy.....	Seligman
Reed, Hazel.....	Phoenix	Van Order, Florence.....	Globe
Regan, Anna.....	Bisbee	Vickery, Pearl.....	Higley
Riddell, Cathryn.....	Phoenix	Waddell, Lola.....	Safford
Riggins, Dale.....	Tempe	Wantland, Iva.....	Globe
Riley, Beulah.....	Tempe	Waters, Gilbert.....	Morenci
Robinson, Josephine.....	Gilbert	Wallace, Eura.....	Willcox
Roby, Mabel.....	Phoenix	Wallace, Marie.....	Willcox
Rogers, Avis.....	Mesa	Way, Margaret.....	Miami
Root, Jeannette.....	Phoenix	Weaver, Alva.....	Florence
Rose, Geraldine.....	Miami	Weaver, Wilma.....	Safford
Ross, Lois.....	Glendale	Welch, Mildred.....	Phoenix
Rubel, Genevieve.....	Buckeye	Welker, Ruby.....	Safford
Ruderman, Rebecca.....	Tempe	Whitcott, Mrs. Esther.....	Mesa
Russell, Mrs. Annie.....	Safford	White, Inez.....	Tempe
Ruse, Robert.....	Mesa	Whitlow, Aileen.....	Calif.
Romy, Grace.....	Phoenix	Wightman, Norma.....	Globe
Sargent, Dorothy.....	Casa Grande	Wilcox, Hazel.....	Jerome Junction
Saylor, Maude.....	Tempe	Williams, Esther.....	Tempe
Scholey, George.....	Mayer	Wilson, Pansy.....	Wickenburg
Scott, Mary Ellen.....	Mesa	Windes, Leldon.....	Tempe
Sellers, Charles.....	Mesa	Windes, Nora.....	Tempe
Shaw, Helen.....	Phoenix	Wingfield, Margaret.....	Clarkdale
Sikes, Mary J.....	Camp Verde	Wise, Mary Lee.....	Tempe
Singleton, Emma.....	Mesa	Worth, Helen.....	Tucson
Sladish, Annie.....	Mesa	Whong, Lien Piao.....	China
Smith, Ethel.....	Washington	Williams, Helen.....	Michigan
Smith, Helen.....	Globe	Waller, Mrs. Ruth.....	Phoenix
Smith, Margaret.....	Douglas	Wyatt, Alice.....	McNeal
Smith, Miriam.....	Phoenix	Wild, Martha.....	Tempe
Smith, Thomas.....	Tempe	Woolf, Ruth.....	Tempe
Smith, Velma.....	Phoenix	Yeager, Harry.....	Tempe
Smyly, Esther.....	Clarkdale	Yett, Mayetta.....	Safford
Solomon, Rilla.....	Mesa	Young, George U., Jr.....	Phoenix
Sowell, Bernice.....	Cafford	Young, Olga.....	Safford
Sprows, Ruth.....	Phoenix	Zimmerman, Marie.....	Phoenix

Graduates 1923

TEACHERS' COURSE

MID-YEAR GRADUATES, JANUARY 2, 1923.

Elizabeth Bird
Thelma C. Lane
Ruth Mauzy

Mrs. Gertrude Haulot Pennington
Marguerite Ransberger
Aileen Lucile Whitlow
Freda Ann Miller

JUNE GRADUATES, JUNE 8, 1923.

Blanche Adling
Frank Cecil Alexander
Barbara Allen
Minnie Kenaston Anderson
Mabel Angle
Catherine Awbrey
Nannie Belle Barkley
Cecile S. Barnes
Mrs. Jody Chleo Beall
Margaret Esther Beck
Mary Adde Beck
Franklin L. Bowen
Marguerite Brimhall
R. C. Brodie
Carroll R. Brown
Minnie C. Brunenkant
Ida Ruth Bruton
Marita Butler
Ethel B. Campbell
Mary Elmira Carpenter
Mabel Zelma Carroll
Helma Cave
Helen Jane Christy
Harold Glen Clark
Stella Fern Clay
William LeRoy Cole
Era Bessie Collins
Nellie M. Crismon
Alta Crook
Drucille Heen Curnutt
Lucille Jane Curnutt
Vienna Ione Curtiss
Irma Roberta Dalton
Gladys Pauline Davis
Mary Dillingham
Annie May Dobyns
Junia Douglas
Alvin E. Ellis
Mary Tabitha Embry
Raphael Estrada, Jr.
Florence Eitz
Visa Nancy Ewing
Frances Elizabeth Farnsworth
Georgia Fryer
Orin C. Fuller
Frances Trean Fulton
Ruby Garrett
Geraldine Thelma Giroux
Harriet Marie Goodrich
Alverta May Goodwin
Glory Lucile Goodwin
Mary Aurelia Goodwin
Bernardine Greenhill
Eunice Gertrude Greenhill

Irene Florence Griffith
Jessie L. Gruwell
Edna Bulah Hanson
Kathryne I. Harbeson
Bessie Irene Hawkins
Thelma May Hines
Annie Hobart
Marie Louise Holt
Lydia M. Hopkins
Frankie Horton
Mattie S. Huber
Pearl E. Huber
Mildred Hunsaker
Velleda E. Hurst
Marian Ingalls
Winifred Jaeger
Willie Jefferson
Elizabeth Ruth Kennedy
LaRee Kleinman
Mary Lou Kinard
Ivy Constance Knuckey
Beatrice Miriam Lange
Louise Lansden
Mary Amy Lattin
Nola Leak
Elizabeth Lott
Harold Lukin
Virginia McCall
Neva Irene McCreary
Blanche Lenore McDonald
Beatrice McInnis
Alda H. Miller
Alpha Lucia Mills
Josephine Esther Moer
Crystal Moore
Vera Gertrude Morrison
Marguerite C. Mulholland
J. Kenneth Mullen
Inez Mylius
John Woolf O'Connor
Marguerite Elizabeth Olson
Olive Marie Oskey
Mildred A. Paulk
Ida Mae Peterson
Sylvia N. Poling
Anna Winifred Powell
Virginia Thelma Powell
Mayme Kathryn Proence
Pauline Marlowe Pugh
Gabriella M. Quinn
Elizabeth M. Randall
Hazel Elizabeth Reed
Lois Beulah Riley
Grace Elizabeth Romy

Reva Rebecca Ruderman
Cathryn Riddell
Dorothy Eleanore Sargent
Maude Mildred Saylor
Mary Agnes Sikes
Ethel May Smith
Helen R. Smith
Margaret Orr Smith . . .
Miriam Helen Smith
Thomas J. Smith
Ruth Sprowls
Alma Stewart
Ambrose Stewart
Ethyl V. Stringfield
Eugenia Rosemary Sturges
Van L. Sullivan
Pauline Eva Swift

Dovie Patterson Thomas
Ether Tovey
Edna Lucile Trout
Robert H. Vest
Marie E. Wallace
Ruth Danielson Waller
Iva M. Wantland
Alva J. Weaver
Mildred V. Welch
Mrs. Esther P. Whatcott
Hazel Wilcox
Mary Lee Wise
Ruth Marie Woolf
Mayetta Yett
Olga Young
A. Marie Zimmerman

HIGH SCHOOL COURSE

Ruth Geraldine Baehr
Lucile C. Beckers
Ruth McGhee Draper
Della A. Eckardt
Edith L. Holt
Margaret M. Jack

Evelyn Virginia Hunt
Lena May Mulkey
George T. Scholey
Timothy Sullivan
Emogene Thomas
Nora E. Windes
Pansy Wilson