
Volume 41

JUNE 1926

Number 1

BULLETIN
of the
**Tempe State Teachers
College**



Tempe, Arizona



The College Palms

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TABLE OF CONTENTS

Calendar	iv
Boards and Officials	v
Faculty	vi-vii
Administrative Officers	viii
General Information	1
Dormitories	11
Expenses of Students	13
Health Certificate	15
Credits Required for Admission	18
Admission of High School Graduates	19
Admission of Experienced Teachers	20
Admission to Advanced Standing	20
Late Registration	20
Regulations Concerning Graduation	22
Regulations Concerning Attendance	24
Standard Two-Year Curriculum	26-30
Degree Curriculum	30
Special Vocational Curriculums	31-37
Description of Courses	38
Art	38
Biological Science	40
Chemistry	42
Commerce	42
Education	47
Introduction to Education	50
General Psychology	47
School Management	47
Sociology	48
Principles of Education	48
History of Education	48
Methods and Curriculum	48
Educational Measurements	49
Educational Psychology	49
Philosophy of Education	49
Supervision and Administration	50
Training School	8, 17, 50
Junior High School	51
Observation and Practice Teaching	51
Rural Education	51
English	52
Geography	54
Home Economics	56
Industrial Arts	58
Kindergarten-Primary	61
Languages	63
Mathematics	65
Music	66
Physiology	68
Social Science	69
Physical Education for Women	71
Physical Education for Men	74
Library	75
Alumni Association	77
Loans from Endowment Fund	78
Students' Organizations	80
Prizes	89
Summary of Registration	92
Register of Students, 1925-1926	93
Graduates, Class of 1926	98

Calendar 1926-27

First Semester

Registration and classification	September 9, 10 and 11
First semester begins, 8:00 A. M.	September 13
Midterm examinations	November 10-12
Thanksgiving recess	November 25-26
Christmas vacation	December 18—January 2
Final examinations	January 19-21
First semester ends	January 21

Second Semester

Registration and classification	January 20, 21 and 22
Second semester begins	January 24
Mid-term examinations	March 30—April 1
Final examinations	June 6, 7 and 8
Second semester ends	June 8

Tempe State Teachers College

BOARD OF EDUCATION

Hon. C. O. Case	.....	Phoenix
	Superintendent of Public Instruction	
Mrs. H. D. Ross	.....	Phoenix
O. S. Stapley	.....	Mesa
	Secretary	

OFFICIAL BOARD OF VISITORS

Harry Drachman	.....	Tucson
	Chairman	
A. A. Johns	.....	Prescott
Mrs. Rosa McKay	.....	Globe

OFFICERS OF ALUMNI ASSOCIATION

Merrill Windsor, '17	.....	Casa Grande
	President	
Mrs. L. C. Austin, 1896	.....	Tempe
	Vice-President	
Leona M. Haulot, '02	.....	Tempe
	Secretary-Treasurer	

State Board of Education

His Excellency, Governor Geo. W. P. Hunt	.....	Phoenix
Hon. C. O. Case	.....	Phoenix
	Superintendent Public Instruction	
Dr. Cloyd Heck Marvin	.....	Tucson
	President, University of Arizona	
Dr. F. A. Cotton	.....	Flagstaff
	President, Northern Arizona State Teachers College	
Dr. A. J. Matthews	.....	Tempe
	President, Tempe State Teachers College	
C. R. Tupper	.....	Miami
	Superintendent of City Schools	
A. L. Jones	.....	Phoenix
	County Superintendent of Schools	
J. A. Sexson	.....	Bisbee
	Superintendent City Schools	

Faculty

1926-1927

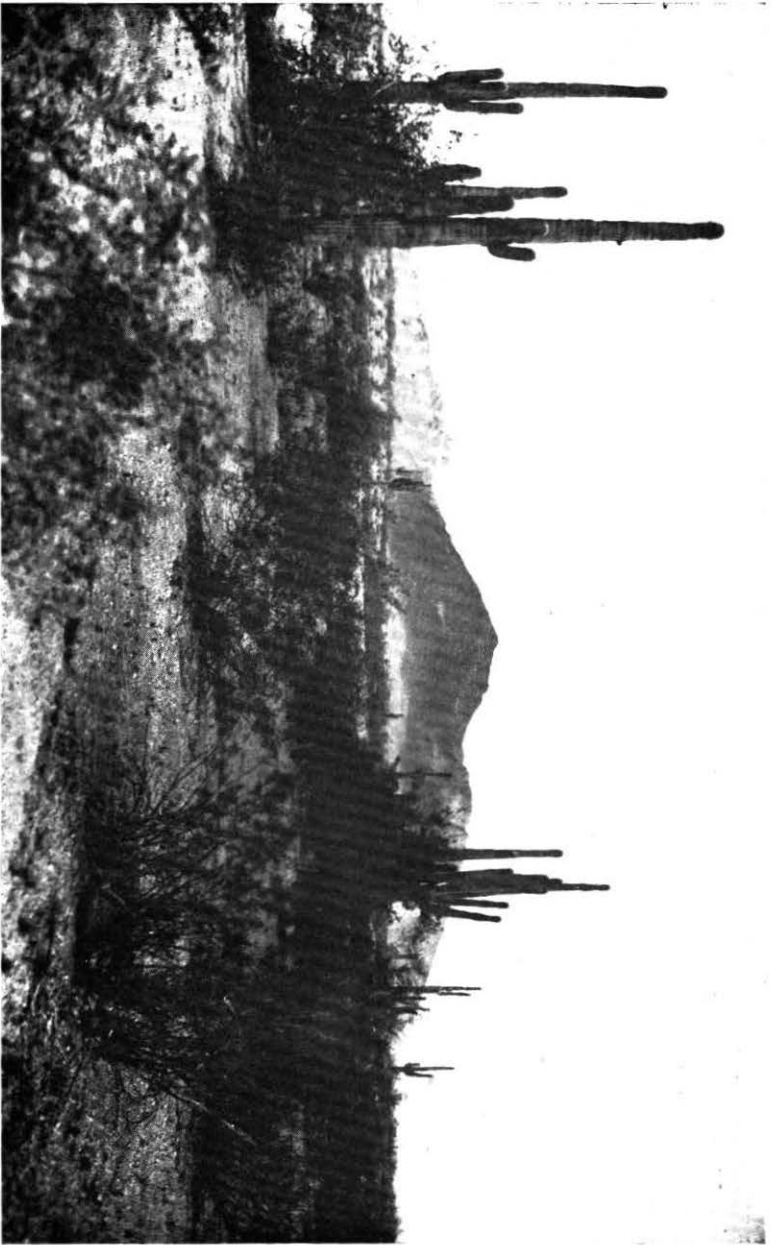
Arthur J. Matthews	President
LL. D., Syracuse University—D. Pd., University of Arizona	
Frederick M. Irish	Registrar
B. A., University of Iowa	
William J. Anderson	Art
B. S., National University Chicago	
Mary McNulty Empey	Critic Primary Grades
Tempe Normal School	
Alva B. Clark	Industrial Arts
Chicago Normal School	
Leona M. Haulot	Critic Junior High School
A. B., University of Arizona	
Louise B. Lynd	Supervising Critic Rural Schools
B. S., Columbia University	
James L. Felton	Dean, Department of English
A. M., University of Chicago	
Ira D. Payne	Dean, Department of Education and Director of Training School
M. A., Stanford University	
Ida Woolf O'Connor	Critic Primary Grades
A. M., University of Arizona	
Anna R. Stewart	Home Economics
A. B., University of Southern California	
Theresa Anderson	Critic Intermediate Grades
B. S. Columbia University	
Olive M. Gerrish	Department of Vocal Music
A. B., B. of Mus., 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	Supervising Critic Grades
Tempe State Teachers College	
Sallie D. Hayden	Physical Education
Stanford University	
Ella L. Roll	Supervising Critic 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	Industrial Arts
Delaware College	
Waldo B. Christy	Commerce
A. M. University of Chicago	

FACULTY, Continued

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	
Critic in English, Junior High School and Grades Ph. B., Ohio State University	
Clara S. Brown	Kindergarten
Indianapolis Teachers College	
Irma Wilson	Latin and Spanish
M. A., Columbia University	
Aaron McCreary	Director of Physical Education for Men
A. B., University of Arizona	
Alma M. Norton	Department of Music
B. S. Teachers College, Columbia University	
J. W. Hoover	Geography
M. A., University of Chicago	
R. L. Blackburn	Education
M. A., University of Washington	
J. Winifred Gibbons	Critic Intermediate Grades
B. S., Columbia University	
Vera Chase	Critic Primary Grades
A. B., University of Southern California	
Esther Calloway	Critic Training School
M. Pd. State Teachers College, Greeley, Colorado	
Nellie Still	Assistant Training School
B. A. University of Arizona	
Nina Murphy	Assistant Physical Education
Iowa State Teachers College	
P. W. Holaday	Assistant in Education
B. A., Stanford University, M. A., University of Arizona	
Alvin J. Sweet	Mathematics
B. S., University of Arizona	
Mildred M. Blair	Assistant Art and English
A. B., Oberlin College	

Administrative Officers

Arthur J. Matthews	President
F. M. Irish	Registrar
Laura Dobbs	Secretary and Accountant
Amelia Kudobe	Secretary of Records
Mrs. Mary W. Waite	Head Resident, East Hall
Elizabeth Bittman	Head Resident, South Hall
Mrs. Eva Hurst	Head Resident, Matthews Hall
Mrs. Lena Davis	Head Resident, North Hall
Aaron McCreary	Dean of Men
L. C. Austin	General Foreman
Charles McGinnis	Head Janitor
J. G. Newton	Engineer
Robert Krause	Steward
Mrs. R. N. Krause	Matron of Dining Hall



Camelback Mountain from Papago Park

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, 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 became 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.

LOCATION

Tempe is in all respects an ideal location for a teachers' college. One might characterize it as a town of pleasant homes, numbering about 2,500 residents, and situated in the center of Salt River Valley, the wealthiest and most productive irrigated district in the United States. While enjoying freedom from many of the disadvantages and distractions of a larger city, yet this community is within easy reach, by automobile or by hourly stages, of Phoenix, the capital and largest city of the state, and is easily accessible from all parts of the state either by automobile or by rail. The campus of Teachers College fronts upon a section of the Bankhead Highway, and other main auto routes center at Phoenix, distant only twenty minutes' drive. The main line of the Southern Pacific gives direct communication east and west, and connects at Phoenix with the Santa Fe lines serving the northern part of the state.

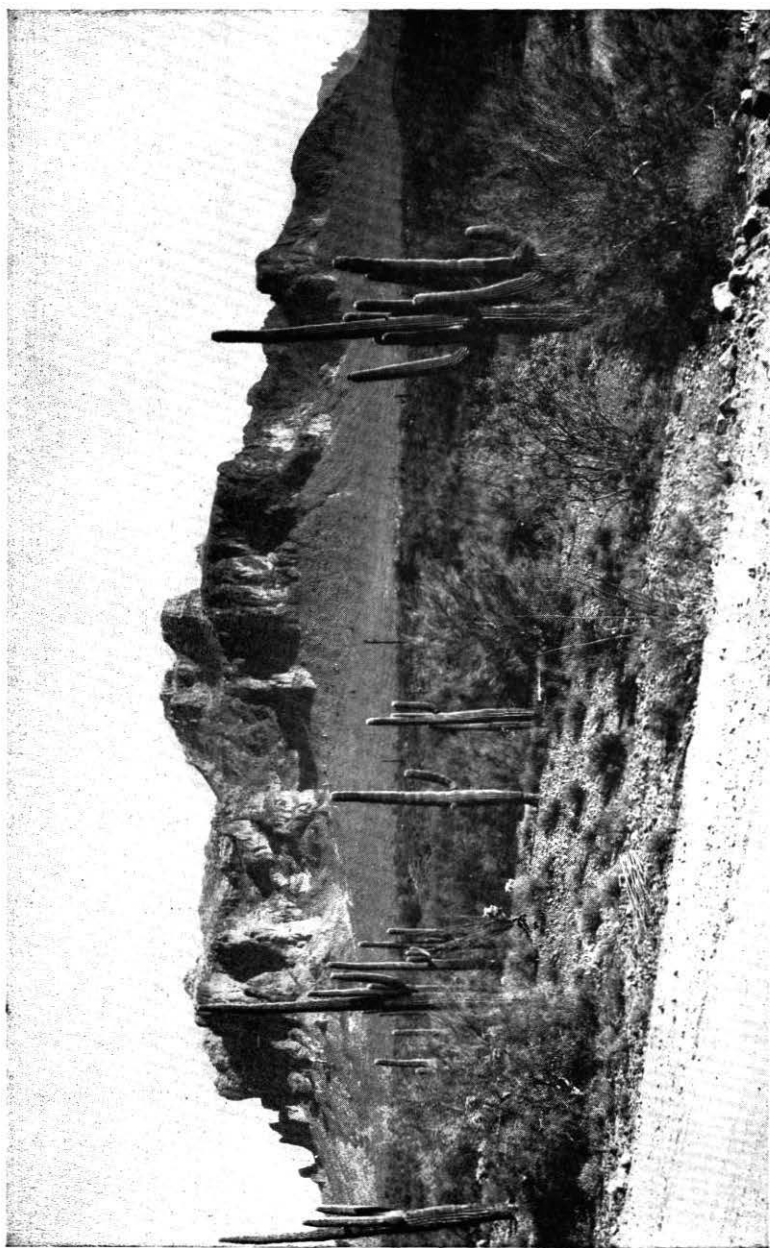
The moral and social atmosphere of Tempe is all that could be desired, and the climate, at this altitude of 1100 feet, is ideal during the entire school year. Snow is unknown in the Valley, rain seldom mars plans for outdoor activities, and high winds are rarely experienced. Cloudless skies and bright sunshine are the rule, permitting the work of physical education and athletics to be conducted in the open air throughout the year.

Those who enjoy life out of doors will find delight in the attractive natural features of Papago Park, a National monument, set aside for the preservation of the native fauna and flora of the desert. This park, including in its limits 2,000 acres of rolling arid country, lies just across Salt River, within fifteen minutes from the college campus, and here one may quickly reach most attractive spots for hikes and picnic parties among the fantastic rocky ridges and shady hollows of the Elfin

Hills, while such easily accessible elevations as View Point and Hole-in-the-Rock command charming views of the entire valley with its 300,000 acres of cultivated land stretching away to a horizon rimmed by blue ranges of rugged mountains. Among the features of interest within easy reach by automobile for week-end excursions, are the Superstition Mountains rising to an elevation of five thousand feet and remarkable for their innumerable examples of grotesque rock sculpture, and Canyon Lake, a beautiful sheet of water, winding for fifteen miles between stupendous perpendicular cliffs of many-colored rock, inviting one to a boat trip as unexpected as it is unique. The famous Apache Trail, leading to Roosevelt Dam and the great reservoir, and the Superior Highway tapping one of the richest copper districts, are among the finest examples of mountain road-building in the world. The wooded banks of the Verde River offer beautiful sites for the annual three-day camps of the various student organizations, and hiking clubs, open to all students, find an endless variety of routes for their weekly jaunts afield.

A municipal swimming pool, the finest in Arizona, is only a short half-mile from the campus, and the local golf club, for a small fee, extends to all college students the use of a well arranged course during the entire season.

The existence at Phoenix of many large industrial establishments, and the accessibility of great irrigation projects, power plants, and copper mines and reduction works offer unusual advantages for interesting and instructive excursions in connection with many of the college courses.



Suppition Mountain



Main Building

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 College 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 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, football field and baseball diamond. A commodious covered amphitheatre accommodates spectators at athletic events. A tract of ten acres, directly south of the present athletic field has been acquired and will be given over, in the near future to athletic work. It is proposed here to lay out a modern stadium with ample dressing rooms, gymnasium, and every other facility for physical training. 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 1904, 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 de-

velop 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 construction the latest ideas with regard to sanitation, lighting and ventilation. The kitchen is large and airy and well lighted. A large range, two steam cookers and a charcoal broiler are provided, and modern types of labor-saving machinery are installed. One of the most satisfactory of these devices is the steam dishwasher which enables two persons to take care of all the dishes from a meal in a very few minutes and leaves the dishes

in a thoroughly sanitary condition. The bakery is a model of its kind, with electrically driven machinery for mixing cake and for kneading bread. The brick oven, one of the finest in the state, has a capacity of 250 loaves. There is a refrigerating and cold storage plant of ample capacity and late design. The chilling room and cold 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 con-

venient 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 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



Dormitory Lawn

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. Recent additions to both these halls have so increased 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.

Alpha Hall, in which the general equipment and furnishings are similar to those of the other dormitories, accommodates about twenty-five women.

Although at present **dormitory accommodations for men** are not offered on the campus, a limited number are assigned living quarters in private homes near the



South Hall Dormitory

campus under direct supervision of the dean of men. These students board at the dining hall and are charged the same rate for board and room as students living on the campus.

□ □ □

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

Registration Fee. All students are required to pay a registration fee of **\$6.00 each year**. This fee is payable in advance on the date of registration for the first 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 COLLEGIAN, 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 cur-

riculums. Students registering from other states will pay in advance a tuition fee of \$10.00 per semester in addition to the registration fee.

Text Books. The necessary outlay for books and stationery varies from \$10 to \$15 per year. All the textbooks prescribed for use in the college courses may be purchased at the bookstore maintained upon the college campus. This arrangement secures to students the benefit of special low prices.

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 (not including vacations) 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 insure proper hygienic and sanitary conditions, the management furnishes to each dormitory student two woolen blankets and all necessary counterpanes, sheets, pillowslips, 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.

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.

Health Certificate. Before registration, every student must file in the office or present to the registrar, under date not more than thirty days preceding the date of registration, the certificate of a physician, preferably the family physician, to the effect that the applicant for registration is free from tuberculosis or other communicable disease, and that the applicant is physically able to carry the prescribed program of college studies. Blank forms for this certificate will be mailed to applicants for entrance upon request addressed to the office.

Medical care. In all ordinary cases of minor illness requiring medical attention, the dormitory students will be cared for in the college hospital or in the dormitory infirmaries and the services of a competent physician will be furnished free of charge upon the order of the head resident of the dormitory or other competent authority. In cases of serious or protracted illness, free medical attendance will be furnished for the first week only of such illness, after which period the college will no longer assume financial responsibility for the services of physician or nurse. The management will in no case assume financial responsibility for unauthorized office calls for the services of any physician.

Miscellaneous Expenses. Students making use of lockers are required to make a small deposit to insure the return of keys. All young women will provide themselves with the standard gymnasium costume which is ordered through the department of physical education and costs approximately \$7.00 complete. The young men are required to provide themselves with a service

uniform for the course in military training. This uniform will be ordered through the physical director at a cost not greatly in excess of ten 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.



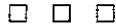
GOVERNMENT OF STUDENTS

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 faculty reserves the right to change the boarding or rooming place of any student living off the campus when such place is not satisfactory or when the owner 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.



TEACHER TRAINING

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

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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:

English	3 units
History-civics-economics group	2 units
Algebra	1 unit
Science, including 1 unit in biology	2 units

Elective:

Additional work to make at least 7 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 requirements **must make up the deficiency** before graduating from 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 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 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 at least thirty-four semester hours of 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.

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, but students will find it to their advantage to take them during the first year.

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

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

9. 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 17, 1926.

10. 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 3, 1927).

11. Candidates for graduation at the close of the year, June 8, must have all work completed not later than Friday, June 3. 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.**

12. 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.

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

14. 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.

15. 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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REGULATIONS CONCERNING ATTENDANCE

Students are advised to bear in mind the fact that satisfactory completion of any course implies and requires regular attendance upon lecture and laboratory periods. The following regulations should receive careful attention.

1. For each nine hours (or major fraction thereof) of absence from regular class work during each semester, one-half unit of credit will be added to the amount normally required for graduation.

2. In case the absence is due to severe illness, this penalty may be remitted at the discretion of the faculty committee on attendance, provided the student files a **written explanation** of the cause of the absence on the proper blank form, within twenty-four hours of return to class work. This statement must be signed by

a physician or head resident of a dormitory or other acceptable authority.

3. When a student's absence is due to duty assigned by a faculty member, either in connection with college work or extra-curricular activity, the explanation of absence will be filed in the same manner and on the same blank form as provided for explanation of absence due to illness, and the form must be signed by the faculty member assigning the duty.

4. Any faculty member is authorized to drop from any course any student whose attendance is so irregular as to warrant such action on the ground of failure to accomplish sufficient work to justify giving credit in the opinion of the instructor.

5. A student who, for any reason, has been absent for a period of two weeks or more must be reinstated by action of the credentials committee, and such reinstatement shall ordinarily be conditioned upon a reduction of three semester hours in the student's total load.

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TRANSCRIPTS OF RECORD

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.

CORRESPONDENCE

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.

Regulations concerning credit. The college year is divided into two semesters of nineteen weeks each.

The **unit of credit** is the semester-hour, which represents one sixty-minute hour of class work per week for one semester of 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 or units of credit, the **normal load** for the student being seventeen units each semester, and the **minimum load** for a student regularly enrolled in any curriculum being twelve units.

No credit is allowed for **experience in teaching**. Every candidate for graduation from a two-year curriculum will be required to teach one year in the training school, and seniors in the four-year curriculum will be required to teach for one year in junior high school and college subjects.

Not to exceed one unit of credit in each semester may be given for **extra curricular** activities with the approval of **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 glee clubs, orchestra, or band, participation in athletic sports, qualification as registered scout leaders or campfire guardians, or other approved activities. This extra credit may be gained by students in the standard curriculum or in any one of the special curriculums, but no student shall receive such credit in more than three activities.

A special regulation of the faculty provides that no student shall be allowed to participate in **inter-scholastic competitive athletics** unless said student is regularly enrolled in one of the established 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 student who receives a grade of E in any three-hour course shall be required to reduce the amount of work taken in the semester next following by three units unless the grades recorded in all other courses taken are B or better. In the case of a student receiving the grade of E in as many as two three-hour courses the reduction in amount of work taken shall be six semester hours.

No student shall be permitted to **attempt to raise a grade of E** to a passing grade without regularly enrolling in the course in question by registration in the office, and no student, while repeating a course to remove a failing grade, shall carry more than the normal load for the semester unless, in the opinion of the credentials committee, the circumstances are such as to warrant an overload.

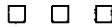
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PROCEDURE FOR DROPPING COURSES AND FOR LATE ENROLLMENT

A. A student who, after regularly enrolling, desires, for any reason, to withdraw from any course or class, must obtain from the office a card for change of classification properly filled out and signed by a member of the credentials committee. This card will be presented to the instructor in charge of the course or class, and when signed by the instructor, will be returned to the office. Failure to attend to this formality

will result in a grade of E being recorded in the course or class dropped.

B. A student, entering a course after the date for regular registration, will follow the procedure described under A, above, otherwise no credit will be given for the course.



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.	Cred.	SECOND SEMESTER		Hrs.	Cred.
		per wk.	units			per wk.	units
Introduction to Education..	3	3	3	General Psychology	3	3	3
English 6	3	3	3	English 6	3	3	3
*Geography 1	3 or 4	3	3	*Arithmetic Methods 3 or 4	3	3	3
*Art 1	5	3	3	*Music 1	5	3	3
College Elective (See note)	3	3	3	College Elective (See note)	3	3	3
Zaner Writing	2	1	1	Zaner Writing	2	1	1
Physical Training	3	1	1	Physical Training	3	1	1
		<hr/>	<hr/>			<hr/>	<hr/>
		23	17			23	17

SECOND YEAR

Methods and Curriculum ..	5	3	3	Methods and Curriculum ..	5	3	3
Teaching and Observation..	5	6	6	Teaching and Observation..	5	6	6
*Educational Sociology	3	3	3	*History of Education.....	3	3	3
*School Management	3	3	3	*Elementary Agriculture..2-2	3	3	3
College Elective	3	3	3	College Elective	3	3	3
		<hr/>	<hr/>			<hr/>	<hr/>
		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, civics, economics, constitutional government, public address, Latin, Spanish, chemistry, art, home economics, manual arts, music, children's literature, history and principles 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 years' 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.

THE DEGREE CURRICULUM

FOUR YEARS

Leading to the Degree of Bachelor of Education

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** after two years of further work. The fourth year of work in this curriculum will be offered beginning September, 1926.

Candidates for the degree will be required to earn a total of sixty units of credit in the two years, or fifteen units each semester, distributed as follows:

English	3 units
Education	3 units
Social Science	3 units
Electives	6 units

Total, each semester,15 units

Among the elective courses available are the following: commerce, advanced courses in art, bacteriology, economic geography, geographic geology, nutrition, home management, costume design, child health, Spanish, Latin, advanced algebra, trigonometry, advanced architectural drawing, tool making, pattern making.

One year of observation and practice teaching in the junior high school and college subjects will be required in the fourth year.

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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 receive a special certificate of qualification 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 glee club or orchestra, participation in athletic sports or other approved activities.

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.	units		per wk.	units
Introduction to Education ..	3	3	General Psychology	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. units	SECOND SEMESTER	Hrs. per wk.	Cred. units
Introduction to Education ..	3	3	General Psychology	3	3
Composition and Design 1 ..	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	Econ. of Man. Training....		
			Shop|Courses and Practices	3	3
Machine Shop	5	3	Art Crafts	5	3
College Elective	3	3	College Elective	3	3
	—	—		—	—
	23	17		21	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.	Cred.	SECOND SEMESTER	Hrs.	Cred.
	per wk.	units		per wk.	units
Introduction to Education ..	3	3	General Psychology	3	3
Composition and Design 1 ..	4	3	Composition and Design 1 ..	4	3
Household Chemistry	6	3	Household Chemistry	6	3
Clothing and Textiles 1	4	4	Cookery 1	6	4
College Elective	3	3	College Elective	3	3
Physical Training	3	1	Physical Training	3	1
	—	—		—	—
	23	17		25	17

SECOND YEAR

Teaching Home Economics	5	5	Teaching Home Economics	5	5
Household Management	3	3	Nutrition	3	3
Cookery 2	6	3	Clothing 2	2	2
			Millinery	1	1
Sociology	3	3	Bacteriology	5	3
College Elective	3	3	College Elective	3	3
	—	—		—	—
	20	17		19	17

Electives: Physiology, English, geography, economics, European history, commerce. 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.

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SPECIAL CURRICULUM IN KINDERGARTEN- PRIMARY

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

FIRST YEAR

FIRST SEMESTER	Hrs.	Cred.	SECOND SEMESTER	Hrs.	Cred.
	per wk.	units		per wk.	units
Introduction to Education	3	3	General Psychology	3	3
Music 1	5	3	Oral English 7 (a)	5	3
Industrial Arts 1	5	3	English 6 (b)	3	3
Children's 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 Method	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	3	3
Kindergarten Technics	3	3	College Elective	3	3
College Elective	3	3			
	21	17		19	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.	Cred.	SECOND SEMESTER	Hrs.	Cred.
	per wk.	units		per wk.	units
Introduction to Education ..	3	3	General Psychology	2	3
Accounting 1	5	3	Accounting 2	5	3
Principles of Marketing 1 ..	3	3	Principles of Taxation or Federal Reserve System	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	Business Statistics 2, or Theory 2	5	3
Bus. Statistics 1	5	3	Sociology or Sch. Manage- ment	3	3
Commercial Elective	3	3	Commercial Elective	3	3
College Elective	3	3	College Elective	3	3
	21	17		19	17

Prerequisites: One year of shorthand and one year of typewriting or two years of bookkeeping and one year of typewriting. Students can make up the shorthand and typewriting prerequisites, but no college credit will be given to special commerce students for this work. Special commerce students who have had two years of high school credit in bookkeeping may, upon consent of the instructor, substitute other elective work for Accounting 1.

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, geography, history, home economics, manual arts, Spanish.

Commercial Electives: Accounting, shorthand, typewriting, business statistics, the Federal Reserve System, principles of marketing, labor problems, principles of taxation, theory.

Courses in shorthand, typewriting, or other commercial subjects are open to students in the Standard Teachers' Curriculum who may use them as electives.

Arrangements for advanced commerce work may be made on consultation with the head of the commerce department.

Description of Courses

ART DEPARTMENT

Mr. Anderson; Miss Blair

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 in this subject in the grades in and 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, art appreciation. First year. Either semester. Five hours a week. Three units.

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 units 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 addition thereto must have the recommendation of the de-

partment. These courses will not be given unless at least five students are enrolled for the work. Two semesters. Five hours a week. Three units 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 1. 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 units 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 units 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 unit 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 unit 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 units each semester.

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

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

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

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 units.

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 units.

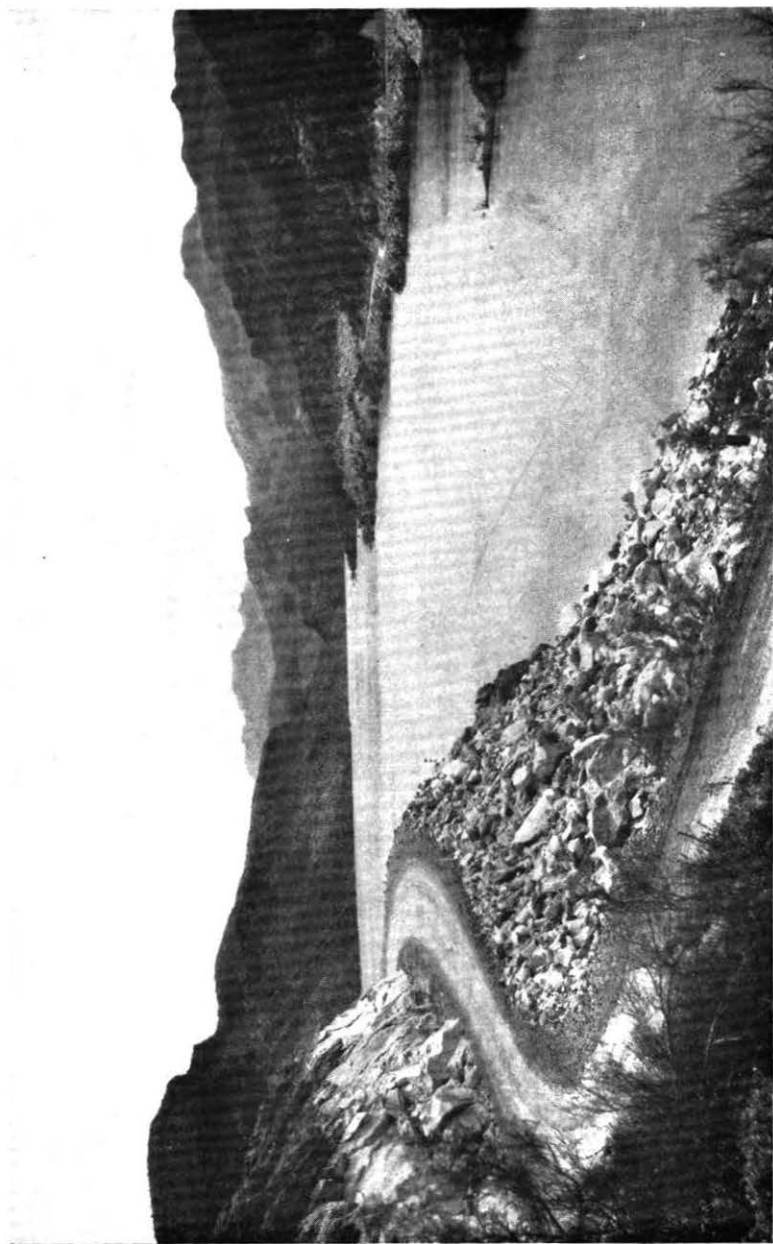
Methods and Teaching. Teaching of art in the training school. Art 1. Second year, five hours a week. Five units each semester.



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



Canyon Lake and Apache Trail

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 boys and girls 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 units.

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 units.

General Biology. The subject matter of this course is intended to give a foundation for such biological ap-

plications as may arise in the student's professional training and career. While laboratory technique is not slighted, the study of the living specimen, with its 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 units.

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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 units.

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 units.

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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 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 a university are considered.

Methods of Teaching Commercial Subjects. A course given to those desiring to become commercial teachers. Methods in bookkeeping, shorthand, typewriting, business arithmetic, commercial department management. First semester, three times per week. Three units.

Accounting 1. General principles of accounting. A set is worked through. Short problems are used and particular attention is paid to classification of accounts, to personal and partnership accounts, discounts, opening, closing and adjusting entries, preparation of statements. Text, Kester, Accounting Theory and Practice Vol. I. First Semester. Lecture two hours per week, laboratory three hours per week. Three units.

Accounting 2. The course deals with proprietorship, balance sheets, profits and loss statements, negotiable instruments, working sheets and notes, adjustments, classification of accounts, controlling accounts, consignments, deferred charges, introduction to corporation accounts. A set of transactions is worked through. Text, Kester, Accounting Theory and Practice Vol. I. Second semester. Lecture two hours per week, laboratory three hours per week. Three units.

Accounting 3. Corporation accounts, factory costs, the voucher system, statements, principles of valuation, cash and mercantile credits, temporary and permanent investments, depreciation. A formal set of accounts relating to a manufacturing corporation will be worked out. The purpose of the work is to give the student practice in handling some of the larger problems of accounting. Text, Kester, Accounting Theory and Prac-

tice, Vol. II. Second Semester. Lecture two hours per week, laboratory three hours per week. Three units.

Accounting 4. The treatment of machinery and tools, adjustment of fire losses, buildings, land and wasting assets, intangibles, capital stock, surplus and reserves, the sinking fund, branch house accounting, combinations and consolidations, liquidation, estate and trust accounting. Text, Kester, Accounting Theory and Practice, Vol. II. Problems are given that illustrate principles studied. Lectures, two hours per week, and laboratory three hours per week. Three units.

Principles of Marketing. A study of products and their analysis, forms of marketing, organization, methods of marketing, grading, storage, cooperative marketing, price policies, price maintenance, brands and trade marks. Three hours per week. Three units.

Statistics 1. Statistical methods, graphic presentation, organization of statistical data, the frequency distribution; description of mean, mode and median; measures of variation and skewness; index numbers of prices. A laboratory manual provides laboratory work that correlates with the lectures and text. Laboratory manual, Manual of Problems and Tables in Statistics, Mills and Davenport. Text, Statistical Methods, Mills. Two hours of lecture per week and at least three hours of laboratory work per week. Three units.

Statistics 2. The measurement of trend; analysis of time series; measurement of seasonal and cyclical fluctuations; index numbers of physical volume. The measurement of relationship and linear correlation. Laboratory work correlates lectures and text. Text, Statistical Methods, Mills. Laboratory, Manual of Problems and Tables in Statistics, Mills and Davenport. Two hours of lecture work and at least three hours of laboratory work per week. Three units. |

The Federal Reserve System and American Banking. Types of banks, history of their development, the National Bank system and the independent state banks. Origin of the Federal Reserve System. Study of the Reserve Act, Federal Reserve policies, amendments to the Act. Present banking situation in the United States with special study of Arizona and the 12th Federal Reserve System. Second semester. Three lectures per week. Three units.

Shorthand 1. Beginning shorthand. Finish the first fifteen lessons of the Gregg Manual. Drills in reading and writing, and study of the principles of shorthand. First semester. Five times per week. Three units.

Shorthand 2. Intermediate Shorthand. Complete the Gregg Manual; review of the manual; dictation of new matter and transcription of notes. Second semester. Five times per week. Three units.

Shorthand 3. Advanced shorthand and secretarial work. Preparation of material on the mimeograph and other machines. Letter writing and transcription of original material. Preparation of office training material. Text, Gregg Speed Studies and Sorelle, Office Training. First semester. Three times per week, and laboratory practice. Three units.

Typewriting 1. Instruction in the use and care of the typewriter. Exercises for the development of the proper wrist movement and for the complete mastery of the keyboard by the sense of touch. Complete one-half of the Rational Typewriting Text. One semester. Five times per week. Three units.

Typewriting 2. Practice in letter writing, use of carbon, tabulation and writing on cards. Work done for other departments of the college. Finish Rational

Typewriting. One semester. Five times per week. Three units.

Typewriting 3. Miscellaneous copy and dictation for the attainment of speed and accuracy. Outside work for other departments of the college. Special assignments for typewriting practice. Five times per week. One semester. Three units.

Principles of Taxation. General theory of taxation. Types of governmental financing and analysis of these systems. Relation of taxation to wealth. Suggestions for sound taxation systems. Preparation of a paper upon the taxation system of some state. Second semester. Three times per week. Three units.

Theory 1. Principles and theories of business and economics as set forth by Adam Smith, Ricardo, Bentham, John Stewart Mill. First semester. Three times per week. Three units.

Theory 2. Study of business and economic principles and theories of writers during the past seventy-five years. Second semester. Three times per week. Three units.

Zaner 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 unit each semester.

Labor Problems. A study of the conditions of poverty and status of living conditions among laborers; distribution of wealth; labor unions and labor policies; pensions, insurance, and labor legislation. Three times per week. Three units.

DEPARTMENT OF EDUCATION

Mr. Payne; Mr. Burkhard; Mr. Blackburn; Mr. Holaday

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. First or second semester, three hours per week. Three units. Mr. Burkhard, Mr. Blackburn, Mr. Holaday.

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. Second year, either sem-

ester, three hours per week. Three units. Mr. Blackburn, Mr. Holaday.

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 units. 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. Second year, first semester, three hours per week. Three units. Mr. Blackburn, Mr. Holaday. (Not offered in 1926-27.)

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 units. Mr. Blackburn.

Methods and Curriculum. 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 units each semester. Mr. Payne.

Educational 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 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. Third year. First semester, three hours per week. Three units. Mr. Payne.

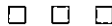
Educational Psychology. This course will be based upon the findings of general and experimental psychology. It will make a study of the psychological facts and laws that have a bearing upon understanding and controlling the learning process. The facts pertaining to subject matter will be evaluated in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

Philosophy of Education. The aim of this course will be to present a critical study of social ideals, organization, and educational theory. The influence of ideas in moulding institutions and in giving direction to civilizations will form a part of the work of the course. The proper use of method and subject matter for reaching the anticipated social objective will be given consideration. This course will help the student to pass judgment on the value of current methods and practices in

teaching and the administration of education . Fourth year, first semester, three hours per week. Three units. Mr. Burkhard.

Supervision and Administration of Elementary Schools. The first part of this course will be devoted to a review of the purposes of elementary education. After this review, the specific problems of the supervisor and principal will be considered; such as newer type organization, classroom procedure, grading and promotions, the use of tests and measurements, the use of newer type examinations, rating of teachers, discipline, etc. Whenever possible, the problems will be worked out in the Training School. Fourth year, second semester, three hours per week. Three units. Mr. Payne.

Introduction to Education. The aim of this course is to introduce to the student the general problems of the school in society, and the service that may be rendered by the teacher. It also aims to guide the student in his choice of special work that he may take up later. The approach is historical. First year, either semester, three hours per week. Three units. Mr. Blackburn, Mr. Holaday.

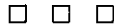


THE TRAINING SCHOOL

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 buildings, 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.



DEPARTMENT OF ENGLISH

Mr. Felton; Miss Pilcher; Miss Blair

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 grammatical terminology in grammars of present day use are compared and harmonized. Conflicting opinions presented by authors regarding points in syntax and inflection are weighed and applied to modern discourse. Methods of teaching grammar in intermediate and upper grades are presented. Texts: Any standard English grammar; Ruskin, *Essays*, Charles S. Scribner's Sons, \$1.25. Either semester, three hours a week. Three units. Mr. Felton.

Note: If the number of applicants for this course is small, the essentials may be given in English 6, during the third quarter of the year.

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, based upon original material, is required of each student.



Papago Park



One of the Rural Schools

Text: Manly and Rickert, *The Writing of English*, Holt, \$1.50. Two semesters, three hours per week. Three units each semester. Miss Pilcher and Miss Blair.

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. Attention to spelling, punctuation, and sentence structure are stressed. Two semesters, three hours per week. Three units each semester. Miss Pilcher, Miss Blair.

English 7 (a). Oral English. Articulation, tone placing, practice in extemporaneous speaking and reading before the class. Appearance in plays may be chosen by those who exhibit dramatic talent. The best performers are selected for appearance in college plays. Constructive criticism of the work of each individual is given. Elective. Either semester, five hours per week. Three units. Mr. Felton or Miss Blair.

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

English 8. Third Year College English. Nineteenth Century English poetry, special study of Shelley, Robert Browning, Elizabeth Barrett Browning, and Tennyson. The political and social background of the period and its literary conventions with relation to the personality of the various writers will be discussed. Representative works studied. Each student will be required to present original comment in the way of themes drawn from class study and library research. Text: Page, *British Poets of the Nineteenth Century*, Sanborn. Two semesters, three hours per week. Three units each semester. Mr. Felton.

English 9. Fourth Year College English. Modern Drama. The chief dramatic writers of the past half century. Reading of representative plays in Dickinson's Second Series of Modern Dramatists. A study of the modern theater as influenced by the national schools of the period. Text: Dickinson, Modern Drama, Second Series, Houghton, \$4.00. Two semesters, three hours per week. Three units each semester. Mr. Felton.



GEOGRAPHY

Mr. Hoover

Geography 1. Principles. Required the first year of 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. 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, and Salisbury, Barrows and Tower, The Essentials of Geography. Either semester, three hours; a fourth hour for those needing elementary review. Three units.

Geography 2. Geographic Geology. A study in 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 for second and third year students who desire a better foundation in geography and as a cultural study

to nature lovers. First semester, three hours per week. Three units.

Economic Geography 3 and 4. These courses are designed for the needs of students who desire to teach geography or the social sciences in the junior high school or the grammar grades. Also recommended for commercial students. Prerequisite, Geography 1.

Economic Geography 3. Utilization and Conservation of Area. Problems concerning the most efficient utilization of area; viz: types of agriculture, agricultural products, grazing, irrigation and drainage, forests and lumber, conservation of soil, minerals, etc., considered from the standpoint of physical conditions and population. The United States is considered regionally and special emphasis is put upon Arizona's products and the problems confronting its development. Second semester, three hours per week on alternate years. (1927-1928). Three units.

Economic Geography 4. Manufacturing, Trade and Transportation. The distribution of great industries analyzed with reference to sources of raw materials and power, markets, and transportation facilities. Conservation and development of our power resources as coal, petroleum and water. Development of railway and motor transportation, inland waterways and ocean commerce. Comparative advantages in the location of great industrial and commercial centers. Second semester, three hours per week on alternate years. (1926-1927). Three units.

HOME ECONOMICS

Miss Stewart

The purpose of this department is to prepare students to teach home economics in elementary and junior high schools. The objectives of the curriculum include the development of purchasing ability, skill in workmanship, and economic and social usefulness. Students enrolled in the Standard Teachers' curriculum who possess the necessary qualifications may elect work in home economics with the consent 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 and Textiles 1. This course includes hand and machine work and the use of patterns. The leading textile fibres and materials are studied. Credit is given for two hours of sewing and two hours of textile study. First year, first semester, four hours per week. Four units.

Clothing 2. Emphasis is placed on becoming, appropriate, simple, and artistic dress. Garments are made illustrating the principles of design. Work in silk and wool is required. One semester hour is devoted to millinery. Second semester, three hours per week. Three units.

Foods 1. Selection and Preparation of Foods. A study is made of the processes of cooking. The nutritive value and cost of foods are considered. Meals are planned and served. First year, second semester, six hours per week. Three units.

Foods 2. Food Preparation and Menu Making. Food is prepared in order to illustrate the principles of



The Cliffs of Canyon Lake

menu making. Second year, first semester, six hours per week. Three units.

Nutrition. The principles of nutrition are applied to the selection for normal individuals from the infant to the aged person. Laboratory work, readings, and reports are required. Prerequisites, Foods 1 and Foods 2 and household chemistry. Open to qualified third year students as an elective. Second semester, three hours per week. Three units.

Home Management and Housewifery. A consideration of the economics of the home, the standards of living, the budgeting of the income, and the relation of the home to the community. Care of the house and use of household conveniences. Open as an elective to qualified third year students with the consent of the head of the department. Second year, first semester, three hours per week. Three units.

Historic Costume and Costume Design. A study is made of historic costume and the principles of design are applied in practical designing problems. Color, line and fabric for individual types are considered. Open as an elective to qualified third year students. Second semester, three hours per week. Three units.

Child Health and Care; Home and Community Hygiene. This course deals with the care and health of the child through the prenatal period, infancy, pre-school age, school age, and adolescence. Two units. Public health problems and home sanitation, one unit. Open as an elective to third year students with the consent of the head of the department. Either semester, three hours per week. Three units.

Practice Teaching in Home Economics. All students who aim 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, two semesters, five hours per week. Five units.



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 adaption to constructive uses. First year, first semester, five hours per week. Three units. 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 units. 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 fibre,

building up stock, turning between centers, chucking, face plate work, etc. Mechanical drawing required. First year, first semester, five hours per week. Three units. 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 units. Mr. Clark.

Pattern Making. A course to include a study of cores, core prints, drafts, allowances 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 units. 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 units. 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 units. 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 units. 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 units, 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 units. 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. Second year, first semester, five hours per week. Three units. Mr. Fairbanks.

Architectural Drawing. A course involving perspective and plans with details of construction. Second year, first semester, five hours per week. Three units 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 com-

pleting Courses 4b and 4c receive three units of credit. 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.



KINDERGARTEN-PRIMARY

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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." Before enrolling in this curriculum, the student will be required to **pass a test in sight reading, piano accompaniment, and singing.**

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 acquired 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, five hours per week. Three units. 1:20

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. Text: Moore, Minimum Course of Study. First year, second semester, five hours per week. Three units. 2:20.

Course 3. Children's 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; storytelling, 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. May be taken as an **elective** by students in the standard curriculum. Class limited to thirty members. First year, first semester, three hours per week. Three units. 3:20.

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. Text: Childhood Education. Lectures and assigned readings. Second year, first semester, three hours per week. Three units. 2:20

Course 5. 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. May be taken as an **elective** by students enrolled in the standard curriculum. Class limited to thirty members. Second year, second semester, three hours per week. Three units. 1:20.

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, three hours per week. Three units. 3:20.



LANGUAGES

Miss Wilson

Since the World War, we have begun to realize more and more how necessary it is that the nations of the earth understand each other. The most logical way to secure this end would seem to be an understanding of the language which opens the way to an understanding of the customs and philosophy. Arizona's problem of solving the foreign-population situation is a complicated one requiring much sympathy and appreciation of the other fellow's point of view. A broader and more extensive dissemination of a knowledge of the Spanish language will surely go far toward the desired solution. The following courses are offered:

Spanish 1 and 2. Beginner's College Spanish.

Thorough preparation in pronunciation and principles of grammar. Reading of Hills and Cano's *Cuentos and Leyendas*, *El Abolengo* and *Zaragueta*. Text: Hills and Ford's *First Spanish Course*. Two semesters, three hours per week. Three units each semester.

Intermediate Spanish. 3 and 4. Prerequisite, two

years of high school or one year of college Spanish. Special attention will be given to pronunciation and composition and Spanish will be the language of the classroom. Reading of such books as *El Trovador*, *Romero-Navarro's Historia de Espana*, *Altamirano's la Navidad en las Montanas*, *Galdos' Marianela*, *Los Quinteros' Dona Clarines* and *Valdes' La Hermana San Sulpicio* and *La Alegria del Capitan Ribot*. Collateral reading and reports. Two semesters, three hours per week. Three units each semester.

Advanced Spanish. 5 and 6. The work of the

first semester includes a study of Spanish American literature using House and Castillo's *Compendio de Historia Hispano-Americana*, Wilkins' *Antologia de Cuentos Americanos*, and Marmol's *Amalia* and such references as Coester's *Literary History of South America*.

The second semester is devoted to story-telling and reading of such books as Alarcon's *El Sombrero de Tres Picos*, Echegaray's *El Gran Galeoto*, Galdos' *Dona Perfecta*, and Northrup's *Ten Spanish Farces*. Collateral reading and reports. Three hours per week. Three units each semester.

Spanish 7. Spanish Classical Prose. Prerequisite,

Spanish 5 and 6. A study of the literary movements from the beginning of the Siglo de Oro to the nineteenth century, emphasizing the dramatists of the seventeenth and the neo-classicists of the eighteenth century. First semester, three hours per week. Three units.

Spanish 8. Advanced Composition. Includes a review of grammar, using such texts as Ramsey's Spanish Grammar and Cool's Composition. Prerequisite, Spanish 5 and 6. Second semester, three hours a week. Three units.

Latin. A course in Cicero may be elected by those who have had at least two years of Latin in the high school. Three hours a week. Three units each semester.



MATHEMATICS

Mr. Sweet

Arithmetic Methods; General Mathematics. A thorough review of fundamental processes with a survey and study of what constitutes junior high school mathematics, accompanied by a discussion of teaching methods and assigned readings. Administration of standardized tests, critical examination of texts in use in both the elementary school and the junior high school, problems and projects, treatment of the difficult topics of arithmetic, application of algebra and geometry to arithmetic. First year, either semester, three hours per week. Three units.

College Algebra. The early part of the course is largely a review of the high school algebra with emphasis on the foundation, logic, and theory of the subject. Attention will then be given to such topics as progressions, infinite series, theory of equations, determinants, partial fractions, logarithms, etc. Either semester, three hours per week. Three units.

Trigonometry. A study of trigonometric functions and the solution of plane and spherical triangles. Use is made of the transit. Either semester, three hours per week. Three units.

MUSIC

Miss Gerrish; Miss Norton

Of all subjects introduced into the public schools during the last half century, music is conceded to be one of the most valuable in 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 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 each given due weight in planning the courses.

Music 1 (a). This course includes the study of musical notation, scales, rhythmic types, musical terms, syllable singing, part singing, and appreciation. Although designed primarily for grade teachers, this course and Music 1 (b) are equally valuable for students of voice, piano or orchestral instruments. First year, either semester, five hours per week. Three units.

Music 1 (b). A practical course in ear-training and harmony designed for students who have already received some musical training, and who desire particularly strong preparation in the subject. First year, either semester, five hours per week. Three units.

Music 2. Methods. A course in methods of teaching school music in all grades from primary through the junior high school. The work is planned for students desiring to make music their major subject in addition

to their grade subjects. The course includes the presentation of all problems taught in the various grades, care of the child voice, mutation of the voice, teaching of rote songs, preparation of a repertoire of child songs, rhythm work, the musically deficient child, introduction to orchestral instruments, etc. Second year, two semesters, five hours per week. Three units.

Practice Teaching of Music. The students enrolled in the Standard Teachers' Curriculum are given unusual opportunities to apply their knowledge of the subject by teaching music in the training schools of the college.

Glee Clubs. Those who are musically inclined will greatly enjoy the work of the glee clubs which are organized early in the year. Two periods are required for this work which affords excellent experience in chorus practice, being, at the same time a source of keen pleasure to those who take part. These clubs furnish entertainment at various college functions and upon public programs.

Orchestra. Those who are interested in instrumental music may avail themselves of the opportunity for practice which is afforded by membership in the college orchestra. This organization meets regularly for rehearsal and furnishes music for various public events which occur upon the campus and in the auditorium.

Satisfactory participation in the work of glee club or orchestra will entitle the student to an amount of **additional credit** to be decided by the Executive Council upon recommendation of the instructor in charge of the work.

Pianos. Many of the college students take instruction in piano playing in addition to their regular college work. Such students will find excellent teachers of piano in Tempe and Phoenix with whom private arrangements can be made for such instruction. As the college does not offer courses in piano music, such pri-

vate instruction must necessarily be at the student's expense. All the pianos of the college are made available to such students for the convenience of practice. To avoid conflict of hours, practice periods are assigned, upon application, by the faculty members of charge of the work in music.

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PHYSIOLOGY

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 hours per week. Three units.

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SOCIAL SCIENCE

Mr. Murdock

1. Constitutional Government. This course covers the essentials pertaining to our national government and to that of Arizona. It meets the requirements of the new law on the study of the national and state constitutions. While the course is offered as an elective, either this or the Brief Course offered below [Social Science 1 (b)], must be taken by all who wish to prepare for the constitutional examinations required of those who graduate from the college. Elective, either semester, three hours per week. Three units.

1 (b). Brief Course in Constitutional Government.

A brief course covering the same ground as indicated above is offered for the benefit of students wishing to take their electives in some other field than constitutional government. Second year students who find that they have not time for the full course may substitute this brief course to meet the legal requirement for graduation and certification. This is a lecture course demanding about one-third of the time demanded by Course 1. A fee of one dollar will be charged students in this course to cover the cost of materials. Either semester, two hours per week. One unit.

2. Modern European History. Momentous changes have occurred in the last one hundred fifty years. This course surveys the story of Europe from the French Revolution to the present time. Special stress is placed upon the conditions leading up to the World War and post war problems. Elective, first semester, three hours per week. Three units.

3. Principles of Economics. An introductory study of economics following, in the main, Ely's Outlines. Elementary concepts will be emphasized. Terminology and definitions will be stressed. Economic problems in English and American history will be used to illustrate the subject matter. Elective, second semester, three hours per week. Three units.

4. American Constitutional History. A course in constitutional history well follows a study of constitutional government, as the two are closely connected. In this course, American history is carefully surveyed for judicial decisions, legislative enactments, administrative rulings, political party practices, or other historical development throwing light upon our constitutional expansion. The utterances of public men, party platforms, diplomatic incidents, are used to make clear the growth of our unwritten constitution. This course is

required of upper division students. Course 1 is a prerequisite and only upper division students are admitted. First semester, three hours per week. Three units.

5. Taxation and Public Finance. American financial history affords ample study for the student of practical politics and economics. Almost every considerable theory of taxation or revenue has been, at some time or place, tried out in American experience. The vastly increased taxation, accompanying the expanding functions of government, makes this field both vital and interesting. This course is open to upper division students only. Second semester, three hours per week. Three units.

6. History of Economic Thought. This course is mainly one of theory—or rather the history of theories. Modern economic theory can best be understood by tracing its development, noting theories that have been discarded as unsound. Sound and workable economics presupposes sound theory. This course is required of all fourth year students. Only upper division students are admitted. First semester, three hours per week. Three units.

7. Insurance. A practical course covering both main phases of insurance—life and property insurance. Only a little attention will be given to historical beginnings, but considerable attention to the remarkable recent development of the insurance business. Our chief concern is with the kind and nature of policies, legal conditions and the like. Not much time will be given to the mathematical or statistical end of insurance. Elective for third and fourth year students. Prerequisite, Social Science 3, Principles of Economics. Second semester, three hours per week. Three units.

PHYSICAL EDUCATION FOR WOMEN

Miss Hayden; Miss Murphy

This work is required of all young women throughout of 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.

Soccer and Speedball have largely displaced basketball in the course for women, as these games are adaptable to larger groups of players, and are free from such objectionable features as long sustained individual effort on the part of a few players.

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 student 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 there is 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. This library occupies the entire east end of the first floor of the Main Building. The accession record shows a total of nearly 16,000 volumes not including several hundred bound volumes of magazines and periodicals and several thousand unbound bulletins and reports. The magazine record shows a subscription to over one hundred thirty leading periodicals, to three of the largest daily newspapers, and to a number of the daily and weekly newspapers of the state.

Brief Statement of Library Rules. During the college year, the main library is open from 8:00 A. M. to 5:00 P. M. every day except Saturday and from 7:15 to 9:15 P. M. four nights a week. On Saturdays it is open from 9:00 A. M. to 12:00 M., and from 2:00 P. M. to 4:00 P. M. It is closed on Sundays and all holidays.

Books drawn for use may ordinarily be kept for two weeks, and be renewed once. Books not returned when due are subject to a fine of two cents per day, and lost books must be paid for by the borrower. No books will be loaned to students having unpaid fines or overdue books.

Books used by large classes are placed on reserve, and are shelved back of the loan desk. Reserved books must be signed for at the desk and read in the library. They may be taken out for home use on Saturdays at 4:00 P. M., to be returned at 8:00 A. M. the following Monday. A fine of twenty-five cents per hour is charged for overdue reserved books.

Permanent reference works, such as encyclopedias, dictionaries, sets of bound volumes, etc., are for use in the library only.

Children's Library. In addition to the main library

there is also a children's library in the Training School. The accession record shows 3,826 carefully selected children's books covering all types of literature. 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, keeping records, classification of books, etc. In addition, a brief course in children's literature is offered with required readings in the various types.

Donation by Class of 1926. The Class of 1926 appropriated from their funds the sum of one hundred dollars which was presented to the Library for the purchase of books.



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 arranged for the year 1926-1927 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.

The course for 1926-1927 will include Lorado Taft, the great American sculptor, Gay MacLaren, one of the most talented readers in the world, Lew Barrett, the "Poet of the Wilderness," and many other attractive and instructive numbers.

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 1926, the association now numbers 2,128 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 two years, in many part 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 the 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 pro-

motion 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.

Annual Reception. The annual reception and banquet of the association is held on the evening of Alumni Day, giving every member an opportunity to renew old friendships. Members should use every effort to be present at this event, as the meeting usually results in the shaping of plans for the ensuing year. The date for the next reception is **June 7, 1927.**

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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 \$5,000, 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 staff of the Annual of the Class of 1926 contributed over \$200, and the class of 1923 turned over to the Association their treasury balance of between sixty and seventy dollars. 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 as well.

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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.

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Alumni Office

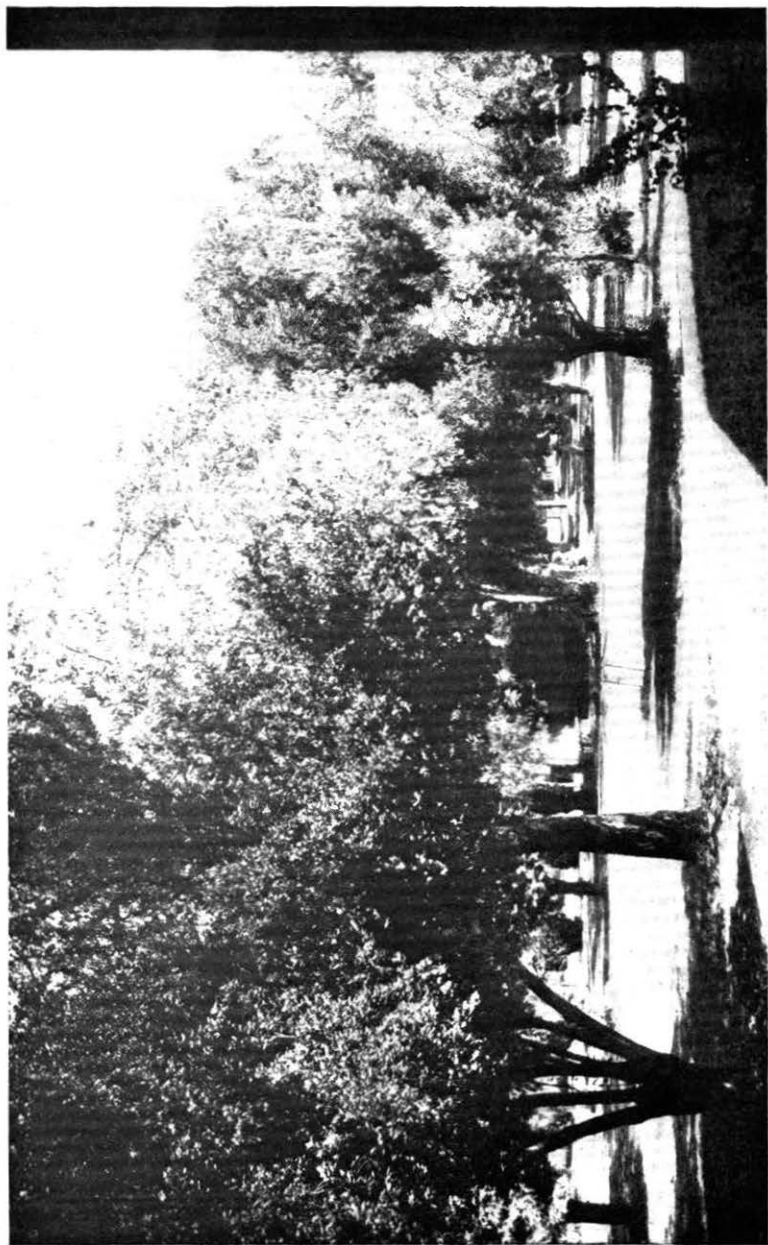
The clerical work in connection with the business correspondence and records of the Association has grown to such proportions that it has been necessary to establish an Alumni Office in connection with the college offices. Here an assistant secretary is employed part of the time each day at work connected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

The Secretary,
Tempe Teachers College Alumni Association,
Tempe, Arizona.

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STUDENT ORGANIZATIONS

The COLLEGIAN 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 was known as **The Tempe Normal Student** until last year, when, with the advent of the Tempe State Teachers College, the name was changed to **THE TEMPE COLLEGIAN**. The Collegian is a bi-weekly printed on a good quality of paper, permitting the use of half-tone illustrations and adding much to its appearance. The size of the paper has been increased and every effort is being made to improve its efficiency. All the work of collecting, editing, and arranging news items and other matter is done by the



Kalakagathia Campfire, Council Circle

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 sometimes give space to the best literary efforts of the students. The editorials have weight in molding college sentiment, and the files of the paper become a valuable 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. There is also a considerable circulation among the Alumni who thus 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 Campfire 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 stan-

dard 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.

In 1926 the society produced *Scenes from Erminie* by Jakobowski, performances being given in Tempe, Fowler and Chandler. An annual camping trip is enjoyed, several days being spent at a wooded island in the Verde River.

Clionian Literary Society limits its 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.

Lambda Kappa. The Lambda Kappa literary society is an organization limited to twenty-five members of high scholastic standing, whose purpose is the study of literature, drama, and music. This organization bore the name, Erodolphian, signifying "Love of Knowledge" until this year when the Greek letters were adopted. An extensive program on the study of operas and their composers was pursued during the first semester of the year. This course was acceptably illustrated and enriched by the use of musical records. The representative plays of contemporary authors afforded profitable study in the latter half of the college year. The social aspects of campus life found expression through society activities. This year's camping trip was enjoyed on the Verde River. Many have been the desert picnics, athletic meets, initiation parties, and formal affairs of the year. Especially enjoyable have been those fostering a co-operative spirit among the several campus organizations.

Phi Beta Epsilon. An organization of young women of the college who meet weekly during the year for literary study and social enjoyment. The formal initiation was held this year at the San Marcos in Chandler. The annual camping trip took place during the weekend of April 30, at the Verde River. Early in the year, the society took a very enjoyable trip on Canyon Lake. The meetings of the first semester were devoted to the short story, and those of the second semester to the study of the one-act play.

Los Hidalgos del Desierto is a club whose membership is limited to thirty and whose purpose is to promote an interest in things Spanish. Much of the material used for programs has been taken from the *Revista* of Mexico City and the legends and the historical material have been a source of real joy and an inspiration to visit the land of Montezuma. A two-act play, *Uno Debe Casarse*, was given in the assembly.

The hikes and picnics, especially the initiation on the desert, flavored with strains of *Morir Por Tu Amor* and *Y Tenia Chiquito el Pie* will be long remembered.

The Pierian Society was organized in 1925 for the purpose of studying art, literature and music. During this year various one-act plays from Augustus Thomas' new collection have been presented and their structure and purpose studied. Especially interesting were those of the Irish theatre. Some time was also devoted to the stories of the more familiar operas.

The annual camping trip at Cave Creek is always a source of real pleasure.

Lambda Phi Sigma is an educational scholarship organization of the young men of the college which was established last 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 pacifism.

The Geographic Society. This society was organized in 1924 by a group of students specially interested in geographic investigation and study. The membership is made up of students who excel in geography, general scholarship, and character, or who have made worthy contributions to the field, or who have had foreign travel with educational purpose or value. The society fosters very worth while activities, and is doing much to interest the student body and the public as well in the wonders of Arizona and of the larger world. Week-end trips to points of special interest are arranged for purposes of observation and study. This

year's trips included the prehistoric ruins of the valley, Togetsoge ruin, the Apache Trail, Superstition Mountain, the Horse Mesa dam site and canyon, Canyon Lake, and the Magma mine and smelter at Superior. A series of lectures on geographic subjects was given during the year which included some eminent authorities. In May, an original play was produced by the members of the society to demonstrate the contrast between old and modern methods of teaching geography.

The Timakaeena Society was organized late in the school year of 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 af-

airs 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 events of the year.

Theta Beta. In the spring of 1924, a club was organized by the young women attending the college who lived in Tempe but not on the campus. This was known as the Town Girls' Club. In 1925, the members decided to change the society from a purely social organization into a study club under the name of the Village Collegians, and the meetings of the year were devoted to a study of the history and institutions of Arizona. This year the club was again reorganized as a literary society, and the name, Theta Beta, was adopted as a permanent title.

Young Women's Christian Association. This association is one of the many student organizations in our colleges and universities affiliated with the National Young Women's Christian Association. It is open for membership to any women on the campus who are willing to accept the pledge. 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.

Meetings are held regularly every Thursday evening, and programs are centered around current topics, campus life, services of worship, world fellowship, and Bible study.

The general activities of self development and service are directed by an executive cabinet assisted by an extensive committee organization. A general secretary, employed by the Advisory Board composed of faculty members, interested citizens and alumni, has general supervision of the work and acts in the capacity of friend and counselor to all of the young women.

The association affords an opportunity for greater friendship and fine, wholesome recreation in its parties, hikes, lawn fetes, teas, and other social events. Each summer several delegates are sent from Tempe State Teachers College to the Y. W. C. A. conference at Asilomar, California, where they receive 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.

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PRIZES

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

The medal was won this year by Miss Lois Stidham of Tempe.

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.

This year's winner of the pin was Miss Lois Stidham of Tempe.

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.

The Harvard Medal was this year awarded to Miss Martha Louise White of Florence for her essay on The History of Florence, 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. The 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.

Miss Naomi Pierce of Scottsdale was the winner of this medal for the year 1926.

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 essay for 1926 was awarded to Mr. Floyd B. Huston of Mesa.

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.

Won in 1926 by Miss Gertrude Carpenter of Phoenix.

Daughters of the Confederacy Prize. The United Daughters of the Confederacy of Dixie Chapter, Tempe, have voted to give, each year, a gold medal for the best essay, not to exceed twenty-five hundred words, on American History. The subject is to be chosen by the Literary Committee of the order and conditions to be announced later. Competition for this medal is open to any student of the college.

SUMMARY OF REGISTRATION, 1926

College	{ Men .....113	}.....Total .....671
	{ Women .....558	
Training School ..	{ Boys .....439	}.....Total .....841
	{ Girls .....402	
Total registration for the year		1512

SUMMARY OF GRADUATES

Prior to Class of 1926.....	1862
Class of 1926	266
Total number of graduates.....	2128

Register for 1925-26

Adams, Eugene E.	Tempe
Adams, Robert Gay	Scottsdale
Alexander, Margery	Phoenix
Alexander, Ruby Lee	Phoenix
Alexander, Sadie	Tempe
Alexander, Thelma	Douglas
Allen, Chester F.	Clarkdale
Allen, Emma Mae	Tucson
Allen, John R.	Mesa
Allen, Loren	Mesa
Allen, Mabel	Prescott
Allen, Vilate	Mesa
Amberg, Virginia	Prescott
Anderson, Alice M.	Globe
Anderson, Beulah	Mesa
Anderson, Earl F.	Mesa
Anderson, Martha C.	Mesa
Austin, Elsie Marcia	Tempe
Avery, Sarah	Phoenix
Awbrey, Dorothy	Duncan
Bailey, Sallie Etta	New Mexico
Eailey, Zelma Goolsby	Tempe
Ealcom, Margaret	Glendale
Baldwin, Dorothy	Phoenix
Bales, Ella	Chandler
Ballard, Lowell Clyde	Globe
Barber, Alice Margaret	Willcox
Barbier, Alice Gertrude	Phoenix
Barnes, Bessie Marie	San Simon
Barnes, Gladys	Gilbert
Barney, James Mitchell	Phoenix
Bartson, Martha Lee	Mesa
Bates, Evelyn	Douglas
Beardsley, Ruth	California
Beck, Helen	Phoenix
Beck, Mary Adde	Peoria
Becker, Anna Belle	Morenci
Becker, Betty	Phoenix
Behrman, Mrs. Fanny	Glendale
Bech, Shirley	Bowie
Bell, Mary Alice	Tempe
Bemis, Buela	Phoenix
Benedick, Lottie	Tempe
Berry, Dora Jo	New Mexico
Fermino Alice	Phoenix
Biggs, Ellis D.	Mesa
Biles, John A.	Tempe
Billingsley, Beatrice	Clifton
Billman, Frances	Bisbee
Birky, Clara	Illinois
Blackburn, Mrs. Lillie	Tempe
Blackwood Leora	Oklahoma
Bhair, Pearl	Casa Grande
Blankenship, Frances	Phoenix
Blesch, Elizabeth	California
Bly, Laurel	Winslow
Bolding, Marylee	Glendale
Boldman, Gertrude	Tempe
Boldman, Hazel	Tempe
Bonar, Lester M.	Phoenix
Boring, Hazel	Florence
Bowser, Esther	Phoenix
Brandenburg, Eve	Mesa
Brewer, Leslie	Mesa
Brewer, Ina Pomeroy	Mesa
Brewster, June	Buckeye
Briar, Marguerite	Iowa
Brill, Ruth Elnore	Jerome
Brimhall, Elias Rae	Mesa
Brimhall, Lottie	Mesa
Brimhall, Hale	Mesa
Brizzee, Genevieve	Litchton
Brodie, Dorothy	Mesa
Brooks, Dorothy A.	Winslow
Brooks, Leolia	Glendale
Brooks, Willma J.	New Mexico
Brown, Edna	Mesa
Brown, Katie Alleen	Roosevelt
Brown, Laura May	Roosevelt
Brown, Mabel Joyce	Tucson
Brown, Mary Harriet	Phoenix
Brubaker, Ethel	Tempe
Bruce, Ardis Fern	Glendale
Brundage, Joe	Ray
Bryan, James Kelley	California
Burleson, Loree	Cordes
Burns, Carmela	Phoenix
Bush, Josephine	Inspiration
Butler, Glenna	Globe
Butler, Mrs. Barbara	Tempe
Butler, Lyle	Tucson
Byerly, Bess	Bisbee
Campbell, Alice	Globe
Campbell, Eloise	Chandler
Campbell, Frances G.	Willcox
Campbell, Margaret	Bisbee
Cardon, Dora	Mesa
Carpenter, Gertrude	Phoenix
Carr, Edward	Tempe
Carter, Clay Dean	Kirkland
Carter, Clydine	Bisbee
Case, Katherine	Safford
Cerny, Ada	Mesa
Cerny, Mary	Mesa
Challen, Edith	Superior
Chamberlaine, Jeanne	Tucson
Champagne, Carol	Mesa
Champie, Myrtle	Wickenburg
Chaney, Velma	Somerton
Chapman, Hazel	Mesa
Charlebois, June	Wickenburg
Chesnutt, Elsie Maude	Scottsdale
Clark, Dorothy Lee	Phoenix
Clark, Kenneth	Tempe
Clark, Laura	Duncan
Clark, Verdell	Mesa
Clements, Leonard	Globe
Coffin, Sarah	Phoenix
Coglon, Valleria	Kansas
Cook, Evona	Warren

Cooke, LetaPhoenix
 Coons, IdellPomerene
 Cooper, LearahPrescott
 Cornforth, RuthMiami
 Couch, VelmaBuckeye
 Coury, MarySonora
 Cowan, Mrs. EvelynTempe
 Craig, Anna WhiteWillcox
 Crandall, LoreeGilbert
 Crismon, GeorgiaMesa
 Crismon, MaryMesa
 Croci, AngelinaGlobe
 Crook, AltaTempe
 Crump, DorothyRay
 Culbert, AgnesLowell
 Cumnard, ZenaMesa
 Cummings, DorothyPhoenix
 Curiel, MarieCasa Grande
 Curnutt, NighbertGlobe
 Curry, Michael EdwardTempe
 Curry, RuthTempe
 Cox, MarjorieWarren

Dailey, Mildred AnnDouglas
 Dana, NormaMesa
 Dana, OrvaMesa
 Dana, ViolaMesa
 Danenhauer, DorothyClifton
 Dashiell, ElizabethPhoenix
 Davey, Martha MaryClarkdale
 Davis, LeoneMesa
 Davis, Le ReneMesa
 Davis, OpalPeoria
 Davis, RosellaSeligman
 Davis, RuthGlobe
 De Clercq, Jack LedgerCasa Grande
 Dennison, HelenPennsylvania
 De Rosier, J. HaroldMesa
 De Rosier, LoganMesa
 Dettweiler, DorothyPhoenix
 DeWitt, HelenTempe
 De Wolf, GracePhoenix
 Dicus, EdythePhoenix
 Dietrich, NellieDouglas
 Dills, RobertPhoenix
 Dixon, VioletteCalifornia
 Douglas, HermaPhoenix
 Downing, BessPhoenix
 Driskill, WillieTempe
 Dugger, HesterJerome
 Dunbar, TruthPhoenix

Easton, IdaMesa
 Eisenhart, JamesDos Cabezos
 Eisenhart, JeanDos Cabezos
 Elliott, AliceMassachusetts
 Elliott, Anna BettCalifornia
 Ellsworth, EdmundMesa
 Ellsworth, EllaMesa
 Ellsworth, LloydMesa
 Entz, MarjorieMesa
 Estevez, DionisiaClifton
 Evans, Anna MayPhoenix
 Evans, Robert T.Scottsdale
 Ewing, WeylandGlendale

Fain, GraceMesa
 Farnsworth, EstelleTempe
 Farrell, DanielCopper Hill
 Farrell, RodneyTempe
 Filisetti, BeatricePhoenix
 Fitzgerald, OpalPhoenix
 Flaws, BarbaraPhoenix

Flores, EugeniaMorenci
 Fogal, KathrynTempe
 Folsom, Elma McCannWashington
 Forbach, GoldyeCasa Grande
 Ford, DorothyPhoenix
 Ford, RitaBisbee
 Foreman, JohnFlorence
 Frankenburg, AniceTempe
 Fraser, DorotheaMesa
 Freeman, FrancesCasa Grande
 Freeman, MarianPhoenix
 Freestone, AlfredGilbert
 Freestone, DeliaGilbert
 Fritts, DoraWillcox
 Frost, SaraDouglas

Galbraith, HenryJerome
 Galvez, MatildaTucson
 Gannon, DorothyClaypool
 Gardiner, Mrs. FredPhoenix
 Garrison, CliffordCalifornia
 Garrison, DoraTempe
 Gemmill, Mary M.Tempe
 Gentner, IdaSan Simon
 Gentner, LaVerneSan Simon
 Gibbons, JaneAlpine
 Gibbs, LouisePhoenix
 Giddings, Georgia LeePhoenix
 Gieszl, RoseGilbert
 Gilbert, IrmaPeoria
 Gilbert, Roy WilburTempe
 Gilbert, Agnes RuthCasa Grande
 Gilson, EdithPrescott
 Giroux, FrancesMayer
 Glendening, WilmaGlendale
 Goddard, DelbertTempe
 Goodrich, BertTempe
 Goodrich, EvaCasa Grande
 Gomez, MaryTempe
 Goodwin, DorothyTempe
 Goodwin, LouiseWinkelman
 Graham, Ora LeeGlobe
 Gray, Mrs. Ruth HessTempe
 Greer, Mrs. NataliaSt. Johns
 Griffith, WillTempe
 Gronewald, MarcellaPhoenix
 Gruber, ClaraKansas
 Guess, EvaPhoenix
 Guess, NelliePhoenix
 Guthrie, Mrs. MarieTempe

Haddad, MacrinaClifton
 Hakes, IreneMesa
 Hall, ConstancePhoenix
 Hall, LaViceIowa
 Hall, MildredPhoenix
 Hand, GailOklahoma
 Hanus, HelenGlobe
 Hanna, LucileTempe
 Hardesty, DessieBuckeye
 Hardin, CarmelitaTempe
 Harrell, RuthTempe
 Harris, BeatriceSuperior
 Harris, LucileHereford
 Hatch, MerrillChandler
 Hatch, RuthMesa
 Hawes, TurnerMesa
 Hawkins, StevenPhoenix
 Hayes, Mrs. BelleIowa
 Hayes, LillieGlobe
 Hayes, LillieGlobe
 Haynes, IdellaTempe
 Hazen, EdithTempe

Hazen, Ruth Tempe
 Heacock, Mary Kate California
 Heinlein, Elsie Tucson
 Heinrichs, Buray Texas
 Helfenstine, Mildred Tucson
 Hemperly, Fern Phoenix
 Hendricks, Evelyn Phoenix
 Hengehold, Val Globe
 Henness, Catherine Tempe
 Henness, Russell Tempe
 Hensley, Lura Goodyear
 Hermann, Selma Bisbee
 Hernan, Florence Phoenix
 Hess, Lulu Tempe
 Hill, Ila Mae Mesa
 Hill, Lena Smith Prescott
 Hill, Wanda Mesa
 Hoar, Gertrude Globe
 Hoar, Mildred Globe
 Hodges, Esther Lowell
 Hoelzle, Thelma Phoenix
 Hoffman, Imogene Williams
 Horne, Frank Mesa
 Horne, Leota Mesa
 Horne, Naomi Mesa
 Howell, Frances Wickenburg
 Howell, Gladys, Tempe
 Huber, Esther Mesa
 Huddy, Ruth Bisbee
 Hughes, Don Herbert Tempe
 Hughes, Marion Phoenix
 Hughes, Marjorie Phoenix
 Hume, Opal Phoenix
 Hunley, Ella Mae Tempe
 Hunter, Jane Phoenix
 Huston, Floyd Mesa
 Hutson, Womack Tempe

 Irving, Helen Phoenix

 Jackson, Mabel Miami
 Jaeger, Mildred Christine Phoenix
 Jakobi, Isabel Phoenix
 James, Margaret Komatke
 Jantzen, Dorothy Phoenix
 Jarnigan, Dovie Glendale
 Jarnigan, Edward Glendale
 Jelley, Nadine Willcox
 Jenkins, Nina Belle Tempe
 Jerez, Gilbert Phoenix
 Johnson, Alda Phoenix
 Johnson, Austa Phoenix
 Johnson, Ethel Mesa
 Johnson, Grace Tempe
 Johnson, Virginia Tucson
 Jones, Annabelle Clarkdale
 Jones, Carl Tempe
 Jones, Emma Almedia Glendale
 Jones, Gertrude Tempe
 Jones, Jessie Phoenix
 Jones, Lawrence Mesa
 Jones, Mildred Tempe
 Jones, Wesley Mesa
 Jorgensen, Gladys Montana
 Justice, P. Lee Missouri

 Kain, Opal New Mexico
 Kalil, Victoria Rowood
 Kartchner, Rhea Snowflake
 Kartchner, Thalia Snowflake
 Kauzlarich, George Jerome
 Kehoe, Marie Warren
 Kelly, Blanche Tempe

Kelly, Lucile Miami
 Kempton, Rita Gilbert
 Kempton, Fred Gilbert
 Kershaw, Virginia Phoenix
 Ketcham, Vera Phoenix
 Kibler, Nina Tempe
 Kinder, Cecil Phoenix
 Kinsella, Helene Lowell
 Kinsey, Ruby Mesa
 Kinsman, Myrtle Globe
 Kirby, Edythe Hilltop
 Kirby, Florence Hilltop
 Kirksey, Katherine Phoenix
 Kjellgren Evelyn California
 Kleinman, Frank R. Mesa
 Kloster, Viola Phoenix
 Koch, Eunice Bisbee
 Koch, Leona Bisbee
 Krause, Mrs. Martha Tempe
 Krause, Robert R. Tempe
 Krentz, Bertha Douglas

 Laird, Mary Phoenix
 Laird, Minnie Tempe
 Lamb, Edith Miami
 Lambert, Clarissa Miami
 Lanford, Mattie California
 Laveen, Esther Phoenix
 Leavitt, Melba Pine
 Ledford, Joyce Fairbank
 Ledford, Lloyd Fairbank
 Lee, Geraldine Benson
 Leonard, Anna Mary Winslow
 Lewis, Josephine Phoenix
 Lewis, Phil Mesa
 Lillywhite, Mrs. Ethel Mesa
 Lindner, Jeanette Douglas
 Lobb, Elsie Phoenix
 Loch, Isabelle Phoenix
 Logan, Bernice Phoenix
 Long, Ethel Pirtleville
 Long, Thomas Globe
 Ludy, Maryann Tucson
 Luke, Regina Phoenix
 Luster, Gwendolyn Phoenix
 Lutz, Mary Marguerite Lowell
 Lynde, Elizabeth California

 McAninch, Lydia Tempe
 McBrien, Lura Globe
 McClain, Sadie E. Iowa
 McCreary, Aaron Tempe
 McCreight, Mrs. Elizabeth Phoenix
 McDaniel, Mrs. Jane Phoenix
 McDaniel, Russell Phoenix
 McDearmon, Clara Tucson
 McDowell, Mrs. Doris Phoenix
 McFee, Laurel Mabel Phoenix
 McGee, Scottie Douglas
 McGinnis, Blanche Illinois
 McGlone, Marjorie Willcox
 McLellan, Charles Phoenix
 McLellan, Ethel Phoenix
 McMillan, John Edward Jerome
 McNally, Margaret Prescott
 McNatt, Opal Casa Grande
 McQueen, Mrs. Elizabeth Mesa
 Markley, Audrey Tempe
 Marshall, Verling Warren
 Marshall, Winifred Bisbee
 Martin, Dottie Phoenix
 Martin, Kate Thatcher
 Martin, Lucy Gray Claypool

Mason, Mabel	Humboldt
Menser, Marjorie	Tempe
Mentzer, Hazel	San Simon
Meredith, Catherine	Tempe
Merrill, Mildred	Phoenix
Merrill, Earl	Mesa
Messinger, Mrs. V. E.	Glendale
Middleton, Alma Jane	Mesa
Miescher, Verena	Douglas
Miles, Gladys	Florence
Miles, Ruth	Holbrook
Miller, Audrey	New Mexico
Miller, DeLa Schaal	Tempe
Miller, Juell	New Mexico
Miller, Aurelia Goodwin	Tempe
Miller, Rosealda	Texas
Millet, Earl	Mesa
Millet, Mablegene	Tempe
Minnick, Addie Louise	Douglas
Minnick, Kathryn	Douglas
Minson, Mary	Tempe
Mitchum, Philetus	Tempe
Moaur, William A.	Tempe
Montgomery, Emily	Duncan
Montierth, Ethelyn	Safford
Moon, Ruth	Bisbee
Moore, Beryl	Glendale
Moore, Margaret	Missouri
Morales, Isabel	Mesa
Morris, Opal	Pima
Morris, Sophie	Mesa
Morse, Frances	Tempe
Morse, Violet	Mesa
Morton, Mary	Tempe
Moss, Christine	Phoenix
Muirhead, Frances	New Mexico
Mulkey, Lena	Pearce
Mullen, Mary Frances	Tempe
Mullen, Robert	Tempe
Murdock, Myrtle M.	Tempe
Murphy, Leah	Tempe
Myers, Josephine	Litchton
Murphy, Nina	Tempe
Naegle, Verna	Webb
Nash, Helen	Hayden
Nelson, Ruth	Phoenix
Nicholas, Evelyn	Florence
Norris, Lillian	Tempe
O'Barr, Alice	Mesa
O'Connell, Hildegarde	Phoenix
Odum, John C.	Tempe
Oglesby, Dorothy	Phoenix
O'Hare, Jessie	Tempe
Olson, Mary Helen	Douglas
Openshaw, Ruth	Mesa
Packer, Wilmoth	Safford
Palcio, Teresa	Clifton
Falmer, Ola	Phoenix
Palmer, Theron	Mesa
Pancrazi, Josephine	Yuma
Parker, Fern	Douglas
Parker, Vera	Scottsdale
Parsons Johnnie Lee	Prescott
Parsons, Ruby Belle	Prescott
Pasley, Wanita	Mesa
Patterson, Rosa	Phoenix
Patton, Dorothy	Globe
Payne, Karl J.	Miami
Pearson, Lucile	Iowa
Pederson Lena	Tucson
Pendergrass, Maxwell	Phoenix
Peninger, Elsie Pherne	Glendale
Perkins, Jeff	Eden
Perkins, Nellie	Indiana
Perry, Calvin	Oklahoma
Perry, Heien	Phoenix
Peterson, Clara	Mesa
Peterson, Grace	Phoenix
Peterson, Iva	Phoenix
Peterson, Jessie	Mesa
Peterson, Wilma	Mesa
Pettid, Mary	Phoenix
Pharoah, Josephine	Bisbee
Phelps, Maxine	Mesa
Pierce, Audrey	Tempe
Pierce, Naomi	Scottsdale
Pierce, Stella	Kirkland
Pierson, Aletheia	Phoenix
Pine, Virginia	Gilbert
Plummer, Rose M.	Tempe
Poo, Fay	Prescott
Polhemus, Elizabeth	Miami
Pomeroy, Edward Earl	Mesa
Pomeroy, Jessie	Benson
Pomeroy, Theone	Mesa
Powell, Ethel	Willcox
Power, Meryl	Mesa
Prather, Clifford	Casa Grande
Price, Mrs. Mary	Tempe
Pyie, Virgil	Tempe
Quillan, La Von	Phoenix
Rais, Julia	Globe
Raley, Theodore	California
Ray, Nellie	Gilbert
Raymond, Frank L.	Tempe
Raymond, John	Tempe
Raymond, J. Walker	Tempe
Redpath, Mary Ala	New Mexico
Reed, Virginia	Douglas
Reedy, Bennie Lue	Hayden
Regan, Lola Mae	Globe
Rice, Ruby Speer	Douglas
Rich, Mae	Mesa
Richards, Bertha Mae	New Mexico
Ridgeway, Belva	Phoenix
Rieber, Mabel	Phoenix
Riggs, Alton	Mesa
Riggs, Edwin	Mesa
Riggs, John	Mesa
Riggs, Pauline	Bowie
Robinson, Mary	Gilbert
Robinson, McFraddie	Phoenix
Roby, Helen	Phoenix
Roby, Katherine	Phoenix
Roe, Mrs. R. B.	Tempe
Roeser, Dorothy	Phoenix
Rogers, Thora Lee	Mesa
Rollins, Dell J.	Mesa
Romo, Evangeline	Ray
Romo, Genevieve	Ray
Rosenblatt, Dora	Prescott
Rountree, Thelma	Chandler
Rucker, Mary	Phoenix
Ruehlen, Gladys	Tempe
Rundell, Freda	Elfrida
Rust, Lavon	Gilbert
Rutherford, Mrs. Erie	Phoenix
Ryan, Marguerite	Bisbee
Sams, Virdie Mae	Phoenix
Sanders, Eula	Douglas

Sargent, Maxine Tempe
 Schwab, Carolyn Benson
 Seago, Francis Florence
 Seeds, Cornelia Phoenix
 Sellars, Alice Phoenix
 Shelby, Helen Glendale
 Sheip, Sylvia Lowell
 Shill, Otto S. Mesa
 Shill, Prilla Mesa
 Shill, Vera Mesa
 Sigala, Sofia Tempe
 Simkins, Edna Mesa
 Simkins, Ernest Mesa
 Sims, Janet Indiana
 Sine, Melvin Glendale
 Slaughter, Mrs. Tempe
 Smith, Dee Prescott
 Smith, Dorothy Douglas
 Smith, Evelyn Miami
 Smith, Ida Clifton
 Smith, Jean Hayden
 Smith, Joe W. Globe
 Smith, Torrey Phoenix
 Smith, Virginia Phoenix
 Snedeker, Mrs. Clara Phoenix
 Snow, Mamie Superior
 Solomon, Richard Mesa
 Sorenson, George Mesa
 Sorenson, Glenn Mesa
 Spann, Alice Clifton
 Spence, Marcella Nogales
 Sprowis, Helen Phoenix
 Squire, Ada Douglas
 Stafford, Mrs. Leslie Phoenix
 Staggs, Ruby Tucson
 Standage, Marjorie Mesa
 Staples, Arden Mesa
 Stearns, Polly Phoenix
 Steele, Marguerite Indiana
 Stevens, Katharine Clifton
 Stevens, Mamie Bisbee
 Stevens, Olga Metcalf
 Stewart, Leonard Mesa
 Stewart, Lillie Douglas
 Stidham, Clara Tempe
 Stidham, Kathryn Tempe
 Stidham, Lois Tempe
 Strickland, Alice Globe
 Sullivan, Tim Superior
 Summerlin, Zora Glendale
 Super, Florence Phoenix
 Sutter, Wilbur Phoenix
 Sutton, Mildred Phoenix
 Sweeting, Harriet Clifton
 Tantlinger, Lucile Casa Grande
 Taylor, M. Dawn McNeal
 Taylor, Emma Louise Phoenix
 Taylor, Novella Phoenix
 Teeter, Carl Tempe
 Teeter, Zella Tempe
 Thomasson, Mary Ray
 Thompson, Amelia Phoenix
 Thompson, Anna Phoenix
 Thompson, Archie Casa Grande
 Thomson, Charles Litchfield

Throckmorton, Rev. D. W. ..Gilbert
 Tilton, Dora St. David
 Titus, Lucile Tucson
 Toland, Frances Bisbee
 Tomerlin, Aline Phoenix
 Toot, Merrelle Mesa
 Turley, Blanche Woodruff
 Turner, Pearl Phoenix
 Tyson, Johnie Beth Miami
 Van Kirk, Nona San Diego
 Vest, Roy Seligman
 Vielma, Franciaca Clifton
 Virden, Jim Ada Scottsdale
 Virgin, Faire Kingman
 Wade, Doris Clarkdale
 Wade, Irene Clarkdale
 Waggoner, Beverly Globe
 Walker, Kathryn Glendale
 Wall, Mrs. Maybelle Glendale
 Wallace, B. D. Mesa
 Walters Dorothy Indiana
 Walters, Lucille Indiana
 Waltz, Mrs. Harriet Tempe
 Wardlaw, Floyd Tempe
 Watterson, Elsie Bisbee
 Way, Mrs. Margaret Bisbee
 Weaver, Evelyn Phoenix
 Weaver, Ione Phoenix
 Weber, June Chandler
 Wels, Edna Phoenix
 West, Margaret Phoenix
 White, Louise Phoenix
 White, Martha Louise Florence
 Whitwell, Harriett Phoenix
 Wiley, Ann Ray
 Wilkie, Mrs. Irene Tempe
 Wilky, Ruth Phoenix
 Williams, Aleda Mesa
 Williams, Annette Safford
 Williams, Beatrice Duncan
 Williams, Mrs. Elizabeth Tempe
 Williams, Elsie Missouri
 Williams, Ethel Globe
 Williams, Geneva Tempe
 Williams, Mrs. Laura Nebraska
 Williams, Margaret Morenci
 Williamson, Josephine Globe
 Wilson, Pauline Solomonville
 Windes, Leldon Tempe
 Windram, Cleah Tucson
 Windsor, Roy Willcox
 Wingfield, Gladys Camp Verde
 Witt, Callie Clifton
 Wood, Patricia California
 Woodhams, Gladys Douglas
 Woods, Dorothy Tempe
 Wright, Margaret Douglas
 Wright, Beatrice St. David
 Yaeger, Benita Phoenix
 Yaeger, Harry Tempe
 Yaeger, Paul Phoenix
 Young, Bessie Peoria
 Young, Jeff Globe

Graduates 1926

JANUARY 2, 1926

Martha Elizabeth Besch
James Kelley Bryan
Clydine Carter
Dorothy Edith Crump
Ira Mai Gilbert
Eva Helen Goodrich
Eva Isabel Gues
Lillie Dell Hayes
Thalia Kartchner
Mary Helene Kinella

Ruby May Kinsey
Audrey Glendoris Markley
Audrey Glenn Miller
Lillian Stewart Norris
Lena Pederson
Mary Margaret Pettid
Loa Mae Regan
Betty Becker Spitalny
Amelia Brown Thompson
Jeff Audrey Young

JUNE 9, 1926

Eugene E. Adams
Robert Gay Adams
Ruby Lee Alexander
Sadie Lucille Alexander
Chester F. Allen
Hiram Loren Allen
John R. Allen
Edith Virginia Amberg
Alice Mildred Anderson
Beulah Ruth Anderson
Martha Clotilde Anderon
Elsie Marcia Austin
Margaret Elizabeth Balcom
Dorothy T. Baldwin
Illa B. Baes
Lowell Clyde Ballard
Gladys L. Barnes
Martha Lee Barton
Helen Elizabeth Beck
Buela H. Bemis
Alice Joanna Bertino
Ellis D. Biggs
John A. Biles
Beatrice Flora Billingsley
Leora Bethel Backwood
Esther Lily Bowser
Eve Brandenburg
Mrs. Ina Brewer
Hale W. Brimhall
Dorothy Alison Brooks
Edna Beatrice Brown
Laura May Brown
Joe Robinson Brundage
Carmela Magdalene Burns
Glenna Margaret Butler
Margaret Evelyn Campbell
Gertrude Carpenter
Katherine B. Case
Ada Alberta Cerny
Edith Marie Challen
Velma Lee Chaney
Hazel Jeanette Chapman
Elsie Maude Chesnut
Kenneth Stewart Clark
Laura Edith Clark
Verdell Clark
Sarah Katherine Coffin
Evona Cook
Leta Smith Cooke
Learah Lula Cooper
Mary E. Coury
Loree Mary Crandall

Mary Lucille Cusmon
Marie A. Curiel
Michael Edward Curry, Jr.
Nighbert Lois Currutt
Ruth Helen Curry
Orva Elizabeth Dana
Viola Peterson Dana
Dorothy Danenhauer
Mary Elizabeth Dashiell
Ojal Orena Davis
Joseph Harold De Rosier
Dorothy Detweiler
Helen DeWitt
Nellie Alma Dietrich
Wilhe Irene Driskill
Jean E. Enhart
Alice Robertson Elliot
Edmund William Ellsworth
Ela Mae Ellsworth
Engenie Flores
Katheryn Mae Fogal
Dorothy Ford
Afred Packer Freestone
Sara Katharine Frost
Dorothy Marie Gannon
Ida Viola Gentner
Edith Hope Gilson
Francis Emerald Giroux
Ora Lee Graham
Marcella Gronewold
Nellie Leona Guess
Gail Hand
Wanda Carmelita Hardin
Beatrice Harris
Merrell J. Hatch
Turner Clay Hawes
Stephen Fred Hawkins, Jr.
Edith M. Hazen
Mildred Irene Helfinstine
Florence Evelyn Hendricks
Val Bien Hengehold
Catherine Elizabeth Henness
Selma C. Herrman
Lulu Nettie Hess
Gertrude Eileen Hoar
Mildred Walpole Hoar
Thelma Amanda Hoelzle
Naomi Horne
Gladys Lathrop Howell
Ruth Bessie Huddy
Don Herbert Hughes
Marjorie F. Hughes

Ella Mae Hunley
 Susan Jane Hunter
 Floyd Burton Huston
 Mildred Christine Jaeger
 Isabel Ruth Jakobi
 Margaret James
 Dovie Jarnagin
 Mabel Nadine Jelley
 Gilbert Joseph Jerez
 Austa Johnson
 Ethel M. Johnson
 Virginia Grant Johnson
 Gertrude Ethel Jones
 Laurence W. Jones
 Marie Alice Kehoe
 Lucille Kelley
 Rita Mae Kempton
 Vera A. Ketcham
 Edythe Eleanor Kirby
 Bertha Marie Krentz
 Edith Mae Lamb
 Esther Elizabeth Laveen
 Melba M. Leavitt
 Joyce L. Ledford
 Geraldine Lee
 Josephine Edna Lewis
 Jeannette Katherine Lindner
 Isabelle Adora Loch
 Bernice Logan
 Ethel Evelyn Long
 Regina Luke
 Mary Marguerite Lutz
 Dottie Martin
 Mrs Kate Martin
 Lucy Gray Martin
 Opal Elaine McNatt
 Lula Catherine Meredith
 William Earl Merrill
 Mildred Rachel Merrill
 Mrs. V. E. Messenger
 Ruth Miles
 Juell Elouise Miller
 Rosealda Julia Miller
 Earl B. Millett
 Mary Archer Minson
 Emily Elizabeth Montgomery
 Ethelyn Montierth
 Ruth Emily Moon
 Beryl Moore
 Frances Rachel Morse
 Violet Morse
 Mary E. Morton
 Christine Lucille Moss
 Frances Louise Muirhead
 Lena Mae Mulkey
 Josephine Myers
 J. C. Odom
 Dorothy Lee Ogleby
 Mary Helen Olson
 Ruth Openshaw
 Wilmoth Packer

Ola Elen Pamer
 Vera Margaret Parker
 Rosa Mae Patten
 Grace Standage Peterson
 Naomi Cara Pierce
 Fay Poe
 Edward Earl Pomeroy
 Ethel Lee Powell
 Meryl Irene Power
 Mary Bandy Price
 Doris LaVon Quillin
 Frank Lewis Raymond
 John A. Raymond
 Ruby Sincer Rice
 Belva Irene Ridgeway
 Mabel Pauline Rieber
 Mae Rich Riggan
 Helen Marie Roby
 Thora Lee Rogers
 Lillie Frela Rundel
 Maxine E. Sargent
 Alice Corinna Sears
 Prilla Louise Shill
 Sofia B. Sigala
 Edna May Simkins
 Janet Sims
 Torrey Harrington Smith
 Virginia Mary Smith
 Cara B. Snedeker Lund
 George Sorenson
 Cenn Sorenson
 Alice Margaret Spann
 Marjorie Lee Standage
 Marguerite Steele
 Cara Lois Stidham
 Cora Lois Stidham
 Harriet Sweeting
 M. Dawn Taylor
 Zola Laura Teete
 Charles Carrol Thomson
 Dora Tilton
 Lucie Titus
 Frances Julia Toland
 Aime Eugenia Tomerlin
 V. Merrelle Toot
 Dor. Catheryn Wade
 Beverly Wright Waggoner
 Kathryn Walker
 Mabelle Pope Wall
 F. S. Watterson
 Martha Louise White
 Annette A. Williams
 Beatrice R. Williams
 Geneva Kathryn Williams
 Laura Marzolf Williams
 Pauline Richard Wilson
 Callie A. Witt
 Beatrice Wright
 Mary Benita Yaeger
 Harry Charles Yaeger

AUGUST 31, 1926

Bessie Marie Barnes
 Ardis Fern Bruce
 Jeanne Carol Champagne
 Ruth Cornforth
 Mildred Ann Dailey
 Grace Alice DeWolf
 Hester Kathryn Dugger
 Dionisia G. Estevez
 Sadie McClain
 Marjorie Ferne McGlone
 Ethel Frances McLellan

Robert Lionel Mullen
 Sarah Verna Naegle
 Evelyn Lucille Nicholas
 Aetheia Josephine Pierson
 Evangeline R. mo
 Joe W. Smith
 Mr Miriam Stafford
 Thomas Roy Vest
 Edna Mae Wels
 Bessie Marie Young