
Volume 40

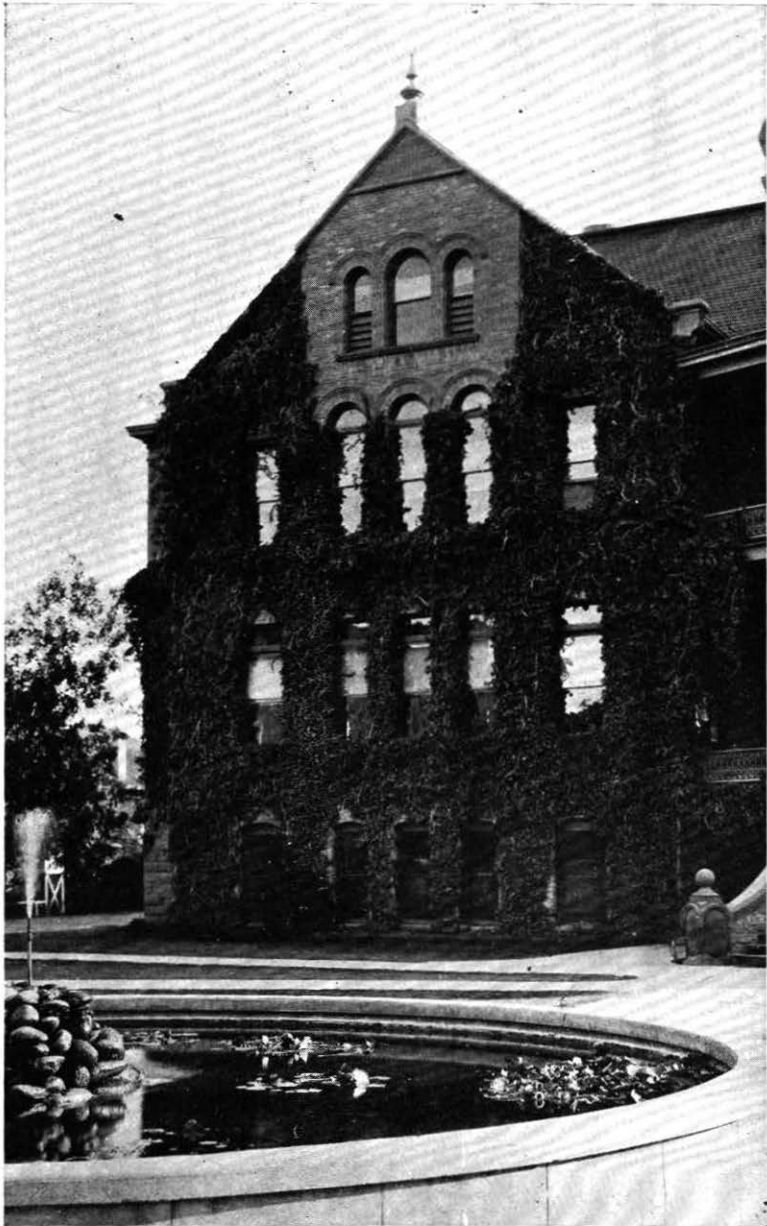
JUNE 1925

Number 1

BULLETIN
of the
Tempe State Teachers
College



Tempe, Arizona



IN THE QUADRANGLE

Volume 40

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Tempe State Teachers
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Tempe, Arizona

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Calendar 1925-26



First Semester

Registration and classification.....September 10, 11 and 12
First semester begins 8:00 A. M.....September 14
Mid-term examinationsNovember 11-13
Thanksgiving recessNovember 26-27
Christmas vacationDecember 19—January 3
First semester endsJanuary 22



Second Semester

Registration and classificationJanuary 21, 22 and 23
Second semester beginsJanuary 25
Mid-term examinationsMarch 31—April 2
Second semester endsJune 9

Tempe State Teachers College

BOARD OF EDUCATION

Hon. C. O. CasePhoenix
Superintendent of Public Instruction
Mrs. H. D. RossPhoenix
O. S. StapleyMesa
Secretary

OFFICIAL BOARD OF VISITORS

Harry DrachmanTucson
Chairman
A. A. JohnsPrescott
Mrs. Rosa McKayGlobe

OFFICERS OF ALUMNI ASSOCIATION

Alma L. Jones, '05Phoenix
President
Sallie D. Hayden, '08Tempe
Vice-President
Leona M. Haulot, '02Tempe
Secretary-Treasurer

State Board of Education

His Excellency, Governor Geo. W. P. Hunt.....Phoenix
Hon. C. O. CasePhoenix
Superintendent Public Instruction
Dr. Cloyd Heck Marvin.....Tucson
President, University of Arizona
Dr. F. A. CottonFlagstaff
President, Northern Arizona State Teachers College
Dr. A. J. MatthewsTempe
President, Tempe State Teachers College
C. R. TupperMiami
Superintendent of City Schools
A. L. JonesPhoenix
County Superintendent of Schools
Grady GammageWinslow
Superintendent City Schools

Faculty

1925-1926

Arthur J. Matthews	President
LL. D., Syracuse University—D. Pd., University of Arizona	
Frederick M. Irish	Physical Science
B. A., University of Iowa	
William J. Anderson	Art
B. S., National University, Chicago	
Mary McNulty Empey	Supervisor Primary Grades
Tempe Normal School	
Alva B. Clark	Manual Training
Chicago Normal School	
Leona M. Haulot	Supervisor Junior High School
A. B., University of Arizona	
Louise B. Lynd	Supervisor Rural Schools
B. S., Columbia University	
James L. Felton	English and Public Address
A. M., University of Chicago	
Ira D. Payne	
Head Department of Education and Director of Training School	
M. A., Stanford University	
Ida Woolf O'Connor	Supervisor Primary Grades
A. M., University of Arizona	
Anna R. Stewart	Home Economics
A. B., University of Southern California	
Theresa Anderson	Supervisor Intermediate Grades
B. S., Columbia University	
Olive M. Gerrish	Vocal Music, Public School Music
A. B., University of Washington	
John R. Murdock	Social Science
M. A., University of Iowa	
E. Blanche Pilcher	Assistant in English
A. B., University of Kansas	
Helen C. Roberts	Supervisor Primary Grades
Tempe State Teachers College	
Sallie D. Hayden	Physical Training
Stanford University	
Ella L. Roll	Supervisor Junior High School
M. A., Stanford University	
Forest E. Ostrander	Biology and Elementary Agriculture
A. B. in Educ., B. S., Washington State College	
M. Leslie Fairbanks	Machine Shop and Forge Work
Delaware College	

FACULTY, Continued

*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	
Samuel Burkhard	Education
A. M., Columbia University	
Minnie E. Porter	
Supervisor of English in Junior High School and Grades	
Ph. B., Ohio State University, A. M., Columbia University	
Clara S. Brown	Kindergarten
Indianapolis Teachers College	
Norman Fenton	Education
A. M., Harvard University, Ph. D., Stanford University	
Irma Wilson	Latin and Spanish
M. A., Columbia University	
Merdith Laughlin	Supervisor Intermediate Grades
A. M., University of Arizona	
Aaron McCreary	Athletics and Head Resident of Men's Dormitory
A. B., University of Arizona	
Alma M. Norton	Music
B. S., Teachers College, Columbia University	
J. W. Hoover	Geography
M. A. University of Chicago	
Waldo E. Waltz	Mathematics
B. S. in Ed., State Teachers College, Kirksville, Missouri	
R. L. Blackburn	Education
M. A., University of Washington	
Vera Chase	Supervisor Primary Grades
A. B., University of Southern California	
Esther Calloway	Assistant Training School
M. Pd., State Teachers College, Greeley, Colorado	
Katherine Larkin	Assistant Art and English
B. A., University of Kansas	
Nellie Still	Assistant Training School
B. A., University of Arizona	
Nina Murphy	Assistant Physical Education
Iowa State Teachers College	

* Leave of absence.

Administrative Officers

Arthur J. MatthewsPresident
Laura DobbsSecretary and Accountant
Amelia KudobeSecretary of Records
Mrs. Mary W. Waite.....Head Resident, East Hall
Elizabeth BittmanHead Resident, South Hall
Mrs. Martha C. Harmon.....Head Resident, Matthews Hall
Mrs. Lena Davis.....Head Resident, North Hall
Aaron McCrearyHead Resident, Men's Hall

L. C. AustinGeneral Foreman
Charles McGinnisHead Janitor
J. G. NewtonEngineer
Robert KrauseStewart
Mrs. R. N. KrauseMatron of Dining Hall



THE GOVERNOR SIGNS THE TEACHERS COLLEGE BILL

Tempe State Teachers College

General Information

ESTABLISHMENT AND PURPOSE

An act of the Legislative Assembly of Arizona, under date of March 10, 1885, made provision for the establishment at Tempe of a school for the instruction and training of prospective teachers. The provisions of this act were promptly carried into effect, and the first class was graduated from Tempe Normal School in 1887. At that time the attendance was small, the faculty force in proportion, and the entire institution was housed in a single one-story building. During the years which followed, the attendance gradually increased, and with the growing public interest in matters pertaining to education in the Territory and later in the State, the course of instruction was expanded and strengthened year by year, new buildings replaced the historic original structure, and, from time to time, members were added to the faculty to meet new and growing demands. For many years it was found necessary to provide facilities for high school training preparatory to the two-year normal school course, but, by the year 1919, the growth of high schools throughout the state had made it possible for prospective teachers to obtain their high school preparation without leaving their homes, consequently the high school curriculum was gradually eliminated from the program of studies offered by the Normal School, and the entire attention of the faculty was devoted to the two-year normal school curriculum offered to high school graduates and leading to a diploma entitling the holder to teach in the elementary schools and the junior high schools of the state. By the year 1922

it had become evident that the prevailing tendency to elevate the standard of qualifications required of public school teachers must be met by further improvement in the opportunities for preparation to be offered to the youth of Arizona by the Normal School. The Tempe Normal School Alumni Association sponsored a movement to raise the grade of their Alma Mater to that of a standard Teachers College, and the advisability of such a step was submitted to a thorough public discussion through the medium of the press and through the various educational and teachers' associations of the state, and through special efforts on the part of the Alumni Association and its branch alumni clubs to bring the matter to the attention of all citizens and taxpayers of Arizona. After three years of such thorough public discussion, in January, 1925, the question was presented to the Seventh State Legislature in the form of a bill, the text of which is quoted below in full, and which was passed unanimously by that body and signed by Governor Geo. W. P. Hunt on March 7, 1925. By the provisions of this bill, The Tempe Normal School becomes Tempe State Teachers College, with the power to establish a four-year college curriculum in education and the authority to confer upon its graduates the appropriate degree of Bachelor of Education.

It should be noted that the Board of Education has decided that the Tempe State Teachers College will continue to offer, in the future as in the past, a standard two-year teachers' curriculum leading to a diploma which entitles the holder to receive the Arizona elementary certificate. Graduates from this two-year curriculum and others with equivalent amount of preparation, upon completing two additional years at Tempe Teachers College will be granted the degree of Bachelor of Education. Those who attain this degree will be eligible for admission to graduate work in education at the University of Arizona or other standard University.

THE TEACHERS COLLEGE BILL

HOUSE OF REPRESENTATIVES
SEVENTH STATE LEGISLATURE
REGULAR SESSION.

HOUSE BILL NO. 116

Introduced by Mr. Finch of Maricopa

AN ACT

CHANGING THE NAME OF TEMPE NORMAL SCHOOL TO TEMPE STATE TEACHERS COLLEGE AND THE NAME OF NORTHERN ARIZONA NORMAL SCHOOL TO NORTHERN ARIZONA STATE TEACHERS COLLEGE; PROVIDING A TEACHERS' TRAINING COURSE OF FOUR YEARS AND AUTHORIZING THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION; AND REPEALING ALL ACTS AND PARTS OF ACTS IN CONFLICT THEREWITH.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ARIZONA:

Section 1. The name of the Tempe Normal School is hereby changed to "Tempe State Teachers College." All properties, moneys, appropriations, rights and authorities now or to be vested in said The Tempe Normal School are hereby vested in "Tempe State Teachers College".

Section 2. The name of the Northern Arizona Normal School is hereby changed to "Northern Arizona State Teachers College". All properties, moneys, appropriations, rights, and authorities now or to be vested in said The Northern Arizona Normal School are hereby vested in "Northern Arizona State Teachers College".

Section 3. When and wherever the words "Tempe Normal School" shall be used in the laws of the State of Arizona, they shall be taken and construed to mean "Tempe State Teachers College". When and wherever the words "The Northern Arizona Normal School" are used in the laws of the State of Arizona, they shall be taken and construed to mean "Northern Arizona State Teachers College".

Section 4. The representative boards of education of said Tempe State Teachers College and of said Northern Arizona State Teachers College are hereby authorized to establish, maintain, and conduct at each of said schools, a teachers' training course of four years and upon the satisfactory completion of such course to award to each student at said respective institutions satisfactorily completing said teachers' training course of four years, the degree of Bachelor of Education.

Section 5. This Act shall be in full force and effect from and after the thirtieth day of June, 1925.

Section 6. All acts and parts of acts in conflict with the provisions of this Act are hereby repealed.

Passed the Senate March 5, 1925.

Passed the House Feb. 17, 1925.

APPROVED by the Governor March 7, 1925.

Filed in the office of the Secretary of State March 7, 1925.

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, lined with shade trees and provided with a modern lighting system. 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 Teachers College 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 college year. Granite Reef, a few miles to the east, is a favorite resort for week-end camping parties.



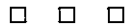
THE CAMPUS

Few schools in the country have a more attractive setting than Tempe Teachers College. 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 Teachers College 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 amphi-

theater accommodates spectators at athletic events. Extensive gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the dining hall.

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



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 the days of Tempe Normal School cluster about the **Main Building**, with its three stories of ivy-covered red brick, which, for many years after its erection 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 junior high school 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 16,000 volumes,

and with reading tables to seat over a hundred at a time. The main corridor of this building is one of the points of interest to returning alumni, for here are the cases of military and athletic trophies reminiscent of bygone days, and the photographs of the various graduating classes in which one may trace the recurring cycles of fashion in dress and coiffure.

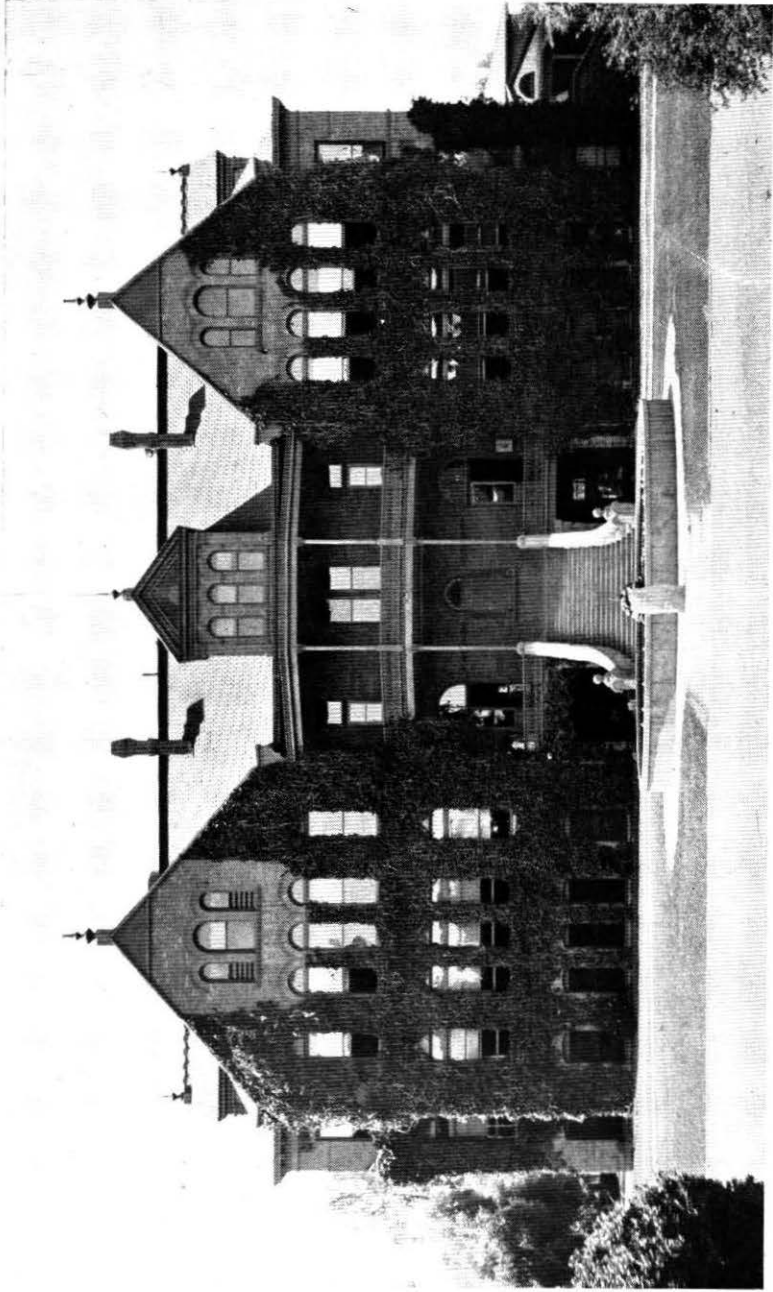
Facing the Quadrangle on the east is the **Science Hall**, a commodious two-story structure which at present houses the administrative offices of the President and Secretary of the faculty. The remainder of the first floor is occupied by the laboratories of physics and chemistry, which are situated on either side of a common lecture room and are well equipped 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. College organizations are thus enabled to develop their dramatic talent under very favorable circumstances, and the college 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 3,000 volumes suited to the work of the grades, two pianos, a grafanola and apparatus for projection.

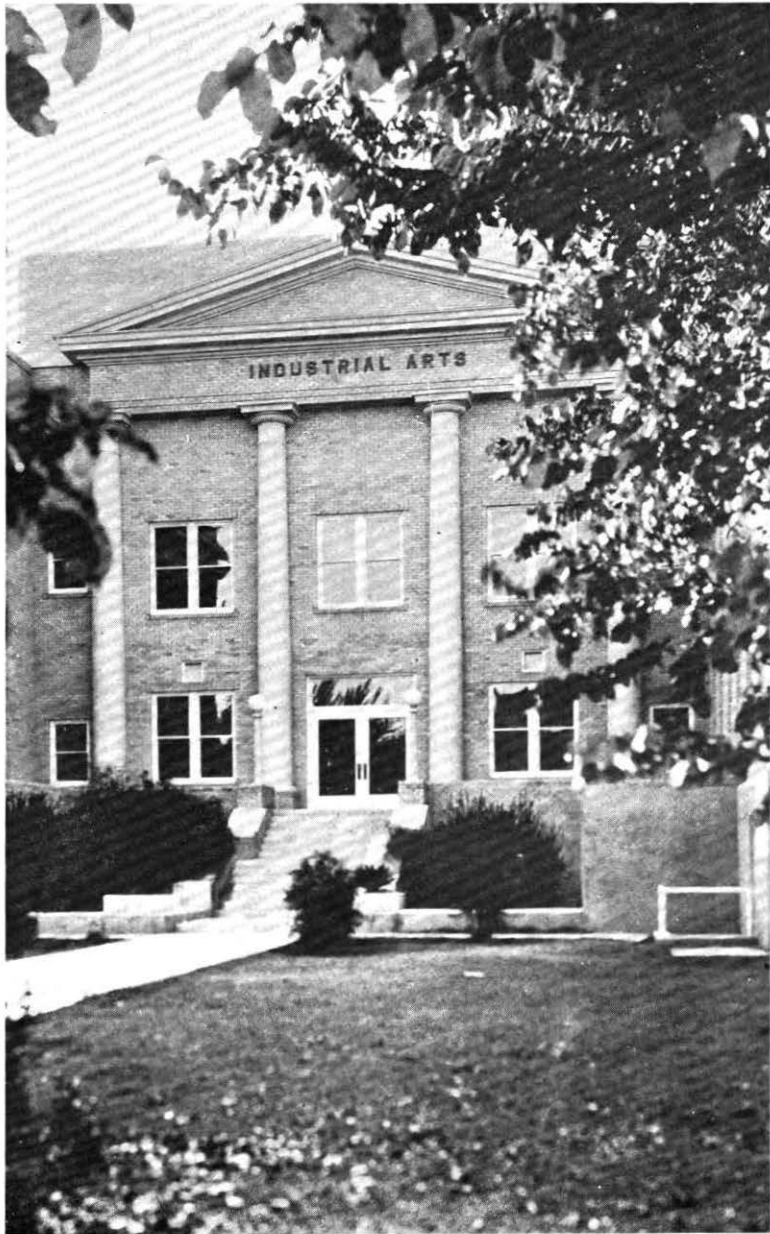
The new **Dining Hall**, erected in 1920, is in a central location, convenient to all dormitories. This is a thoroughly modern building and embodies in its con-



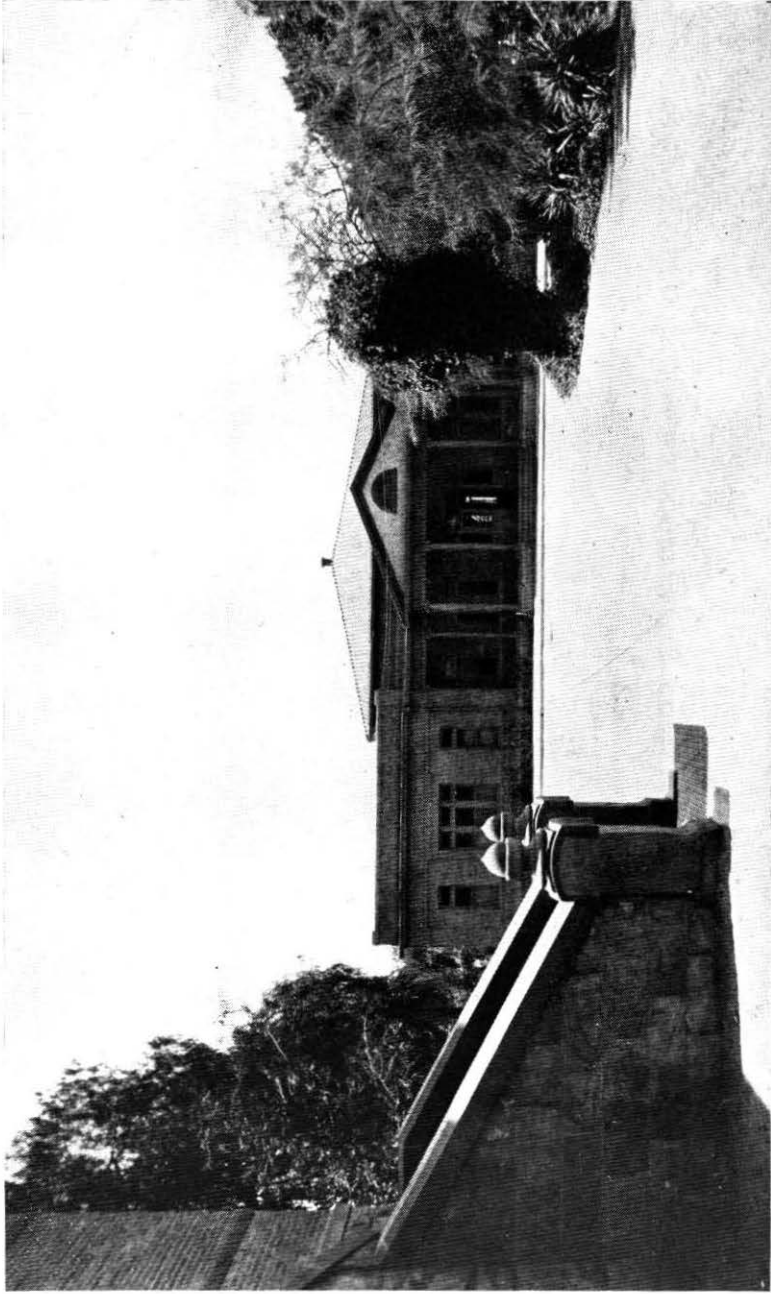
MAIN BUILDING



AUDITORIUM



INDUSTRIAL ARTS BUILDING



TRAINING SCHOOL

struction 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 storage room are protected by cork insulation, and the operation of the refrigerating apparatus is entirely automatic. This equipment enables the steward to buy and store meats and other perishable foodstuffs in large quantities, which advantage is an important factor in the low cost of board. The food furnished to students and faculty members alike is carefully selected and properly prepared. Everything that the market affords in the way of fresh fruits, vegetables and meats, and all that the culinary art can provide is made to contribute to a menu which is wholesome and suitably varied. The dining room is under the supervision of a specially trained matron, who is responsible for the cleanliness and efficiency of the service.

The **Hospital** is located in a suitable section of the campus, north of the President's residence. It is a fire-proof structure of concrete with properly equipped examination rooms, operating rooms, women's ward, men's ward, isolation ward, nurses' suite and every other essential feature contributing to the proper care of those cases of illness which cannot be handled effectively in the dormitories. The addition of this building to the

system greatly facilitates administration, enabling the management to provide suitable care for the inevitable cases of sickness which must occur annually among so large a body of students.

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

The buildings upon the western half of the campus form a distinct group, conveniently located and harmonizing in color and architectural design. Prominent among them is the home of the **industrial arts**, a modern, fireproof building of concrete construction, faced with cream pressed brick. Upon the main floor, to the left of the re entering court, one finds the offices, the library and drafting rooms of the department of manual arts. In the rear of these are the spacious wood shops and the pattern room, all equipped with first-class wood-working 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 college 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 Teachers College 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 latest ideas in dormitory construction are embodied in **Matthews Hall** for women. 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 women, 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 women at all times.

East Hall, a dormitory for women, comfortably accommodates one hundred and 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 women, are situated in the west half of the campus, directly opposite East Hall. Additions to both these halls, now under construction, will so increase their capacity as to enable each of them to accommodate seventy-five students under the care of a head resident, and with the same character of furnishings and equipment as are found in the other halls.

Dormitory accommodations for a limited number of young men are provided in **Alpha Hall**, in which the general equipment and furnishings are similar to those of the other dormitories, and include recreation room, spray baths and sleeping porches.

□ □ □

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 will 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 steam heat and electric light. All rooms are fully furnished.

In order to secure uniformity in equipment and to

secure proper hygienic and sanitary conditions, the management furnishes to each dormitory student two woolen blankets and all necessary counterpanes, sheets, pillow-slips, hand towels, bath towels, table linen and napkins, and attends to the proper laundering of these articles. For the use of these articles and the laundering of same, each dormitory student is charged a fee of **\$1.50 per calendar month, payable in advance.**

Board and room may be secured, subject to faculty approval, in private homes in Tempe, at rates somewhat in advance of the regular dormitory fees.

For the accommodation of faculty members and local students, meal tickets will be furnished at the rate of 20 meals for \$7.00. Visitors taking meals at the dining hall will be charged at the rate of 40 cents per meal.

In case of ordinary illness, dormitory students will be cared for at the school hospital or in the dormitory infirmaries, and the services of a physician will be furnished free. When the physician in charge considers it necessary, the services of a nurse will be furnished free for a period not to exceed one week; but in cases requiring surgical operation, or in cases of protracted illness of any kind, preliminary services only will be furnished at the expense of the school.

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 a registration fee of **\$3.00 each semester.** This fee is payable in advance on the date of registration for the semester. The fund derived from this fee 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 residents of Arizona who enter Tempe Teachers College with the intention of completing the work of any one of the professional curriculums. Students registering from other states will pay in advance a tuition fee of \$10.00 per semester in addition to the registration fee.

Health Certificate. Students entering the college shall, if required to do so, furnish a health certificate from a physician appointed by the Board, 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.

Attention of prospective students is invited to the fact that the State of Arizona here provides the advantages of a **first-class college 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.

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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 college such student will be asked to withdraw from the institution.

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TEACHER TRAINING

The activities of the Teachers College naturally are grouped about the **training school** as the logical center



RURAL SCHOOL NUMBER ONE



A RURAL CLASSROOM

of interest. Since the primary aim of the college is the preparation of efficient teachers, all courses are planned with this end in view, and finally in the training school, the advanced student finds opportunity to apply the principles of pedagogy in actual school-room experience under competent and sympathetic supervision. Tempe Teachers College is fortunate in having developed a fully equipped training school comprising all grades from the kindergarten through the junior high school. Beginning September, 1925, by special arrangement with the Board of Education of the Town of Tempe, one of the city schools will be placed under the supervision of the training school faculty, materially increasing the opportunity for observation and practice teaching. The number of pupils in attendance is ample to give the required number of classes for observation and teaching through the second year of the teachers' curriculum. 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 curriculums 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 Teachers College operates two **rural schools** in adjoining districts. Student teachers are furnished daily transportation to and from these schools and thereby are enabled to meet and study the peculiar problems of rural education under the same kind of efficient direction as prevails in the central training school on the campus.

ADMISSION TO THE TEACHERS COLLEGE

Applicants for admission to the regular teachers' curriculums must be at least sixteen years of age and must present satisfactory evidence of having successfully completed a full four-year high school course conforming to the specified requirements outlined below.

High school credits required for admission. A unit of credit is the equivalent of one high school study satisfactorily pursued during one school year at least thirty-six weeks in length, on the basis of five recitations a week, the course of study for which the student is registered in the high school requiring not more than four studies or twenty recitation periods a week. The length of the recitation period must be at least forty minutes and the laboratory period should be equal in length to two recitation periods. For admission to teachers' curriculums the following 15 units are specified:

Required:

English3 units

History-civics-economics group 2 units

Mathematics

Algebra1 unit

Plane geometry1 unit

Science, including 1 unit of biology, 2 units

Elective:

Additional work to make at least 6 more units, subject to the approval of the credentials committee.

In case the required unit of biology has not been taken in the high school, this condition may be fulfilled by electing one semester of biology and one semester of physiology in the first year of the teacher's curriculum. Graduates of a four-year high school whose record is lacking in any of the above specified require-

ments must make up the deficiency before graduating from the college. One year in ancient or modern foreign language shall be credited only on condition that the language is continued for at least one year in the college.

A certified transcript of the work done in the high school must be filed **at or before the time of registration**, unless the time for filing the transcript is extended by action of the credentials committee for good and sufficient reasons. Such an 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 application for entrance and for transcript of high school record will be furnished upon request addressed to the office.

High school graduates whose record conforms to the above requirements are admitted either to the standard two year curriculum which is designed to qualify teachers for work in the grades from the first to the tenth, inclusive, or to one or other of the special vocational curriculums which qualify for work as special teachers or supervisors of special subjects in the grades or in the junior high school, as will be explained later under the heading devoted to curriculums. A graduate from one of these curriculums receives a diploma which entitles the holder to a state certificate permitting him to teach in the public schools of Arizona or of other states, and which is generally accepted for from 45 to 50 semester hours' credit upon a university or college course.

Admission of mature experienced teachers. A special regulation of the State Board of Education provides

that the requirement of high school graduation may be waived in the case of mature persons who have attained the age of twenty-four years and who have had at least three years' successful teaching experience **in the State of Arizona**. Upon the presentation of satisfactory evidence of the requisite teaching experience, such persons will be admitted to the teachers college, and upon the successful completion of any one of the standard or special two year teachers' curriculums they will be eligible to receive the appropriate diploma, provided that eighty-five per cent of all credits in the college shall show a grade mark of C or better.

Admission to advanced standing. Applicants for advanced standing in the Teachers College must file a certified transcript of previous work showing that they have completed a four year high school course and that in addition thereto they have completed, in a college or normal school, the equivalent of thirty-eight weeks' work in this college.

Time of admission. Students are admitted at the beginning of either semester. They are expected to report for registration upon the dates specified in the calendar. For late registration an additional fee will be required, amounting to one dollar for each day after the last date of regular registration, Sundays excepted. No student will be permitted to register more than five days late, except by special faculty action. As a rule, students who are permitted to register after the first week of the semester will be required to reduce the number of courses taken, and for such courses only two thirds the usual amount of credit will be allowed.

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 courses in the various curriculums and may be given with or without notice as to time. As a rule, final standings are based upon a grade-point system which takes into account the results of the daily work as well as of the examinations.

Twice in each semester, every student receives a report showing his standing in each course taken, and a copy of this report is forwarded to the parent or guardian. Scholarship standings are indicated by letters according to a five point system. The mark, A, is given for work of a high degree of excellence; B denotes standing above the middle half of the class or section; C is assigned to the middle half of the class; D indicates work of a grade below that of the middle half, but is accepted as a passing mark; E denotes failure requiring repetition of the work in question. Work marked Inc. is incomplete, but may be brought to a passing standard by complying with conditions prescribed by the instructor in charge of the course. Deficiencies of this sort in any course must be made up and the grade recorded not later than the middle of the following semester, otherwise the incomplete grade will be recorded as a failure. In order to be graduated, a student must have a record of C or better in at least two-thirds of all work taken.

The mid-term reports are issued in order that the student may be advised of the state of his progress, but only the final semester marks are entered upon the student's permanent record.

REGULATIONS CONCERNING GRADUATION

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

2. Special faculty action is necessary to permit a student to register for an amount of work in excess of that regularly prescribed in a given curriculum. Applications for such excess work must be made in writing to the credentials committee, and must give a detailed statement of work assigned and additional work desired, together with the student's reasons for the special consideration.

3. Candidates for graduation must have completed at least thirty-eight weeks of work in residence, and, in addition to the required standing in scholarship, must give satisfactory evidence of 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 in writing for the diploma desired at least one year prior to the date of graduation.

5. Students from other institutions applying for second-year standing must have completed a four year high school course, and, in addition thereto, must have completed, in an accredited college or normal school, the equivalent of thirty-eight weeks' work in this Teachers College.

6. The Board of Education requires that all candidates for a teacher's diploma of any description must pass the regular state teachers' examination in spelling, arithmetic and grammar. These examinations may be taken in either the first year or the second year.

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

8. Students expecting to graduate at mid-year must make such arrangements with instructors as will enable them to have the work of the semester completed by December 19, 1925.

9. Second year students who expect to graduate in June, and who are enrolled in one or more first-year courses, must arrange with instructors for the completion of such courses and the filing in the office of final grades not later than the Friday preceding commencement week (June 4, 1926).

10. Candidates for graduation at the close of the year, June 9, must have all work completed not later than Friday, June 4. Any candidate for graduation whose record in the office shows any deficiency whatever on that date will be listed for graduation at a deferred date.

11. The holder of the Standard Teacher's Diploma, acquired upon graduation from the Standard Two-Year Curriculum, will receive upon application, 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 in which credentials of any sort are accepted.

12. To the holder of a diploma from any one of the special two-year curriculums is granted a **specific state certificate**, which entitles the holder to teach in any grade, but to teach only a specially designated subject or line of work.

13. Upon the completion of the work of the third year, a transcript of record and certificate of accomplishment will be furnished to those students who wish to fulfill the requirements of other states for certification of teachers.

14. Students who graduate at midyear are considered to be members of the class which graduates the following June and are entitled to all privileges of membership in that organization.

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A T T E N D A N C E

Students are advised to bear in mind the fact that satisfactory completion of any course requires regular attendance upon lecture and laboratory periods. Regulations of the faculty provide for a proportionate deduction of credit for absence from any course and for any cause, in excess of a prescribed maximum allowance.

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T R A N S C R I P T S O F R E C O R D

Students who desire to transfer credits to other institutions will be furnished one transcript of record without fee. For each additional copy of such transcript, a fee of \$1.00 will be charged.

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C O R R E S P O N D E N C E

Requests for information regarding courses, credits, expenses, employment, or other matters will always be welcome and will have prompt attention. Letters of inquiry and requests for catalogs, announcements, and blank forms should be addressed to the office of the President, Tempe State Teachers College, Tempe, Arizona.

Curriculums Offered at the Tempe State Teachers College

TWO-YEAR CURRICULUMS

Regulations of the State Board: The law requires that the teachers colleges of Arizona shall maintain uniform courses of study leading to the standard teacher's diploma or to the special diplomas. The curriculums outlined in the pages following are drawn up with a view to securing the uniformity above mentioned. The rules of the Board of Education of the Tempe State Teachers College require that the minimum length of the college year shall be thirty eight weeks, exclusive of summer school sessions; that a minimum time of seventy six weeks shall be required of graduates of a four-year high school in order to secure a teacher's diploma; but that students who are graduated from an accredited four-year high school, and in addition thereto have taken a suitable amount of professional work in a college, university, or normal school, may receive advanced credit in amount to be determined by the credentials committee, provided that in all such cases students will be required to take at least thirty-eight weeks' work in residence before receiving a teacher's diploma.

A student may acquire the standard diploma and in addition thereto a diploma in one of the special vocational curriculums by taking thirty-eight weeks of work in addition to the seventy-six weeks of the standard curriculum, but in the event of such an arrangement, no given subject shall be accredited on both curriculums. Such students will find it to their advantage to plan

their complete schedule of work at the time of first registration, for thus it will be possible to arrange a more logical sequence of the required courses.

The **unit of credit** is the semester hour, which represents one sixty-minute hour of class work per week for nineteen weeks, supplemented by such additional class, library, or laboratory work as the given course may require.

The standard requirement for graduation in two-year curriculums is sixty-eight semester hours of credit, or seventeen semester hours each semester, except that in the special curriculum in home economics, the standard is sixteen semester hours each semester.

One semester hour in each semester may be given for **extra-curricular activities** with the approval of the faculty advisers and the credentials committee. Such activities may include work in literary societies, on the staff of the student paper or class annual, membership in band or orchestra, participation in athletic sports, or other approved activities. This extra semester hour of credit may be gained by students in the standard curriculum or in any one of the special curriculums.

A special regulation of the faculty provides that no student shall be allowed to participate in **competitive athletics** unless said student is regularly enrolled in the Standard Teachers' Curriculum or in one of the special curriculums, and such student must carry at least thirteen semester hours of work with at least seventy-five per cent of the work above a grade of D.

A law enacted by the Seventh Legislature requires that all students, before graduating from any branch of the Arizona public schools, shall complete a course in the history of the Constitution of the United States and of the Constitution of the State of Arizona. In order to meet this requirement, opportunity will be given to all

students attending Tempe Teachers College to enroll in classes which will enable them to fulfill the demand of the law.



STANDARD TEACHERS' CURRICULUM

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

FIRST YEAR

FIRST SEMESTER	Hrs. per wk.	Cred. hrs.	SECOND SEMESTER	Hrs. per wk.	Cred. hrs.
General Psychology	3	3	Principles of Education..	3	3
English 6	3	3	English 6	3	3
*Geography 1	3 or 4	3	*Arithmetic Methods	3 or 4	3
*Art 1	5	3	*Music 1	5	3
College Elective (See note)	3	3	College Elective (See note)	3	3
Zaner Writing ...	2	1	Zaner Writing	2	1
Physical Training ..	3	1	Physical Training	3	1
	23	17		23	17

SECOND YEAR

Methods and Curriculum .	5	3	Methods and Curriculum	5	3
Teaching and Observation .	5	5	Teaching and Observation	5	5
*Educational Sociology ...	3	3	*School Management	3	3
*History of Education. ...	3	3	*Elementary Agriculture...2-2	3	3
College Elective .	3	3	College Elective ..	3	3
	19	17		18	17

Starred Courses 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 are to be chosen according to the needs or desires of the individual student. Among the courses available for selection as electives are the following: Biology, physiology, geography, European history, American history, civics, economics, public address, Latin, Spanish, chemistry, art, home economics, manual arts, music, literature for kindergarten-primary, history and theory of kindergarten, and commerce.

Note: Students who have not taken biology or physiology or their equivalent in high school preparation will be required to take a semester course of each in the first year.

Students electing Latin or Spanish in the College must take

at least a year's work before credit is allowed unless they have had at least two years of either language in the high school.

First year students who have not taken two years of Latin or two years of modern foreign language in the high school will substitute one semester of English grammar (Eng. 5) for one semester of English 6.

Students who, while pursuing the Standard Teachers' Curriculum, desire to earn a recommendation from any special department, shall elect twelve hours of work in that department, except that in special cases nine hours may be accepted with the approval of the department.

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

FOUR-YEAR CURRICULUM

Leading to the Degree of Bachelor of Education

For the year 1925 1926, graduates from the two-year Standard Teachers' Curriculum or others who bring evidence of equivalent preparation may be enrolled for the third year of the four-year curriculum with the expectation of receiving the degree of Bachelor of Education in June, 1927. The fourth year of work in this curriculum will be offered beginning September, 1926. Students enrolling for the third-year work in September, 1925, will be assigned courses in English, education, and social science, with sufficient electives to make up a total of fifteen semester hours in each semester. Among the electives offered for this year will be bacteriology, college algebra, advanced Latin, or Spanish, and such other electives as may be recommended by the committee on registration.

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SPECIAL VOCATIONAL CURRICULUMS

Five special two year curriculums are offered, each of which leads to graduation with a special diploma

entitling the holder to teach or supervise, in the grades or junior high school, a special line of work.

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

Applicants for admission to any one of the above special curriculums must be graduates of a four-year high school or must have to their credit an equivalent amount of work, and, in addition, they must present a statement of special preparation along the line of the particular vocational curriculum selected. Such preparation must be approved by the department in which the student desires to specialize. This statement must bear the signature of the instructor under whom the special work has been taken, and that of 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, specimens of work done.

Students who desire to acquire the standard teacher's 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 curriculum, or a total of one hundred fourteen weeks.

Students who pursue the Standard Teachers' Curriculum and who desire in addition thereto a recommendation from any special department, shall elect twelve hours of work in that department, except that in special cases, nine hours may be accepted with the approval of the head of the department.

One semester hour in each semester may be given for **extra-curricular activities** with the approval of the

faculty advisers and the credentials committee. Such activities may include work in literary societies, on the staff of the student paper or class annual, membership in band or orchestra, participation in athletic sports or other approved activities.

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SPECIAL CURRICULUM IN ART

A TWO-YEAR CURRICULUM IN SCHOOL ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS IN THE GRADES AND JUNIOR HIGH SCHOOL

FIRST YEAR

FIRST SEMESTER		Hrs.	Cred.	SECOND SEMESTER		Hrs.	Cred.
	per wk.	hrs.			per wk.	hrs.	
General Psychology	3	3		Principles of Education.....	3	3	
Drawing and Painting 1.....	5	3		Drawing and Painting 1.....	5	3	
Composition and Design 1....	4	3		Composition and Design 1....	4	3	
Art History 1	2	1		Art History 1	2	1	
Mechanical Drawing	4	3		Art Crafts 1	4	3	
College Elective	3	3		College Elective	3	3	
Physical Training	3	1		Physical Training	3	1	
	—	—			—	—	
	24	17			24	17	

SECOND YEAR

Methods and Teaching	5	5		Methods and Teaching	5	5	
Drawing and Painting 2.....	5	3		Drawing and Painting 2.....	5	3	
Composition and Design 2....	5	3		Composition and Design 2....	4	2	
Art History 2	2	1		Art History 2	2	1	
Costume Design	4	2		Art Crafts 2	5	3	
College Elective	3	3		College Elective	3	3	
	—	—			—	—	
	24	17			24	17	

Electives: English, sociology, geography, biology, music, economics, manual training and penmanship.

If biology has not been taken in the high school, at least three semester hours will be required in place of three hours elective in the first year.

The minimum number of students in this curriculum is five.

Prerequisites: A high school recommendation in art and a test in drawing and design to be given by the department.

SPECIAL CURRICULUM IN MANUAL ARTS

A TWO-YEAR CURRICULUM IN MANUAL ARTS FOR THE TRAINING OF
DEPARTMENTAL TEACHERS IN THE GRADES AND THE
JUNIOR HIGH SCHOOL

FIRST YEAR

FIRST SEMESTER	Hrs. per wk.	Cred. hrs.	SECOND SEMESTER	Hrs. per wk.	Cred. hrs.
General Psychology	3	3	Principles of Education.....	3	3
Composition and Design I....	4	3	Pattern Making	4	3
Turning and Lathe.....	5	3	Case and Cabinet	5	3
Mechanical Drawing	5	3	Sheet Metal Work.....	5	3
College Elective	3	3	College Elective	3	3
Zaner Writing	2	1	Zaner Writing	2	1
Physical Training	3	1	Physical Training	3	1
	—	—		—	—
	25	17		25	17

SECOND YEAR

Methods and Teaching	5	5	Methods and Teaching	5	5
Forge and Foundry	5	3	Machine Design	5	3
Architectural Drawing	5	3	Economics of Man. Training	3	3
Machine Shop	5	3	Art Crafts	5	3
College Elective	3	3	College Elective	3	3
	—	—		—	—
	23	17		23	17

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

If biology has not been taken in the high school, at least three semester hours will be required in place of three hours elective in the first year.

Five is the minimum number of students in this curriculum.

SPECIAL CURRICULUM IN HOME ECONOMICS

A TWO-YEAR CURRICULUM IN HOME ECONOMICS FOR THE TRAINING
OF DEPARTMENTAL TEACHERS IN THE GRADES
AND JUNIOR HIGH SCHOOL

FIRST YEAR

FIRST SEMESTER	Hrs. per wk.	Cred. hrs.	SECOND SEMESTER	Hrs. per wk.	Cred. hrs.
General Psychology	3	3	Principles of Education	3	3
Composition and Design 1....	4	3	Composition and Design 1....	4	3
Household Chemistry	6	3	Household Chemistry	6	3
Clothing 1	4	3	Cookery 1	6	3
College Elective	3	3	College Elective	3	3
Physical Training	3	1	Physical Training	3	1
	—	—		—	—
	23	16		25	16

SECOND YEAR

Teaching Home Economics....	5	5	Teaching Home Economics....	5	5
Household Management	4	2	Nutrition	5	3
Cookery 2	6	3	Clothing 2	4	2
Sociology	3	3	Bacteriology	5	3
College Elective	3	3	College Elective	3	3
	—	—		—	—
	21	16		22	16

Electives: Physiology, English, geography, economics, American history, European history, commerce, interior decoration. A student entering this curriculum without credit in physiology will elect this subject in the second semester of the first year.

Students entering the special curriculum in home economics must have had biology as a prerequisite.

The minimum number of students in this curriculum is five.

SPECIAL CURRICULUM IN KINDERGARTEN- PRIMARY

A TWO-YEAR CURRICULUM FOR THE PREPARATION OF KINDERGARTEN
AND PRIMARY TEACHERS

FIRST YEAR

FIRST SEMESTER	Hrs. per wk.	Cred. hrs.	SECOND SEMESTER	Hrs. per wk.	Cred. hrs.
General Psychology	3	3	Principles of education.....	3	3
Music 1	5	3	Oral English 7 (a).....	5	3
Industrial Arts 1.....	5	3	English 6 (b).....	3	3
Literature 3	3	3	Industrial Arts 2	5	3
Bench Woodwork (a).....	5	3	College Elective	3	3
Zaner Writing	2	1	Zaner Writing	2	1
Physical Training	3	1	Physical Training	3	1
	—	—		—	—
	26	17		24	17

SECOND YEAR

Primary Methods	5	3	Kindergarten Teaching	10	8
Primary Teaching	5	5	Hist. and Prin. Kindergarten Education	3	3
Art 1	5	3	Kindergarten-Primary Cur- riculum	5	3
Kindergarten Technics	5	3	College Elective	3	3
College Elective	3	3		—	—
	—	—		—	—
	23	17		21	17

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

As a prerequisite to this curriculum, students must be prepared to pass a test in music which will include sight reading, piano work, and singing.

If biology has not been taken in the high school, at least three semester hours will be required in place of three hours elective in the first year.

Five is the minimum number of students in this curriculum.

SPECIAL CURRICULUM IN COMMERCE

A TWO-YEAR CURRICULUM IN COMMERCE FOR THE TRAINING OF
COMMERCIAL TEACHERS IN THE GRADES
AND JUNIOR HIGH SCHOOL

FIRST YEAR

FIRST SEMESTER	Hrs. per wk.	Cred. hrs.	SECOND SEMESTER	Hrs. per wk.	Cred. hrs.
General Psychology	3	3	Principles of Education	3	3
Accounting 1	5	3	Accounting 2	5	3
English 6 or English 5.....	3	3	Arithmetic	3	3
Biology or Geography 1.....	5	3	Commercial Elective	3	3
College Elective	3	3	College Elective	3	3
Penmanship	2	1	Penmanship	2	1
Physical Training	3	1	Physical Training	3	1
	—	—		—	—
	24	17		22	17

SECOND YEAR

Teaching	5	5	Teaching	5	5
Methods	5	3	Shorthand 4	3	3
			Sociology or Sch. Manage-		
Shorthand 3	3	3	ment	3	3
Accounting 3	3	3	Commercial Elective	5	3
College Elective	3	3	College Elective	3	3
	—	—		—	—
	19	17		19	17

Prerequisites: One year of shorthand; one year of typewriting. Classes will be given in shorthand 1 and 2 and in typewriting 1 and 2, in which special commerce students may be enrolled to make up the prerequisites necessary, but no college credit toward graduation will be given special commerce students for this work.

If either biology, botany, or physiology have not been taken previously, three semester hours in biology will be required for graduation.

College Electives: Agriculture, English, economics, education, history, home economics, manual arts, Spanish.

Commercial Electives: Money and banking, business administration, business law 1, business law 2, accounting 4, shorthand 3 and 4, typewriting 3 and 4. Shorthand 1 and 2 and typewriting 1 and 2 may be elected by students in the Standard Teachers' Curriculum, but no credit in these courses will be given to special commerce students. All courses in shorthand, typewriting, and accounting are open to students in the Standard Teachers' Curriculum who may use them as electives.

The minimum number of students in the special curriculum in commerce is five.

Description of Courses

ART DEPARTMENT

Mr. Anderson; Miss Larkin

The Art Department offers three groups of courses: Art 1, arranged for students in the Standard Teachers' Curriculum; Art 2 and Art 3, for those who wish to procure a special recommendation in art in connection with the Standard Teachers' Curriculum; and the Special Curriculum in Art, the aim of which is to prepare teachers of this subject in the grades and in junior high schools.

General Course in Art

Art 1. This course includes drawing, composition and design, color study, constructive problems, lettering, applied design, clay modeling, exercises in costume design and home planning, methods and teaching, art appreciation. First year. Either semester. Five hours a week. Three credits.

Elective Courses in Art

Art 2. Among the subjects offered are lettering, batik, gesso, block printing, stenciling, tied and dyed exercises, bookbinding, making of lamp shades, enameling, etc. Two semesters. Five hours a week. Three credits each semester.

Art 3. Pottery; modeling; cement problems; art metal to include work in copper and brass, piercing, etching, riveting, soldering, raising, repousse, enameling, and coloring. Prerequisites: The student must give evidence of fitness to enter courses 2 and 3, and in addi-

tion thereto must have the recommendation of the department. These courses will not be given unless at least five students are enrolled for the work. Two semesters. Five hours a week. Three credits each semester.

Special Curriculum in Art

The purpose of this curriculum is to prepare teachers and supervisors of the subject. Fifteen hours per week in both the first and second years will be devoted to departmental and nine hours to general and professional work.

Drawing and Painting. Drawing with pencil, charcoal, crayon, and water colors from still life and from nature. Drawing from the figure. Memory and time sketching. Blackboard practice. First year, five hours a week. Three credits each semester.

Drawing and Painting 2. Continuation of Drawing and Painting 1. Illustration; advanced drawing from the figure; study of noted artists; practice in oils; studies in pen and ink. Second year, five hours a week. Three credits each semester.

Art History 1. Study of masterpieces of architecture, sculpture, painting, and crafts; historical development of art—primitive, Egyptian, Assyrian, Greek, and Roman. First year, two hours a week. One credit each semester.

Art History 2. Early Christian and medieval art in Europe and Asia; the Renaissance; modern art. Second year, two hours a week. One credit each semester.

Composition and Design 1. Principles of design; rhythm, repetition, alternation, symmetry, balance, transition, contrast, radiation, harmony. Problems in notation. Conventionalization. Decorative treatment of plant and

animal shapes. Designs for craft work. First year, five hours a week. Three credits each semester.

Composition and Design 2. Advanced problems. Use of color. Designs for art crafts. Composition in architecture, furniture, interior decoration, pictures, etc. Commercial art. Second year, five hours a week. Three credits each semester.

Mechanical Drawing. See under heading of Manual Arts for description of this course. First year, first semester, four hours a week. Three credits.

Art Crafts 1. Batik, gesso, stenciling, block printing, tied and dyed work, bookbinding, lettering, posters. First year, second semester, four hours a week. Three credits.

Art Crafts 2. Clay modeling, color cement, pottery, art metal. For further details, see Art 3. Second year, second semester, five hours a week. Three credits.

Costume Design. Lines, color, and tones in dress. Problems dealing with individual needs. Borders and decorative spots for embroidery. Applique. Something of the history of dress. Second year, first semester, four hours a week. Two credits.

Methods and Teaching. Teaching of art in the training school. Art 1. Second year, five hours a week. Five credits each semester.



BIOLOGICAL SCIENCE

Mr. Ostrander

The purposes of this department are: First, to give the prospective teacher a scientific basis for the presentation of nature study and project work; second, to

give them that broad culture afforded by biological study. The students are not only taught modern scientific methods of investigation, but they are also taught to interpret and appreciate the biological phenomena of every-day life. Well-equipped laboratories and a school demonstration farm provide facilities for the practical presentation of the courses.

Agriculture. This course is intended to give the students such a knowledge of the general principles of agriculture as will enable them to teach the subject in the rural schools in terms of the community life and industries. It endeavors to train the teacher to give the boy and girl intelligent interest and advice in their home problems and projects. It also aims to develop in the student a sympathetic attitude towards this fundamental industry of our country. A fifty-acre farm, completely stocked with the best types of pure-bred livestock and fully equipped with modern implements and machinery, furnishes facilities for practical demonstration. It also makes possible the presentation of the human interest side of agriculture. The student is given the opportunity of personally conducting agricultural clubs and allied projects in the training schools. Required of all students in the second year of the Standard Teachers' Curriculum. May be taken either the first or the second semester. Two hours of lecture and four hours of laboratory, field, and project work per week. Three credits.

General Bacteriology. This course emphasizes the industrial and hygienic applications of bacteriology. Some of the important bacteria of each of the principal groups are studied in culture and microscopic preparations. The more common pathogenic bacteria are considered in order that the student may have a scientific foundation for hygienic precautions in schoolroom and community work. Elective. Prerequisite, General Biology or its equivalent. Second semester. Two hours lecture and four laboratory hours. Three credits.

General Biology. The subject matter of this course is intended to give a foundation for such biological applications as may arise in the student's professional training and career. While laboratory technique is not slighted, the study of the living specimen, with his interesting life problems is stressed wherever possible. The student is not only required to master the important biological facts and principles, but he is also required to apply these to the problems of human life and training. Required of all first year students who do not present entrance credits in biology. First semester. Two lecture hours and four laboratory hours per week. Three credits.

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CHEMISTRY

Mr. Irish

Chemistry 1. A course in general inorganic chemistry. This course may be elected in the first year of the Standard Teachers' Curriculum. One year. Two lectures and four hours laboratory work per week. Six credits.

Chemistry 2. A year's work in household chemistry is offered for those who elect the special curriculum in Home Economics. One year. Two lectures and four hours laboratory work per week. Six credits.

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COMMERCE

Mr. Christy

This department seeks to give elective commercial

training to students of the Standard Teachers' Curriculum, to widen the horizon of students and to render them more responsive to civic and social obligations. The training of teachers is another aim of the department. The needs of those students who are preparing for a business career or who desire to pursue commercial subjects or social sciences in the university are considered.

The Department of Commerce is located in the Industrial Arts Building, where modern equipment of every kind is provided. There are installed here 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. First semester, five times per week. Five credits.

Accounting 1. 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, discounts, the making of, opening, closing, and adjusting journal entries, and the preparation of final statements. Text: McKinsey, Bookkeeping and Accounting, Volume 1. First semester, five times per week. Three credits.

Accounting 2. 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; introduction to corporation accounts

and classes of stock. A set of transactions is worked out. Problems are studied. Prerequisites, Accounting 1 or its equivalent. Text, McKinsey, Vols. I and II. Second semester, five times per week. Three credits.

Accounting 3. 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. Prerequisite, Accounting 1 and Accounting 2 or the equivalent. Texts: Kester, Theory and Practice, Vol. II, and McKinsey, Bookkeeping and Accounting, Vol. II. First semester, three times per week. Three credits.

Accounting 4. A continuation of Accounting 3, with the consideration of C. P. A. problems, auditing, industrial accounting, the income tax law, surplus and reserves, dividends, sinking funds, branch houses, consolidated balance sheets, reports of receivers and trustees. Prerequisites, Accounting 1, 2, and 3. Text: Kester, Vol. II, and McKinsey, Bookkeeping and Accounting, Vol. II. Second semester, three times per week. Three credits.

Shorthand 1. Elementary work in shorthand for beginners. Complete twelve lessons in Gregg Shorthand Manual. Students entering Shorthand 1 and 2 must complete one year of work in order to receive credit. Prerequisite, one half year of typewriting, or must learn typewriting while taking this course. First semester, five times per week. Three credits.

Shorthand 2. Additional drill in principles. Practice in writing letters and miscellaneous matter. A speed of seventy-five words per minute on new, solid matter required. Finish Gregg manual and complete 150 pages of Gregg Speed Studies. Second semester, five times per week. Three credits.

Shorthand 3. Additional practice for the purpose of increasing speed and accuracy. Actual business correspondence and reports. Use of mimeograph, multi-graph and adding machine. Complete Gregg Speed Studies. First semester, three times per week. Three credits.

Shorthand 4. Special dictation to enable students to acquire a maximum of speed; actual correspondence and report work; tabulation; legal papers; transcription of speeches; practical office work of various kinds. A net speed of one hundred words per minute on new matter is required. Text: Sorelle, Office Training. Second semester, three times per week. Three credits.

Typewriting 1. Instruction in the care and use of the typewriter. Exercises for the development of the proper wrist and finger movement and for the complete mastery of the keyboard by the sense of touch. Complete one half of National Typewriting Text. One semester, five times per week. Three credits.

Typewriting 2. Practice in letter writing, use of carbon, tabulation and writing on cards. Work done for other departments of the college. Finish National Typewriting Text. One semester, five times per week. Three credits.

Typewriting 3. 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 college. One semester, five times per week. Three credits.

Typewriting 4. A continuation of Typewriting 3. One semester, five times per week. Three credits.

Business Law 1. Elementary law; law in general; legal terminology; composition of American law; system of reported decisions and opinions; details of the

following subjects: Contracts, agency, and negotiable instruments. Text: Spencer, Commercial Law. First semester, three times per week. Three credits.

Business Law 2. Law of sales, warranty, bailment, and corporation. Study of income and inheritance taxes and of legal documents and cases. Second semester, three times per week. Three credits.

Penmanship. Principles of Zaner writing. Methods of teaching penmanship. Exercises for development of free hand writing. Text: Zaner Method, Writing Manual 144. Two times per week throughout the year. One credit each semester.

Labor Problems. A study of the conditions of poverty and status of living conditions among laborers; distribution of wealth; the labor unions and labor policies; old age and its protection; industrial accidents and diseases; strikes, lockouts, and blacklists; labor legislation. Second-semester, three times per week. Three credits.

Business Administration. The field of business administration. Plant location. Administration of personnel. Market problems. Production. Risk bearing. The business unit. Features of administration. Text: Marshall, Business Administration. First semester, three times per week. Three credits.

Money and Banking. Services and forms of banking; credit; bank loans; relations between banks; regulation of banking; state and national banks; federal reserve system; agricultural control. Text: Moulton, Principles of Money and Banking. Second semester, three times per week. Three credits.

DEPARTMENT OF EDUCATION

Mr. Payne; Mr. Burkhard; Mr. Fenton; Mr. Blackburn

The purpose of this department is to give students a broad understanding of the place of education in modern society, and to fit them to apply their knowledge and ideals through service in the schools of the state. The work in theory is closely connected with the work in the Training School, so that students may see the relationship between theory and practice in the teaching process.

General Psychology. An introductory survey of the field of mental life. The point of view, methods, general principles of psychology, and the experimentally attested facts of the science are presented. While the primary emphasis is on normal adult psychology and the application of these facts to the control of human behaviour, the fields of infant, child, animal, and abnormal psychology are also entered. An attempt is made to answer the practical questions which the beginner usually has when undertaking the study of psychology. Lectures and class discussions. Texts to be used: Gates, *Psychology for Students of Education*, and such supplementary books as may be prescribed. One semester, three hours per week. Three credits. Mr. Burkhard, Mr. Fenton, Mr. Blackburn.

School Management. This course will be divided into three parts. First, will be considered the School Laws of Arizona, together with a general and historical discussion of school administration and organization. Second, the problems of school management such as those concerned with child hygiene, discipline, classroom methods and devices, the relationship of the teacher to the school and community and other similar problems. Lastly, an introductory study of tests and

measurements will be made. Texts: Sears, Classroom Management and Control, and such other books as may be prescribed. Second year, either semester, three hours per week. Three credits. Mr. Fenton.

Sociology. This is an introductory course in the study of sociology. The course will evaluate the problems growing out of the psychology of human wants and needs. The social institutions that have grown up in an attempt to satisfy these wants and needs will receive careful analysis. Some attention will be given to education as a factor in giving direction to the future growth of democratic institutions. Prerequisite, General Psychology. Second year, either semester, three hours per week. Three credits. Mr. Burkhard.

Principles of Education. This course deals with the principles underlying the teaching process. It includes a consideration of the place of education in modern society, its changing conceptions, and possible functions. The latter part of the course is given to a discussion of the elementary school curriculum with special reference to the application of the general principles. For the most part only general principles are dealt with. A more detailed study of methods is made in the second year. First year, second semester, three hours per week. Three credits. Mr. Payne, Mr. Fenton, Mr. Blackburn.

History of Education. This course will make a careful study of the place education has had in the development of civilization. The purpose of the course will be to give the student a good historical perspective by which to judge the validity of present day answers to our social problems. The historical background to be derived from a study of the history of education ought to be of large value to all who are interested in building democratic institutions. Second year, either semester, three hours per week. Three credits. Mr. Blackburn.

Methods and Curriculum. Three units. This course

will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. The literature on methods in these subjects will be examined and reviewed. Some effort will be made to show proper correlation and co-ordination among the subjects of the course of study. This work is closely correlated with the teaching throughout the second year. Second year, both semesters, five hours per week. Three credits each semester. Mr. Payne.

Tests and Measurements. A course dealing with the use and interpretation of intelligence and achievement tests. The relationship of these devices to the administration and supervision of instruction, simple statistical and graphical methods; the significance of scores and the diagnostic value of the results obtained, are to be carefully considered. The student will be prepared to give, score and interpret the important tests now used in the schools. Text: Hines, A Guide to Educational Measurement. One semester, three hours per week. Three credits. Mr. Fenton.

Educational Psychology. This course will be based upon the findings of general and experimental psychology. It will make a study of the psychological facts and laws that have a bearing upon understanding and controlling the learning process. The facts pertaining to subject matter will be evaluated in the light of the facts found in regard to the laws of the learning process. Prerequisite, General Psychology. Third year, one semester, three hours per week. Three credits. Mr. Burkhard.

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 connection 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.

Observation and Practice Teaching. All second-year 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.

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.

In order to meet the special needs of these schools, the Teachers College has taken full charge of two of the regular rural schools of neighboring districts—a one-room school and a two-room school. These schools are under the direction of a trained rural supervisor. Attention is not confined to the problems of the school-room alone, but community problems are included.

The building, equipment and sanitation are such as it is possible for any district to provide with the wise use of school funds. The only special advantage which the Teachers College provides is that of a specially trained supervisor. The student teachers who teach in the rural schools are furnished transportation forth and back by automobile, and by this arrangement they are enabled to carry on the classroom work of the course without inconvenience.

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ENGLISH

Mr. Felton; Miss Pilcher; Miss Larkin

English 5. Required of students who have not had two years of ancient or modern foreign language. A study of technical grammar based upon the prose structure of the best modern writers. Etymology, word formation, and sentence formation. Variations in terms used in modern textbooks are listed. The statements of differing textbooks are compared and criticized. Methods of teaching essentials of grammar in the inter-

mediate and upper grades are presented. Texts: Any modern English grammar; Ruskin, *Essays*—Chas. S. Scribner's Sons. \$1.25. One semester, three hours per week. Three credits. Mr. Felton.

English 6 (a). Required in the first year of the Standard Teachers' Curriculum. Exposition and argumentation, theme writing, and theme correcting. Oral exercises before the class. Conferences with instructors. One essay of at least two thousand words is required of each student. Texts: M. and R., *The Writing of English*, Holt and Co. \$1.50. Two semesters, three hours per week. Three credits each semester. Mr. Felton. Miss Pilcher, Miss Larkin.

English 6 (b). Similar to English 6 (a), but adapted to the needs of those students who require more practice in the technique of written composition. Two semesters, three hours per week. Three credits each semester. Mr. Felton.

English 7 (a) Public Address. Articulation, tone placing, practice in extemporaneous speaking or reading before the class. Group work in conversation. Appearance in plays may be chosen by those who exhibit dramatic talent. The best students are selected for appearance in college plays. Constructive criticism of the work of each individual is given. Elective. One semester, five hours per week. Three credits. Mr. Felton.

English 7 (b). Public Address. Open to students who have completed English 7 (a) or its equivalent. Reading: forensics; dramatic interpretations. One semester, five hours per week. Three credits. Mr. Felton.

English 8, Advanced English. In 1925 26 this course will be devoted to the Nineteenth Century English poets, with special study of Shelley, Robert Browning, Elizabeth Barrett Browning, and Tennyson. The conventions of the period, historical background, and personalities of writers will be discussed, together with

representative works of each poet. Two semesters, three hours per week. Three credits each semester. Mr. Felton.



G E O G R A P H Y

Mr. Hoover

Geography 1. Principles and Methods. Required of all students enrolled in the Standard Teachers' Curriculum. This course aims to give an intelligent and scientific view of the world as a whole, with special problem studies of type regions. The subject matter is organized and presented according to modern theory and methods. It is the aim to establish principles and procedure which will serve as a foundation for teaching and for further acquirement of necessary fact knowledge. Texts: The state text, Brigham and McFarlane, Essentials of Geography, and Salisbury, Barrows, and Tower, Elements of Geography. Either semester, three or four hours per week. Three credits.

Geography 2. Physiography. This course offers a study in the evolution of land forms, with particular emphasis upon the physiographic regions of the United States and of Arizona. Earth phenomena are studied with application to life conditions. The locality is rich in physiographic types for field study, while the more distant world is visualized through numerous slides, models, pictures, charts, and topographic maps. Opportunities are afforded for individual investigations and reports. Elective. First semester, three hours per week. Three credits.

Geography 3. Economic Geography. 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. Elective, recommended for professional and commercial students. Second semester, three hours per week. Three credits.

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HISTORY AND GOVERNMENT

Mr. Murdock

During the last five years nearly three-fourths of the states have enacted legislation requiring the teaching of the fundamental principles of republican government in their public schools. These statutes usually indicate that special emphasis shall be placed upon the study of the Constitution of the United States and of the State, and place the administration of the work in the hands of the superintendent of public instruction. In keeping with the new provision, the law further requires the teachers of public schools, high schools, and state educational institutions to show evidence of a satisfactory preparation in this field of study. Arizona is one of these states, having enacted such legislation at the last regular session, the act becoming effective in June, 1925.

The last course outlined below is specifically prepared to give our teachers the necessary training in American Constitutional history and Constitutional government to meet the requirement of this new law.

European History. A study of Europe in the nine-

teenth and twentieth centuries. The work of the course will be pretty equally divided between a study of conditions prior to and subsequent to the World War. Shapiro's text will be the guide. First year. Either semester, three hours per week. Three credits.

American History. A general course in the history of the American people. Beginning with the organization of the present government, stress will be laid upon the significant political, economic, and industrial movements to the present time. Essentially a reference reading course. Text: Muzzey. First year. First semester, three hours per week. Three credits.

American Government and Politics. A fact presenting course, beginning with the situation as it confronts the average citizen and voter, a study will be made of the intricacies of our political system. An attempt will be made to answer such questions as, How do these institutions work? How do they come to be as they are? What is the probable trend for the future?. Text: Beard. First year. Second semester, three hours per week. Three credits.

Principles of Economics. A beginning course sketching in broad outlines the general field. Elementary facts about which there is pretty general agreement only will be stressed in this introductory view. The work will follow in the main Ely's Outlines. Prerequisites, American History and American Government and Politics. Second year. Either semester, three hours per week. Three credits.

American Constitutional Government. Development of the Union. Forerunners of the Constitution. The Convention of 1787. Fundamental features of the federal plan. The position of the state in the American scheme. Recent emphasis upon local administration. What constitutes republican government. Constitutional

development in America. The citizenry, the keystone of the representative system. Education, the salvation of the electorate. Third year. Either semester, three hours per week. Three credits.

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HOME ECONOMICS

Miss Stewart

The Department of Home Economics is designed to meet the needs of students desiring to secure the necessary preparation for teaching home economics in the elementary and junior high schools, also to accommodate those who wish to elect work in this department in order to meet their own personal needs by developing purchasing ability, skill in workmanship, and economic and social usefulness. Students possessing the necessary qualifications may elect work in Home Economics with the permission of the head of the department. Those who complete twelve units of credit in this department, upon securing the Standard Teacher's Diploma, are recommended as qualified to teach sewing and cooking as industrial arts in addition to the usual work of the grades.

Clothing 1. This work includes lectures, reference reading, and laboratory practice. It includes hand and machine sewing, the use of patterns, the drafting of patterns, and the principles of fitting. The student is expected to become familiar with the characteristics of the leading textile fibers and with standard materials. First year, first semester, four hours a week. Three credits.

Clothing 2. The application of the principles of design to the construction of clothing is emphasized.

Appropriateness, simplicity, becomingness, and comfort are considered as the basis of good taste in dress. Garments are made to illustrate the principles studied. Some work must be done in silk and wool. Second year, second semester, six hours a week. Three credits.

Foods 1. Selection and Preparation of Foods. A study is made of the processes of cooking foods. The composition, nutritive value and cost of foods are considered. Meals are prepared and served. The course includes laboratory work, lectures, and recitations. First year, second year semester, six hours per week. Three credits.

Foods 2. Food Preparation and Menu Making. Food is prepared in order to illustrate the principles of menu making, to give practice in the choice and selection of food, and to give practice in serving. Second year, first semester, six hours per week. Three credits.

Nutrition and Dietetics. A study is made of the principles of nutrition, including the needs of the body, the composition and digestibility of foods and their metabolism in the human body. Prerequisite, Foods 1, Foods 2, and Household Chemistry. Second year, second semester, four hours per week. Two credits.

Home Management. A study is made of the principles of sanitation as applied to the house; the economical arrangement of the house; efficient household equipment; systematic housekeeping; and the economic and social aspect of the home. Second year, first semester, three hours per week. Two credits.

Practice Teaching in Home Economics. All second-year students who wish to secure the special diploma in Home Economics are required to teach Home Economics one year in the training school under the direction of a supervisor. Combined with this work is a

study of curriculums, methods, and problems in equipment. Second year, both semesters, five hours per week. Five credits each semester.

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KINDERGARTEN-PRIMARY

Miss Brown

Kindergarten-Primary Training Curriculum. This curriculum presents the theories of modern education, the fundamental instincts and impulses of children, and the materials and activities of the kindergarten and primary grades. The applicant for admission must be a graduate of a four-year high school course and must show ability to play music of the difficulty of the Arnold "Rhythms" and Kohlsaas-Baker "Songs for the Child". A preliminary test will include sight reading, piano accompaniment, and singing melodies.

Graduates of this curriculum receive the Arizona **Early Elementary Certificate**, which entitles the holder to teach in the kindergarten, first, second, and third grades. Observation, primary methods, and teaching are required in addition to the regular kindergarten subjects.

Industrial Arts 1. A study of accessory play materials, with practice in working out standard and original forms. Its aim is to direct and stimulate activities with materials that will lead to industrial and art processes and teach the possibilities in home materials. Text: Childhood Education. First year, first semester, three hours per week.

Industrial Arts 2. A course in kindergarten-primary handwork, with extended experiences in modeling

technique in clay, sand, chalk, and cardboard. Building projects with elementary and organized materials and advanced problems in construction furnish the basis for the development of subject matter for both grades. First year, second semester, four hours per week. Three credits.

Course 3. Literature. This course gives students familiarity with types of the best literature for children under ten years of age. The subject matter deals with the poets and poetry of childhood; story telling, with a review of the great folk, fairy, animal, and fun stories; and a study of the fundamental principles in the choice of stories. The course further includes a study of poems in appropriate musical settings, rhythms, and games. Text: MacClintock, *Literature in the Elementary School*. First year, first semester, three hours per week. Three credits.

Course 4. Kindergarten Technics. A course in organized educational play materials. The Froebelian, Montessori, and other selected materials are studied and evaluated. Practice is given in handling all materials that carry over into primary grades, stressing proper choice, organization, and presentation. Lectures and assigned readings. Second year, first semester, five hours per week. Three credits.

Course 5. History and Principles of Kindergarten Education. A study of educational reformers preceding Froebel; establishment of kindergartens; the kindergarten in American education and its leaders; a review of present-day methods in child-training. Text: Patri, *Child-Training*. Second year, second semester, three hours per week. Three credits.

Course 6. Kindergarten-Primary Curriculum. A study of subject matter for these grades, with methods of presentation; making of programs and keeping of

records; housing and equipment of kindergartens; a study of scientific investigation of kindergarten education and the progress of kindergarten children through the grades. Assigned readings from bulletins issued by the United States Bureau of Education. Second year, second semester, five hours per week. Three credits.

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INDUSTRIAL ARTS

Mr. Clark; Mr. Fairbanks

The Department of Industrial Arts offers instruction in manual training, drawing, designing, and shop work to all students, and a special curriculum for preparation to teach manual and industrial arts. Students who satisfactorily complete this work will be certified to teach manual training in the grades and junior high school. A complete tabulation of the curriculum in manual arts will be found elsewhere under the heading of Special Vocational Curriculums.

The following courses are offered by the Department of Industrial Arts:

Bench Woodwork (a). A course for beginning students and special students in the Kindergarten-Primary Curriculum. Fundamental tool processes; design and construction of small projects for home and school-room; toy construction; study of materials and their adaptation to constructive uses. First year, first semester, five hours per week. Three credits. Mr. Clark.

Bench Woodwork (b). Advanced course forming a continuation of Bench Woodwork (a) and leading to cabinet construction and the use of wood-working machinery. Either semester, first year, five hours per week. Three credits. Mr. Clark.

Wood Turning. This course will comprise a study of the lathe, lathe tools, jigs, woods for turning, other materials adaptable to the wood lathe, action of fiber, building up stock, turning between centers, chucking, face plate work, etc. Mechanical drawing required. First year, first semester, five hours per week. Three credits. Mr. Clark.

Case and Cabinet Construction. This course includes a study of design, period furniture, screws, finishes, and values through articles constructed. A part of the course will be devoted to school equipment. First year, second semester, five hours per week. Three credits. Mr. Clark.

Pattern Making. A course to include a study of cores, core prints, drafts, allowance for shrinkage and finish, building up stock, making core boxes, etc. This course is related to Forge and Foundry Practice, in which the student applies the patterns made in the pattern shop. First year, second semester, four hours per week. Three credits. Mr. Clark.

Mechanical Drawing 1. An elementary course involving free hand lettering, orthographic projection, cabinet and isometric projection. First year, first semester, five hours per week. Three credits. Mr. Fairbanks.

Mechanical Drawing 2. An elective course covering sections, intersections, and machine drawing, with shading and technic emphasized. Prerequisite, Mechanical Drawing 1, or equivalent. Second year, first semester, five hours per week. Three credits. Mr. Fairbanks.

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 is spent in the

sheet metal shop, where the accuracy of the drawing work is tested by building the articles designed. First year, second semester, five hours per week. Three credits. Mr. Fairbanks.

Machine Design. This course covers the elementary design of gears and cams and includes problems in combined mechanism and design for strength. Second year, second semester, five hours per week. Three credits. Mr. Fairbanks.

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 builds small machines and tools, cuts gears, and machines castings. Special work in tool making is also offered to those who are qualified for advanced work. Second year, first semester, five hours per week. Three credits. Mr. Fairbanks.

Forge and Foundry Practice. The class will make a series of simple forgings which are selected to cover the fundamental principles. Part of the work will consist of a study of foundry and cupola management, heat treatment of steel, and manufacture of wrought iron and steel. Second year, first semester, five hours per week. Three credits. Mr. Fairbanks.

Architectural Drawing. A course involving perspective and plans with details of construction. Second year, first semester, five hours per week. Three credits. Mr. Fairbanks.

Economics of Manual Training (4b). This is a lecture series on shop equipment, cost, and maintenance. Students are required to gather and compile data on materials, tools, and shop furniture and to make shop layouts. Second year, second semester, one hour per week. Mr. Clark.

Shop Courses and Practices (4c). General review of manual arts work with reference to actual shop practice. Study of methods, courses, drawing, supplies, etc. Study of development of industries, and manual training, industrial, and vocational institutions. Second year, second semester, two hours per week. Students completing Courses 4b and 4c receive three credits. Mr. Clark.

Special Recommendation. Students enrolled in the Standard Teachers' Curriculum may elect five hours per week or three units each semester from the above courses, and, upon completion of twelve units, or, by special arrangement, of nine units in this department, may be recommended to teach manual training in grade schools. One semester of this work (three units) shall be mechanical drawing.

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PHYSIOLOGY

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Mr. Irish

Physiology 1. Elective. 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 function are concerned, is the basis of the course. Hygiene and sanitation are stressed throughout the course. First year, either semester, three times per week. Three credits.

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FOREIGN LANGUAGES

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Miss Wilson

The great Southwest has one of the most interesting

educational problems in our United States, namely, that of training and amalgamating a high percentage of foreign born citizens. There is a broad field for the teacher who understands Spanish and Spanish-speaking people. His value to the community is enhanced greatly if he can reach the parents of his pupils. A knowledge of Spanish is a business asset. Since American business houses have been establishing offices in Spanish America there has developed an increasing demand for those trained in Spanish. The following courses will be offered provided there are at least six applicants for a course.

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 classroom and especial attention is paid to the acquisition of a practical and useful vocabulary. Two semesters, three hours per week. Three credits.

Texts: Hills and Fords First Spanish Course, Wilkins' Elementary Reader, El Abolengo, Fortuna, Capitan Veneno, and Rivers and Doyle's En España.

Intermediate Spanish. Translation, review of grammatical principles, rapid reading, and conversation. Collateral readings on Spain, Spanish life and customs, the books being selected from an excellent library collection. Material for reading will be chosen from such books as *El Trovador*, *Navidad en las Montanas*, *Marianela*, *Dona Clarines*, *Maria Jose*, *Romera-Navarro's Historia de la Literatura Española* will be used, and *Crawford's Temas Españoles*. Prerequisite: One year of college Spanish, or two years of high school work. Two semesters, three hours per week. Three credits each semester.

Advanced Spanish. This course covers a wider range of reading. Much work in special assignments

on topics pertaining to geography, history, customs of Spain and South America. Readings selected from such books as *La Barraca*, *Don Quijote*, *Sombrero de Tres Picos*, *Dona Perfecta*, *O Locura*, *O Santidad*. This course may be elected by those having the equivalent of two years' college Spanish, and should be taken by those who seek recommendations to teach Spanish in junior high school. Two semesters, three hours per week. Three credits each semester.

Latin may be selected by those who have had the necessary preparation to read such essays of Cicero as *De Senectute* or *De Amicitia*. If there is sufficient demand, a course in beginning Latin may be offered.

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MATHEMATICS

Mr. Waltz

Arithmetic Methods. A thorough review of the fundamental processes accompanied by discussions of methods and assigned readings. Administration of standard tests; critical examination of texts in use; problems; projects. First year, either semester, three or four hours per week. Three credits.

College Algebra. This course includes irrational numbers, progressions, theory of equations, determinants, partial fractions, variation and infinite series. Prerequisite: Satisfactory evidence that the student has sufficient background for this advanced study of mathematics. Elective. Either semester, three hours per week. Three credits.

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MUSIC

Miss Gerrish; Miss Norton

Of all subjects introduced into public schools dur-

ing 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. Texts: Music Education Series, Introductory Music, Elementary Music, Intermediate Music. First year, either semester, five hours per week. Three credits.

Music 2. Methods. 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 monotones are a few of the subjects given

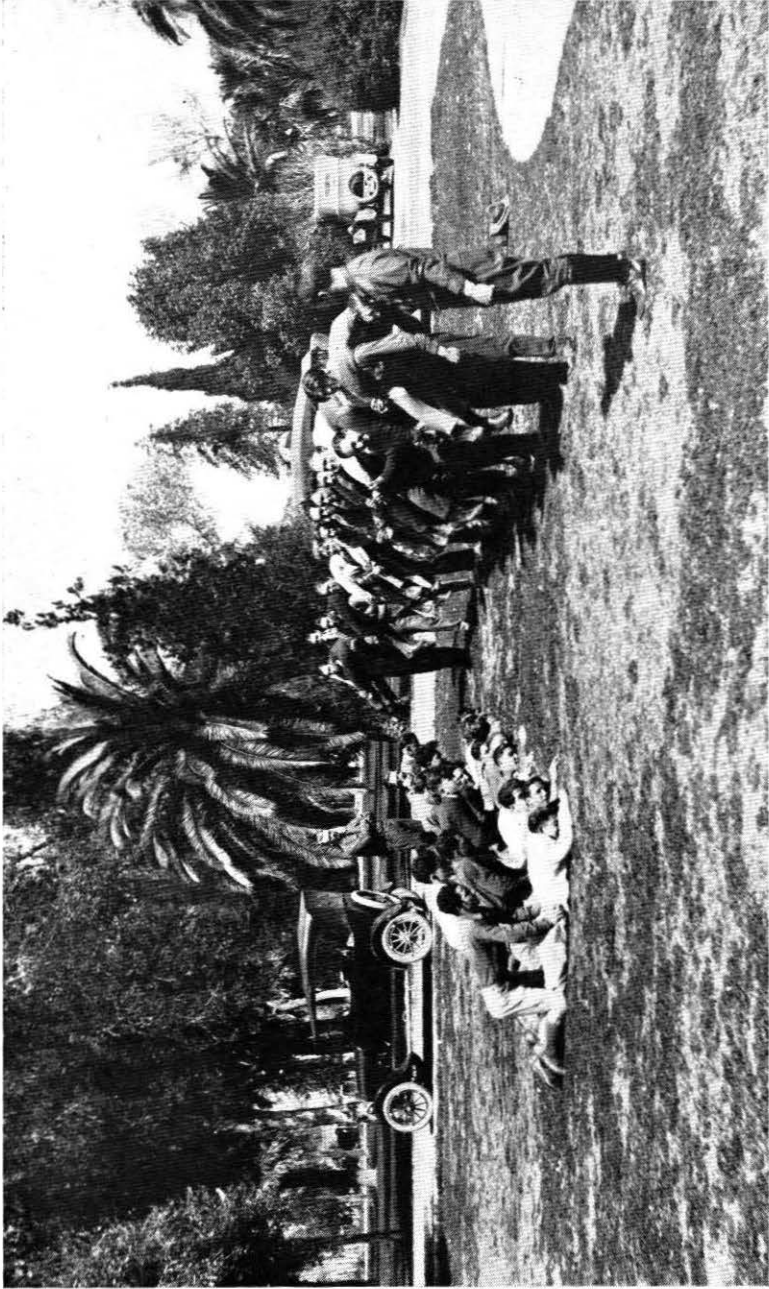
special attention. There are class demonstrations of all problems. Second year, either semester, five hours per week. Three credits.

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

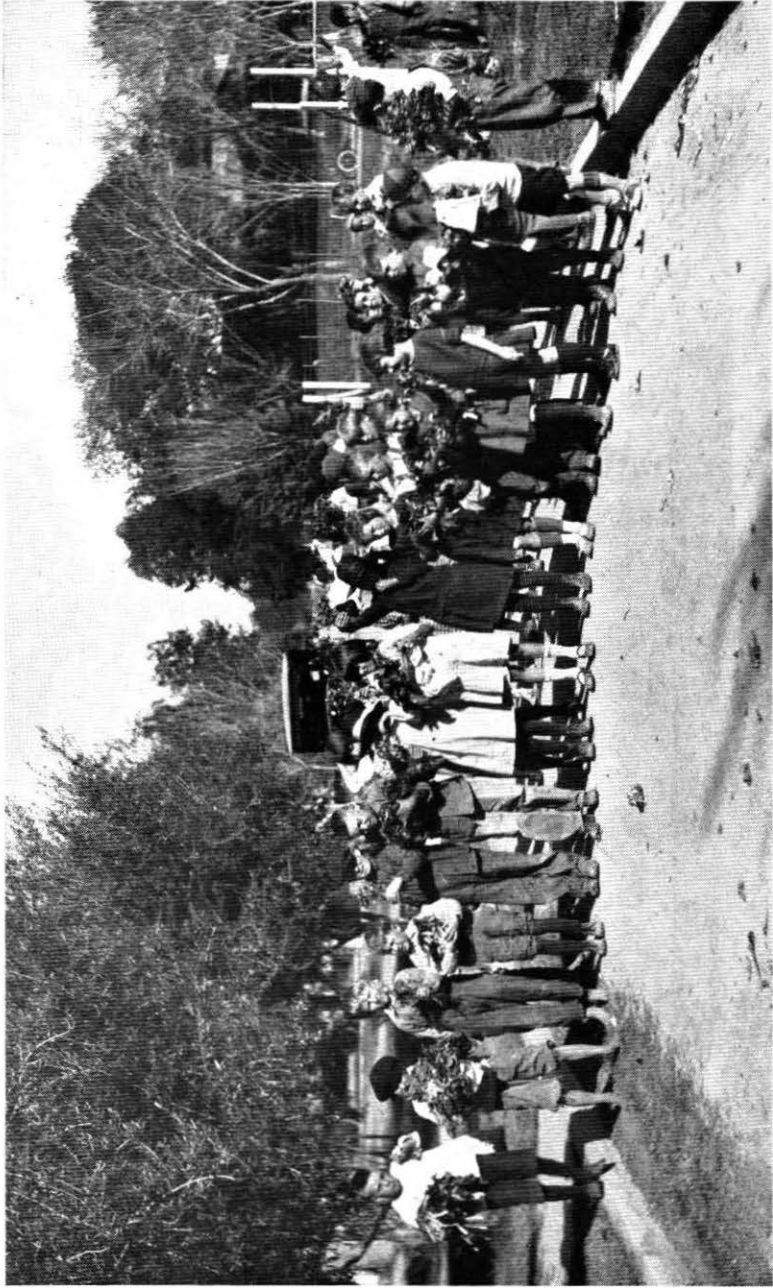
Glee Club. Those who are musically inclined will greatly enjoy the work of the glee club, which is usually organized early in the year. Two periods a week are required for this work, which affords valuable experience in part singing and chorus practice, being at the same time a source of keen pleasure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

Orchestra and Band. Those who are interested in instrumental music may avail themselves of the opportunity for practice which is afforded by the maintenance, under the direction of the Department of Music, of an active band organization and of a college orchestra. Both organizations meet regularly for rehearsal and furnish music for the various public events which occur upon the campus and in the auditorium. Participation in the activities of either of these organizations, if entirely satisfactory to the head of the department, may entitle the student to one credit toward graduation.

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 college are made available to such students for the convenience of practice, and stated hours will be assigned upon application.



SCOUT LEADERS' TRAINING CLASS



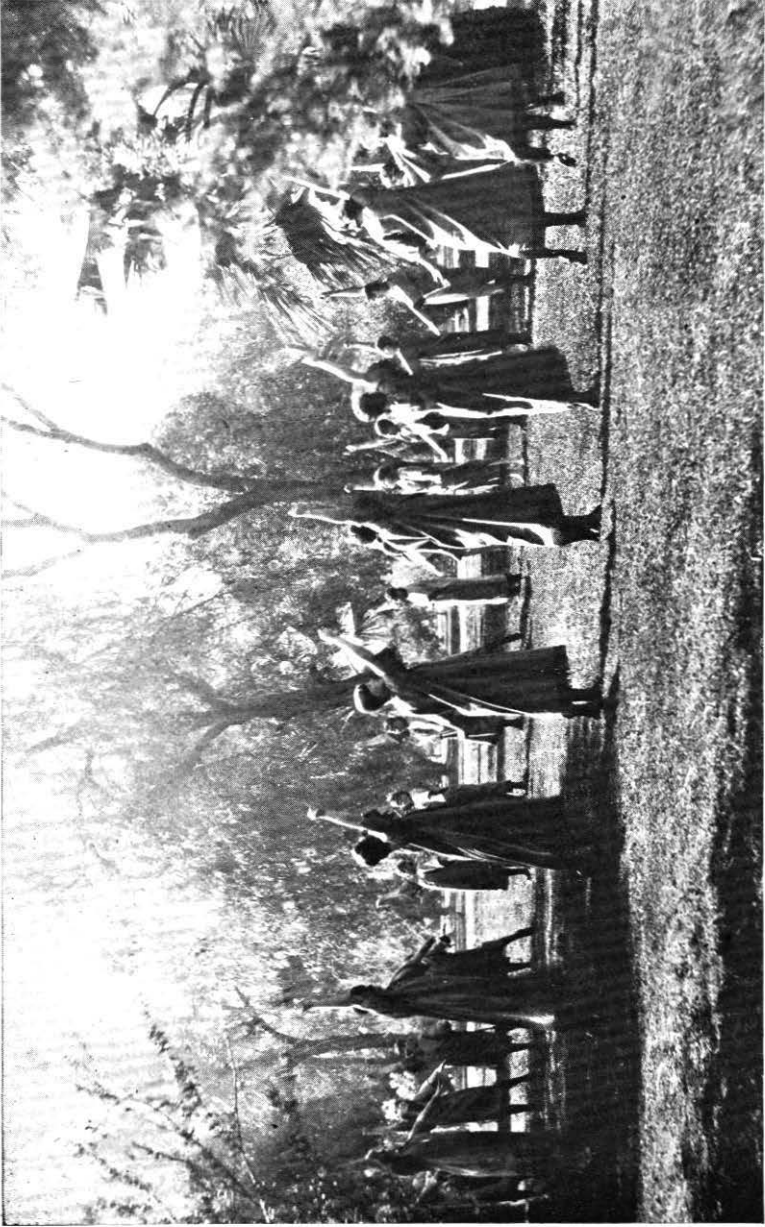
PRODUCTS OF TRAINING SCHOOL GARDENS



A BUSY CORNER—RURAL SCHOOL NUMBER ONE



LANGUAGE LESSON--RURAL SCHOOL NUMBER ONE



CAMPFIRE CEREMONIAL

PHYSICAL TRAINING FOR WOMEN

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 Teachers College 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.

A noteworthy feature of the work in physical education is the attention given to defects of posture revealed by the schematograph, and the use of corrective gymnastics for the remedy of such defects.

It is worthy of remark that the increased interest in physical education at Tempe Teachers College 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, a credit of two units 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 first year, a special course is given in primary games and folk dances. This course forms the basis for the practice work of the second year, when the 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. Eleven cement concrete courts have been constructed upon the campus, and several faculty members have been enlisted to assist in the instruction of beginners. The number of young women who have constantly used these courts during their leisure hours for the past year is exceedingly gratifying. Interest in this phase of the work has been greatly stimulated by the playing off of a number of tournaments with representatives of other schools.

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

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

Campfire Guardians. As a part of the regular work in general methods, a course in campfire activities is given each year to all young women of the senior class. This course is under the immediate supervision of the state director of campfire work and thoroughly covers the principles, aims, objects, and methods of the campfire movement, and is planned to qualify senior students as campfire guardians, prepared to organize and conduct the work of girls' campfires in the communities into which they may go as teachers in the public schools. An active campfire, maintained among the pupils of the training school serves to provide practical experience for prospective campfire guardians in all phases of this important community service.



PHYSICAL EDUCATION FOR MEN

Mr. McCreary

The Physical Education program for men attending the Tempe State Teachers College is designed to fulfill two purposes. First, it is expected to give to every student a physical development which is so necessary to wholesome student work, and to establish in every stu-

dent, the habit of play and desire to continue the development of his body even after he has left school environment and entered private life. The second aim is to teach the prospective teacher games and methods of playground and supervised play in order that he may intelligently carry on this work in the school system into which he may go.

Hand in hand with this course will be given each year a course in Boy Scout leadership. This course runs from four to six weeks and is designed to prepare young men to organize and take charge of Boy Scout Troops as Scoutmasters. At the end of this course an examination is given to cover the work and also a week-end camp. All those completing this course with a passing grade in the examination and who take the week end camp will be furnished with a certificate from Scout Headquarters, authorizing them to be Scout Masters.

Second-year men are required as a part of their teacher's training to have at least one quarter of playground work under supervision. This work will include various types of playground supervision from recess and noon-hour supervision to strictly supervised play periods and coaching of the various athletic teams of the Training School.



LIBRARY

Mr. Cookson; Mrs. Cookson

Main Library. The library occupies a portion of the first floor of the Main Building. It now contains over 16,000 bound volumes, exclusive of several thousand unbound bulletins and reports.

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.

Books may be borrowed for two weeks, and may be renewed for two weeks more, if not reserved for special class work.

Children's Library. In addition to the Main Library there is also a children's library in the Training School consisting of more than 3,000 carefully selected children's books.

Here, each quarter, four second-year students are given the opportunity of actual administrative experience. This includes the care of the library, care of the books, circulation of books, keeping records, classification of books, etc. In addition, a brief course in children's literature, with required readings in the various types, is offered.

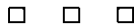


LECTURE AND ENTERTAINMENT COURSE

Each year the Tempe State Teachers College arranges a series of musical, dramatic, and lecture numbers for the benefit of the student body and of the citizens of the community. Regularly enrolled students are admitted without charge to all numbers of this course. The program which is being arranged for the year 1925-26 will be of the same standard of excellence which has prevailed in past years. The course is given in the college auditorium, which is fully equipped for the staging of dramatic or operatic numbers.

Arizona Lectures. This course, first introduced in the year 1923-24, will again be offered in 1925-26. It

consists 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. These lectures will be given in the evening and will be open to all students and to the public. The aim of these talks will be to give the audience an adequate idea of what the various state departments are doing for the public welfare. Special effort is made to present the activities of the State Board of Education, the Boards of Health and of Child Welfare, which are so intimately related to the work of the teacher in the schools of Arizona.



THE ALUMNI ASSOCIATION

The Tempe Teachers College 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 curriculums of the college automatically become members of the Alumni Association. Membership is restricted to graduates of the college. Including the class of 1925, the association now numbers 1862 members, the majority of whom are residing within the state. This large group of influential citizens through efficient organization has become a potent force in promoting the welfare and advancement of the college. The Alumni value highly the friendships formed during college days, and it is their earnest wish to bind these friendships more firmly after graduation, yet they believe that an alumni association is justified in its existence only in so far as it cooperates with and serves its Alma Mater. The recent rapid growth and development of the college are a source of pride to all loyal alumni

and an incentive to further efforts to perfect their organization in order that it may continue effectively to serve the interests of Tempe Teachers College.

Perhaps the most significant step toward the strengthening of the Alumni Association was the establishment, during the past year, in many parts of the state, of **local Alumni Clubs**, each of which is formed by the authority and under the leadership of the Alumni Association, from which it receives its charter. This plan of organization insures the close affiliation of the local clubs with the parent association and tends to secure that singleness of purpose and effective cooperation which will enable the Association to act as a unit in any work they may see fit to undertake for the promotion of the interests of Tempe Teachers College, its student body, and of education in general. Alumni clubs have already been organized at Bisbee, Douglas, Casa Grande, Phoenix, Globe, and Miami, and it is the hope of the present executive board that, in the near future, similar clubs will be formed in other communities throughout the state in response to the applications of enthusiastic groups of loyal graduates.

The Endowment Fund

Believing that a professional education is a most valuable asset in life, the Alumni desire to extend its benefits to others. With this end in view, the Alumni Association has for some time been 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 zealous leadership of Clarence M. Paddock, '03, and with the active cooperation of the officers of the association, the fund has grown to

more than \$5000, and is becoming established on a working basis, as shown by the fact that twenty members of a recent class practically owe their graduation to the assistance received from this source.

The Class of 1925 have demonstrated their interest in the establishment of the Endowment Fund and have given the movement their very practical endorsement by contributing the handsome sum of \$700. The trustees, upon whom rests the responsibility of carrying the movement to completion, are now confident that the goal will soon be reached and the fund become self-supporting. It is their earnest desire that every graduate who has not already done so will contribute his or her quota at an early date, to the end that the Endowment may be able to meet the growing demands for the aid of worthy members of the rapidly increasing classes.

The members who are contributing to this enterprise derive satisfaction from the feeling that they have here an opportunity of expressing, in some measure, each according to his means, an appreciation of the benefits which they themselves have received from their Alma Mater and from the State of Arizona. It is a noteworthy fact, moreover, that the students who need assistance are usually among the best in the class in point of scholarship and promise, and, in many cases, investigation has shown that these same students have earned all or part of their expenses thus far, not only through their college course, but through the preparatory high school course as well.

Alumni Register

It is the wish of the faculty of the college 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 Alumni 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 postoffice address.

Alumni Office

The clerical work in connection with the business correspondence and records of the Association has grown to such proportions that it has been necessary to establish an Alumni Office in connection with the college offices. Here an assistant secretary is employed part of the time each day at work connected with Alumni affairs. Correspondence relating to Alumni business should be addressed to

The Secretary,
Tempe Teachers College Alumni Association,
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 molding college sentiment, and the files of the paper become a valuable historical record of campus 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 can lead boys and girls in wholesome activities outside the classroom.

The Kalakagathia Camp Fire is one of many answers which the Tempe Teachers College makes to this

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

During the past year the studies undertaken by this group have been 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 has been established in the library for the use, not only of the Camp Fire Girls, but of all students interested in these modern movements. The members of Kalakagathia have also rendered valuable assistance in carrying forward an intensive study of campfire organization and methods in connection with the classes in general methods in the standard teachers' course.

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 fireplace was erected upon the campus by the Kalakagathia Camp Fire. This fireplace has become the center for the regular Camp Fire activities of the council.

The necessary expenses incident to membership in Kalakagathia, aside from the annual camping trip, are about four dollars. This sum buys the ceremonial gown and headband, provides a Camp Fire Manual, and pays 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.

The Zetetic Society is a literary and social club composed of twenty-five young women. This group is an outgrowth of the literary ideals of the normal school days, dating back to a time when all the students were members of one literary organization or another. In those early days both men and women held membership in the society, but, owing to the tendency of the men to form separate clubs devoted exclusively to debate, membership in Zetetic was restricted to women as early as 1912. Since that time over two hundred young women have attained membership in the society and the work has been devoted to studies in extemporaneous speaking, story telling, and the drama. A high standard of scholarship is required for membership. Many plays have been given by the members, those of Maeterlinck, Lord Dunsany, Anatole France, and other modern dramatists being preferred. One original play has been produced by the society. An annual camping trip has featured the work of the society, several days this year having been spent at a secluded spot on the Verde River.

Clionian Literary Society limits membership annually to twenty five college women whose purpose is to study art, literature, and music in their weekly meetings. With them, the past year has been "All American Year". A definite study was made of the lives and works of the leading American musicians, painters, sculptors, dramatists, novelists, and poets. These studies, together with formal ceremonial meetings, parties, hikes to "Clionian Rendezvous", and the annual camping trip, make up an important part of the college life of the members, and many enduring friendships are developed through associations formed in connection with Clionian activities.

Philomathian Literary Society, consisting of twenty-five young women, was organized in 1920 for the purpose of studying literature and of promoting sociability

among the members. The literary program has been devoted largely to the drama, many old and new plays having been read and analyzed. Three public performances of worth-while plays were given during the year just closed, and an attempt has been made at original dramatization. Among the dramatists recently studied are Drinkwater, Wilde, D'Annunzio, Lady Gregory, Lord Dunsany, Moody, and the children's playwright, Stuart Walker.

Erodelphian Society was organized by a group of students of the class of 1922 for the purpose of studying literature, drama, and music. This purpose is carried into effect in the Tuesday evening programs. Two evenings a month are devoted to opera study, two to literature, and the occasional fifth Tuesday to some form of social activity. During the year 1924-25 the literary programs have been grouped about a study of Arizona from the standpoints of her contributions to poetry and the drama, her scenic beauties, her early peoples, and her frontier history. A trip of outstanding interest was made to the ruins of the Casa Grande. The latter part of the year was spent in studying modern short stories and plays. The annual week-end camping trip took the society to Granite Reef, where two delightful days were spent. Numerous hikes, desert picnics, and parties have helped to fill the year with pleasant memories.

Phi Beta Epsilon, an organization of young women who meet weekly for literary study and social enjoyment, this year held their formal initiation ceremonies at La Casa Vieja. The meetings of the first semester were spent in the study of the plays of Drinkwater and Oscar Wilde. Famous operas occupied the attention of members during the second semester. The annual week-end camp was held at Cave Creek.

Los Hidalgos del Desierto is a club composed of men and women, with a membership limited to thirty,

whose purpose is to foster an interest in things Spanish. A section blessed with so many memories of the times of the conquistadores and the loyal padres offers exceptional opportunities to develop a better understanding and a genuine sympathy for a sister republic. Meetings the past year have been spent in story-telling and in learning such enjoyable songs as *Mi Viejo Amor*, *Tecolote*, and *Tenia Chiquito el Pie*. There have been many social affairs and no one will soon forget the initiation picnic in the desert.

The Pierian Society. The words of Pope, "Drink deep, or taste not the Pierian spring", were the inspiration for the name of this new literary society, whose purpose is to foster an interest in modern poetry and drama. Along with the work of organization and the writing of a constitution, the society has given considerable time to the study of *The Great Divide* and the plays of Colin Clements. Numerous social meetings and a camping trip to Cave Creek have served to vary the program of the year.

Lambda Phi Sigma is an educational scholarship organization of the young men of the college which was established this year by a committee composed of faculty members and students. An active membership of twenty was developed by the end of the year. The initiation ceremony and banquet were attended by many school officials from various parts of Arizona who accepted honorary membership. The regular programs of the year were largely concerned with discussions of social and economic problems, the topics ranging from the Colorado River Compact to a discussion of pacificism. During the year 1925-26 the work will be under the direction of a faculty member for the purpose of developing the study and practice of debating, with the expectation of developing teams which may meet those of other institutions of collegiate rank in the state.

Geographic Society. This society was organized in November, 1924, by a group of students specially interested in geographic investigation and study. The membership is made up of young men and women who have excelled in geography and in general scholarship, or who have made worthy professional contributions to the field, or who have had foreign travel with educational purpose or value. The society fosters some very worthy projects and is doing much to interest the general public as well as the student body in the natural wonders and advantages of the state. A number of week-end trips to points of special interest are arranged during the year. The first half year's activities included trips to Casa Grande Ruins, Colossal Cave, and San Xavier Mission; the Apache Trail and the Natural Bridge. Further activities planned for next year include trips to the Prescott-Jerome region, the Tonto Ruins, the Caverns in the vicinity of Tucson, and the Grand Canyon.

The Timakaeena Society was organized late in the school year 1924-25 to provide opportunity for organized cultural activities for a group of girls living in the vicinity of Tempe who could not conveniently attend the regular evening meetings held by other societies. Meetings of Timakaeena are held each Wednesday at the luncheon hour. The name is an Indian phrase meaning, "Living Close to Mother Earth". The purpose of the society is to promote the study and appreciation of nature. The membership will be limited to twenty-five.

The Cactus Walking Club. Membership in this organization is limited to twenty young men and young women who enjoy "hiking" and hill climbing. As the name of the club implies, the favorite resort for their frequent hikes is the desert, with its rugged cactus-covered ridges, affording wholesome exercise and abundance of fresh air. The customary program for these walking expeditions includes an al fresco luncheon

served around a blazing campfire, accompanied and followed by 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 head residents 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.

The Young Women's Christian Association. This association is one of 740 similar organizations with a membership of over 90,000 students in the various colleges and universities of the United States. Membership is based only upon the generally accepted Christian principles. Such an organization, with no discrimination against any denomination, sect, or creed, offers a valuable opportunity for training in consecrated religious study and civic service which is so essential in the character building of the prospective teacher.

The general activities of self-development and service are directed by an executive cabinet assisted by an extensive committee organization. Thus a practical training is offered to the entire membership. The program for the year consists of weekly religious meetings, service activities, socials, and hikes. A general secretary employed by the Advisory Board composed of faculty members, interested citizens, and alumnae, has general supervision of the work and acts in the capacity of friend and counselor to all of the girls.

Each summer several delegates are sent from the Tempe State Teachers College to the Y. W. C. A. Conference at Asilomar, California, where they receive the training and inspiration which such a conference offers.

TEACHERS' EMPLOYMENT BUREAU

Although the management of the college 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 college officers as well. The president of the college, 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

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

Association to add to this fund from year to year. When the fund reaches a certain specified amount, it is planned to make this a permanent endowment, the interest to be used to establish scholarships in Tempe State Teachers College.

P R I Z E S

The **Moeur medal** for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The **Moeur pin**, also offered by Dr. B. B. Moeur, is awarded to the student who is considered the best teacher in all respects; teaching in the training school, professional spirit shown and work done in professional courses. The student must have attended the Tempe Teachers College 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 advanced students of the college 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 second-year student of the college who is carrying at least one major in commercial work. This medal is given to stimulate research and study along business lines.

The George M. Frizzell Medal

A medal for scholarship, to be awarded annually, is offered by Mrs. Minnie E. Frizzell in memory of her husband, the late George M. Frizzell, who was for many years head of the department of mathematics in Tempe Normal School, and who was respected and beloved by students and faculty alike for his humanity and sincere friendliness.

SUMMARY OF REGISTRATION, 1925

Normal School	{	Men ..	93	} Total .	612
		Women	519		
Training School	{	Boys ...	355	} Total	...704
		Girls	349		
Total registration for the year.....					1316

SUMMARY OF GRADUATES

Prior to Class of 1925	. . . . .	1654
Class of 1925	. . . . .	208
Total number of graduates		1862

Register for 1924-1925

Adams, Eugene	.....	Tempe
Adams, Robert Gay	.....	Scottsdale
Adams, Ruth	.....	Bisbee
Aldrich, Nathalie	.....	Bowie
Alexander, Ruby	.....	Phoenix
Alexander, Sadie	.....	Tempe
Allen, Hiram Loren	.....	Gilbert
Allen, John R.	.....	Gilbert
Allen, William W.	.....	Glendale
Amberg, Virginia	.....	Prescott
Anderson, Alice	.....	Globe
Anderson, Beulah	.....	Mesa
Anderson, Helen	.....	Douglas
Anderson, Martha	.....	Mesa
Anderson, Marvyl	.....	Mesa
Ankersheil, Otto	.....	Missouri
Anthony, Agnes	.....	Phoenix
Arhelger, Dora	.....	Texas
Arzberger, Florence	.....	Willcox
Ashbaugh, Margaret	.....	Mesa
Askins, Elizabeth	.....	Douglas
Aston, Erma	.....	Mesa
Atkins, Lorene	.....	Agua
Austin, Elsie	.....	Tempe
Allen, Mrs. William	.....	Glendale
Backus, Margaret	.....	Miami
Baehr, Ruth	.....	Prescott
Balcom, Margaret	.....	Glendale
Baldwin, Dorothy	.....	Phoenix
Bales, Ella	.....	Chandler
Ballard, Lowell	.....	Globe
Barker, Muriel	.....	Mesa
Barnes, Gladys	.....	Gilbert
Barry, Betty	.....	Phoenix
Bartson, Martha	.....	Mesa
Beck, Edna	.....	Phoenix
Beck, Helen	.....	Phoenix
Bellamy, Nora	.....	Superior
Beltram, Mary	.....	Sonora
Bemis, Beulah	.....	Phoenix
Bendixen, Hanora	.....	Bisbee
Berchenkamp, Barbara	.....	Mesa
Berry, Effie	.....	Mesa
Berry, Marie	.....	Mesa
Bertino, Alice	.....	Phoenix
Biggs, Ellis	.....	Mesa
Billingsley, Beatrice	.....	Clifton
Billingsley, Ruby	.....	Clifton
Birchett, Joseph	.....	Tempe
Blackwood, Leora	.....	Oklahoma
Blesch, Elizabeth	.....	California
Booram, Catherine	.....	New Mexico
Bowman, Ruth	.....	Phoenix
Bowser, Esther	.....	Phoenix
Bracamonte, Helen	.....	Winkelman
Brandenburg, Eve	.....	Mesa
Brewer, Leslie O.	.....	Mesa
Brill, Neva	.....	Glendale
Brimhall, Hale	.....	Mesa
Brodie, Florence	.....	Mesa
Brookbank, Winona	.....	Phoenix
Brooks, Anna	.....	Tempe
Brooks, Dorothy J.	.....	Duncan
Brooks, Dorothy A.	.....	Winslow
Brooks, Gertrude	.....	Phoenix
Broughton, Norma	.....	Texas
Brown, Edna	.....	Mesa
Brown, Laura	.....	Payson
Bruce, Ardis	.....	Glendale
Brundage, Joe R.	.....	Ray
Bryan, Kelley	.....	California
Buckbee, Harriet	.....	Cornville
Burch, Kathryn	.....	California
Burleson, Loree	.....	Bonita
Burns, Carmela	.....	Phoenix
Butler, Glenna	.....	Globe
Butner, Mrs. Elma	.....	Phoenix
Becker, Betty	.....	Phoenix
Brown, Mrs. Mabel J.	.....	Tucson
Blair, Pearl	.....	Casa Grande
Baker, Jesse	.....	Winslow
Campbell, Alice	.....	Globe
Campbell, Eloise	.....	Chandler
Campbell, Margaret	.....	Bisbee
Carlson, Mary	.....	Globe
Carlson, Lillian	.....	Lowell
Carpenter, Gertrude	.....	Phoenix
Carpenter, Gladys	.....	Phoenix
Carroll, Geraldine	.....	Glendale
Carter, Clydine	.....	Bisbee
Case, Katherine	.....	Safford
Casner, Winona	.....	Tempe
Cerny, Ada	.....	Mesa
Chain, Edna	.....	Bisbee
Challen, Edith	.....	Globe
Chaney, Velma	.....	Gadsden
Chapman, Hazel	.....	Mesa
Chestnutt, Elsie	.....	Scottsdale
Childers, Leslie	.....	Humboldt
Chilson, Mrs. Myrtle Refsnes	.....	Tempe
Christy, W. B.	.....	Tempe
Cisney, Grace	.....	Phoenix
Clapp, Frances	.....	Pearce
Clark, Kenneth	.....	Tempe
Clark, Laura	.....	Duncan
Clark, Verdell	.....	Mesa
Cleaton, Roberta	.....	Virginia
Clifford, Ethna	.....	Safford
Coffin, Sarah	.....	Phoenix
Collins, Alice	.....	Phoenix
Collins, Grace	.....	Phoenix
Cook, Evona	.....	Warren
Cook, Genevieve	.....	Warren
Cooke, Leta	.....	Indiana
Cooper, Frances	.....	Roosevelt
Cooper, Learah	.....	Prescott
Couch, Ruth	.....	Phoenix
Coury, Mary	.....	Sonora
Cowan, Hugh	.....	Tempe
Cox, Evelyn	.....	Miami
Crandall, Loree	.....	Gilbert
Crismon, Georga	.....	Mesa

Crismon, Mary	Mesa
Crouse, Hazel	Phoenix
Crump, Dorothy	Ray
Crump, Elizabeth	Ray
Cruz, Abraham	Casa Grande
Culbert, Agnes	Lowell
Culbert, Katherine	Lowell
Cummins, Irene	Tempe
Curiel, Blanche	Casa Grande
Curiel, Marie	Casa Grande
Curnutt, Mighbert	Globe
Curry, Edward	Tempe
Curry, Ruth	Tempe
Cyra, Estelle	Prescott
Crow, Robert	Florence
Campbell, James N.	Douglas
Campbell, Myrtle	Douglas
Carson, Okla	Globe
Condie, Lenore	Mesa
Cole, William	Tempe
Clark, Alice Pauline	Illinois
Champagne, Carol	Mesa
Dana, Loral	Mesa
Dana, Orva	Mesa
Dana, Vadna	Mesa
Dana, Viola	Mesa
Danenhauer, Dorothy	Clifton
Dashiell, Elizabeth	Phoenix
Dauwalter, Bess	Texas
Davis, Floyd	Mesa
Davis, Mason	Mesa
Davis, Opal	Peoria
Davis, Rosella	Kingman
Davis, Ruth	Phoenix
De Rosier, Harold	Mesa
Dettweiler, Dorothy	Phoenix
DeWitt, Helen	St. Johns
Dietrich, Nellie	Douglas
Dillman, Loren	Webb
Douglas, Laurine	Phoenix
Douglass, Wilma	Phoenix
Draper, Ruth	Wickenburg
Driskill, Willie	Benson
Dugger, Hester	Jerome
Dugger, Nellie	Peoria
DeWitt, Neil	Snowflake
Earhart, Harry	Phoenix
Eckardt, Della	Cuba
Edwards, Bertha	Chandler
Edwards, Irene	Chandler
Edwards, Lawrence	Chandler
Eisenhart, George	Mascot
Eisenhart, Jean	Pearce
Ellsworth, Edmund	Mesa
Ellsworth, Ella	Mesa
Ellsworth, Faun	California
Ellsworth, Lillie	Mesa
Ellsworth, Lloyd	Mesa
Embry, Cecil	Scottsdale
Entz, Marjorie	Mesa
Estevez, Dionisia	Clifton
Eye, Martha	Texas
Evans, Robert	Illinois
Ewing, Weyland	Glendale
Fegley, Maude	Iowa
Finch, Maude	Winkelman
Fisher, Irene	Bisbee
Flinn, Agnes	Phoenix
Flores, Eugenia	Morenci
Fogal, Katheryn	Tempe
Forback, Goldye	Casa Grande
Ford, Dorothy	Phoenix
Foster, Katherine	Phoenix
Foulkes, Dorothy	Douglas
Fox, Margaret	Globe
Fraide, Amelia	Clifton
Fraide, Clotilde	Clifton
Freeman, Florence	Phoenix
Freestone, Alfred	Gilbert
Friedman, Vernon	Nogales
Frost, Mary	Douglas
Frost, Sara	Douglas
Fuller, Ora	New Mexico
Flaws, Barbara	Massachusetts
Freestone, Delia	Gilbert
Gabbard, Lillian	Ft. Apache
Gannon, Dorothy	Miami
Garrett, Marcella	Tubac
Gaylord, Beatrice	Chandler
Gentner, Ida	San Simon
Giffen, Jeannette	Phoenix
Gilbert, Irma	Peoria
Giroux, Frances	Mayer
Goddard, Delbert	Tempe
Godfrey, Leona	Tempe
Goodrich, Eva	Casa Grande
Grace, Katherine	Phoenix
Graham, Ora Lee	Globe
Grant, Jean	Bisbee
Green, Jessie	California
Gregg, Glesner	Phoenix
Guess, Eva	Phoenix
Guess, Nellie	Phoenix
Gronewald, Marcella	Phoenix
Griffith, Will	Tempe
Guthrie, Carl	Mesa
Hall, Lorraine	Florence
Hambly, Dina	Hayden
Hamilton, Margaret	Douglas
Hammon, Isabel	Ft. Thomas
Hanna, Lucile	Tempe
Hardin, Wanda	Tempe
Harms, Anna	Colorado
Harms, Helen	Colorado
Harms, Lillian	Colorado
Harris, Beatrice	Duncan
Hastings, J. Elmer	Mesa
Hawes, Turner	Mesa
Hawkins, Steven	Tolleson
Hayes, Evelyn	Phoenix
Hayes, Lillie	Globe
Hazen, Edith	Palo Verde
Hendricks, Evelyn	Phoenix
Hengehold, Val	Globe
Henness, Catherine	Tempe
Henness, Russell	Tempe
Hermann, Selma	Bisbee
Hess, Lulu	Phoenix
Hess, Ruth	Phoenix
Higgins, Ruth	Ft. Thomas
Hill, Margaret	Prescott
Hill, Marion	California
Hines, Hubert	Mesa
Hoar, Gertrude	Globe
Hoar, Mildred	Globe
Hoelzle, Thelma	Phoenix
Hogue, Grace	Phoenix
Holcomb, Gladys	Iowa
Holt, Edith	Willcox
Hood, Lora	Tempe
Hopkins, Lily	Camp Verde

Horne, Naomi Mesa
 Howell, Dorothy Mesa
 Huber, Verda Chandler
 Huddy, Ruth Bisbee
 Hudson, Helen Casa Grande
 Hudson, Lucile Casa Grande
 Hughes, Donald Tempe
 Hughes, Mabel Phoenix
 Hughes, Marjorie Phoenix
 Humbert, Henrietta Jerome
 Hunley, Ella Tennessee
 Hunter, Emily Tempe
 Hunter, Jane Tempe
 Hupp, Morris Iowa
 Huston, Floyd Mesa
 Hall, Constance Phoenix
 Hatch, Merrill Chandler
 Hunt, Florence Ann Illinois
 Irvine, Thelma Phoenix
 Jaeger, Christine Phoenix
 Jakobi, Isabel Phoenix
 James, Margaret Komatke
 Jantzen, Dorothy Phoenix
 Jarnagin, Dovie Glendale
 Jolley, Nadine Willcox
 Jerez, Gilbert Phoenix
 Johns, Mildred California
 Johnson, Austa Phoenix
 Johnson, Ellis Mesa
 Johnson, Erith Yuma
 Johnson, Ethel Mesa
 Johnson, Etta Mesa
 Johnson, George Globe
 Johnson, Viola California
 Johnson, Virginia Tucson
 Johnston, Miriam Tempe
 Jones, Gertrude Tempe
 Jones, Gladys Tucson
 Jones, Jessie Phoenix
 Jones, Mrs. Josephine Phoenix
 Jones, Lawrence Mesa
 Jones, Lillian Globe
 Jones, Mildred Tempe
 Jones, Vesta Phoenix
 Jones, Wesley Byron Mesa
 Johnson, Alda Phoenix
 Jackson, Annis Snowflake
 Johnson, Mrs. Lena Phoenix
 Jay, Lucy Oregon
 Johns, Mrs. Mary Thatcher
 Kehoe, Marie Warren
 Kelly, Lucille Miami
 Kempton, Rita Gilbert
 Kent, Mrs. Mattie Yuma
 Kibler, Nina Tempe
 Kinsella, Helene Lowell
 Kinsey, Ruby Mesa
 Kirby, Edythe Hilltop
 Kirby, Florence Hilltop
 Kirkland, Avis Casa Grande
 Kleinman, Helen Mesa
 Knott, Irene Light
 Krentz, Bertha Douglas
 Kirkland, Bertha Phoenix
 Kartchner, Thalia Snowflake
 Krause, Mrs. R. N. Tempe
 Lamb, Edith California
 Landrum, Marjorie Phoenix
 Lane, Robert Mesa

Laveen, Esther Phoenix
 Layton, Angeline Solomonville
 Leavitt, Melba Fine
 Ledford, Joyce Fairbanks
 Lee, Geraldine Benson
 Leezer, Marianne California
 Leggett, Frances Bisbee
 Leshner, Avis Jerome
 Leshner, Selma Jerome
 Lesueur, Mrs. Vera Mesa
 Lewis, Josephine Phoenix
 Lindner, Jeannette Douglas
 Lisonbee, Loa Mesa
 Lobb, Elsie Phoenix
 Loch, Isabelle Phoenix
 Logan, Bernice Phoenix
 Long, Ethel Pirtleville
 Loofbourrow, Fay California
 Lorona, Adela Phoenix
 Lowden, Ruth North Dakota
 Luke, Regina Phoenix
 Lutz, Marguerite Lowell
 Lewis, Anita Mesa
 Lee, Margaret Budge Kansas
 Lott, Victoria Somerton
 Long, Mildred Douglas
 McAlpin, Doris Phoenix
 McClain, Elizabeth Tempe
 McClelland, Jean Tombstone
 McCoy, Enid Iowa
 McCoy, Grace Douglas
 McDorman, Denes California
 McEuen, Beulah Ft. Thomas
 McEuen, Garnet Ft. Thomas
 McFadden, Ruth New Mexico
 McGlone, Marjorie Willcox
 McHenry, Stella Miami
 McNally, Margaret Prescott
 McNatt, Opal Casa Grande
 McNeely, Marion Prescott
 McNally, Genevieve Prescott
 McNary, Mrs. O. C. Tempe
 McDaniel, Russell Phoenix
 McLellan, Ethel Phoenix
 McDaniel, Mrs. Jane Phoenix
 Marden, Isabelle Phoenix
 Markley, Audrey Tempe
 Marley, Edna Gilbert
 Marshall, Mary Warren
 Martin, Ellen Clifton
 Martin, Lucy Clifton
 Mason, Gladys Prescott
 Mastin, Stella Phoenix
 Mather, Faith Higley
 Maxey, Marguerite Missouri
 Meredith, Catherine Tempe
 Merrill, Earl Mesa
 Merrill, Mildred Phoenix
 Messick, Josephine Glendale
 Miller, Audrey Texas
 Miller, Edwin Mesa
 Miller, Murie Scottsdale
 Miller, Rosealda Bisbee
 Millet, Earl Mesa
 Millet, Prudence Gilbert
 Minner, Leona Gilbert
 Minson, Mary Tempe
 Minter, Leola Phoenix
 Montgomery, Emily Duncan
 Montieth, Ethelyn Safford
 Moon, Ruth Bisbee
 Moore, Beryle Glendale

Moore, Lee	Glendale	Raley, E. D.	Tempe
Moore, Mary S.	California	Ramsey, Velis	Tempe
Morrison, Alice	Phoenix	Raymond, Frank	Colorado
Morrow, George	Tempe	Raymond, John	Colorado
Morrow, Ruth	Tempe	Redden, Juna	Tempe
Morse, Frances	Tempe	Reed, Ruth	Tucson
Morse, Violet	Mesa	Regan, Hannorah	Bisbee
Morton, Mary	Tempe	Regan, Lola Mae	Globe
Moss, Christine	Phoenix	Reimers, Reggiedene	California
Mulkey, Lena	Pearce	Reinhardt, Katherine	Safford
Mullen, Josephine	Tempe	Reynolds, Anona	Bisbee
Mullen, Robert	Tempe	Rice, Ruby Speer	Douglas
Myers, Josephine	Litchton	Rich, Mae	Mesa
Miles, Ruth	Holbrook	Richards, Katherine	Bowie
Mathis, T. S.	California	Richards, Mildred	Joseph City
Mathis, Mrs. T. S.	California	Rieber, Mabel	Phoenix
Murphy, Nina	Iowa	Riggins, Beatrice	Mesa
Meeker, Raymond	Tempe	Riggs, Edwin	Mesa
Marsh, Mrs. Frank	Tucson	Risdon, Dolores	Clifton
Martin, Mrs. Clara	Phoenix	Roach, Maude	Tempe
Miller, Juell	New Mexico	Robbins, Will D.	Phoenix
Naegle, Sarah Verna	Webb	Robinson, Carlotta	Phoenix
Narramore, Maude	Palo Verde	Roby, Helen	Phoenix
Nicholas, Evelyn	Florence	Rogers, Thora	Mesa
Nichols, Nellie	Buckeye	Romo, Evangeline	Ray
Nicks, Florence	Clifton	Rundell, Freda	Elfrida
Nolan, Clarence	Florence	Rupkey, Anna	San Carlos
Nolan, Helen	Florence	Ridgeway, Belva	Phoenix
Norris, Lillian	Phoenix	Sanders, Anona	Douglas
Norton, Louvenia	Phoenix	Sargent, Maxine	California
Noriega, Antonio	Tempe	Saylor, Grace	Tempe
Narrance, Mrs. Edith	Texas	Schofstoll, Mrs. Mae	Phoenix
Oakes, Elsinore	Wisconsin	Schwab, Carolyn	Benson
O'Connor, Alice	California	Schwab, Richard	Benson
Odom, John	Louisiana	Scott, Gladys	Morenci
Oglesby, Dorothy	Phoenix	Scott, Mrs. Mattie	Phoenix
Olson, Mary	Douglas	Scrivner, Rose	Phoenix
Openshaw, Mrs. Pearl	Chandler	Sellers, Corinna	Phoenix
Openshaw, Ruth	Mesa	Selph, Walter	California
Pace, Marie	Liberty	Shill, Prilla	Mesa
Packer, Wilmoth	Safford	Shouse, Elizabeth	Mesa
Paddock, Florence	Phoenix	Sigala, Sofia	Tempe
Palmer, Ola	Phoenix	Sigmon, Mrs. Inez	Mesa
Parker, Vera	Scottsdale	Silverthorne, Nelda	Gilbert
Parsons, Ruby	Prescott	Simkins, Edna	Mesa
Patterson, Marjorie	California	Simser, Dorothy	Phoenix
Payne, Karl J.	Phoenix	Skousen, Anna	Mesa
Pederson, Lena	Tucson	Smith, Dorothy	Douglas
Pendergrass, Maxwell	Phoenix	Smith, Joe	Globe
Perkins, Jean	Phoenix	Smith, Torrey	Phoenix
Perry, George	Globe	Smith, Velma	Tempe
Peterson, Grace	Phoenix	Smith, Virginia	Phoenix
Pettid, Mary	Phoenix	Sorenson, George	Mesa
Pierce, Naomi	Scottsdale	Sorenson, Glenn	Mesa
Pinkerton, Adele	Illinois	Spann, Alice	Clifton
Poe, Fay	Prescott	Standage, Marjorie	Mesa
Pomeroy, Edward	Mesa	Staples, Ila	Mesa
Pomeroy, Gladys	Mesa	Starbuck, Frankie	Phoenix
Pomeroy, Theone	Mesa	Steele, Berniece	Indiana
Porter, Faye	Thatcher	Steele, Ruth	Indiana
Powell, Ethel	Willcox	Stewart, Ambrose	Tempe
Power, Meryl	Mesa	Stewart, Marshall	Mesa
Powers, Aileen	Prescott	Stidham, Clara Lois	Tempe
Perkins, Jeff	Missouri	Stidham, Lois	Tempe
Pierson, Aletheia	Phoenix	Still, Nellie	Tempe
Quillin, La Von	Phoenix	Stuermer, Hazel	Safford
Radford, Carla	Casa Grande	Super, Crystal	Phoenix
Radford, Lena	Buckeye	Svob, Julia	Mesa
		Sweet, Elsie	Warren
		Sweet, Margaret	Phoenix
		Sweeting, Harriet	Clifton

Stockwell, Mary Lou Higley
 Simkins, Ernest Mesa
 Sneider, Mrs. Clara Nebraska
 Simpson, Mrs. Edith Phoenix
 Stafford, Mrs. Leslie Tempe
 Sutton, Alice Barry Phoenix

 Tadlock, Jewell New Mexico
 Tate, Bertha Chandler
 Taylor, Wayne Tempe
 Teeter, Zella Tempe
 Thompson, Mrs. Amelia Phoenix
 Thompson, Elsie Bisbee
 Thomson, Charles Litchfield
 Tilton, Dora St. David
 Toland, Frances Bisbee
 Tomerlin, Aline Phoenix
 Tompkins, Dorothy Phoenix
 Toot, Merrelle Mesa
 Throckmorton, D. W. Gilbert

 Upchurch, Ada Bell Willcox

 Vankirk, Nona California
 Virden, Jim Ada Scottsdale

 Wade, Doris Clarkdale
 Walk, Lorena Texas
 Walker, Kathryn Glendale
 Walmsley, Elizabeth Tempe
 Waltz, Harriet Missouri
 Watterson, Elsie Bisbee
 Way, Arthur Miami
 Weber, June Chandler
 Wels, Edna Phoenix

Western, Gladys Ray
 White, Alice Globe
 White, Frances Phoenix
 White, Ila California
 White, Martha Louise Florence
 Wilder, Florence Douglas
 Wilky, Ruth Phoenix
 Williams, Annette Safford
 Williams, Beatrice Duncan
 Williams, Geneva Tempe
 Williams, Helen Phoenix
 Williams, Mrs. Howe Tempe
 Williams, Mrs. Pearl Phoenix
 Williams, Sara Phoenix
 Williams, Thelma Mesa
 Williamson, Kathryn Globe
 Windes, Nora Tempe
 Wingfield, Gladys Camp Verde
 Witt, Callie Clifton
 Woods, Mrs. Ruth Holderman Tempe
 Wright, Beatrice St. David
 Wright, Beverly Globe
 Wright, Lucille Phoenix
 Wallace, William Mesa
 Williamson, Josephine Globe
 Wyatt, Alice Tombstone
 Wall, Mrs. Maybelle Glendale
 Woodward, Gladys California

 Yeager, Benita Phoenix
 Yeager, Harry Chandler
 Young, Bessie Peoria
 Younkin, Fay Holbrook
 Young, Jeff Globe
 Young, Martha Globe

Graduates 1925

DECEMBER 19, 1924

Winona Barbour Brookbank
 - Harriet Aldrich Buckbee
 Abraham Cruz
 Katharine Anna Culbert
 Wilma Leah Douglass
 Harry Day Earhart
 Edith Beatrice Johnson
 Ser etta M. Johnson

Mattie Lee Kent
 Ruth Lowden
 Mary Susan More
 Marjorie Mae Patterson
 Faye C. Porter
 Maude Cameron Roach
 Inez Earl Sgmon

JUNE 5, 1925

Ruth Adams
 Lota Nathalie Aldrich
 Marvyl Elizabeth Anderson
 Dora Arhelger
 Florence Winifred Arzberger
 Mary Margaret Ashbaugh
 Elizabeth Agnes Askins
 Ruth Geraldine Baehr
 Muriel Barker
 Betty Ross Barry
 J. Edna Beck
 Nora Winona Bellamy
 Hanra Margreta Bendixen
 - Barbara Berkenkamp
 Ruby C. Billingsley
 Catherine Orville Booram
 - Ruth Patricia Bowman
 Helen Velasco Bracamonte
 Leslie Odell Brewer
 Neva Mae Brill
 - Florence H. Brodie
 Gertrude Graves Brooks
 - Norma Broughton
 Elma Butner
 Kathryn Ellen Burch
 Mary Glenn Carlross
 Geraldine Carroll
 - Winona Casner
 Grace M. Collins
 Frances Lucinda Clapp
 - N. Roberta Cleaton
 Ethna Joy Clifford
 Alice Marguerette Collins
 - Genevieve Ruth Cook
 Frances Grayce Cooper
 - Evelyn Louise Cox
 Agnes Beatrice Culbert
 Irene M. Cummins
 Estelle Cyra
 Loral Clarence Dana
 Vadna Angela Dana
 Maon Wilford Davis
 Ruth Elizabeth Davis
 Ruth McGhee Draper
 Nellie Josephine Dugger
 Bertha E. Edwards
 Irene Helen Edwards
 - Lawrence George Edwards
 Faun Ellsworth
 Lillie Ellsworth
 Lloyd H. Ellsworth

Martha Ellen Eye
 Maude Leone Fegley
 Dorothy Foulkes
 Amelia C. Fraide
 Florence Helen Freeman
 Mary N. Frost
 Lillian Gabbard
 Jeannette Giffen
 Delbert Francis Goddard
 Katherine Grace
 Jean Grant
 Jesse Irene Green
 Glesner Virginia Gregg
 Edith Lorraine Hall
 Lucie Gwendolyn Hanna
 Lillian Marguerite Hamilton
 Lillian Harms
 Joseph Elmer Hastings
 Evelyn Frances Hayes
 Ruth May Higgins
 Margaret Ellen Hill
 Hubert Otto Hines
 Grace L. Hogue
 Gladys Marie Holcomb
 Frances Elizabeth Leggett
 Adela Lorona
 Victoria Lott
 Mary Elizabeth McClain
 Jean Jacqueline McClelland
 Enid Evelyn McCoy
 - Denes Gale McDorman
 Garnet Vergie McEuen
 Erella Rochelle McHenry
 Mary Kathryn Marshall
 Ellen Aulaine Martin
 Gladys Mason
 Stella Mae Mastin
 Faith Carolina Mather
 Lillian Marguerite Maxey
 Josephine Messick
 - Leona LuVerne Minner
 Leola Minter
 Lee B. Moore
 Alice Frances Morrison
 Ruth Vivian Morrow
 Flora Josephine Mullen
 Maude Evelyn Narramore
 Clarence C. Nolan
 Mary Helen Nolan
 Louvenia Foster Norton
 Marian Louise Leezer

Edith L. Holt
 Lora Elizabeth Hood
 Lily Wanda Hopkins
 Helen Ruth Hudson
 Mabel Claire Hughes
 Henrietta F. Humbert
 - Emily Hunter
 Mildred Dixie Johns
 Ellis F. Johnson
 Viola Amelia Johnson
 Miriam Johnston
 Lillan Frances Jones
 Mildred Mitchell Jones
 Vesta Pearl Jones
 Avis Kirkland
 Bertha Kirkland
 Irene Valora Knott
 R. Irene Lamb
 Marjorie Landrum
 - Angehne Layton
 - Avis Marie Leshar
 - Lora Aseneth Lisonbee
 Alice M. O'Connor
 Pearl Sanders Openshaw
 Marie Jane Pace
 Adele Pnkerton
 - Gladys Pomeroy
 Aileen Agnes Powers
 Veti LaVaughn Ramsey
 - Ruth M. Reed
 Han rah Regan
 Katherine Reita Richards
 Mildred Richards

Beatrice Riggins
 Dora May Riggins
 Edwin Lee Riggs
 Dolores Mabel Risdon
 Will D. Robbins
 Carlotta Robinson
 Anona Sanders
 Naomi Grace Saylor
 Mae Brooks Schofstoll
 Rose Ann S rivner
 Elizabeth Hattie Shouse
 Nelda Marnie Silverthorne
 Dorothy Simser
 D rothy Valerie Smith
 Velma Sm'th
 Ila Margaret Staples
 Frankie Grace Starbuck
 Ruth Ellen Steele
 Crystal Mary Super
 El ie Agatha Sweet
 Bertha M. Tate
 El ie Margaret Thompson
 Dorothy Winifred Tompkins
 Elizabeth Myrtle Walmsley
 Arthur Eugene Way
 Alice Louise White
 Florence Eleanor Wilder
 - Helen G. Williams
 Mrs. Pearl R. Williams
 Kathryn Williamson
 Nora E Wundes
 - Lucille Katherine Wright
 Fay Lucile Younklin

SEPTEMBER 1, 1925

William Worth Allen
 Lillian Jane Carlson
 Myrtle Refsnes Chilson
 - Lenore Conde
 Hazel Crou e
 Blanche I. Curiel
 - Bess Dauwalter
 George O trander Eisenhart
 - Irene Lucile Fisher
 Clotilde Eugene Fraide
 Willham Ru ell Henness
 Mary N. Johns

Mildred Lorene Long
 Genevieve Mary McNally
 Mary Isabelle Marden
 Elsinore Ethel Oakes
 Juna Emma Redden
 Alice Berniece Steele
 Lorena Walk
 Sara Norfrances White
 Sara Lucile Williams
 Thelma Blanche Williams
 Alice Lee Wyatt