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Volume 42

JUNE 1927

Number 1

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BULLETIN  
of the  
TEMPE STATE TEACHERS  
COLLEGE



TEMPE, ARIZONA



**The College Palms**

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Volume 42

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Number 1

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BULLETIN  
of the  
TEMPE STATE TEACHERS  
COLLEGE



TEMPE, ARIZONA

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# CALENDAR 1927-28

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## First Semester

|                                      |                       |
|--------------------------------------|-----------------------|
| Registration and classification..... | September 8, 9 and 10 |
| Class work begins, 8:00 A. M.....    | September 12          |
| Mid-term examinations.....           | November 9-11         |
| Thanksgiving recess.....             | November 24-25        |
| Christmas vacation.....              | December 23—January 2 |
| Final examinations.....              | January 18-20         |
| First semester ends.....             | January 20            |

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## Second Semester

|                                      |                       |
|--------------------------------------|-----------------------|
| Registration and classification..... | January 19, 20 and 21 |
| Second semester begins.....          | January 23            |
| Mid-term examinations.....           | March 28-30           |
| Spring vacation.....                 | March 31 to April 8   |
| Final examinations.....              | June 4, 5 and 6       |
| Second semester ends.....            | June 6                |

# TEMPE STATE TEACHERS COLLEGE

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## BOARD OF EDUCATION

HON. C. O. CASE.....Phoenix  
Superintendent of Public Instruction  
MARGARET WHEELER ROSS.....Phoenix  
O. S. STAPLEY.....Mesa  
Secretary

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## OFFICIAL BOARD OF VISITORS

HARRY DRACHMAN.....Tucson  
Chairman  
A. A. JOHNS.....Prescott  
MRS. ROSA McKAY.....Globe

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## OFFICERS OF ALUMNI ASSOCIATION

JOHN H. BARRY, JR., '20.....Tempe  
President  
NELLIE STILL, '16.....Tempe  
Vice-President  
LEONA M. HAULOT, '02.....Tempe  
Secretary-Treasurer

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## STATE BOARD OF EDUCATION

HIS EXCELLENCY, GOVERNOR GEO. W. P. HUNT.....Phoenix  
HON. C. O. CASE.....Phoenix  
Superintendent Public Instruction  
DR. BYRON CUMMINGS.....Tucson  
Acting President, University of Arizona  
DR. GRADY GAMMAGE.....Flagstaff  
President, Northern Arizona State Teachers College  
DR. A. J. MATTHEWS.....Tempe  
President, Tempe State Teachers College  
D. M. HIBNER.....Ray  
Superintendent of City Schools  
MRS. GRACE A. FARRELL.....Nogales  
County Superintendent of Schools  
J. A. SEXSON.....Bisbee  
Superintendent City Schools

# FACULTY

1926 - 1927

## **ARTHUR J. MATTHEWS, President of the College.**

Cazenovia Seminary, New York; Poughkeepsie Business College, New York; LL. D., Syracuse University, New York; D. Pd. University of Arizona; City Superintendent of Schools, Adams and Eaton, N. Y.; City Superintendent of Schools, Rock Springs, Wyo; City Superintendent of Schools, Prescott, Arizona; President, State Normal School, Tempe, Arizona, President, State Teachers College, Tempe, Arizona. Honorary positions held. President, State Teachers Association, Arizona, State Director for Arizona, N. E. A., Treasurer National Education Association three years; Member National Council of Education ten years, Delegate from United States to the World Federation of Education Associations, Edinburgh, Scotland, 1925; Delegate from the United States to the World Federation of Education Associations at Toronto Canada 1927. At Tempe since 1900.

## **FREDERICK M. IRISH, Registrar.**

A. B. University of Iowa; Student, Chicago Normal School; Graduate study University of Iowa; Instructor, High School Dubuque, Iowa; Instructor, Summer School, Dubuque, Iowa; Instructor, Tempe Normal School; Instructor, Summer Sessions, Northern Arizona Normal School, Instructor Tempe State Teachers College. At Tempe since 1896.

## **WILLIAM J. ANDERSON, Art Department.**

Graduate, Normal School, Ottawa Canada; B.S. National University Chicago, Ill. graduate study, School of Art and Design, Los Angeles, Calif., School of Applied Art, Battle Creek, Mich., Art Institute Chicago, Ill. At Tempe since 1900.

## **MARY McNULTY EMPEY, Critic, Training School.**

Graduate, Tempe Normal School; Student, University of Chicago, University of California, University of Southern California, University of Arizona Teacher Elementary Schools, Arizona; Critic, Training School Tempe Normal School, Arizona; Instructor, Summer Sessions, State Normal School San Diego, Calif; Critic, Training School, Tempe State Teachers College. At Tempe since 1903.

## **ALVA B. CLARK, Department of Industrial Arts.**

Graduate, Chicago Normal School; graduate study, Chicago Normal School; Student Summer Session, University of Chicago; Student, Summer Sessions, University of California; Teacher, Summer Session Boys' Industrial School Topeka, Kans.; Teacher, Cook County Ill. Instructor, Manual Arts Belvidere, Ill.; Instructor, Manual Training, Prescott Arizona At Tempe since 1906.



## FACULTY

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### **LEONA M. HAULOT, Critic, Junior High School.**

Graduate, Tempe Normal School; Student, Summer Session, University of Southern California, University of California, and Chicago University; A.B., University of Arizona, Graduate Student, Stanford University, Teacher, Elementary School, Tempe, Arizona; Critic Teacher, Tempe Normal School; Critic Teacher, Tempe State Teachers College. At Tempe since 1907

### **LOUISE B. LYND, Supervising Critic, Rural Schools.**

Graduate, Tempe Normal School, B.S. Columbia University; Diploma in Rural Supervision, Columbia University; Graduate Student, Columbia University, Stanford University; Teacher, Elementary Schools, Glendale, Arizona and Phoenix, Arizona. Critic Teacher, Tempe Normal School; Instructor, Summer Session, State Teachers College, San Diego, California; Supervising Critic, Tempe State Teachers College; Kappa Delta Pi. At Tempe since 1907

### **JAMES LEE FELTON, Dean, Department of English.**

A.B., Olivet College, A.M., University of Chicago, Graduate study, University of California; Principal, High School, Overisel, Michigan, Olivet, Mich., Head, English Department, Ferris Institute; Instructor, English, High School, Butte Mont. and Burlington, Iowa; Head, English Department, Tempe Normal School, Instructor of English, Summer Session, University of Arizona, Instructor of English, Summer Session, Northern Arizona State Teachers College, Dean, English Department, Tempe State Teachers College. At Tempe since 1910.

### **IDA WOOLF O'CONNOR, Critic, Training School.**

Graduate, Tempe Normal School; B.A., A.M., in Educ., University of Arizona; Student, University of California; Graduate Student, University of California, Los Angeles; Student, Columbia School of Music, Chicago, Ill., Teacher, Rural Schools, Arizona; Teacher, City Schools, Phoenix and Tempe, Arizona, Critic, Tempe Normal School. At Tempe since 1913

## FACULTY

### **ANNA R. STEWART, Department of Home Economics.**

Graduate, Tempe Normal School; Student, University of California, Student, Bradley Polytechnic Institute A. B., University of Southern California, Teacher, Elementary Schools, Arizona, Teacher, High School Tempe, Arizona; Instructor, Home Economics, Tempe Normal School. At Tempe since 1914.

### **SILVIA THERESA ANDERSON, Critic, Training School.**

B. Ed., Michigan State Normal College; B.S. in Educ., Teachers College, Columbia University; Graduate Student, University of Michigan, Teacher, Allegan County, Mich., Instructor, High School, Douglas Mich. Critic, Teacher, Ft. Wayne Normal School, Ind. Graduate National Training Course in Campfire Leadership, Stoic, Kappa Delta Pi. At Tempe since 1913.

### **OLIVE M. GERRISH, Department of Music.**

Graduate, State Normal School, Winona, Minn., Graduate Supervisor's Course, Columbia School of Music, Student of George Nelson in Chicago, Student, University of Southern California; A. B. B. Mus., University of Washington. At Tempe since 1914.

### **JOHN ROBERT MURDOCK, Social Science.**

A.B., B.S., State Teachers College, Kirksville, Mo.; A.M. in Educ., University of Iowa; Graduate study, University of Arizona and University of Iowa; Principal, High School, L. U. Stown, Mo.; Assistant Instructor, History, State Teachers College, Kirksville, Mo., Instructor, Summer School, Northeastern State Teachers

River, Kas., Head, English Department, High School, Marion, Kas. At Tempe since 1914.

### **HELEN C. ROBERTS, Supervising Critic, Training School.**

Graduate, Tempe Normal School. Teacher, Elementary Schools, Spring Valley, Ill. Principal and Primary Supervisor, Spring Valley, Ill.; Critic, Tempe Normal School. At Tempe since 1915.

## FACULTY

### **SALLIE DAVIS HAYDEN, Physical Education for Women.**

Graduate, Tempe Normal School; Student Summer Session, University of Washington, Student, Summer Sessions, University of California A. B. Stanford University, Teacher, Elementary Schools, Phoenix Arizona Teacher City School, Seattle, Wash., Teacher, Elementary Schools, Fairbank, Alaska Critic, Tempe Normal School At Tempe since 1917

### **ELLA LOUISE ROLL, Assistant in Education; Critic, Junior High School.**

Graduate, State Normal School in Jose Calif., Student, Summer sessions, University of California; A. B. M. A Stanford University, Teacher, Elementary Schools Santa Clara, Calif., Teacher, Special Class for Subnormal Children, Santa Clara Public Schools and Oakland City Schools, Calif., Instructor, Hand work for Subnormal Children Summer Sessions, University of California; Critic, Tempe Normal School. Phi Beta Kappa At Tempe since 1918

### **FOREST E. OSTRANDER, Biology and Elementary Agriculture.**

Graduate Fredonia, N. Y. State Normal School; A. B. in Educ. BS in Ag., Washington State College, Graduate Student, University of Chicago Teacher, Rural Schools N. Y.; Principal, Port Townsend Wash., Principal, High School, Golden, Ill., Bluffs, Ill., and Arlington, Wash., Instructor in Chemistry and Biology, High School, Olean, N. Y.; Instructor in Botany and Zoology, LaGrange College, LaGrange, Mo Superintendent of Schools, Irondale Hadlock, Wash Federal Agricultural Demonstration Agent, County Agricultural Agent, Toole County, Mont. At Tempe since 1918.

### **M. LESLIE FAIRBANKS, Industrial Arts.**

Student, University of Delaware and Golden College, Wilmington, Del; Student Summer Session, University of Arizona, Student, Summer Session, Oregon Agricultural College; with E. I. DuPont Powder Company during War At Tempe since 1919

### **WALDO B. CHRISTY, Department of Commerce.**

A. B., University of Southern California; Diploma, Woodbury Business College, Los Angeles, Calif.; Student, Tempe State Teachers College; graduate study, University of California graduate study, Columbia University; office work with wholesale and retail firms and in law office; Instructor, High School, Phoenix, Arizona, Head, Commercial Department Tempe State Teachers College; Assistant Instructor, Summer Session, University of

## FACULTY

California; Instructor, Summer Session, Armstrong School of Business, Berkeley, Calif.; Principal, Twin City Business University, St. Paul, Minn.; Instructor, Summer Session, Northern Arizona State Teachers College; Author of "American Egyptian Cotton in Salt River Valley, Arizona"; Author of "Banking Problems of the Southwest"; Sigma Chi; Pi Gamma Mu At Tempe since 1919.

### **THOMAS JEROME COOKSON, Librarian.**

Graduate, Peniel University Academy, Peniel, Texas; Student, State Teachers College, Kirksville, Mo.; Student, Southwestern University, Los Angeles, Calif.; A.B., Ohio University; Assistant Librarian, Ohio University; Librarian, Tempe State Teachers College. At Tempe since 1919.

### **MRS. THOMAS J. COOKSON, Assistant Librarian.**

Student, Drury College, Springfield, Mo.; Student, University of Chicago Student, University of Colorado; Certificate, Summer Library School, Ft. Collins, Colo.; Graduate, Chicago Bible School; B.S.D., Central Missouri State Teachers College, Principal, High School, Bethany, Mo.; Principal, High School, Warrensburg, Mo. Instructor in Mathematics, Cherokee National Male Seminary, Talequah, Okla. Assistant Librarian, Tempe State Teachers College. At Tempe since 1919.

### **SAMUEL BURKHARD, Education.**

A.B., Goshen College; A.M., Teachers College, Columbia University; Graduate study, Union Theological Seminary; Graduate study, Teachers College, Columbia University; Graduate study, The School of Education, University of Chicago; Graduate study, Summer Sessions, University of Arizona; Instructor of Industrial Arts, Jewish Orphan Asylum, Cleveland, Ohio; Professor of Education, Bethel College; Professor of Education, Bluffton College; Instructor, Summer Sessions, Northern Arizona State Teachers College; Instructor, Summer Session, University of Arizona. At Tempe since 1921.

### **CLARA S. BROWN, Kindergarten Department.**

Graduate, Teachers College, Indianapolis, Ind.; Student, University of Chicago; Student, University of California; Instructor in Primary Education, Indianapolis Teachers College, Ind.; Supervisor, Kindergarten Department, Pomona Public Schools, Pomona, Calif., Chairman, Department Kindergarten Extension, International Kindergarten Union, 1921-1923. At Tempe since 1921.

## FACULTY

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### **IRMA WILSON.** Latin and Spanish.

A.B., Latin and Greek, State University of Montana; A.M., and Certificate to Teach Spanish, Columbia University; graduate study, University of Chicago and University of Mexico; Summer of European Travel; Teacher of Languages, College of Montana, Deer Lodge, Mont.; Teacher of Languages in High Schools, Conrad and Hamilton, Mont. At Tempe since 1922.

### **AARON McCREARY,** Director of Physical Education for Men.

Graduate, Tempe Normal School, B.S., University of Arizona, graduate study in Physical Education, University of Southern California. At Tempe since 1923.

### **WALDO E. WALTZ,** Social Science and Mathematics.

B.S., in Ed., Northeast Missouri State Teachers College; A.M., University of Missouri; Graduate Student, Northwestern University; Teacher and Administrator, Public Schools, Missouri; Instructor, Social Science, Northeast Missouri State Teachers College; Instructor, Social Science, Tempe State Teachers College; Assistant in Political Science, University of Missouri. Sigma Tau Gamma; Kappa Delta Pi; Alpha Pi Zeta. At Tempe since 1924.

### **ALMA M. NORTON,** Department of Music.

B.S. in Educ., Teachers College, Columbia University; Graduate, Chicago Musical College, Graduate, Chicago Conservatory of Music, Graduate, Crane Normal Institute of Music, Potsdam, N. Y.; Student, University of Southern California; Student Northwestern University; Assistant in Music and Speech, Teachers College, Columbia University, Horace Mann School, and Speyer School, New York City; Supervisor, Englewood, N. J., Oneonta, N. Y., and Peru, Ill.; Instructor, High School and Teachers College, DeKalb, Ill. At Tempe since 1924.

### **J. W. HOOVER,** Geography.

Graduate, First Pennsylvania State Normal School, Millersville, Pa.; A.B., Oberlin College; M.A., University of Chicago; further graduate study, University of Chicago; Graduate study, Summer Sessions, Columbia University and University of California; Principal, High School, Halifax, Pa.; Science Teacher, Polytechnic High School, San Francisco, Calif.; War Naval Service, Navigation Division, Instructor in Geography and Sociology, Humboldt State Normal School, Arcata, Calif.; Head, Geography Department, San Francisco State Teachers College. At Tempe since 1924.

## FACULTY

### **R. L. BLACKBURN, Education.**

Graduate, Kansas State Normal School, Emporia; B.A., M.A. University of Washington. County Superintendent of Schools, Grant County Wash.; City Superintendent of Schools, Republic, Washington. At Tempe since 1925.

### **J. WINIFRED GIBBONS, Critic, Training School.**

B.S., Columbia University, Diploma in Supervision, Teachers College, Columbia University; graduate study, University of Michigan, Teacher, Social Science, Junior High School, Ann Arbor, Mich.; Principal, Grade School, Ann Arbor, Mich. At Tempe since 1924.

### **VERA A. CHASE, Critic, Training School.**

Graduate, California State Teachers College, Chico; A.B., University of Southern California; Teacher, Elementary Schools, Covina, Pomona, and Los Angeles, Calif. At Tempe since 1925.

### **ESTHER ALMA CALLOWAY, Critic, Training School.**

Pd.B. Pd.M., Colorado State Teachers College; Teacher, Elementary Schools, Corning and Sioux City, Iowa; Teacher, Elementary Schools, Phoenix, Arizona; Assistant Supervisor, Colorado State Teachers College. At Tempe since 1925.

### **NELLIE E. STILL, Assistant, Training School.**

Graduate Tempe Normal School; Student, Teachers College, Columbia University; A.B. University of Arizona; Teacher, Elementary Schools, Arizona. At Tempe since 1925.

### **NINA MURPHY, Assistant in Physical Education.**

Student, Iowa State Teachers College; Teacher, Rural Schools and Junior High School, Iowa. At Tempe since 1925.

### **P. W. HOLADAY, Assistant in Education.**

Graduate, State Teachers College, Chico, California; A.P., Stanford University; A.M., University of Arizona, Principal, Grades and Junior High School, Bisbee, Arizona. At Tempe since 1926.

## FACULTY

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### **MILDRED M. BLAIR, Assistant in English.**

A. B., Oberlin College; Graduate Student, University of Wisconsin; Graduate Student, University of Southern California; Assistant Principal High School, Butler, Ohio; Disciplinarian, High School, Mansfield, Ohio; Social Service Worker, Little Friendly House, Mansfield, Ohio; Instructor, Originator of "Girls' Council," and Dean of Girls, Bradford, Pa. Phi Beta Kappa. At Tempe since 1926

### **MARION H. MESSER, Critic, Junior High School.**

Student, State Teachers College Valley City, N. Dak.; Student, Lutheran Ladies' Seminary, Red Wing, Minn. Student, Lyceum Arts Conservatory, Chicago, Ill.; Student, Art Colony, Pasadena, Calif.; A. B. in Educ., University of Arizona; Teacher, Elementary Schools, Leal and Cando, N. Dak.; Teacher, English and Dramatics, Junior High School, Miles City Mont.; Principal, Junior High School, Miles City Mont.; Phi Kappa Phi; Theta Alpha Phi; Pi Phi; Pi Delta; Alpha Phi. At Tempe since 1926.

### **JOHN H. BARRY, JR., Assistant in Industrial Arts.**

Graduate, Tempe Normal School; Student, Summer Session and Extension Courses, Colorado State Teachers College, Greeley, Colo.; B. Ed., Tempe State Teachers College; Air Service, United States Army in France; Instructor, Manual Training and Military Training, High School, Prescott, Arizona; Principal, Junior High School, Winslow, Arizona; Instructor, Mathematics and Science, High School, Pendergast, Arizona. At Tempe since 1927

### **DOROTHY F. ROBINSON, Critic Training School.**

Graduate, Tempe Normal School; Student Washington School for Secretaries; Student, George Washington University; A. B., A. M., University of Southern California; Teacher, Elementary Schools, Chandler, Arizona, Instructor, High School, Gilbert, Arizona. At Tempe, 1927.

### **GEORGE MONROE BATEMAN, Physics and Chemistry.**

B. S. Utah Agricultural College, graduate study, Utah Agricultural College, Graduate study, Cornell University, M. S. in Chemistry, Cornell University; Ph. D. in Chemistry, Cornell University, Instructor of Science and Mathematics, Grace, Idaho; Principal, High School, Arimo, Utah; Assistant in Chemistry, Utah Agricultural College; Instructor of Chemistry, Cornell University. At Tempe, 1927.

## FACULTY

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**PEARL R. KLOSTER, Assistant in Art.**

B.S. in Educ., University of North Dakota; Graduate Student, University of Minnesota; Student, Summer Session, Minneapolis School of Art, Teacher, Elementary Schools Cavalier, N. D.; instructor of Art, Junior High School Grand Forks, N. D., Instructor, State Teachers College, Valley City, North Dakota At Tempe, 1927.

**MORELAND PRESTON, Critic, Training School.**

A.B., Western State College, Gunnison, Colorado, A.M., Teachers College, Columbia University, Teacher, Primary Grades, Springfield, Mo.; Critic Teacher, Western State College, Gunnison, Colo.; Instructor, Primary Education, Summer Session, Glenwood Springs, Colo.; Instructor, New Mexico Normal University, East Las Vegas, N. M. At Tempe, 1927

**HAROLD NICHOLAS BROWN, Critic, Junior High School.**

Student, Washburn College, Topeka, Kan.; B.S. in Ed, Kansas State Teachers College, Emporia, Kan.; M.A., Stanford University; Teacher Elementary Schools, Clay County, Kan.; Superintendent of Schools, Tampa, Kansas. At Tempe, 1927.

**GRACE PETTY, Critic, Rural Training School.**

Student, Tarkio College, Tarkio, Mo.; Student, Summer Session, Northwest Missouri State Teachers College, Maryville, Mo.; B.S. in Ed., University of Missouri, M.A., Columbia University. Teacher, Rural Schools, Tarkio, Mo.; Instructor High Schools, Watson, Mo., Rock Port Mo., and Shelbyville Mo.; Instructor, Northwest Missouri State Teachers College At Tempe, 1927.



## ADMINISTRATIVE OFFICERS

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|                         |                              |
|-------------------------|------------------------------|
| 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        |

# TEMPE STATE TEACHERS COLLEGE

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## 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 the 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 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, and will receive the Arizona Secondary Certificate, permitting them to teach in the high schools of the state.

## LOCATION OF THE COLLEGE

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 line 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 a 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.

## THE CAMPUS

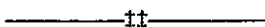
Few schools in the country have a more attractive setting than Tempe Teachers College. The campus comprises thirty acres of fine level land within convenient walking distance of the business portion of the town, and is arranged in a most attractive manner, with broad shady lawns, cement walks and graveled 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 are provided for outdoor recreation in numerous well-kept tennis courts of cement concrete, screened basketball courts, and fields for speedball, volleyball, and women's baseball.

**The new athletic field**, which was dedicated last fall, occupies a tract of ten acres at the south end of the campus. The football field and baseball diamond are equal to any in the state and ample provision is made for seating spectators. An appropriation of the Eighth State Legislature has made possible the construction of new and thoroughly modern **training quarters** fully equipped with dressing rooms, shower baths, and ample accommodations for all requirements of field and track athletics. These quarters will be ready for use at the beginning of the fall semester.

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

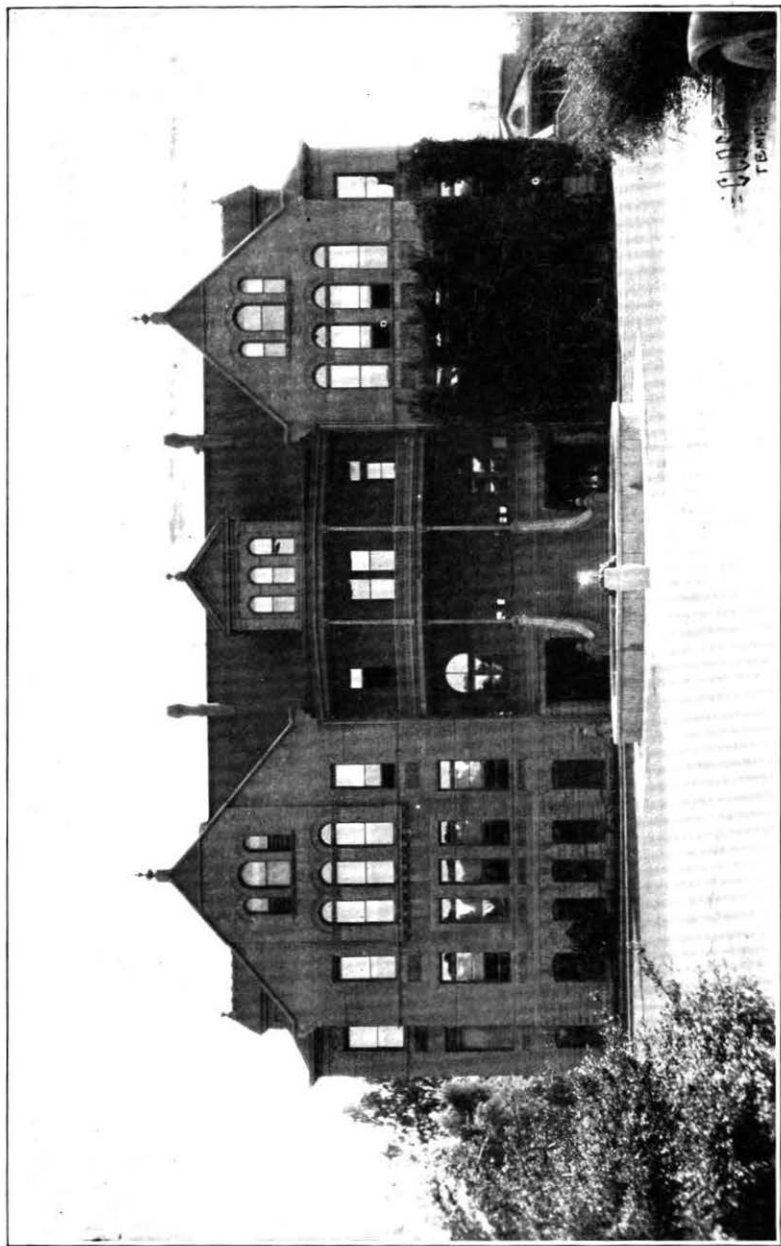
A tract of thirty acres immediately adjoining the campus is equipped as a model farm, thus affording ample opportunity, close at hand, for experimental and practical work in all lines of agriculture.



## COLLEGE 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 contain the main library, with its 16,000 volumes, and with reading tables to seat over a hundred



The Main Building



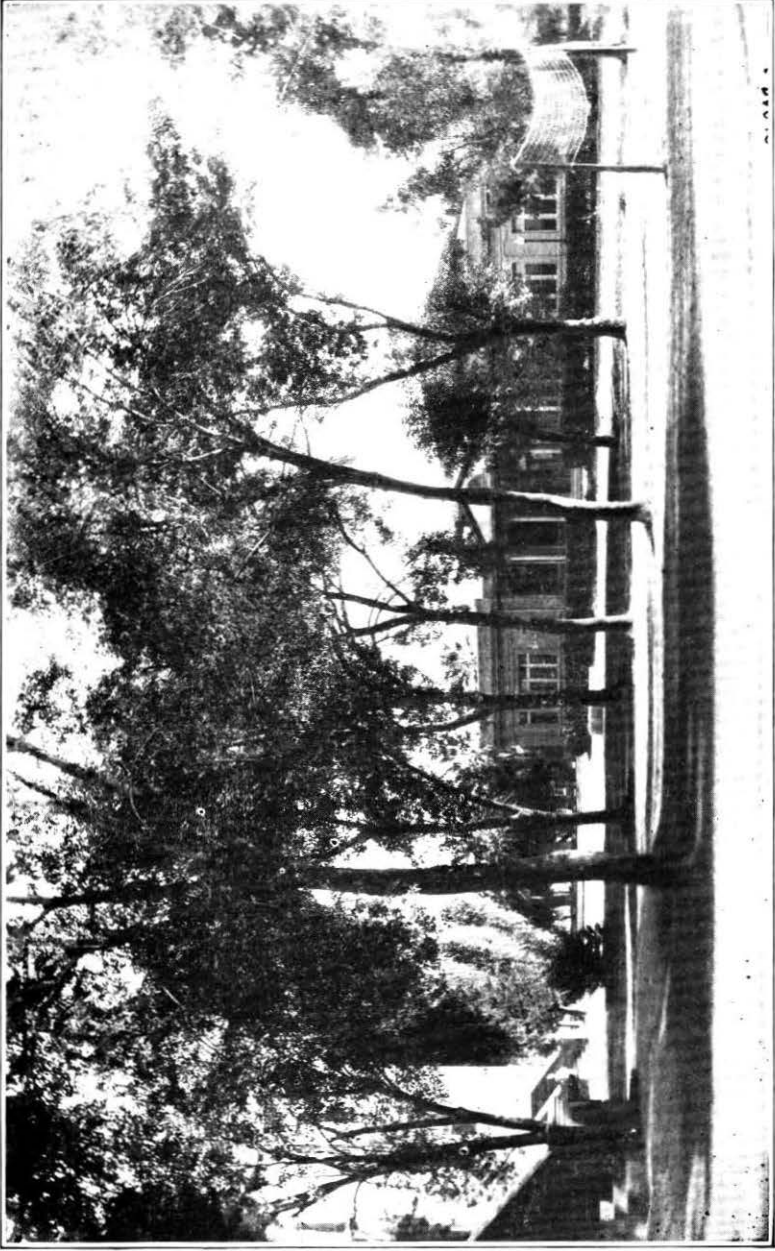
at a time. The main corridor of this building is one of the points of interest to returning alumni, for here are the cases of military and athletic trophies reminiscent of bygone days, and the photographs of the various graduating classes in which one may trace the recurring cycles of fashion in dress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

**Science Hall** faces the Quadrangle on the east. This is a commodious two story structure which at present houses the administrative offices of the President and the Secretary of the faculty. The remainder of the first floor is devoted to the laboratories for physics and chemistry which are situated on either side of a common lecture room, and are well equipped with apparatus for demonstration and for individual students' work. On the second floor are the laboratories and lecture rooms for biology, bacteriology, and geography.

**The College Auditorium** is located on the west side of the Quadrangle, opposite the Science Hall. The main auditorium has a seating capacity of one thousand and is designed with especial attention to its acoustic properties which are excellent. A forty-foot stage with ample depth is equipped with modern scenery and with stock properties sufficient to stage dramatic work of a high order. College organizations are thus enabled to develop their dramatic talent under very favorable circumstances, and the college management is enabled to bring each year to the student body and the people of Tempe a course of lectures and entertainments of the best class. The auditorium further serves to bring together in the weekly assemblies the entire student body and the faculty for a mutual exchange of ideas to the betterment of the efficiency of the institution. The lower floor of this building is a well-appointed gymnasium, with the usual apparatus, dressing rooms, lockers and shower baths.

The **Training School** is located close to and south of the central group. The present building contains the offices of the Director and of the faculty of the training department. A large assembly room is surrounded by eleven classrooms. One wing is assigned to the kindergarten department. A special library of four thousand volumes suited to the work of the grades is housed in this building, and the playground adjoining the building is fitted with modern equipment permitting the play activities of the pupils to be carried on under direct supervision of the teachers. Owing to the rapid growth in attendance in the training school and the rapid increase in the number of student teachers, it has been found necessary to enlarge the training facilities on the campus. The Eighth Legislature has provided funds for the erection of a **New Training School**, the construction of which is to be begun during the summer of 1927. This building will embody all the latest desirable features of school housing and sanitation, and will be completed next year.

The **Dining Hall** is in a central location, conveniently reached from all dormitories. This is a thoroughly modern building and embodies in its construction late ideas with regard to sanitation, lighting, and ventilation. The large airy, well lighted kitchen is provided with a hotel range, steam cookers and charcoal broiler, and modern types of labor saving machinery are installed. The bakery is a model of its kind, with electrically driven machinery for mixing cake and kneading bread. The brick oven, one of the finest in the state, has a capacity of 250 loaves. The ample refrigerating and cold storage plant 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. The dining room is under the direct supervision of a specially trained matron



**The Campus Training School**

who is responsible for the cleanliness and efficiency of the service.

A **Hospital** is located in a quiet section of the campus, and is a fireproof structure of brick and concrete with properly equipped examination rooms, operating room women's and 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, such as cases requiring surgical operation or cases of contagious disease requiring isolation of the patient.

The **President's Residence** is a substantial two-story brick structure, completing the plan of the main group of buildings, and is pleasantly located within a convenient distance of the administrative offices. Adjoining it on the west is a beautiful lawn which is provided with electrical flood lighting and is the scene of many social events of the year, such as receptions, parties, class meetings, literary society gatherings and alumni reunions. The June Commencement exercises are held upon this lawn which affords seating room for two thousand people.

The buildings upon the western half of the campus form a distinct group, conveniently located and harmonizing in color and architectural design.

The **Industrial Arts Building** is the leading note in this group. This is a modern fire-proof building of concrete construction, faced with cream pressed brick which houses the department of commerce and the thoroughly equipped shops of the department of industrial arts upon the main floor. On the upper floor are located the art department and the department of home economics. The basement floor furnishes quarters for classes in agriculture, English, and for the work of glee clubs and orchestra.

## 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, central 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. Infirmary rooms are set aside in each dormitory and properly equipped for the care of cases of slight or temporary illness. 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



East Hall Dormitory

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 in the other halls.

**Alpha Hall**, in which the general equipment and furnishings are similar to those of the other dormitories, is to be enlarged during the summer of 1927 to afford accommodations for fifty young men who will be under direct supervision of the dean of men.

This hall will be ready for occupancy by the opening of the fall semester.

## 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.

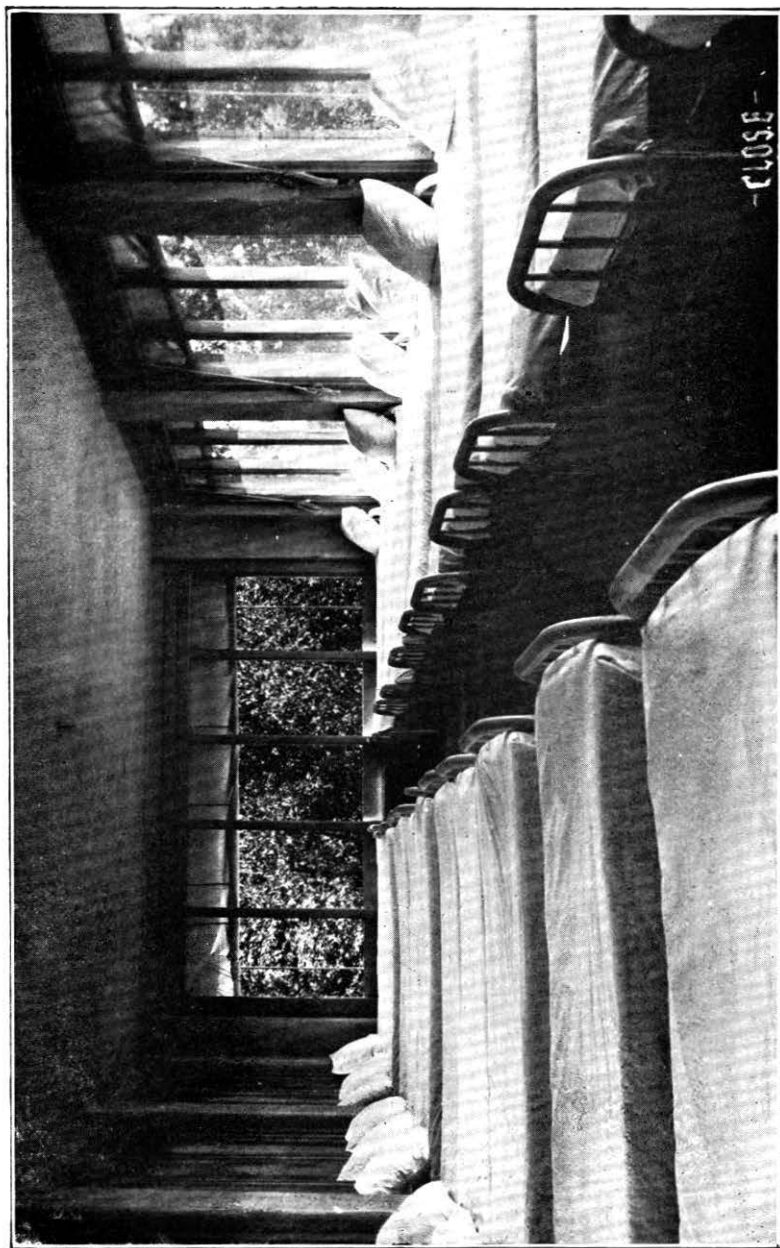
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## EXPENSES OF STUDENTS

**Registration Fee.** All students are required to pay a registration fee of \$10.00 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 students. Among other items, it covers a year's subscription to the TEMPE COLLEGIAN, a season ticket to the Lyceum Course, free admission to all scheduled games and athletic contests held on the campus, and free use of libraries and reading rooms.

**Tuition.** Tuition is free to residents of Arizona who enter Tempe Teachers College with the intention of completing the work of any one of the professional curriculums. Students registering from other states will pay in advance a tuition fee of \$10.00 per semester in addition to the registration fee.





A Typical Sleeping Porch, South Hall

**Text Books.** The necessary outlay for books and stationery varies from \$20 to \$30 per year.

**The Y. W. C. A. Book Store** is under the management of a faculty committee of the college. All text books used in the college classes are on sale in the store which is located in the basement of the Industrial Arts building. The store is operated with a very small over head expense. All profits derived from the sale of books are used for financing the operating expenses of the Y. W. C. A. organization on the campus. In other words, the profits of the store all return to the students in the form of services rendered by the work of a full time Secretary in Y. W. C. A. work in the college.

**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 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. Students furnish their own blankets.

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. Students or faculty members entertaining visitors 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.

**Reservation of Rooms.** Students desiring to engage dormitory room in advance of opening of the college year will deposit \$5.00 with the secretary to secure the location. This amount will be credited on the student's dormitory account for the first month.

**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.

**Student Employment.** A number of positions at the college are each year assigned to students who are by this means enabled to earn part or all of their dormitory expenses. This work includes care of buildings, hall work, care of linen, dining hall service, stenography, typing, clerical work, and other work of similar character. It is customary for a student accepting such employment to pay the dormitory fee for the first month in advance. The student employee is then paid by check at the end of each month. Students desiring to avail themselves of such employment will apply to the office for the usual blank forms on which to make application. These requests for employment are considered in the order in which they are filed.

**Miscellaneous Expenses.** Students making use of lockers are required to make a small deposit to insure 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 gymnasium suit and basketball shoes.

**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, hav-

ing completed the work of the high school, are contemplating the continuation of their education along professional lines.

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## GOVERNMENT OF STUDENTS

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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 the dormitories must first obtain written approval from the office, and such students must further agree to observe the faculty regulations for the government of dormitory students.

Students entering the dormitories may not leave them to board or room outside until a written or personal request is made by the parent or guardian directly to the president. The 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.

**Concerning the wise use of time.** Students entering college for the first time, frequently fail to realize the importance of the economical use of the time at their disposal, and this oversight is a common cause of failure in

connected with this school, also, thereby, in the training school, the student finds opportunity to apply the principles of pedagogy in actual school-room experience under competent and sympathetic supervision.

With respect to facilities for teacher training, few teachers' colleges in the country are more fortunately situated than Tempe Teachers College. No less than five **distinct schools** are operated as training schools in which the student is required to teach for one year before graduation. The number of pupils in regular attendance is ample to give the requisite number of classes for observation and teaching during the second year of the standard teachers' curriculum. During the past year, the enrollment in the five training schools has exceeded eight

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## ADMISSION TO THE TEACHERS COLLEGE

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**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.

**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 first semester, September 8, 9 and 10, 1927.

For second semester, January 19, 20 and 21, 1928.

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.

**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 of 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 curri-



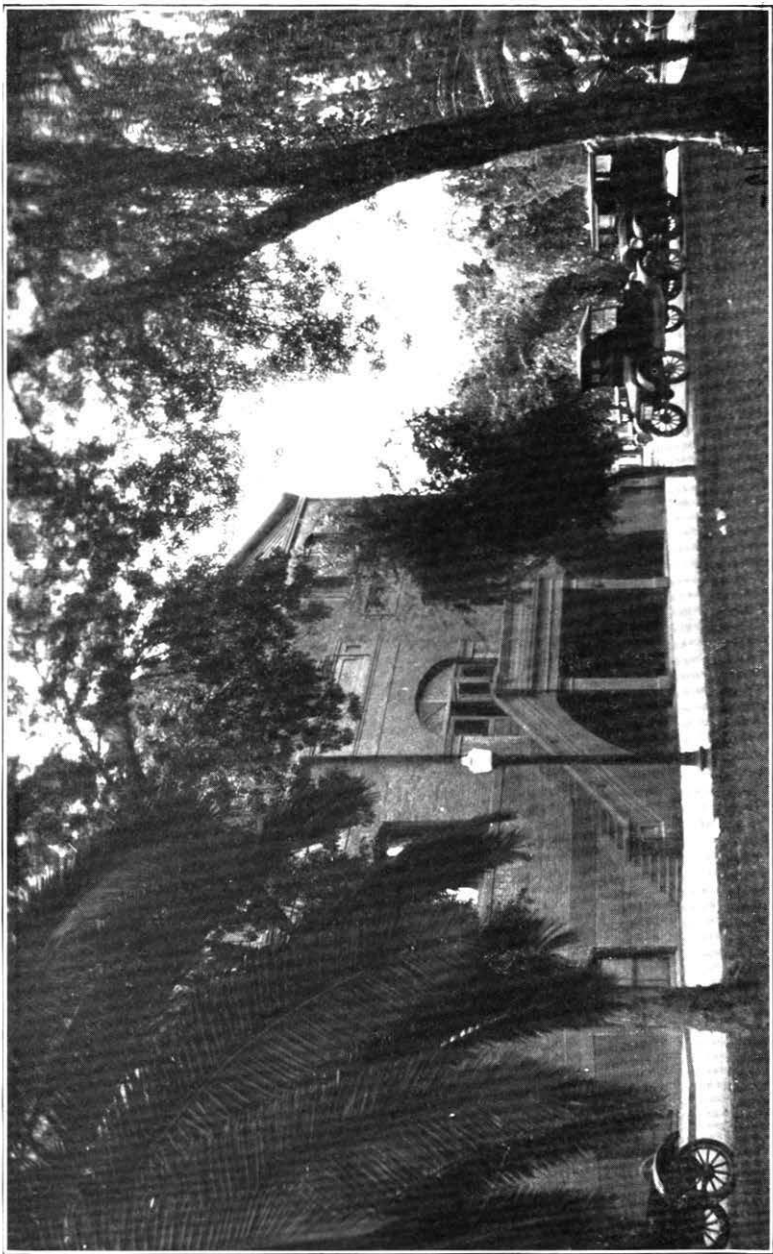
culum. Graduates of a four-year high school whose record is lacking in any of the above specified requirements **must make up the deficiency before** graduating from the college.

**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



Entrance to the College Auditorium

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 teacher's curriculums they will be eligible to receive the appropriate diploma, provided that eighty-five percent of all credits in the college shall show a grade of C or better.

**Applicants who are not high school graduates** but who offer for entrance fifteen acceptable units of high school work will be admitted without high school graduation upon presenting the written recommendation of the principal of the high school or of the superintendent of the city schools in which the credit was acquired.

**Freshman Tests.** Every student entering the Freshman Class will be given a standard test in **English Composition** and a standard test in **Penmanship**. Those who fall below an acceptable standard of proficiency in the English test will be required to register for English 103-104 in place of English 101-102. In this special course, particular attention will be given to their difficulties in written and oral English. Those applicants for Freshmen standing who fail to show a satisfactory rating in penmanship according to the Ayres Scale will be required to register for a semester course in Zaner writing without credit. Any student who registers in this course will be excused from further work in penmanship as soon as satisfactory proficiency is attained as measured by the standard scale. **No other entrance tests** or entrance examinations are required.

**Standard Intelligence Tests.** All students are required to take certain standard intelligence tests selected

by the department of education during the first quarter of their enrollment, but these tests are not of the nature of entrance tests.

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### ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing must file certified transcripts of previous work showing:

1. That they have completed a four year high school course.

2. That they have completed in a college, university, or normal school, certain work entitling them to a definite amount of credit which is applicable upon one or other curriculum offered by the Teachers College.

**Admission of students from junior colleges.** Credit offered by students of any accredited junior college will be accepted in so far as it can be made to apply upon the Teachers College curriculum which the student desires to enter.

**The following programs of courses are suggested as examples which would be considered as fulfilling Teachers College requirements.**

1. A program of courses for junior colleges to cover one year of study for one year's credit, admitting students to the second year of the standard curriculum in the Teachers College and receiving a teacher's certificate in one year.

|           |                          |              |    |
|-----------|--------------------------|--------------|----|
| Group I,  | Electives -----          | 12 sem. hrs. | 12 |
|           |                          | -----        |    |
| Group II. | English -----            | 6 sem. hrs.  |    |
|           | Physical Education ----- | 2 sem. hrs.  | 8  |

Group III. 12 hours from this group.

|                      |             |             |
|----------------------|-------------|-------------|
| Introd. to Education | 3 sem. hrs. |             |
| General Psychology   | - 3 " "     |             |
| School Management    | 3 " "       |             |
| Sociology            | -- 3 " "    |             |
| History of Education | 3 " "       |             |
| Agriculture          | --- - 3 " " |             |
| Art                  | 3 " "       |             |
| Music                | 3 " "       |             |
| Advanced Arithmetic  | 3 " "       | 12          |
| <b>Total</b>         |             | <b>- 32</b> |

**2. A suggested program of courses for junior colleges** covering two years for two years' credit, admitting students to the third year of the four year Teachers College curriculum, and making it possible for such students to complete the work for the degree of Bachelor of Education at Tempe Teachers College in two years.

- I. Courses outlined in program 1, above - 32 sem. hrs.
- II. Electives 24 sem. hrs.
- III. Additional work for 12 semester hours,  
 specific subjects to be selected from  
 Group III, above, or from the third  
 year of the Teachers College curriculum,  
 and taken at the junior college ---12 sem. hrs.

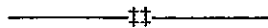
**Total** 68 sem. hrs.

**Courses given in the third year of the four year curriculum of the Teachers College, credit for which may be allowed to graduates of a junior college upon presentation of a transcript showing completion of equivalent courses at the junior college. Not more than 6 semester hours may be selected from this group.**

|                        |             |
|------------------------|-------------|
| English                | 6 sem. hrs. |
| Amer. Constitution     | 3 sem. hrs. |
| Educational Psychology | 3 sem. hrs. |

**Selection of electives.** In applying credit for elective courses offered for admission by junior college students, the **maximum** number of semester hours of credit to be accepted from any one of the groups of courses outlined below is indicated by the number assigned to each group.

|   |      |              |      |           |      |
|---|------|--------------|------|-----------|------|
| Spanish   | } 12 | History      | } 12 | Chemistry | } 12 |
| French  |      | Civics       |      | Physics   |      |
| German  |      | Economics    |      |           |      |
| Latin   |      | Geography    |      |           |      |
|   |      | Sociology    |      |           |      |
| Biology   | } 12 | Algebra      | } 12 | Art       | } 6  |
| Botany  |      | Analytics    |      | Music     |      |
| Zoology   |      | Trigonometr. |      |           |      |
| Physiology                                      |      | Astronomy    |      |           |      |
| Home Economics                                  | 6    | Manual Arts  | 6    | Commerce  | 6    |
| Physical Education (incl. Theory and practice). |      |              | } 6  |           |      |



## EXAMINATIONS AND REPORTS

Attendance is required at all examinations prescribed by the Board of Education or by the Faculty. Examinations in the various courses may be given with or without previous announcement as to time. As a rule, final standings are based upon a score-point plan which takes into account the results of class work as well as test scores.

Twice in each semester, each 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 ratings** on the report cards and on the student's permanent record are indicated by letters according to the following marking scheme:-

- A, superior accomplishment,
- C, middle half of class or section,
- D, passing, but below middle half,
- E, failure, requiring repetition of the course.

Inc. indicates that work is incomplete but may be brought to a passing standard by complying with conditions prescribed by the instructor in charge of the course.

**A mark of incomplete** in any course must be made up and the passing grade recorded in the office **not later** than the middle of the following semester, otherwise the mark of incomplete will be recorded as a **failure**.

**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.

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## REGULATIONS CONCERNING ATTENDANCE

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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. Private business, however urgent, is not considered a valid excuse for absence from college work.

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 student who accumulates nine hours or more of unexcused absences during any semester shall forfeit all extra-curricular credit which may have been acquired during that semester.

5. 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.

6. 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. A student desiring reinstatement should address a petition to the credentials committee immediately upon returning to class work. Failure to secure regular reinstatement



under the circumstances here described will render the student ineligible to receive credit in any of the courses taken.

††

### PROCEDURE FOR DROPPING COURSES AND FOR LATE ENROLLMENT

1. 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.

2. A student, entering a course after the date for regular registration, will follow the procedure described under 1, above, otherwise no credit will be given for the course.

††

### REGULATIONS CONCERNING SCHOLARSHIP

1. In order to graduate from any curriculum, a student must have a record of C or better in at least two-thirds of the total number of semester hours carried.

2. In order to be eligible for participation in any interscholastic athletic activity, at any time prior to the issuance of the quarter grades, a student must be registered for and carrying at least 12 units of college work, and, during the last preceding quarter, must have carried at least **fifty per cent** of the units for which he was

registered with grades above D, and with at least seventy-five per cent of his work of passing grade.

3. 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 the amount of work taken in the semester next following shall be six semester hours.

4. 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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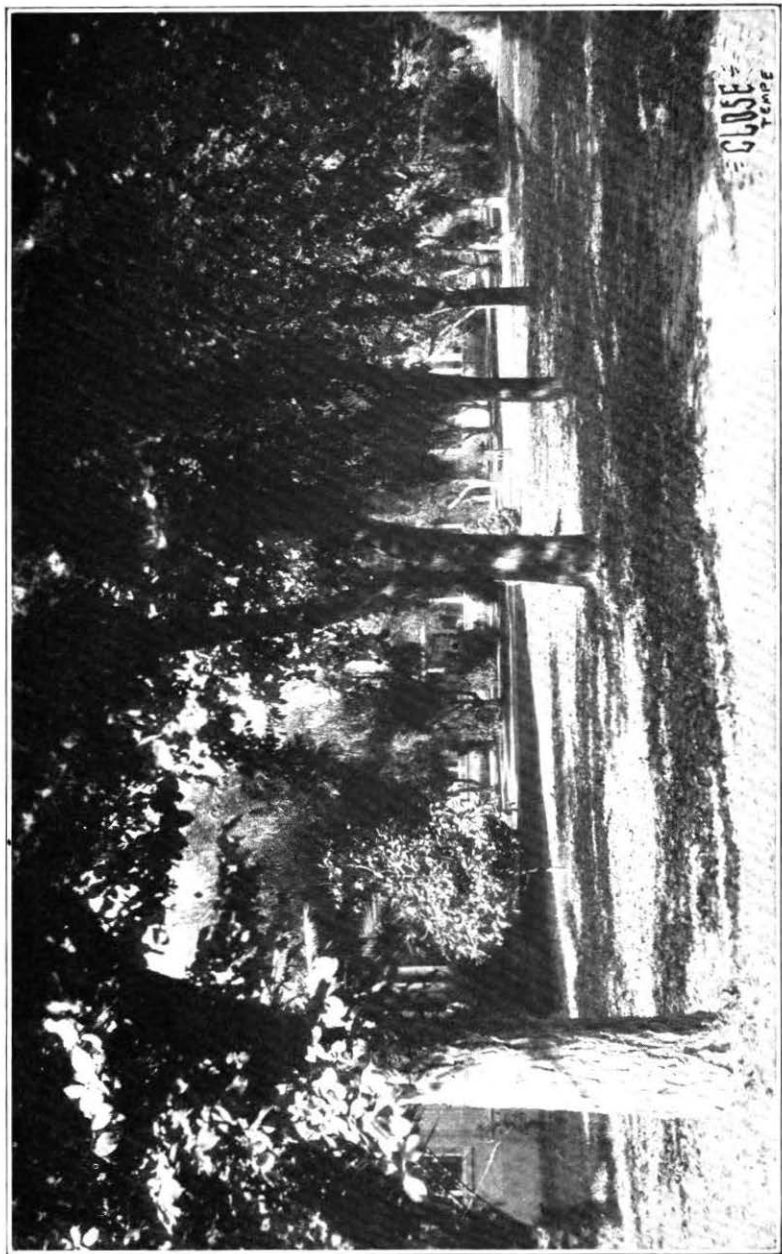
## REGULATIONS CONCERNING CREDIT

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1. The college year is divided into two semesters of nineteen weeks each.

2. The unit of credit is the semester-hour which represents one fifty 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. As a rule, two hours of preparation are required for each hour of class work.

3. The standard requirement for graduation in two year curriculums is sixty-seven semester hour units of credit, the normal load for first year students being sixteen units each semester, and for second year students,



The Elms, College Avenue

seventeen and one-half units each semester. The **minimum load** for a student regularly enrolled in any curriculum is twelve units. In particular cases, by special action of the credentials committee, a student may be allowed to carry a lighter load for one semester.

4. **Excess load.** Special faculty action is necessary to permit a student to register for an amount of work in excess of that 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 regularly assigned and additional work desired, together with the student's reasons for the special consideration. As a rule, no consideration will be given to such a request unless the record of the applicant shows a B average for the semester immediately preceding.

5. **No credit is allowed for experience in teaching.** Every candidate for graduation from a two year curriculum is required to teach one year in the training school, and seniors in the four year curriculum are required to teach for one semester in junior high school or college classes.

6. **Extra curricular credit.** 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 orchestra or band, participation in athletic sports, qualification as registered assistant scoutmasters 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.**

## 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. **Thirty-eight weeks of work in residence** is the minimum requirement for graduation from any curriculum, and in addition to the required standing in scholarship, the candidate for graduation must give satisfactory evidence of good moral character and the executive ability necessary to the successful management of a school.

3. One semester or nineteen weeks **immediately preceding graduation** must be spent in residence work. Exception to this rule is made in the case of students who have completed their residence requirement and who lack only a few units of the number required for graduation. Such students may be permitted to make up the deficiency by extension courses, by correspondence, or by work in not more than one summer session.

4. In order to secure proper adjustment of work, it is necessary that candidates for graduation shall make application in writing, on the prescribed form, at least one year prior to the date of graduation.

5. The Board of Education requires that all candidates for a teacher's diploma of any description must pass the regular state teacher's examination in spelling, arithmetic, and grammar. Students will find it to their advantage to take these examinations during their first year, although they may be taken during the second year.

6. A law enacted by the Seventh Legislature requires that all students, before graduating from any branch of the Arizona public schools or from any state educational institution, shall complete a course and **pass**

**the state examination** 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 State Teachers College to enroll in courses which will enable them to fulfill the demands of this law.

7. 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 1, 1928).

8. Candidates for graduation at the close of the school year, June 6, 1928, must have all required work completed not later than Friday, June 1. 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.

9. **Mid-year Graduates.** Students who graduate at mid-year are considered to be members of the class which graduates the following June and are entitled to all privileges of membership in the class organization. The date of mid-year graduation for 1928 is **January 20**.

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## DIPLOMAS AND CERTIFICATES

1. **The Standard Teachers' Diploma** is granted to graduates of the Standard Two Year Teachers' Curriculum. Upon application to the Superintendent of Public Instruction at Phoenix, the holder of this diploma will receive the **Arizona Elementary Certificate** which entitles the holder to teach in any grade from the first to the tenth inclusive. This certificate is renewable any number

of times (for four years each time) upon presentation of evidence of the successful completion, during the preceding four years, of two years' teaching and the satisfactory completion of five semester hours approved work at any school accredited by the Arizona State Board of Education for this purpose. This diploma is accepted for certification in all states in which credentials of any sort are accepted. Tempe Teachers College graduates usually make application for the certificate through the office of the College.

2. **The Special Kindergarten-Primary Diploma** entitles the holder to receive, upon application as above, the Arizona Primary Certificate to teach in the kindergarten, first, second, and third grades. This certificate is renewable under the same conditions and for the same periods of time as the elementary certificate.

3. **Special Diplomas** are granted to graduates of any one of the special two-year curriculums. Upon application as above, the holder of a special diploma will receive a **Special State Certificate** to teach in any grade, but only the subject designated on the face of the certificate. The conditions for the renewal of special certificates are the same as specified under section 1, above.

4. **The Degree of Bachelor of Education** is conferred upon graduates of the four year curriculum. Upon application, the holder of this degree will receive the Arizona **Secondary Certificate** which entitles the holder to teach in any grade from sixth to twelfth inclusive.

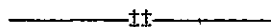
5. **Diploma Fees** are payable to the Secretary of the Faculty in Room 3, Science Building.

|                           |        |
|---------------------------|--------|
| For any two year diploma_ | \$3.00 |
| Bachelor of Education_    | 5.00   |

## TRANSCRIPTS OF RECORD

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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 and remittance should accompany the request for the additional transcript.



## CORRESPONDENCE

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Requests for information regarding courses, credits, expenses, student 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 President  
Tempe State Teachers College,  
Tempe Arizona.



**Curriculums Offered**  
**at the**  
**TEMPE STATE TEACHERS COLLEGE**

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**TWO-YEAR CURRICULUMS**

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**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.

‡‡

## 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. unit. |      |                        |   | per wk un t <sup>a</sup> . |       |
| Educ. 100 Gen. Psych  | 3 | 3             |      | Educ. 102, Pr'n, Tchg. | 3 | 3                          |       |
| English 101           | 3 | 3             |      | English 102            | 3 | 3                          |       |
| *Geog 100, Principles | 3 | 3             |      | *Math. 10, Tchr. Trg   |   |                            |       |
| *Art 100              | 5 | 3             |      | Course                 | 3 | 3                          |       |
| Elective (See note)   | 3 | 3             |      | *Music 100, Sight      |   |                            |       |
| Physical Educ. 111    | 2 | 1             |      | singing                | 5 | 3                          |       |
|                       |   |               |      | Elective (See note)    | 3 | 3                          |       |
|                       |   |               |      | Physical Educ. 112     | 2 | 1                          |       |
|                       |   | 19            | 16   |                        |   |                            |       |
|                       |   |               |      |                        |   | 19                         | 16    |

### SECOND YEAR

|                           |   |    |     |                         |   |    |     |
|---------------------------|---|----|-----|-------------------------|---|----|-----|
| *Educ. 160, Curriculum    | 3 | 3  |     | *Educ. 120, Sch. Mgmt.  | 3 | 3  |     |
| *Educ. 130, Sociology     | 3 | 3  |     | *Educ. 140, Hist. Educ. | 3 | 3  |     |
| *Agric. 100, Elem. Agric. | 4 | 3  |     | Elective                | 3 | 3  |     |
| Elective                  | 3 | 3  |     | Elective                | 3 | 3  |     |
| Educ. 161, Teaching       | 5 | 5  |     | Educ 162 Teaching       | 5 | 5  |     |
| Physical Educ. 113        | 2 | ½  |     | Physical Educ. 114      | 2 | ½  |     |
|                           |   |    |     |                         |   |    |     |
|                           |   | 20 | 17½ |                         |   | 19 | 17½ |

Women take Physical Education 101, 102, 103, and 104.

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. Those who take Educ. 160 the second semester will take six hours elective the first semester.

Students who fail to make an acceptable grade in the standard test in English will take English 103 and English 104 in place of English 101 and 102.

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, physics, art, home economics, manual arts, music, children's literature, history and principles of kindergarten teaching, and commercial courses.

Students who have not taken biology or physiology or equivalent work in the high school will be required to take a semester course of each in the first year in place of the elective.

First year students who have not taken two years of Latin or two years of modern foreign language in the high school will substitute English 100 (grammar) for either English 101 or English 102.

Students who, while pursuing the Standard Teachers' Curriculum, desire to earn a recommendation from any special department, shall elect fifteen units of work in that department.

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## SPECIAL VOCATIONAL CURRICULUMS

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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.

1. School Art,
2. Manual Arts,
3. Home Economics,
4. Kindergarten Primary,
5. 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 fifteen hours of work in that department.

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

## 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        |       |      |        | SECOND SEMESTER         |        |      |        |
|-----------------------|-------|------|--------|-------------------------|--------|------|--------|
|                       | Hrs   | Cred | units. |                         | Hrs    | Cred | units. |
|                       | per   | wk.  |        |                         | per    | wk.  |        |
|                       | Psych | 3    | 3      |                         | Teachg | 3    | 3      |
| Educ. 100 Gen.        |       |      |        | Educ. 102 Prin.         |        |      |        |
| Art 107 Drawing and   |       |      |        | Art 108, Drawing and    |        |      |        |
| Painting 1            | 5     | 3    |        | Painting 1              | 5      | 3    |        |
| Art 117, Comp. and    |       |      |        | Art 118, Comp and       |        |      |        |
| Design 1              | 5     | 3    |        | Design, 1               | 5      | 3    |        |
| Art 113 Art History 1 | 2     | 1    |        | Art 114, Art History 1, | 2      | 1    |        |
| Ind Arts 120, Mech    |       |      |        | Art 124, Art Crafts 1   | 4      | 3    |        |
| Draw'g --             | 4     | 3    |        | Elective --             | 3      | 3    |        |
| Elective --           | 3     | 3    |        | Physical Educ. 102*     | 2      | 1    |        |
| Physical Educ 101*    | 2     | 1    |        |                         |        |      |        |
|                       | 24    | 17   |        |                         | 24     | 17   |        |

#### SECOND YEAR

|                         |    |     |  |                        |    |     |  |
|-------------------------|----|-----|--|------------------------|----|-----|--|
| Art 127, Meth. and      |    |     |  | Art 128, Meth. and     |    |     |  |
| Teaching --             | 5  | 5   |  | Teaching               | 5  | 5   |  |
| Art 111, Drawing and    |    |     |  | Art 112, Drawing and   |    |     |  |
| Painting 2 --           | 5  | 3   |  | Painting 2             | 5  | 3   |  |
| Art 121, Comp. and      |    |     |  | Art 122, Comp. and     |    |     |  |
| Design 2 --             | 5  | 3   |  | Design 2 --            | 4  | 2   |  |
| Art 115, Art History 2  | 2  | 1   |  | Art 116, Art History 2 | 2  | 1   |  |
| Art 125, Costume Design | 4  | 2   |  | Art 126, Art Crafts 2  | 5  | 3   |  |
| Elective                | 3  | 3   |  | Elective --            | 3  | 3   |  |
| Physical Educ. 103*     | 2  | 1½  |  | Physical Educ 104*     | 2  | 1½  |  |
|                         | 26 | 17½ |  |                        | 26 | 17½ |  |

\*Men will take Physical Educ. 111, 112, 113, 114.

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

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 for whom this curriculum will be given is five.

Prerequisites: A high school recommendation in art and a test in drawing and design to be given by the head of 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              |             |            | SECOND SEMESTER             |             |             |
|-----------------------------|-------------|------------|-----------------------------|-------------|-------------|
|                             | Hrs. per wk | Cred units |                             | Hrs. per wk | Cred units. |
| Educ. 100. Gen Psych        | 3           | 3          | Educ 102, Prin. Teachg      | 3           | 3           |
| Ind. Art 101 Carve and Cab. | 5           | 3          | Ind. Art. 102, Wood Turning | 5           | 3           |
| Art. 117, Comp. and Design  | 4           | 3          | Ind. Art, 104, Carpentry    | 4           | 3           |
| Ind. Art, 120 Mech. Drawing | 5           | 3          | Ind. Art, 106, Sheet metal  | 5           | 3           |
| Elective                    | 3           | 3          | Elective                    | 3           | 3           |
| Physical Educ. 111          | 2           | 1          | Physical Educ. 112          | 2           | 1           |
|                             | <u>22</u>   | <u>16</u>  |                             | <u>22</u>   | <u>16</u>   |

## SECOND YEAR

|                                 |           |               |                                      |           |               |
|---------------------------------|-----------|---------------|--------------------------------------|-----------|---------------|
| Ind. Art, 115 Meth and Teaching | 5         | 5             | Ind. Art, 116 Meth. and Teaching     | 5         | 5             |
| Ind. Art, 115 Forge and Foundry | 5         | 3             | Ind. Arts 112 Agricultural Mechanics | 5         | 3             |
| Ind. Art 103 Arch. Drawing      | 5         | 3             | Ind. Art 114 Shop Courses and Pract. | 3         | 3             |
| Ind. Art 140, Machine Shop      | 5         | 3             | Art 124 Art Crafts                   | 5         | 3             |
| Elective                        | 3         | 3             | Elective                             | 3         | 3             |
| Physical Educ 113               | 2         | 1/2           | Physical Educ. 114                   | 2         | 1/2           |
|                                 | <u>25</u> | <u>17 1/2</u> |                                      | <u>23</u> | <u>17 1/2</u> |

Women take Physical Education 101, 102, 103, and 104.

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

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

Five is the minimum number of students for whom this curriculum will be given.

## SPECIAL CURRICULUM IN HOME ECONOMICS

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

#### FIRST YEAR

| FIRST SEMESTER                     | Hrs<br>per wk | Cred<br>units | SECOND SEMESTER                  | Hrs.<br>per wk. | Cred<br>units. |
|------------------------------------|---------------|---------------|----------------------------------|-----------------|----------------|
| Educ. 100 Gen. Psych               | 3             | 3             | Educ. 102 Prin Teachg            | 3               | 3              |
| Art 117 Comp and<br>Design 1       | 4             | 3             | Art 118 Comp. and<br>Design 1    | 4               | 3              |
| Chem. 111 Household<br>Chem.       | 6             | 3             | Chem 112 Household<br>Chem.      | 6               | 3              |
| H. E. 101 Clothing and<br>Textiles | 4             | 4             | H. E. 104 Food Prep.<br>Elective | 6<br>3          | 4<br>3         |
| Elective                           | 3             | 3             | Physical Educ. 102               | 2               | 1              |
| Physical Educ. 101                 | 2             | 1             |                                  | 24              | 17             |
|                                    | 22            | 17            |                                  |                 |                |

#### SECOND YEAR

|                                 |    |     |                                 |    |     |
|---------------------------------|----|-----|---------------------------------|----|-----|
| H. E. 111 Meth. and<br>Teaching | 5  | 5   | H. E. 112 Meth. and<br>Teaching | 5  | 5   |
| H. E. 107 Home<br>Management    | 3  | 3   | H. E. 108 Nutrition             | 3  | 3   |
| H. E. 105 Foods and<br>Menu     | 6  | 3   | H. E. 102 Cl thing              | 4  | 2   |
| Educ 130 Sociology              | 3  | 3   | H. E. 114 Millinery             | 2  | 1   |
| Elective                        | 3  | 3   | Bact. 202 Gen.<br>Bacteriology  | 5  | 3   |
| Physical Educ. 103              | 2  | ½   | Elective                        | 3  | 3   |
|                                 | 22 | 17½ | Physical Educ 104               | 2  | ½   |
|                                 |    |     |                                 | 24 | 17½ |

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

If physiology has not been taken in the high school, a three unit course in this subject will be required in place of three units elective in the second semester of the first year.

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

The minimum number of students in this curriculum is five.

## SPECIAL CURRICULUM IN KINDERGARTEN- PRIMARY

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### A TWO-YEAR CURRICULUM FOR THE PREPARATION OF KINDER- GARTEN AND PRIMARY TEACHERS

#### FIRST YEAR

| FIRST SEMESTER              | Hrs.    | Cred.  | SECOND SEMESTER               | Hrs.    | Cred.  |
|-----------------------------|---------|--------|-------------------------------|---------|--------|
|                             | per wk. | units. |                               | per wk. | units. |
| Edu 100 Gen. Psych          | 3       | 3      | Educ. 102, Prin. Teachg.      | 3       | 3      |
| Music 100 Sight Singing     | ---     | 5      | Eng. 10 Oral English          | 5       | 3      |
| Kind. 101 Industrial Arts 1 | 5       | 3      | Engl 104 Freshman English (b) | 3       | 3      |
| Kind 103 Childr. Lit.       | 3       | 3      | Kind. 102 Industrial Arts 2   | 5       | 3      |
| Ind. Art 100 Bench Woodwork | 5       | 3      | Elective                      | 3       | 3      |
| Physical Educ 101           | 2       | 1      | Physical Educ. 102            | 2       | 1      |
|                             | ---     | ---    |                               | ---     | ---    |
|                             | 23      | 16     |                               | 21      | 16     |

#### SECOND YEAR

|                             |     |        |                              |     |        |
|-----------------------------|-----|--------|------------------------------|-----|--------|
| Educ. 160 Curriculum        | 3   | 3      | Kind. 108 Kinderg. Teaching  | 10  | 8      |
| Educ. 161 Primary Teaching  | 5   | 5      | Kind. 104 Kinderg Education  | 3   | 3      |
| Art 100 Gen Art             | 5   | 3      | Kind. 106 Kind Prim. Curric. | 3   | 3      |
| Kind. 105 Kinderg. Technics | 3   | 3      | Elective                     | 3   | 3      |
| Elective                    | 3   | 3      | Physical Educ. 104           | 2   | 1/2    |
| Physical Educ. 103          | 2   | 1/2    |                              | --- | ---    |
|                             | --- | ---    |                              | 21  | 17 1/2 |
|                             | 21  | 17 1/2 |                              | 21  | 17 1/2 |

**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 shall include sight reading, piano work, and singing.

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

Five is the minimum number of students in this curriculum.



## SPECIAL CURRICULUM IN COMMERCE

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

#### FIRST YEAR

| FIRST SEMESTER                   | Hrs.<br>per wk. | Cred.<br>un ts. | SECOND SEMESTER               | Hrs.<br>per wk | Cred.<br>units |
|----------------------------------|-----------------|-----------------|-------------------------------|----------------|----------------|
| Educ 100 Gen. Psych              | 3               | 3               | Educ 102 Prin.<br>Teaching    | 3              | 3              |
| Com. 111 Accounting              | 1 5             | 3               | C m. 112 A c counting         | 2 5            | 3              |
| Com. 117 Bus Law or              |                 |                 | Com. 108 Bus. Admin. or       |                |                |
| Com. 207 Prin. Market'g          | 3               | 3               | Com. 118 Bus. Law             | 2              | 3              |
| Biol. 110 Gen. Biol<br>(5 hr) or |                 |                 | Soc S i 112 Prin<br>Economics | 3              | 3              |
| Commercial Elective              | 3               | 3               | College Elective              | 3              | 3              |
| College Elective                 | 3               | 3               | Physical Educ. 112            | 2              | 1              |
| Physical Educ. 111.              | 2               | 1               |                               |                |                |
|                                  | 19              | 16              |                               | 19             | 16             |

#### SECOND YEAR

|                                   |    |     |   |    |     |
|-----------------------------------|----|-----|---|----|-----|
| Educ. 161 Teaching                | 5  | 5   | Com. 122 Teaching                               | 5  | 5   |
| Com. 101 Comm'l.<br>Teaching Meth | 3  | 3   | Educ. 130 Sociology or<br>Educ 120 Sch. Mgmt    | 3  | 3   |
| Com. 211 Intr. Statis<br>tics or  |    |     | Geog 100 Principle or<br>Geog 2 2 Ec Geog. 1 or |    |     |
| Com 208 Fed Reserve<br>System     | 3  | 3   | Geog. 204 Ec. Geog                              | 3  | 3   |
| Commercial Elective               | 3  | 3   | Com. 222 Prin. Taxa<br>ti n or                  |    |     |
| College Elective                  | 3  | 3   | Com. 224. Labor Prob                            | 3  | 3   |
| Physical Educ 113                 | 2  | 1½  | C llege E lective                               | 3  | 3   |
|                                   | 19 | 17½ | Physical Educ 114                               | 2  | ½   |
|                                   |    |     |   | 19 | 17½ |

**College Electives:** Agriculture, education, English, geography, history, home economics, industrial arts, mathematics, science, Spanish.

**Commercial electives:** Accounting, shorthand, typewriting, business administration, business statistics, banking, principles of marketing, labor problems, principles of taxation, commercial methods, business law.

Students in the special commercial curriculum may carry either upper division or lower division subjects as commercial electives upon consent of the department.

All students taking typewriting for college credit may obtain one or two units in that subject, but no more.

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

**THE DEGREE CURRICULUM****Four Years****Leading to the Degree of Bachelor of Education**

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**Graduates from the Standard Two Year Curriculum** or others who present 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.

**Graduates of a four year high school** who wish to enter the four year curriculum will ordinarily follow the Standard Two Year Curriculum for the first two years, at the end of which period they will be entitled to the two year diploma and will be eligible for admission to the third year work.

**Graduates of an approved junior college** who have followed a two year program conforming to the specifications outlined on page 22 of this bulletin will be admitted to the third year with the expectation of receiving the degree after two years of upper division work. The necessary adjustments in the program of such students will be made at the time of their entrance.

**A minimum of one year in residence** is required and the semester immediately preceding graduation must be spent in residence work. Exception to the last mentioned requirement may be made by action of the credentials committee in the case of students who lack for graduation an amount of credit not greater than can be acquired by attendance at a single summer session at an approved institution of collegiate rank. Students who are allowed such an extension of time must complete the remaining units required for graduation not later than the opening of the semester next following the granting of the extension,

otherwise the rule concerning the semester of residence work will apply.

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

|                      |         |         |
|----------------------|---------|---------|
| English .....        | 3 units | 30<br>1 |
| Education .....      | 3 units |         |
| Social Science ..... | 3 units |         |
| Electives .....      | 6 units |         |

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Total, each semester.....15 units

**One semester of observation and practice teaching** in junior high school and college subjects is required in the fourth year in place of three units of electives.

**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, physics and chemistry.

**Certification.** By a recent action of the State Board of Education, holders of the degree of Bachelor of Education granted by Tempe Teachers College will receive, upon application, the Arizona **Secondary Certificate** which entitles the holder to teach in grades from sixth to twelfth inclusive.

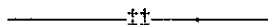
## COLLEGIATE COURSES

### Arranged by Departments

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The unit of credit is the semester hour which is understood to be the equivalent of one hour of class work per week for one semester together with an amount of outside preparation estimated to average two hours for every class period. In those courses in which the number of class periods per week exceeds the number of credit units, it is assumed that the amount of outside preparation demanded is so adjusted that the total effort expected of the student will be equal to three hours per week for each unit of credit.

**Numbering courses.** In designating courses by number, **lower division** courses are numbered 100 to 199 inclusive; courses intended primarily for **upper division** students are numbered 200 to 299 inclusive. Numbers ending in 0 are offered either first or second semester. Odd numbered courses are offered the first semester only and even numbers not ending in 0 are used to indicate courses given in the second semester only.



## ART DEPARTMENT

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**Mr. Anderson.**

The Art Department offers the following three groups of courses:

1. Art 100 General Art, arranged for students enrolled in the Standard Teachers' Curriculum.
2. Four courses, Art 103 and 104 Applied Art 1, and Art 105 and 106 Applied Art 2, which form an articulated sequence of courses designed primarily for those who wish to procure a special recommendation in art upon graduation from the Standard Teachers' Curriculum. This series of courses will enable such students to earn the specified twelve units in their chosen field.
3. The Special Curriculum in Art, the aim of which is to prepare

teachers of this subject in the grades and in junior high schools. An outline of this curriculum will be found under the heading, Special Vocational Curriculums.

**Art 100. General Course in Art.** This course includes drawing, composition and design, color, construction problems, lettering, applied design, clay modeling, exercises in costume design and home planning, methods and art appreciation. Required in Standard Teachers' Curriculum.

First year, either semester, five hours a week.  
3 units.

**103, 104. Applied Art 1.** Among the subjects offered are lettering, batik, gesso work, tied and dyed, block printing, stenciling, bookbinding, lamp shades, enameling.

Elective. Two semesters, five hours a week.  
3 units each semester.

**105, 106. Applied Art 2.** Includes pottery, modeling, problems in cement, art metalry in copper and brass. Prerequisites: The student must give evidence of fitness to enter these courses in applied art.

Elective. Two semesters, five hours a week.  
3 units each semester.

Courses 103 to 106 will not be given unless at least five students are enrolled for the work.

**107, 108. Drawing and Painting 1.** Drawing with pencil crayon, charcoal, and water colors from still life and from nature; drawing from the figure; memory and time sketching; blackboard practice. Required in Special Art Curriculum.

First year, two semesters, five hours a week.  
3 units each semester.

**111, 112. Drawing and Painting 2.** A continuation of Art 107, 108. Advanced drawing; study of the work of noted artists; practice in oils; studies in pen and ink; sketching. Required in Special Art Curriculum.

Second year, two semesters, five hours a week.  
3 units each semester.

**113, 114. Art History 1.** Study of masterpieces of archi-

ecture, sculpture, painting, and crafts; historical development of art primitive, Egyptian, Assyrian, Greek, and Roman. Required of special art students.

First year, two semesters, two hours a week. 1 unit each semester.

**115, 116. Art History 2.** Early Christian and medieval art in Europe and Asia; the Renaissance; modern art. Required of special art students.

First year, two semesters, two hours a week. 1 unit each semester.

**117, 118. Composition and Design 1.** Principles of design; problems in notan; conventionalization; decorative treatment of plant and animal shapes; designs for the crafts. Required in special curriculums in art, manual arts, and home economics. Manual Arts students are required to take only the first semester course, Art 117.

First year, two semesters, five hours a week. 3 units each semester.

**121, 122. Composition and Design 2.** Advanced problems in color and in designs for crafts. Composition in architecture, furniture, interior decoration, pictures, and similar applications. Illustration; commercial art. Required of special art students.

Second year, two semesters.

Art 121, five hours a week. 3 units.

Art 122, four hours a week. 2 units.

**124. Art Crafts 1.** Batik, gesso, stenciling, block printing, tied and dyed work, lettering, bookbinding, posters, lamp shades. Required of special art students.

First year, second semester, four hours a week. 2 units.

**126. Art Crafts 2.** Clay modeling, cement problems, pottery, art metal. Required of special art students.

Second year, second semester, five hours a week. 3 units.

**125. Costume Design.** Lines, color, and tones in dress. Problems dealing with individual needs. Borders and decorative spots for embroidery applique. History of dress. Required of special art students.

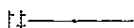
Second year, first semester, four hours a week. 2 units.

**127, 128. Methods and Teaching Art.** Teaching of art in the training schools and in Art 100. Required of all special art students.

Second year, two semesters, five hours a week. 5 units each semester.

**Ind. Art. 120. Mechanical Drawing.** Required of special art students. For description of course see under Industrial Arts.

First year, first semester, four hours a week. 3 units.



## BIOLOGICAL SCIENCE

**Mr. Ostrander**

The purposes of this department are: First, to give the prospective teacher a scientific basis for the presentation of nature study and project work; second, to give them that broad culture afforded by biological study. The students are not only taught modern scientific methods of investigation, but they are also taught to interpret and appreciate the biological phenomena of every day life. Well equipped laboratories and a school demonstration farm provide facilities for the practical presentation of the courses.

**Agriculture 100. Principles of 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 subjects of 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 in Standard Teachers' Curriculum.

Second year, either semester. Two hours of lecture and four hours of laboratory, field and project work per week. 3 units.

**Bact. 202. 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. Milk and water surveys, study of various throat cultures, visits to pathological laboratories, and lectures by physicians are included in this course. Prerequisite: Biology 100 or its equivalent. Elective.

Second semester, two hours lecture and four hours laboratory per week. 3 units.

**Biol. 100. General Biology.** The subject matter of this course is intended to give a foundation for such biological applications as may arise in the student's professional training and career. While laboratory technique is not slighted, the study of the living specimen, with 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.

Either semester, two hours lecture and four hours laboratory per week. 3 units.



## CHEMISTRY

Mr. Bateman

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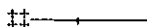
**Chemistry 101, 102. General Chemistry.** A course in general inorganic chemistry, open as an elective to first year students in the Standard Teachers' Curriculum.

First year, both semesters. Two lectures and four hours laboratory work per week. 3 units each semester.

**Chemistry 103, 104. Household Chemistry.** A year's work in household chemistry is offered for those who elect the special curriculum in home economics.

One year, both semesters. Two lectures and four hours laboratory work per week. 3 units each semester.

Other courses in chemistry will be offered by special arrangement upon application by not less than five students for any proposed course.



## COMMERCE

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Mr. Christy

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

**Commerce 101. Commercial Teaching Methods.** A course is given to those desiring to become commercial teachers.

Methods in bookkeeping, shorthand, typewriting, business arithmetic, commercial department management.

First semester, three hours per week. 3 units.

**103. Shorthand 1. Beginning Shorthand.** Complete the Gregg Manual. Drills in reading and writing, and study of the principles of shorthand. Prerequisite, one-half year of typewriting.

First semester, five hours per week. 3 units.

**104. Shorthand 2. Intermediate Shorthand.** Review the Gregg Manual; complete "Gregg Speed Studies"; dictation of new matter and transcription of notes. Prerequisite: one-half year of typewriting.

Second semester, five hours per week. 3 units.

**105. Shorthand 3. Advanced Shorthand and Secretarial Work.** Preparation of material on the mimeograph and other machines. Letter writing and transcription of original material. Special work for faculty members. Preparation of office training material. Texts, Gregg Speed Studies and Sorelle, Office Training.

First semester, five hours per week. 3 units.

**107 Principles of Banking.** The history of American banking. Economics of credit. Correlation of banking with economics and economic conditions. Loans, discounts, types of credit. Bank organization and management. Financial institutions. Banking systems. The bank statement. Text, Willis and Edwards, Banking and Business.

First semester, three hours per week. 3 units.

**108. Business Administration.** Study of the field of business administration, plant location, market problems. finance, production, risk bearing. The business unit is studied as are methods of administration. Comparison of various systems and control. The new industrial leadership.

Second semester, three hours per week. 3 units.

**110. 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 National Typewriting Text.

Either semester, three hours per week. 1 unit.

If taken five hours per week for one semester, 2 units of college credit will be given as for Com. 110 and Com. 120.

**120. Typewriting 2.** Practice in letter writing; use of carbon; practice in tabulation; writing of cards. Work is done for other departments of the College. Complete National Typewriting Text.

Either semester. Three hours per week. 1 unit.

**130. Zaner Penmanship.** Principles of Zaner writing. Methods of teaching penmanship. Exercises for the development of freehand writing. Text, Zaner Method, Manual 144. Required of all college students who do not show a satisfactory rating in the standard test in penmanship which is given at entrance.

Either semester, two hours per week. No credit.

**111. Accounting 1.** General principles of accounting are presented. 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. Lectures two hours and laboratory three hours per week 3 units.

**112. Accounting 2.** This course deals with proprietorship, balance sheets, profits and losses, negotiable instruments, working sheets and notes, adjustments, classification of accounts, controlling accounts, consignments, deferred charges, introduction to corporation accounting. A

set of transactions is worked through. Prerequisite: Commerce 111 or its equivalent.

Second semester. Lectures two hours, laboratory three hours per week. 3 units.

**213. Accounting 3.** A study is made of 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 in accounting. Text, Kester, Accounting Theory and practice. Vol. II. Prerequisite: Com. 111 and 112, or the equivalent.

First semester. Lectures two hours, laboratory three hours per week. 3 units.

**214. 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. Problems are given to illustrate the principles studied. Prerequisites: 111, 112, and 213 or the equivalent.

Second semester. Lectures two hours, laboratory three hours per week. 3 units.

**117. Business Law 1. Contracts.** Their formation, requirements, capacity of parties, consideration, legality, types of contracts, cancellation of contracts. **Agency.** Requirements, rights and duties of agents, contractual rights, third parties, termination of agency. **Sales.** Definitions, title, delivery.

First semester, three hours per week. 3 units.

**118. Business Law 2. Negotiable paper:** requirements of negotiability, indorsements, holders in due course, defini-

tions, presentation, dishonor, notes and checks, other quasi-negotiable instruments. **Partnerships:** definitions, requirements, obligations, rights and duties, dissolution. **Corporations:** requirements, forms, organization, purposes, powers, liability of stockholders, transfer of shares. dividends, officers, dissolution.

Second semester, two hours per week.      2 units.

**119. Corporation Finance.** Usually given in alternate years. Course may be arranged upon application of a sufficient number of students to justify offering it.

First semester, three hours per week.      3 units.

**122. Teaching of Commercial Subjects.** Practice teaching in training schools. Methods of presenting commercial subjects.

Second semester, five hours per week.      5 units.

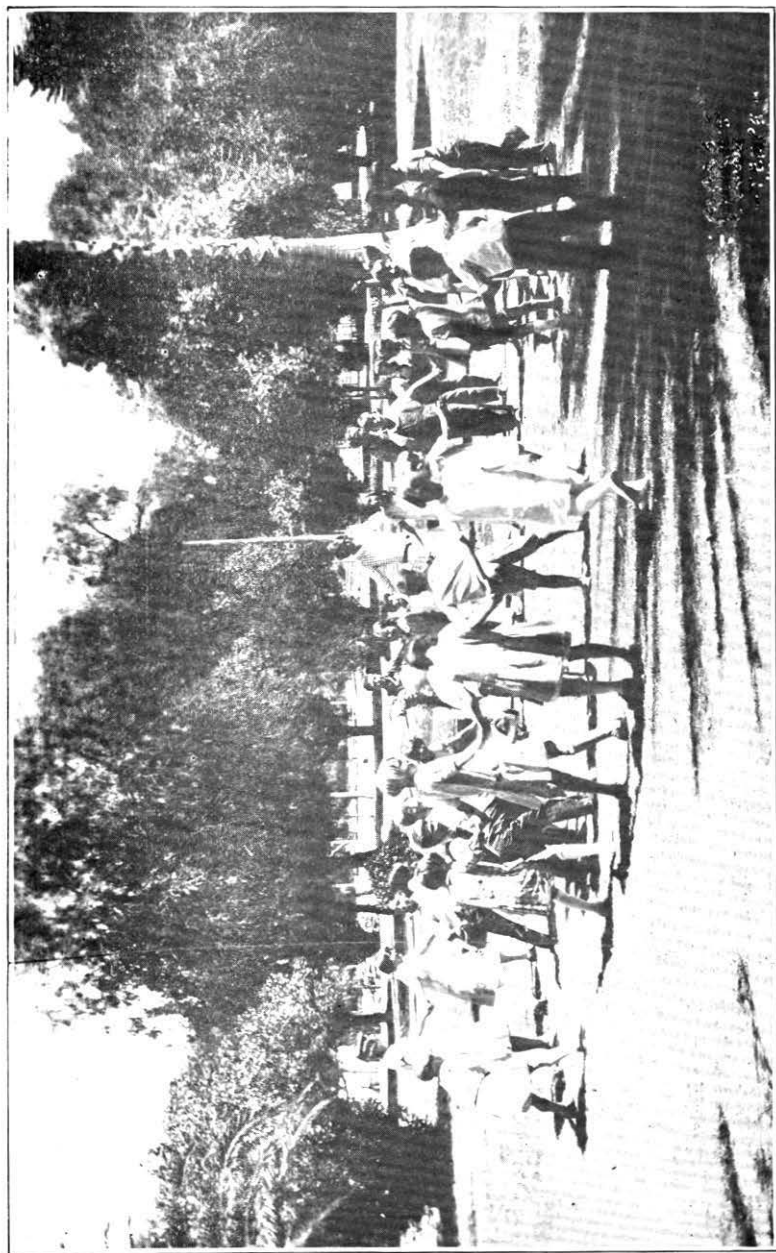
**207. Principles of Marketing.** Investigation of products and their analysis; forms of marketing; organizations; methods of marketing; grading; storage; cooperative marketing; price policies; price maintenance; brands and trademarks. Text, Clark, Principles of Marketing.

First semester, three hours per week.      3 units.

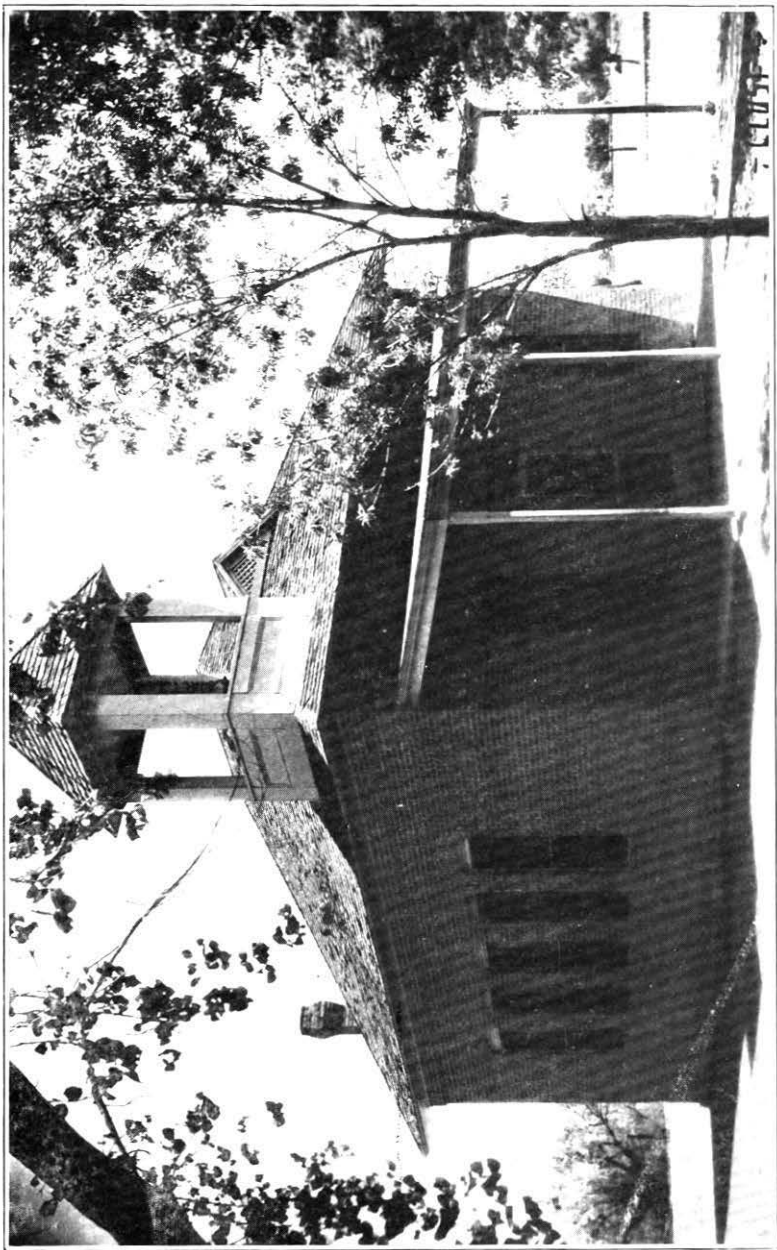
**211. Statistics 1.** Introduction to statistics. Methods; graphic presentation; organization of statistical data, frequency distributions; the mean, mode, and median; measures of variation and skewness; index number of prices. A manual provides laboratory work that correlates with the lectures and text. Text, Mills, Statistical Methods. Laboratory manual, Mills and Davenport, Manual of Problems in Tables and Statistics.

First semester. Two hours lectures and at least three hours laboratory work per week.      3 units.

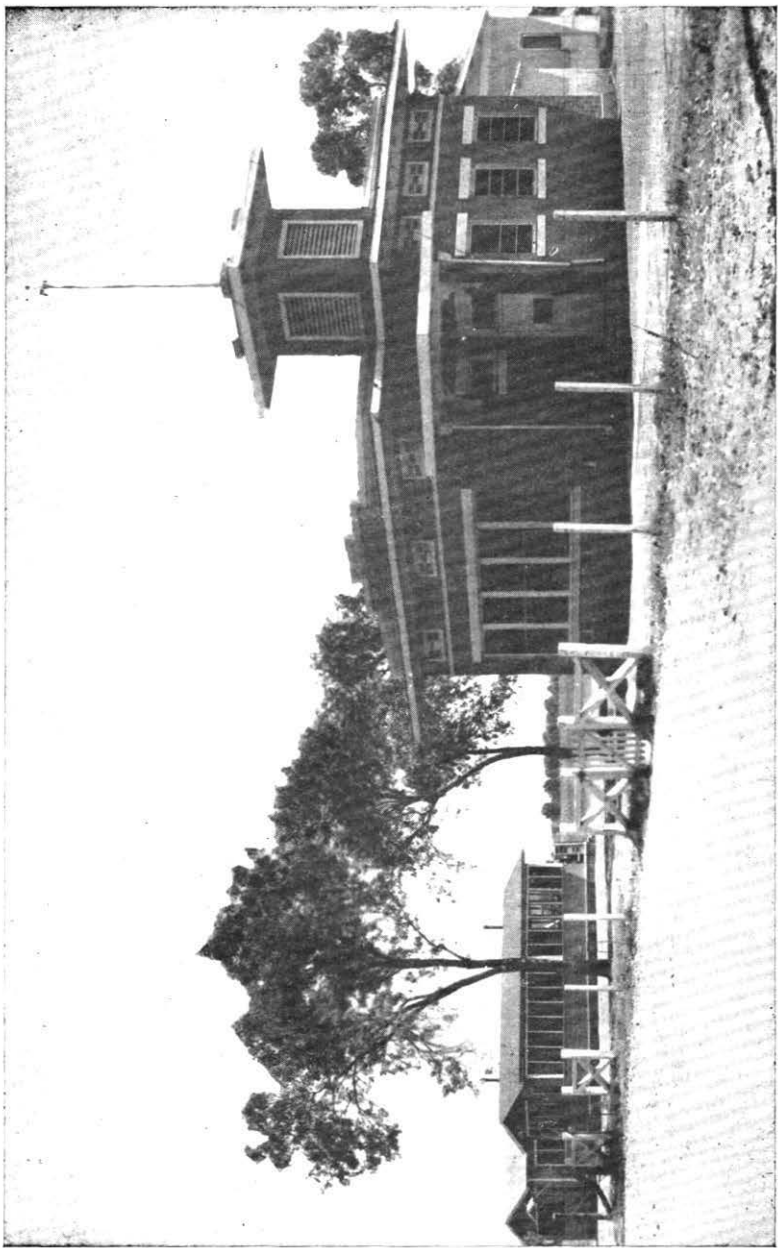
**212. Statistics 2.** The measurement of trend; analysis of time series; measurement of seasonal and cyclic fluctuations; index numbers of physical volume; correlation.



**Third Grade Playground, Campus Training School**



Rohrig School. Operated as a Rural Training School



Rural School, District Thirteen. Operated as a Training School



or other course will be determined by the results of a preliminary standard test in **English Composition** which is given to all first year students at entrance.

**103, 104. First Year English (b).** Similar to Engl. 101, 102, but adapted to the needs of the students who require more practice in the technique of written composition. Attention to spelling, punctuation, and sentence formation is made the first essential of this course. Required of first year students whose rating in the preliminary standard test indicates need of intensive drill in the mechanics of the language.

Mr. Felton, Miss Pilcher.

First year, two semesters three hours a week. 3 units.

**110. 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 on the work of each individual is given.

Mr. Felton or Miss Blair.

Elective. Either semester, five hours a week. 3 units.

**120. Public Address.** Reading; forensics; dramatic interpretation. Open to students who have completed Engl. 100 or its equivalent.

Mr. Felton.

Elective. Either semester. Five hours a week. 3 units.

**201, 202. Victorian Poetry.** Nineteenth Century English poetry; special study of the later Victorian writers, Tennyson; Robert Browning; Elizabeth Barrett Browning; Noyes; Morris; Arnold; Swinburne. The political and social background of the period; literary conventions; the personality of the various writers with extensive readings from their works. Themes drawn from class study and library research. Text, Foerester, *The Victorian Poets*.

Mr. Felton.

Two semesters, three hours a week. 3 units each semester.

**203, 204. American Literature.** A review of the National period of American literature. Study of the New England movement; transcendentalism; modern realism. Wide readings in the works of the leading poets and essayists. Themes; reports; discussions.

Mr. Felton.

Fourth year, two semesters, three hours per week. 3 units each semester.

**Note;** Engl. 203, 204 American Literature, and Engl. 205, 206 Modern Drama will be given in alternate years.

**205, 206. Modern Drama.** The chief dramatic writers of the last half century. Readings from representative plays in Dickinson's Second Series of Modern Dramatists. Study of the theater as influenced by the national schools of the period. Texts: Dickinson, Modern Drama, Second Series, Houghton, and Dickinson, A Review of Contemporary Drama.

Mr. Felton.

Fourth year, two semesters, three hours a week. 3 units each semester.

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## GEOGRAPHY

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**Mr. Hoover**

**Geography 100. Principles of Geography.** 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 intention to establish principles and procedure which will serve as a foundation for teaching and for further acquirement of necessary fact knowledge. Text: James and Hall, Elementary College Geography.

Required in the first year of the Standard Teachers' Curriculum.

Either semester, three hours a week. A fourth hour each week is given to those needing elementary review. 3 units.

**201. 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 a week. 3 units.

The department offers two courses in **economic geography** designed for the needs of students who desire to teach geography or the social sciences in the junior high school or the grammar grades, and for students of the special curriculum in commerce. As a prerequisite, Geog. 100 will be demanded, or special commerce students may offer Soc. Sci. 112, Soc. Sci. 201, Com. 108, or Com. 207.

**202. Economic Geography 1. 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 and like resources; 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.

Offered in alternate years, (1928-1929).

Second semester, three hours a week. 3 units.

**204. Economic Geography 2. Manufacturing, Trade, and Transportation.** The distribution of great industries analyzed with reference to sources of raw materials and power, markets, and transportation facilities. Conserva-

tion 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.

Offered in alternate years. (1927 1928).  
Second semester, three hours per week. 3 units.

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## HOME ECONOMICS

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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, knowledge of healthful living, 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.

**Home Economics 101. Clothing and Textiles.** This course includes hand and machine work and the use of patterns. The leading textile fibers and materials are studied. Credit is given for two hours of sewing and two hours of textile study.

First year, first semester, four hours a week. 4 units.

**102, Clothing.** Emphasis is placed on becoming, appropriate, and artistic dress. Garments are made illustrat

ing the principles of design. Work in silk and wool is required.

Second year, second semester, four hours a week. 2 units.

**114. Millinery.** Construction of several types of hats. Fundamental principles of millinery. Renovation problems. This course is given in connection with H. E. 102.

Second year, second semester, two hours a week. 1 unit.

**104. Selection and Preparation of Foods.** A study is made of the process of cooking. The nutritive value and cost of foods are considered. Meals are planned and served.

First year, second semester, six hours a week. 4 units.

**105. Food Preparation and Menu Making.** Food is prepared in order to illustrate the principles of menu making.

Second year, first semester, six hours a week. 3 units.

**108. 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.

Elective for qualified third year students.

Second semester, three hours a week. 3 units.

**107. Home Management and Housewifery.** Consideration is given to the economics of the home, standards of living, budgeting of the income, the relation of the home to the community, care of the house, and use of household conveniences.

Elective for qualified third year students with the consent of the head of the department.

Second year, first semester, three hours a week. 3 units.

**202. 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 a week. 3 units.

**200. Child Health and Care. Public Health and Sanitation.** This course deals with the care and health of the child through the prenatal period, infancy, pre-school age, school age, and adolescence. Time equivalent to one semester hour unit will be devoted to a course in public health problems and home sanitation.

Elective, open to third year students by arrangement with the head of the department.

Third year, either semester, three hours a week. 3 units.

**111, 112. Methods and Teaching in Home Economics.** All students enrolled in the Home Economics Curriculum are required to teach home economics one year in the training schools under the direction of a supervisor. Combined with this work is a study of curriculums, methods, and problems in equipment.

Second year, both semesters, five hours a week. 5 units.

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## INDUSTRIAL ARTS

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**Mr. Clark, Mr. Fairbanks, Mr. Barry**

The courses in industrial arts are offered with the purpose of giving teachers a general knowledge of the subject as taught in our public schools. The completion of certain of these courses as a part of the special curriculum in manual arts is requisite to a special certificate to teach manual training and related shop subjects in the public schools. 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.

**Ind. Arts 100. Bench Woodwork 1.** A course for beginning students and special students in the kindergarten-primary curriculum. Fundamental tool processes; design and construction of small projects for the home and school; toy construction; study of materials and their adaptation to construction uses.

Mr. Clark.

First year, either semester, five hours per week. 3 units.

**110. Bench Woodwork 2.** Designing and making problems suited to manual training courses with methods of presenting the problems in the elementary schools. Simple finishes; type constructions. Prerequisite; Ind. Arts 100, or may be taken by mature students who have some ability and training in the use of woodworking tools.

Mr. Clark.

First year, either semester, five hours per week. 3 units.

**101. Case and Cabinet Construction.** A study of design; period furniture; essential joints; panels; filaments; finishes and values through articles constructed. A part of the course will be devoted to school equipment. Prerequisite: Ind. Arts 110, or manual training work taken in the high school, or other equivalent satisfactory to the department.

Mr. Clark.

First year, first semester, five hours a week. 3 units.

**102. Wood Turning.** A study of lathe and lathe tools; jigs; woods for turning; other materials adaptable to the wood lathe; turning spindles; exercises in chucking and face plate work. Prerequisite: Ind. Arts 110 or equivalent. Text: Milton and Wahlers, Wood Turning.

Mr. Clark.

First year, second semester, five hours a week. 3 units.

**104. Carpentry.** Discussion of foundations and forms. Practices in framing; application of the steel square; exterior and interior finish; estimates of quantities of

materials and costs; plans, specifications, and details.

Mr. Clark.

Second year, second semester, four hours per week. 3 units.

**150. Agricultural Mechanics.** A course designed to meet the needs of students of agriculture and farm management, comprising study and construction of small farm buildings; poultry, dairy, apiary, and farm house equipment. Apparatus for orchard and garden. Repair of harness and machinery. Introduction to concrete. Text: Robert H. Smith, Agricultural Mechanics.

Mr. Clark.

Second year, either semester, five hours a week. 3 units.

**114. Shop Courses and Practices.** Lecture series on shop equipment, course of study, and methods of presentation of problems. Students are to gather and compile data on materials, tools, shop furniture; make shop layouts. General review of manual arts work with reference to actual shop practices.

Mr. Clark.

Second year, second semester, three hours a week. 3 units.

**200. Pattern Making.** A course to include construction of simple patterns and cores and a study of the principles of pattern making and its relation to foundry practice. Text: Hanley. Wood Pattern Making; Wilcox, Notebook for Wood Pattern Making.

Mr. Clark.

Third year, either semester, five hours a week. 3 units

**230. Organization and Administration of Industrial Arts.** Classification of manual arts and vocations. Organization of material and its value as well as method of presentation. Classification of tools, tool operations, and projects. Planning of courses from fifth grade through high school. Reading reports and discussion of the theory and practice of manual training in education. Text: Homer J. Smith, Industrial Education. Prerequisite: fifteen



hours manual arts or senior college standing.

Mr. Clark.

Fourth year, either semester, three hours a week. 3 units.

**120. Mechanical Drawing 1.** An elementary course in volving free-hand lettering, orthographic projection, cabinet and isometric projection.

Mr. Fairbanks.

First year, either semester, five hours a week. 3 units.

**130. Mechanical Drawing 2.** An elective course covering sections, intersections, and machine drawing, with shading and technic emphasized. Prerequisite: Ind. Arts 120 or equivalent.

Mr. Fairbanks.

Second year, either semester, five hours a week. 3 units.

**106. Sheet Metal Work.** 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.

Mr. Fairbanks.

First year, second semester, five hours a week. 3 units.

**140. Machine Shop.** The student is given the fundamental principles of machine shop work which involves a study of materials, shop mathematics, shop 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.

Mr. Fairbanks.

Second year, either semester, five hours a week. 3 units.

**105. Forge and Foundry Practice.** The class makes a series of simple forgings which are selected to cover the fundamental principles. Part of the work consists of a study

of foundry and cupola management and heat treatment of steel.

Mr. Fairbanks.

Second year, first semester, five hours a week. 3 units.

**103. Architectural Drawing.** A course involving perspective and plans with details of construction.

Mr. Fairbanks.

Second year, first semester, five hours a week. 3 units.

**210. Machine Design.** This course covers the elementary design of gears and cams and includes problems in combined mechanism and designs for strength.

Mr. Fairbanks.

Third year, either semester, five hours a week. 3 units.

**222. Tool Making.** A course in machine shop and forge shop involving the design and construction of tools for accurate production of interchangeable parts.

Mr. Fairbanks.

Third year, second semester, five hours a week. 3 units.

**115, 116. Methods and Teaching.** Every student enrolled in the special curriculum in manual arts is required to teach manual training for one year under supervision in the elementary and junior high school grades in the training schools. This work is accompanied by a suitable study of the methods involved.

Mr. Clark, Mr. Fairbanks.

Second year, two semesters, five hours a week. 5 units.

**Special Recommendation.** Students enrolled in the Standard Teachers' Curriculum may elect five hours per week or three units each semester in the above courses, and, upon completion of twelve units of this work, may be recommended at graduation to teach manual training in elementary grades and junior high schools. One semester or three units of the twelve specified must be in 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 required in addition to the regular kindergarten subjects.

**Kindergarten 101. 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 a week. 1:20. 3 units.

**102. 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 a week. 2:20. 3 units.

**103. 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; story telling with a review of the great folk, fairy, animal, and fun stories; and a study of the fundamental principles in the choice of stories. The course further includes a study of poems in appropriate musical settings, rhythms, and games. Text: MacClintock, Literature in the Elementary School. May be taken as an elective by students in the standard curriculum. Class limited to thirty members.

First year, first semester, three hours a week. 3:20. 3 units.

**104. 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.

Second year, second semester, 3 hours a week. 1:20. 3 units.

**105. 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, 3 hours a week. 2:20. 3 units.

**106. Kindergarten-Primary Curriculum.** A study of subject matter for these grades, with methods of presentation; making of programs and keeping of records; hous-

ing 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, 3 hours a week. 3:20. 3 units.

**107. Primary Methods.** This course deals with various theories of education and pedagogical processes in their relation to the primary school. A comparative study is made of the various methods growing out of the above theories. Some consideration is given to the application of special methods to the various primary school subjects with special reference to the unification of the work of the primary school.

Mrs. Empey.

Second year, first semester, three hours per week. 3 units.

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## LANGUAGES

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**Miss Wilson**

One of the ways by which nations may come to understand each other is through an understanding of the language which opens the way to an understanding of customs and philosophy. Arizona has a complicated problem in its foreign population, the solving of which requires much sympathy and understanding of the other fellow's point of view. A broader and more extensive dissemination of the knowledge of the Spanish language will surely go far toward the desired solution. The following courses are offered in this department.

**Spanish 101, 102. Beginner's College Spanish.** Thorough preparation in pronunciation and principles of grammar.

Reading of Hills and Cano's *Cuentos y Leyendas*, Zaragueta, and *El Capitan Veneno*. Text: Hills and Ford's *First Spanish Course*.

Two semesters, five hours a week. 3 units each semester.

**Span. 103, 104. Intermediate Spanish.** Prerequisite: two years of high school Spanish or one year of college Spanish. Special attention is given to pronunciation and composition, and Spanish is the language of the classroom. Reading of such books as *El Trovador*, *Romero Navarro's Historia de Espana*, *La Navidad en las Montanas*, *Marienela*, *La Hermana San Sulpicio*, *Dona Clarines*, and *Contigo Pan y Cebolla*. Collateral reading and reports.

Two semesters, three hours a week. 3 units each semester.

**Span. 201, 202. Advanced Spanish.** The work of the first semester is devoted to story-telling and reading such books as *Pedro Sanchez*, *Pascual Lopez*, *El Gran Galeoto*, *Dona Perfecta*, and *La Barraca*. The second semester is given over to a study of South American literature, using such books as *House and Castillo's Compendio de Historia Americana*, *Wilkin's Antologia de Cuentos Americanos*, *Amalia*, *Wast's La Casa de los Cuervos*, *Martin Rivas*.

Two semesters, three hours a week. 3 units each semester.

**Span. 203. Spanish Classical Prose.** Prerequisite, Span. 201 and 202. 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 a week. 3 units.

**Span. 204. Advanced Composition.** This course includes a review of grammar, using *Ramsey's Spanish Grammar* and *Cool's Composition*. Prerequisite: Span. 201 and 202.

Second semester, three hours a week. 3 units.

**Latin 101, 102. Cicero.** A course in Cicero may be elected by those who have had at least two years of Latin in the high school.

Two semesters, three hours a week. 3 units each semester.

**MATHEMATICS**

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**Mr. Waltz**

**Mathematics 100. Teacher Training Course.** A course designed to give the prospective teacher a thorough mastery of the subject matter of arithmetic, with a knowledge of new methods and the practical application of the principles of educational psychology to the teaching of arithmetic. The following points are studied carefully: arithmetical processes and problems; history and development of subject matter; principles and methods of teaching arithmetic; administration of standard tests and critical examination and comparison of old and new texts. Required of all students in the standard two year curriculum.

First year, either semester, three hours a week. 3 units.

**110. College Algebra.** Prerequisite: elementary and advanced high school algebra.

Either semester, three hours a week. 3 units.

**120. Plane and Spherical Trigonometry.** Students electing this course should have taken advanced high school algebra and geometry.

Either semester, three hours a week. 3 units.

**130. Analytical Geometry.** Prerequisite, Math. 120.

Either semester, three hours a week. 3 units.

**140. Calculus.** A general course in differential and integral calculus with applications. Prerequisite, Math. 130.

Either semester, three hours a week. 3 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; 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.

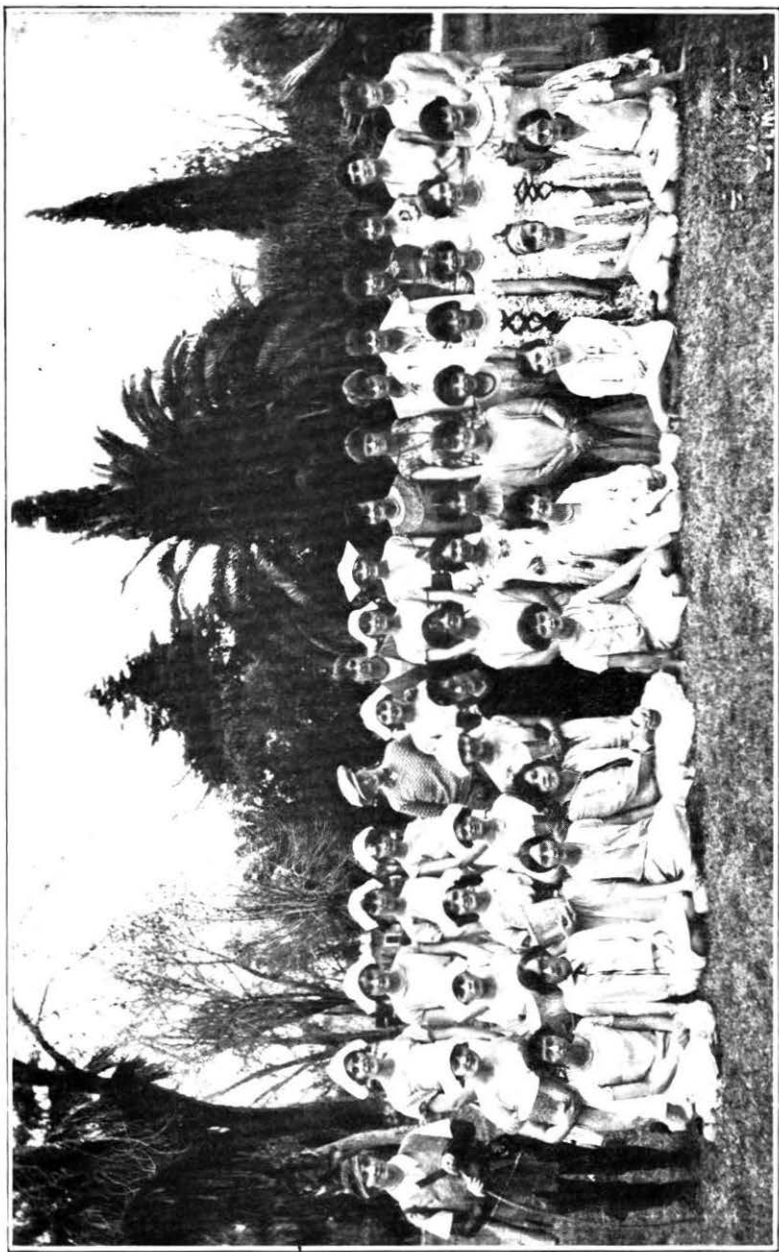
**Music. 100. Sight Singing.** This course includes the study of musical notation, scales, rhythmic types, musical terms, syllable singing, part singing and appreciation. Although designed primarily for grade teachers, this course and Music 101 are equally valuable for students of voice, piano or orchestral instruments.

First year, either semester, five hours per week. 3 units.

**Music 101. Ear-training.** This course, which includes melody writing, is essential to all vocal as well as instrumental students, whether or not they continue with harmony. It aims to develop through the hearing of music a sensitiveness to all rhythmic and tonal possibilities of music. The appeal is always to the ear first, then the expression through the voice, keyboard and writing follows.

First year first semester only, five hours per week. 3 units





Girls' Glee Club—College Day Chorus

**Music 102. Harmony.** A practical course, which, together with Music 101, is designed for students who have already received some musical training, and who desire particularly strong preparation in the subject.

First year, second semester, five hours per week. 3 units.

**Music 111, 112. 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 teaching. 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. 3 units.

**Music 151. 152. Girls' Glee Club.**

First and second years, both semesters, two hours per week,  $\frac{1}{2}$  unit each semester.

**Music 153, 154. Men's Glee Club.** Those who are musically inclined will greatly enjoy the work of the glee clubs. This work 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

First and second years, both semesters, two hours per week.  $\frac{1}{2}$  unit each semester.

**Music 161, 162. 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 furnishes music for various public events which occur upon the campus.

First and second years, both semesters, two hours per week,  $\frac{1}{2}$  unit each semester.

**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.

**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, such private 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 in charge of the work in music.



## PHYSIOLOGY

**Mr. Irish**

**Physiology 100. Human Physiology.** The work in this course is designed to meet the requirements of those who may teach physiology in the elementary schools or who desire a foundation for more extended work in hygiene, health education, or physical education. 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. 3 units.



## SOCIAL SCIENCE

**Mr. Murdock; Mr. Waltz**

**Social Science 100. Constitutional Government.** This course covers the essentials pertaining to our national government and to that of Arizona. It meets the requirements of the state law on the study of the national and

state constitutions. While this course is offered as an elective, either this or the Brief Course offered below, (Social Science 110), 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. 3 units.

**110. Brief Course in Constitutional Government.** A brief course covering the same ground as indicated above is offered for the benefit of those students who wish to take their elective 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 required by Soc. Sci. 100. A fee of one dollar will be charged students in this course to cover the cost of materials.

Either semester, two hours per week. 1 unit.

**111. 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. 3 units.

**112. Principles of Economics.** An introductory study of economics. Elementary concepts are emphasized. Terminology and definitions are stressed. Economic problems in English and American history are used to illustrate the subject matter.

Elective, second semester, three hours per week. 3 units.

**201. American Constitutional History.** A course in constitutional history well follows a study of constitutional government, as the two are closely related. In this course, American history is carefully surveyed for judicial deci-

sions, 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. Prerequisite, Soc. Sci. 100.

Required of upper division students. Not open to lower division students.

First semester, three hours per week. 3 units.

**202. 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 increasing taxation accompanying the expanding functions of government makes this field both vital and interesting.

Elective. Open to upper division students only.

Second semester, three hours per week. 3 units.

**203. 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.

Elective. Open to upper division students only.

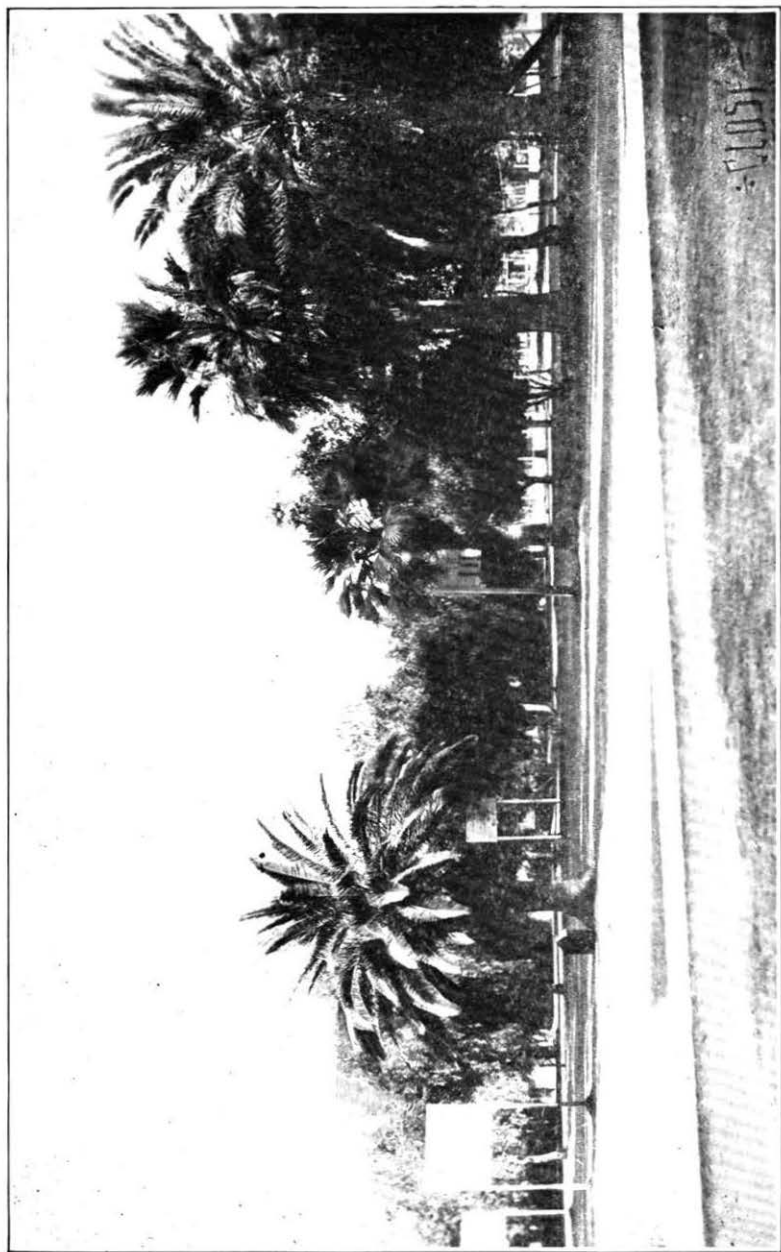
First semester, three hours per week. 3 units.

**204. Insurance.** A practical course covering both main phases of insurance life and property insurance. Only a little attention is given to historic beginnings, but considerable attention to the remarkable recent development of the insurance business. The chief concern is with the kind and nature of policies, legal conditions, and end of insurance. Prerequisite, Soc. Sci. 112.

Elective for upper division students only.

Second semester, three hours per week. 3 units.

**206. American Diplomacy.** Few good Americans are well



The Playground, Campus Training School

informed on the foreign relations of their own country. In the past such relations were not an important part of current political discussion. That day is past. Especially should teachers know the real contributions of the United States to a better international world order. This course stresses the old and new types of diplomacy, the origin and evolution of the Monroe doctrine, the hegemony of the United States on the American continents, the "Open Door" policy in the Orient, the rise of economic imperialism, and the League of Nations and the World Court. Prerequisite: Soc. Sci. 100.

Elective for upper division students only.  
Second semester, three hours per week.                      3 units.

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## PHYSICAL EDUCATION FOR WOMEN

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Miss Hayden; Miss Murphy

The work in physical education is required of all young women throughout the two year curriculum. The primary aim of the work is the physical well-being of the student, maintained through regular out door activities. A secondary objective is the arousing of interest in group games, major team games, folk dancing, and rhythm work, to the end that the Teachers College graduate may go to her future work of teaching, well equipped to undertake playground supervision with an adequate knowledge of methods to be used and objectives to be attained, and with due regard for the significance of this all important phase of school work.

Careful attention is given to the correct physical development of the students themselves. Every young woman registering for the work is given a thorough examination with a view to prescribing for the corrective work adapted to individual needs. Schematograph pro-

files are taken from time to time and these are preserved and compared in order that the student may note her progress in the rectification of defects of posture.

For the information of prospective students, a brief discussion is given below of the main activities included in the prescribed and elective courses.

**Folk Dancing.** A six weeks course forms an integral part of the required work in the first year. The work is elementary in character and forms the basis for actual practice teaching of this subject by students in their second year who are assigned to the instruction of classes in the training schools.

In the second year, a suitable proportion of time is devoted to advanced folk dancing including clogging, American and English country dances, and dances for special occasions.

**Playground Games.** The first year courses include instruction in a great variety of games suitable for use on the playground of the elementary school. With this experience as a foundation, the second year includes three weeks practical experience in supervision of the playground activities of the training schools both in town and in the rural districts.

**Baseball.** All first year women are given six weeks training in this all-American sport. Three or four diamonds on the campus are in use every afternoon during the season devoted to this game. A healthy interest is aroused by the organization of inter-section and inter-class games which are always a source of much spirited rivalry.

**Speedball.** This activity is not only a splendid game for women of college age, but it is rapidly gaining favor as a suitable sport in the upper grades and the junior high school. Speedball has largely displaced basketball in the



courses for women, being equally attractive, adapted to larger groups of players, and freer from the objectionable features generally charged against basketball, such as long sustained individual effort on the part of comparatively few players.

**Volleyball.** Instruction in this game is made a part of the training course during the fall and spring. This is a remarkably fine group game and is easily adapted to varying numbers of players and to players of various ages. It is particularly well adapted to the elementary school playground. The courts laid out on the College campus are well shaded and inviting, and in these favorable surroundings, the young women become enthusiastic over the spirited contests held in the early fall.

**Tennis.** A semester of work in tennis forms a part of the regular program for second year women. This activity is particularly valuable for the reason that it not only affords a highly satisfactory form of recreation during college years, but continues to be a fascinating avocation in the years after graduation.

**Hockey.** This major team game is being introduced this year for the first time and is open only to those enrolled in the second year courses. This fine winter sport, so long a feature of athletic work in eastern colleges, is rapidly gaining favor in the west, and is being extended to the playground of the elementary school.

**Archery.** Instruction in archery will be given primarily for those students who are unable to undertake the more strenuous forms of exercise. This work will also be open to a limited number of second year students who specially desire the instruction.

**Hiking.** The climate of this section of Arizona is particularly well adapted to this form of exercise. **A Girls' Hiking Club**, organized two years ago, and open to all

young women, has now a membership of nearly a hundred. As a requirement for membership, each girl must "hike" a minimum of twenty five miles each quarter. The weekly hikes are conducted in a strictly orderly manner in large groups, under the direction of a leader and pace-maker. Members not only gain the direct physical benefits of sustained walking at a brisk pace, but acquire valuable training in organization, discipline, and leadership. Once a month during the year, the entire club participates in a ten mile breakfast hike, and one week end in each year is devoted to a camping trip to which the members look forward as a red letter occasion.

**Campfire Guardians.** An elective course is offered each year to those young women of the second year class who are specially interested in Campfire work or who wish to qualify as Campfire Guardians. This course is under the immediate supervision and instruction of an authorized Guardian commissioned by the National Headquarters of Campfire Girls of America, and thoroughly covers the aims, objectives and methods of the Campfire movement. The work is planned to qualify normal senior students as Campfire Guardians, prepared to organize and conduct the work of girls' campfire groups in the communities into which they may go as teachers in the public schools. Two active Campfire groups maintained among the pupils of the training schools, serve to provide practical experience for prospective Campfire Guardians in all phases of this important community service.

**Scope of courses offered.** The outlines given below will indicate the scope and character of the courses offered at present in this department.

**Phys. Educ. 101, 102.** A year of work including elementary folk dancing, and rhythm work, playground games, national badge tests, group games, major team games, and general preparation for the work of playground super-

vision. Students who are excused from active work by physician's certificate will be assigned suitable work in observation and text-book study in order to acquire the fundamental principles involved.

Required of all first year women.

First year, first and second semester, two hours per week.  
1 unit each semester.

**Phys. Educ. 103, 104.** A second year of training including advanced folk dancing, major team games, practical work in teaching physical education in the training schools and in playground supervision. Suitable work will be assigned to those who are excused from active participation because of physical difficulties.

Required of all second year women.

Second year, first and second semester, two hours a week.  
 $\frac{1}{2}$  unit each semester.

**Phys. Educ. 120. Elective Course. Theory.** Theory and practice of teaching major games; folk dancing for elementary grades; organization of a physical education program; hygiene. Limited to second year women who have shown special ability in physical education during the first year courses and who wish to specialize in this line of work.

Elective. Either semester, Three hours a week. 3 units.

## PHYSICAL EDUCATION FOR MEN

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### Mr. McCreary

The required courses in physical education for men provide a minimum amount of physical exercise per week but the main objective is the preparation of the men to supervise intelligently the courses of physical and health education, playground games, and athletic program in the schools of elementary and junior high school grade

As the extra-curricular athletic activities of the college are under the immediate direction of the head of this department, a very desirable and valuable correlation is established between the required courses and the performance of the selected groups of those men who are found to be qualified to enter inter-scholastic contests. Although the privilege of placing on college teams is necessarily limited to selected groups, every man has an opportunity for actual experience in all forms of competitive athletics in following the program of the required courses, and every man is encouraged to develop whatever native ability he may possess in this line. Suitable scholarship requirements insure that participation in the intensive training which of necessity is required of those who are permitted to represent the student body in field and track athletics shall not operate to the detriment of satisfactory accomplishment in the academic work of the curriculum.

The new athletic field with its complement of showers and dressing rooms affords ample space and suitable facilities for carrying out programs of extra curricular athletics as well as the accommodation of the scheduled work of the required and elective courses.

**Phys. Educ. 111, 112. First Year Course.** The subject matter covered includes the fundamentals of games and drill. All are required to take part in the playing and presentation of games, and to become familiar with the rules governing them. A course in Boy Scout leadership is made a part of the year's work. In addition to the two hours of class work, one hour of outside preparation each week is expected in order to gain the credit assigned to the course. Each student will provide himself with a gymnasium suit and a pair of substantial basketball shoes, and with a copy of the Handbook for Scout Masters.

First year, both semesters, two hours a week. 1 unit each semester.

**113, 114. Second year Course.** The course is intended to give every member a reasonable amount of physical exercise and, at the same time, to afford additional acquaintance with games that will be useful in future teaching work. Opportunity is given for actual experience in playground supervision in the training schools. Each student will provide himself with a gymnasium suit and a pair of basketball shoes.

Second year, both semesters, two hours a week.  $\frac{1}{2}$  unit each semester.

**130. Coaching Course.** The course covers the theory of coaching the four major sports, football, basketball, baseball, and track athletics together with a study of physical education methods and their application to the needs of this state of Arizona. All members of the class are required to conduct classes in physical education and to coach group games. The individual equipment needed includes a notebook, rule books in football, basketball, baseball and track, and the text: Griffith, *The Psychology of Coaching*.

Elective open to all men above the first year.  
Either semester, three hours a week. 3 units.

## COLLEGE 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 col-

lege 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 1:30 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 about 4,000 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.

## LYCEUM COURSE

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The college yearly presents a lyceum course of five or six of the best musical, dramatic, and lecture numbers which can be obtained. Admission to the entire course is free to regularly enrolled students of the college. Season tickets may be obtained by non-members of the student body for the nominal sum of \$2.50. Bookings for the past year included the Glee Club of the University of Arizona, Edna Swanson Ver Harr, the noted contralto, Gay McLaren, internationally known as a reader, Lew Sarette, "The Poet of the Wilderness," Cecil Arden, contralto of the Metropolitan Grand Opera Company. For the coming year, the play "Three Wise Fools" will head a course which promises to maintain the standard of excellence of past years.



## THE ALUMNI ASSOCIATION

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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 1927, the association now numbers 2,357 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 parts of the state, of **local Alumni Clubs**, each of which is formed by the authority and under the leadership of the Alumni Association, from which it receives its charter. This plan of organization insures the close affiliation of the local clubs with the parent association and tends to secure 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 promotion of the interests of Tempe Teachers College, its student body, and of education in general. Alumni clubs have already been organized at Bisbee, Douglas, Casa Grande, Phoenix, Globe, and Miami, and it is the hope of the present executive board that, in the near future similar clubs will be formed in other communities throughout the state in response to the applications of enthusiastic groups of loyal graduates.

**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 5, 1928.

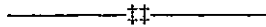


## The Endowment Fund

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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 \$6,000 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 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 part or all of their expenses thus far, not only through their college course, but through the preparatory high school as well.



### Alumni Register

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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 the office of the Alumni Association a notice of every change in name or postoffice address.

Correspondence relating to change of address or other Alumni business should be addressed to

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

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## STUDENT ORGANIZATIONS

Among the extra curricular activities of the student body, there are numerous organizations which minister in a commendable manner to the social side of college life and at the same time afford opportunity for those so inclined to engage in group work along avocational lines or in fields which are distinctly supplementary to the academic work of the curriculum. Membership in these organizations is entirely voluntary and as a rule is by invitation. Advisers chosen from among the faculty members meet with and work with these groups, and out of this customary arrangement has developed a very satisfactory form of cooperation which is a notable source of pleasure and of mutual understanding and good will between faculty and students.

**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, with the advent of the Tempe State



"As You Like It"—College Day

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 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 moulding 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.** One of the oldest organizations for young women on the campus is Kalakagathia. Originally organized as a literary society, in 1917 the members, recognizing a growing need for trained leaders of girls' activities outside the classroom, applied for and received a charter from the National Camp Fire Girls of America. Since that date the major line of study has been directed toward Camp Fire leadership, and each year some of its members organize and serve as guardians for Camp Fire groups in the communities into which they go. Due to the fact that other facilities for the study of Camp Fire activities are now offered under the auspices of the Department of Physical Education to young women especially interested in that work, it is possible that in the future, certain modifications

may be made in the emphasis which Kalakagathia has placed upon this special line of work.

An annual camping trip is a regular part of the work of Kalakagathia Camp Fire. In addition, short hikes, council fires, and social gatherings add variety and interest to the program of the year.

During the year, 1921-1922, the Kalakagathians erected upon the campus a beautiful fireplace which has now become the customary center for the regular Camp Fire activities of the Council.

An important and exceedingly pleasant feature of the year's program is the reception given to Alumni members which is always held at the fireplace on Alumni day of Commencement Week. All old Kalakagathians are cordially urged to return for this event, thus renewing old ties and making new friends from among our present membership.

**The Zetetic Society.** A literary and social club composed of twenty-five young women, devoted to extemporaneous speaking, story telling, and the drama. Many plays have been given by the members, including those of Maeterlinck, Lord Dunsany, Anatole France and Jane Dransfield. Original plays are created and produced when suitable. An annual camping trip is enjoyed, several days being spent at a wooded island in the Verde river.

**Clionian Literary Society** is one of the oldest societies for women on the campus. Membership is limited annually to twenty-five women of high scholastic standing.

The study of art, literature and music is taken up at the regular weekly meetings. This last year has been devoted to the study of the short story and operas. The operas are illustrated and enriched by the excellent records furnished by the Music Department.

Besides the serious side, there are picnics at the "Clionian Rendezvous," swimming parties, dinners, initiations, and the camping trip on the Verde River.

An important and pleasing feature closing the year's program is the tea to Alumni Members held during Commencement Week. All Clionians are cordially urged to return for this event and enjoy a good visit with old "sisters" and new.

**Philomathian Society**, consisting of twenty-five young women, was organized in 1920 for the purpose of studying literature and promoting sociability among the members. The literary program has been devoted to the drama, many old and new plays having been read and analyzed. Every year a public performance of some worthwhile play is presented before the student assembly.

**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 the year 1925, when the Greek initial letters were adopted. An extensive program comprising the study of selected operas and their composers is usually followed during the first semester of the year. The program is enriched by the use of musical records. The representative plays of contemporary authors afford profitable study in the latter half of the college year. The social aspects of campus life find expression through social activities. Many are the desert picnics, athletic meets, initiation parties, and formal affairs of the Lambda Kappa year. Especially enjoyable are those which foster a cooperative spirit among the several campus organizations.

**Phi Beta Epsilon**. The Phi Beta Epsilon society, organized in 1922, is a group of twenty-five young women of the college who meet weekly for literary study com

bined with social and athletic activities. A high standard of scholarship is requisite to active membership. During the year, the group studied several of the modern play successes together with Shakespeare's "Two Gentlemen of Verona," and other literary works. On the social side, the society has greatly enjoyed picnics, outings, bridge parties, and athletic meets, and particularly the formal initiation dinner at the San Marcos in the fall and the annual week-end camping trip on the Verde River in early May.

**Los Hidalgos del Desierto** is a club open both to women and to men to promote an interest in things Spanish. There were illustrated lectures on Barcelona, Zaragoza, Madrid, Cordova, Sevilla, and discussion of one act plays. In April, there was a special celebration in honor of Cervantes. The program presented before the assembly consisted of the play, *El Si de las Ninas Modernas* and the favorite songs and dances of the Spaniards. The hikes and picnics, especially the initiation in the desert are red-letter days in the life of los Hidalgos.

**The Pierian Society** was organized in 1925 for the purpose of studying art, literature, and music and broadening the social interests of the members. This year, Christopher Morley's *The Rehearsal* was given in the assembly. The programs were devoted to a study of the plays of Los Quinteros, Lord Dunsany, Lady Gregory, Wilde, Drinkwater, and Moody. The annual camping trip to Cave Creek is a source of great pleasure and enjoyment.

**Lambda Phi Sigma** is an educational scholarship organization for men established in 1925. In its motto, "Leadership, Fellowship, and Scholarship," the purposes and ideals of the association are made clear. A high standard of scholarship is a prerequisite to membership and this

high standard must be maintained by the members if they wish to remain active. This organization makes a study of the vital problems concerning the nation and the individual. In 1927, the work centered around a study of the National Constitution. In addition to this more serious side of the work, the organization makes ample provision for the social life of its members. The formal initiation, banquets, and dances form a part of the activities of the members.

**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 general 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 Apache Trail, Roosevelt Dam, Tonto Ruins, Miami and Superior mines and smelters, the Thompson Desert Arboretum at Superior, Canyon Lake, and Horse Mesa Dam. A series of lectures on geographic subjects was given during the year by members and by such eminent authorities as Dr. Bruno Dietrich of Breslau University, Germany, and Dr. Wm. Davis of Harvard. Alumni members have this year organized a State Geographic society with the advancement of Geography in Arizona as their general objective.

**The Timakaena 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 Timakaena are held each Wednesday at the luncheon hour. The name is an Indian phrase meaning, "Living Close to Mother Earth". The purpose of the society is to promote the study and appreciation of nature. The membership will be limited to twenty-five.

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

**The Wallflower Club.** All dancing parties given by the students are under the auspices and subject to the management of a student organization known as the Wallflower Club. All students and faculty members are eligible to membership in this organization. Its affairs are regulated by an executive committee composed of one member of the faculty, who acts in an advisory capacity, and three students. The guest list is subject to the approval of the head residents of the girl's 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.

**Beta Delta.** 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. Last year the club was again reorganized as a literary society, and the name, Beta Delta, was adopted as a permanent title.

**The Froebel Club.** This new club was formally approved and received by the faculty on March 8, 1927. The membership is made up of juniors and Normal seniors enrolled in the special kindergarten-primary curriculum. The Froebel Club stands for sociability, scholarship, and a better understanding of pre school aims in public education. The club will sponsor a "get-together" party of all the graduates of the Kindergarten Department and other kindergartners teaching in the vicinity at the beginning of each school year, and will provide a special society program each month. Twenty-two members are actively enrolled with Miss Brown as faculty adviser.

**The Industrial Club** was organized in February 1927, by the young men who are interested in Industrial Arts, for the purpose of studying the major industries. This is carried out by two methods: lectures from men interested in this line of work, and trips to the various industrial plants throughout the state. This organization gives promise of playing a very active part in the development of more interest in our campus and buildings.

The qualifications for membership in this organization are the same as those required by the other societies of the campus.

**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.

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.

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### TEACHERS' EMPLOYMENT BUREAU

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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.

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### FUNDS FOR THE ASSISTANCE OF STUDENTS

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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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### P R I Z E S

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**The Moeur medal** for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the graduate of the two year curriculum 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 College students.

**The Moeur pin**, also offered by Dr. B. B. Moeur, is awarded to the two year graduate who is considered the best teacher in all respects; teaching in the training school, professional spirit shown and work done in professional courses. The student must have attended the Tempe Teachers College for at least two years, and the work for which the pin is awarded must have been completed within the two years directly preceding the graduation. The winning of this pin is one of the highest recommendations that a student may secure from the professional standpoint.

**The Harvard Club** of Arizona offers to the second year students of the college a medal for the best essay on some topic connected with Arizona. The subject-matter, as well as the treatment, must be original. Competition for this medal has resulted in much research work and the production of many valuable and interesting essays on Arizona.

**Matley Medals in Commerce.** The Matley Medal for scholarship offered by Welcome B. Matley of Tempe is awarded annually at Commencement time to the student graduating from the two-year Special Curriculum 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.

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

**The George M. Frizzell Medal.** A medal for scholarship, to be awarded annually, is offered by Mrs. Min-

nie 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.

**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, 1927

|                                      |                                     |              |
|--------------------------------------|-------------------------------------|--------------|
| College-----                         | { Men -----104<br>Women -----517 }  | Total ---621 |
| Training School--                    | { Boys -----403<br>Girls -----416 } | Total ---819 |
| Total Registration for the year----- |                                     | 1440         |

### SUMMARY OF GRADUATES

|                                |      |
|--------------------------------|------|
| Prior to class of 1927-----    | 2128 |
| Class of 1927 -----            | 243  |
| Total number of graduates----- | 2371 |

# REGISTER FOR 1926-27

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Adams, Elizabeth ---Scottsdale  
 Adams, Oma ---Phoenix  
 Alexander, Bertie H. ---Bonita  
 Alexander, Margery ---Phoenix  
 Alexander, Sadie ---Tempe  
 Alexander, Thelma ---Douglas  
 Allen, Emma Mae ---Tucson  
 Allen, Mabel ---Prescott  
 Allen, Vilate ---Mesa  
 Anderson, Earl ---Mesa  
 Arballo, Marfilio ---Nogales  
 Austin, Louise ---Chandler  
 Avery, Sarah ---Phoenix  
 Awbrey, Dorothy ---Duncan

Bailey, Geo., San Francisco, Cal.  
 Bainbridge, Stella ---Phoenix  
 Bales, Jane ---Chandler  
 Barber, Alice ---Willcox  
 Barbier, Alice ---Phoenix  
 Barnette, Alice ---Wickenburg  
 Barnett, Avilia ---Globe  
 Barney, James ---Phoenix  
 Barnhill, Leola ---Phoenix  
 Barnhill D. Maud ---Phoenix  
 Barr, Marjorie ---Clifton  
 Barry, John H. Jr. ---Phoenix  
 Barry, Mrs. John H. Jr. ---Phoenix  
 Bartell, Edith ---Ray  
 Bayless, Mrs. Janie ---Chandler  
 Bealey, Alberta ---Phoenix  
 Bearden, Gladys ---Jerome  
 Beardsley, Ruth ---

---Los Angeles, Cal.  
 Beazley, Idell ---Winnfield, Calif.  
 Beck, Mary Adde ---Phoenix  
 Becker, Anna Belle ---Morenci  
 Behrman, Fanny ---Glendale  
 Belch, Shirley Maye ---Douglas  
 Bell, Mary Alice ---Tempe  
 Bellamy, Leonard ---Mesa  
 Benedict, Joe ---Camp Verde  
 Benson, Mary ---Douglas  
 Berg, Lillian ---Mora, Minnesota  
 Biggs, Fred S. ---Mesa  
 Billman, Frances ---Bisbee  
 Birky, Clara ---Illinois  
 Bishop, Meredith ---Scottsdale  
 Blackburn, Lillie H. ---Tempe  
 Blair, Pearl ---Casa Grande  
 Bogart, Rachel ---Canutillo, Tex.  
 Bolding, Mary Lee ---Glendale  
 Boldman, Gertrude ---Tempe  
 Boldman, Hazel ---Tempe  
 Bono, Lena ---Globe  
 Bostrom, Leone ---Tempe  
 Bower, Frances ---Salem, Oregon  
 Bowman, Jesse ---Triplett, Mo.  
 Bowman, R. L. ---Triplett, Mo.  
 Brewster, June ---Buckeye

Brill, Ruth ---Jerome  
 Brillhart, Virginia ---Tempe  
 Brimhall, Elias ---Mesa  
 Brimhall, Lottie ---Mesa  
 Brittenham, Mary ---Mesa  
 Brewer, Beth ---Mesa  
 Brodie, Dorothy ---Mesa  
 Brogan, Isabel ---Douglas  
 Brooks, Leolia ---Glendale  
 Brooks, Nettie ---Phoenix  
 Brooks, Wilhma ---Hurley, N. M.  
 Brown, Alice ---Phoenix  
 Brown, Harriette ---Phoenix  
 Brownlie, Grace ---Bisbee  
 Bruce, Elizabeth ---Ray  
 Bryan, Winona ---Douglas  
 Bryant, Elton ---Miami  
 Buck, Helen ---Tempe  
 Buehman, Ruth ---Yuma  
 Burgham, Kathleen ---Globe  
 Burleson, Bevette ---Tempe  
 Burrows, Geneva ---Miami  
 Burton, Ray ---Somerton  
 Burum, Edith ---Tempe  
 Burum, Marie ---Tempe  
 Butler, Lyle ---Tucson  
 Byerly, Bess ---Bisbee  
 Brimhall, Hale ---Mesa  
 Benbow, Velma Couch ---Buckeye

Callahan, Nevetta ---Gilbert  
 Campbell, Gertrude ---Willcox  
 Cardon, Dora ---Mesa  
 Carlisle, Orena ---Bisbee  
 Carr, Charlotte ---Tempe  
 Carr, Edward ---Tempe  
 Carr, Margaret ---Tempe  
 Carter, Clay Dean ---Kirkland  
 Carter, Elizabeth ---Kirkland  
 Cate, Kathleen ---Phoenix  
 Cerney, Mary ---Mesa  
 Chamberlaine, Jeanne ---Tucson  
 Charlebois, June ---Phoenix  
 Charon, Mildred ---Phoenix  
 Chilton, Grace ---Clifton  
 Christy, W. B. ---Tempe  
 Clark, Dorothy Lee ---Phoenix  
 Clark, Alice ---Galesburg, Ill.  
 Clark, Kenneth ---Tempe  
 Clark, Jessie ---Mesa  
 Clements, Leonard ---Globe  
 Cleveland, Helen ---Phoenix  
 Clifford, Wilma ---Safford  
 Clingan, Mrs. Bert ---Phoenix  
 Cochrane, Dorothy ---Globe  
 Cocke, Harold ---Willcox  
 Coffman, Roy ---Chandler  
 Collins, Mary ---Westerly, R. I.  
 Connelly, Barbara ---Upland, Ind.  
 Cook, Lena ---Phoenix



|                                  |                     |                           |                     |
|----------------------------------|---------------------|---------------------------|---------------------|
| Cook, Madelena -----             | Phoenix             | Frost, Charles -----      | Illinois            |
| Cooke, Leta -----                | Mesa                | Fuller, George -----      | Pine                |
| Corcoran, Mrs. Alice -----       | Phoenix             | Fuller, Orin -----        | Mesa                |
| Cotner, Naoma -----              | Hollywood Cal       | Fuller, Reed -----        | Pine                |
| Couchman, Muriel -----           | Hayden              | Furrey, Mabel -----       | Glendale            |
| Cox, Jessie Hickman -----        | Bonita              | Gandy, Armita -----       | Phoenix             |
| Cox, Marjorie -----              | Warren              | Gardiner, Phoebe -----    | Phoenix             |
| Crismon, Mary -----              | Mesa                | Garrett, Katherine -----  | Douglas             |
| Croci, Angelina -----            | Globe               | Garrett, Sara -----       | Douglas             |
| Crowfoot, Nancy -----            | Morenci             | Garrison, Dora -----      | Tempe               |
| Culbert, Harry -----             | Lowell              | Gates, Elsie -----        | Globe               |
| Cummard, Zena -----              | Mesa                | Gentner, La Verne -----   | San Simon           |
| Dana, Berle -----                | Mesa                | Gerst, Sophie, -----      | Newburyport, Mass,  |
| Dana, Loral -----                | Mesa                | Gibbons, Sophie -----     | Tempe               |
| Dana, Orva -----                 | Mesa                | Gibbs, Louise -----       | Phoenix             |
| Daniel, Virgil -----             | Tempe               | Gieszl, Christine -----   | Gilbert             |
| D'Arcy, Genevieve -----          | Jerome              | Gieszl, Rose -----        | Gilbert             |
| Davis, LaRene -----              | Mesa                | Gilbert, Ruth -----       | Casa Grande         |
| Davis, Myrtle -----              | Prescott            | Gilmore, Charles -----    | Miami               |
| Davis, Ruth -----                | Globe               | Glendenning, Wilma -----  | Glendale            |
| Dawson, Ethel -----              | Douglas             | Goar, Dorothy -----       | Bisbee              |
| DeClercq, Jack -----             | Casa Grande         | Goddard, Delbert -----    | Tempe               |
| Denniston, Helen -----           | Finleyville, Pa.    | Gomez, Mary -----         | Tempe               |
| DeRosier, Logan -----            | Mesa                | Goodrich, Lert -----      | Tempe               |
| De Witt, Wallace -----           | Tempe               | Goodwin, Dorothy -----    | Tempe               |
| DeWolf, Grace -----              | Phoenix             | Goodwin, Louise -----     | Winkelman           |
| Dills, Isabel -----              | Phoenix             | Goodwin, Sadie -----      | Tempe               |
| Doane, Pearl -----               | Phoenix             | Goodykoontz, Olive -----  | Indiana             |
| Douglass, Herma -----            | Phoenix             | Gordon, Mrs. Edith -----  | Idaho               |
| Downing, Bess, Los Angeles, Cal. |                     | Graham, Edna -----        | Miami               |
| Doyle, Marion -----              | Phoenix             | Graham, Nellie -----      | Miami               |
| Drake, Margaret -----            | Phoenix             | Jrants, Alice -----       | Phoenix             |
| Duncan, Helen -----              | Paris, Texas        | Grant, Helen -----        | Lowell              |
| Easley, J. B. -----              | Mesa                | Griffin, Marie -----      | Roxton, Texas       |
| Elsenhart, James -----           | Dos Cabezos         | Griffith, Will -----      | Tempe               |
| Ekstrom, Margaret -----          | Bisbee              | Guile, Helen -----        | Metuchen, N. J.     |
| Ellsworth, Edmund -----          | Mesa                | Haddad, Macrina -----     | Sonora              |
| Ellsworth, Lula -----            | Mesa                | Hakes, Irene -----        | Mesa                |
| England, Cecil -----             | Chandler            | Hall, Lavice -----        | Phoenix             |
| Enriquez, Carmelita -----        | Tempe               | Hall, Mildred -----       | Phoenix             |
| Erickson, Amy -----              | Phoenix             | Hambly, Dena -----        | Hayden              |
| Evans, Anna May -----            | Phoenix             | Hamilton, Viviane -----   | Casa Grande         |
| Evans, Hazel -----               | Valentine, Nebr.    | Hamilton, Wm. -----       | Casa Grande         |
| Evants, Florence -----           | Phoenix             | Hamman, Helen -----       | Los Angeles, Calif. |
| Fant, Ruby -----                 | Scottsdale          | Hanus, Helen -----        | Globe               |
| Farnsworth, Estella -----        | Florence            | Harbison, Doyle -----     | Casa Grande         |
| Farrell, Daniel -----            | Copper Hill         | Hardesty, Dessie -----    | Buckeye             |
| Farrell, Dorothy -----           | Nogales             | Hardestay, Wheeler, ----- | Phoenix             |
| Farrell, Katherine -----         | Copper Hill         | Hardin, Carmelita -----   | Tempe               |
| Farrow, Hazel -----              | Scottsdale          | Harrell, Ruth -----       | Phoenix             |
| Fegley, Maude, Cedar Rapids, Ia. |                     | Harris, Dorothy -----     | Globe               |
| Felton, Beatrice -----           | Grand Rapids, Mich. | Harris, Edith -----       | Prescott            |
| Ferrell, Clara -----             | Phoenix             | Harris, Iola -----        | Jerome              |
| Figueroa, Rupert -----           | Florence            | Harris, Lucille -----     | Hereford            |
| Filissett, Beatrice -----        | Phoenix             | Harris, Virgie -----      | Superior            |
| Fisher, Elizabeth -----          | Warren              | Hastings, Elmer -----     | Mesa                |
| Flaws, Barbara -----             | Medord Mass.        | Hatch, Jenner -----       | Chandler            |
| Fogal, Kathryn -----             | Tempe               | Hatch, Merrell -----      | Chandler            |
| Ford, Rita -----                 | Bisbee              | Hatch, Ruth -----         | Mesa                |
| Foreman, John -----              | Florence            | Hatch, Virginia -----     | Chandler            |
| Frankenberg, Anice -----         | Tempe               | Hayes, Ida -----          | Bisbee              |
| Fraser, Dorothea -----           | Mesa                | Hayes, Jesse -----        | Globe               |
| Freeman, Marian -----            | Phoenix             | Hays, Mary -----          | Willcox             |
| Freestone, Alfred -----          | Gilbert             | Hazen, Ruth -----         | Buckeye             |
| Freestone, Delia -----           | Gilbert             | Heacock, Mary Kate -----  | Santa Ana, Calif.   |
| Fritts, Dora -----               | Willcox             | Heinlein, Elsie -----     | Tucson              |

|                     |                     |                          |                   |
|---------------------|---------------------|--------------------------|-------------------|
| Heinrichs, Buray    | El Paso, Tex.       | Krause, Martha           | Tempe             |
| Henderson, Hazel    | Globe               | Kruft, Mrs. Robert       | W. Va.            |
| Heness, Russell     | Tempe               |                          |                   |
| Herbolich, Anna     | Douglas             | Laird, Minnie            | Tempe             |
| Hernan, Florence    | Phoenix             | Lamb, Pearl              | Miami             |
| Heywood, Gertrude   | Bisbee              | Lambers, Clarissa        | Miami             |
| Hibbert, La Rue     | Mesa                | Lane, Montie             | Livermore, Calif. |
| Hickox, Mary        | Douglas             | Lanford, Mattie          | Norwalk, Calif.   |
| Hill, Ila Hae       | Mesa                | Lanning, Yvonne          | Prescott          |
| Hill, Wanda         | Mesa                | Larison, Carmen          | Douglas           |
| Hodges, Esther      | Warren              | Layton, Elizabeth        | Solomonville      |
| Hodges, Ione        | Bisbee              | Layton, Thelma           | Safford           |
| Hoffert, Gertrude   |                     | Ledford, Loyd            | Fairbank          |
|                     | Woodward, Okla.     | Lee, Margaret            | St. John, Kans.   |
| Hoffman, Imogene    | Williams            | Leonard, Anna            | Winslow           |
| Holaday, Lucille    | Bisbee              | Lewis, Helen Stewart     | Phoenix           |
| Holcomb, Bernal     | Mesa                | Lillywhite, Ethel        | Mesa              |
| Holdren, Floyd      | Chandler            | Lindsey, May             | Phoenix           |
| Holdren, Mildred    | Chandler            | Long, Ella               | Pirtleville       |
| Hopkins, Lydia      | Tempe               | Ludy, Maryann            | Tucson            |
| Horne, Frank        | Mesa                | Landquist, Maybelle      | Willcox           |
| Horne, Leota        | Mesa                | Lunt, Camilla            | Duncan            |
| Horne, Ruth         | Mesa                | Luster, Gwendolyn        | Phoenix           |
| Howell, Frances     | Wickenburg          |                          |                   |
| Howell, Lake        | Snyder, Texas       | McBrien, Laura           | Globe             |
| Howell, Lena        | Glendale            | McCreary, Beulah         | Gilbert           |
| Howell, Leona       | Tucson              | McCreary, Elsie          | Tempe             |
| Howell, Ruth        | Tucson              | McCreight, Elizabeth Ivy |                   |
| Huber, Albert       | Mesa                |                          | Phoenix           |
| Huber, Esther       | Mesa                | McDearmon, Clara         | Tucson            |
| Huber, Mattie       | Mesa                | McDonald, Mary Helen     | Phoenix           |
| Hughes, Marion      | Phoenix             | McEuen, Beulah           | Safford           |
|                     |                     | McEuen, Bonnie           | Safford           |
| Jackson, Mabel      | Miami               | McEuen, Marjorie         | Ft. Thomas        |
| Jenkins, Nina Bell  | Glendale            | McFadden, Catherine      | Douglas           |
| Johannsen, Sophia   | Somerton            | McGraw, Elsie            | Bisbee            |
| Johnson, Alda       | Phoenix             | McLaughlin, Ellora       | Lowell            |
| Johnson, Ruth       | Miami               | McLellan, Gladys         | Phoenix           |
| Jones, Almedia      | Glendale            | McLellan, Marjorie       | Tempe             |
| Jones, Annabelle    | Clarkdale           | McLellan, Sadie          | Phoenix           |
| Jones, Corinne      | Douglas             | McNeley, Lucy            | Phoenix           |
| Jones, Esther       | Prescott            | McNelly, Kathleen        | Globe             |
| Jones, Jessie       | Douglas             | Mack, Mozelle            | Phoenix           |
| Jones, Margaret     | Prescott            | MacKaben, June           | Shelby, Mo.       |
| Jones, Viola        | Mesa                | Marcus, Roberta          | El Paso, Tex.     |
| Jones, Wesley       | Mesa                | Marshall Verling         | Warren            |
| Jordan, Mrs. Love   | Prescott            | Marshall, Winifred       | Bisbee            |
| Jorgenson, Gladys   |                     | Martin, Verna            | Clifton           |
|                     | Cut Bank, Montana   | Martinez, Nellie         | Prescott          |
| Joyce, Ilene        | Tempe               | Mason, Mabel             | Humboldt          |
| Kain, Opal          | Roswell, N. M.      | Mastin, Nellie           | Phoenix           |
| Kartchner, Merle    | Springerville       | Mathis, T. S.            | Calif.            |
| Kauzlarich, George  | Jerome              | Mercer, Arthur           | Phoenix           |
| Kay, Alice          | Phoenix             | Mercer, Mary             | Phoenix           |
| Kay, Georgia        | Phoenix             | Menser, Marjorie         | Tempe             |
| Kershaw, Virginia   | Phoenix             | Meredith, Catherine      | Tempe             |
| Kiebertz, Katherine |                     | Merino, Esther           | Morenci           |
|                     | Los Angeles, Calif. | Merrill, Velma           | Mesa              |
| Kinsman, Myrtle     | Globe               | Michea, Claude           | Florence          |
| Kintsel, Olga       | Phoenix             | Middleton, Alma          | Phoenix           |
| Kirby, Florence     | Hilltop             | Miescher, Emma Lou       | Douglas           |
| Kite, Kathleen      | Tucson              | Miles, Gladys            | Tempe             |
| Kleinman, Frank     | Mesa                | Miescher, Verena         | Douglas           |
| Klostar, Viola      | Phoenix             | Miller, Bertha           | St. David         |
| Knight, Mae Belle   | Phoenix             | Miller, Della            | Tempe             |
| Knolcs, Grace       | Tombstone           | Miller, Lavora           | Miami             |
| Knowles, Alice      | Miami               | Miller, Murle            | Scottsdale        |
| Knudsen, Margaret   | Mesa                | Millet, Mablegene        | Tempe             |
| Koch, Eunice        | Bisbee              | Minson, Mary             | Tempe             |
| Koch, Leona         | Bisbee              | Mitchum, Philetus        | Tempe             |
| Kjellgren, Evelyn   | Hermosa, Cal.       | Moeur, Idella            | Tempe             |

Montierth, Lucille -----Safford  
 Moore, Helen -----Phoenix  
 Moore, Lilla -----Prescott  
 Moore, Nellie -----Willcox  
 Moore, Margaret -----Solomonville  
 Moore, Virginia -----Phoenix  
 Morgan, Dorothy -----Yuma  
 Morris, Florence -----Hayden  
 Morton, Annie Lee -----Ray  
 Mounier, Dolly -----Tucson  
 Morales, Isabel -----Mesa  
 Murdock, Myrtle -----Tempe  
 Murdock, Rachael -----Tempe  
 Musgrove, Maxine -----Tucson  
 Nash, Helen -----Hayden  
 Naud, Genevieve -----Calexico, Calif.  
 Nelson, Johnnie -----Gilbert  
 Nelson, Routh -----Phoenix  
 Nichols, Harold -----Willcox  
 Nicoll, Etta May -----Ripley, Calif.  
 Norcross, Louise -----Miami  
 Nordstrom, Lillian -----Oatman  
 Norton, Evelyn -----Gilbert  
 Nunn, Essie -----Duncan

O'Barr, Alice -----Mesa  
 O'Connor, Lillian -----Venice, Cal.  
 O'Connor, Margaret -----Venice, Cal.  
 Oglesby, Mary -----Phoenix  
 Owen, Elsie -----Higley

Palicio, Teresa -----Clifton  
 Palmer, Edward -----Mesa  
 Pancrazi, Josephine -----Yuma  
 Parker, Emily -----Nogales  
 Parker, Fern -----Douglas  
 Parker, Helen -----Scottsdale  
 Pasley, Wanita -----Mesa  
 Patton, Dorothy -----Globe  
 Pearson, Lucille -----Libertyville Ia.  
 Peninger, Pherne -----Glendale  
 Pepper, Bettie -----Willcox  
 Perkins, Jeff -----Washburn, Mo.  
 Perry, Helen -----Phoenix  
 Perz, Bena -----Lowell  
 Peterson, Clara -----Mesa  
 Peterson, Iva -----Phoenix  
 Peterson, Jessie -----Mesa  
 Peterson, Wilma -----Mesa  
 Pharaoh, Josephine -----Bisbee  
 Phelps, Homer -----Mesa  
 Phelps, Maxine -----Mesa  
 Pierce, Audrey -----Kirkland  
 Filcher, Doris -----Eureka Springs, Ark.

Pine, Virginia -----Gilbert  
 Plummer, Rose -----Tempe  
 Polhemus, Elizabeth -----Miami  
 Pomeroy, Jessie -----Mesa  
 Pomeroy, Theone -----Mesa  
 Powell, Addie -----Willcox  
 Prather, Clifford -----Casa Grande  
 Prather, Gladys -----Bisbee  
 Preston, Grace E. -----Kansas  
 Provence, Mayme -----Tempe  
 Pyle, Virgil -----Tempe

Rais, Julia -----Globe  
 Raley, Paul -----Yucaipa, Calif.  
 Ratcliff, Beulah -----  
 -----Alexandria, Ind.

Ray, Nellie -----Gilbert  
 Redden, Evelyn -----Tempe  
 Reed, Gertrude -----Safford  
 Reed, Virginia -----Douglas  
 Reedy, Bennie Lue -----Hayden  
 Regan, Johanna -----Colo.  
 Rhodes, Eva -----Phoenix  
 Richards, Bertha Roswell, N. M.  
 Riggs, Edwon -----Mesa  
 Riggs, John -----Mesa  
 Riggs, Lyle Alton -----Mesa  
 Roach, Lela -----Peoria  
 Robbins, Nina -----Tempe  
 Roberts, Hazle -----Bisbee  
 Robinson, McFraddie -----Phoenix  
 Roby, Cathryn -----Phoenix  
 Roeser, Dorothy -----Phoenix  
 Rogers, Lois -----Glendale  
 Rollins, Dell -----Mesa  
 Romo, Genevieve -----Ray  
 Rosenblatt, Dora -----Prescott  
 Rountree, Thelma -----Chandler  
 Rouse, Fern -----Hereford  
 Rucker, Mary Ellen -----Phoenix  
 Ruehlen, Gladys -----Tempe  
 Rupperts, Nina -----Phoenix  
 Russell, Harlan -----Gilbert  
 Russell, Nona -----Roswell, N. M.  
 Ryan, Alice -----Globe  
 Ryan, Marguerite -----Bisbee  
 Ruiz, Mary -----Tempe

Samples, Marie -----Miami  
 Sams, Virdie Mae -----Phoenix  
 Samuels, Cathryn -----Tempe  
 Sanders, Eula -----Douglas  
 Sapp, Galen -----Phoenix  
 Sarrels, Dorothy -----Tucson  
 Saunders, Carol -----Tombstone  
 Saylor, Pearl -----Tempe  
 Schneider, Maybelle -----Phoenix  
 Scott, Elizabeth -----  
 -----Santa Ana, Calif.  
 Scott, Esther -----Douglas  
 Sears, Eleanor -----Miami  
 Seeds, Cornelia -----Phoenix  
 Sellers, Geneva -----Bisbee  
 Sewell, Flora -----Douglas  
 Shelp, Sylvia -----Lowell  
 Shill, Otto -----Mesa  
 Shill, Vera -----Mesa  
 Simkins, Ernest -----Mesa  
 Simpson, Robert -----Phoenix  
 Sine, Melvin -----Glendale  
 Slaton, Darlene -----Bisbee  
 Sliger, Ruby -----Santa Fe, N. M.  
 Smith, Agnes -----Phoenix  
 Smith, Dorothy -----Douglas  
 Smith, Evelyn -----Miami  
 Smith, Frances -----Phoenix  
 Smith, Ida -----Clifton  
 Smith, Jean -----Hayden  
 Smith, Joanna -----Hayden  
 Smith, Joe -----Globe  
 Smith, Lenna -----Phoenix  
 Snedden, Viona -----Peoria  
 Snow, Mamie -----Tempe  
 Solms, Grace -----Bisbee  
 Solomon, Louise -----Mesa  
 Sorenson, Glenn -----Mesa  
 Sorrells, Mildred -----Nogales

Spanghel, Adolph \_\_Casa Grande  
 Sparks, Irene -----Chandler  
 Sperland, Vernon -----Phoenix  
 Sprowls, Helen -----Phoenix  
 Squire, Ada -----Douglas  
 Stafford, Miriam -----Tempe  
 Staggs, Ruby -----Tucson  
 Standage, Maude -----Mesa  
 Staples, Arden -----Mesa  
 Stapley, Zola -----Mesa  
 Stearns, Polly -----Phoenix  
 Stevens, Katherine -----Clifton  
 Stevens, Mamie -----Bisbee  
 Stevens, Olga -----Metcalf  
 Stewart, Ellen -----Tempe  
 Stewart, Leonard -----Mesa  
 Stewart, Lillie -----Douglas  
 Stidham, Kathryn -----Tempe  
 Stipp, Mrs. Amy -----Calif.  
 Stringfield, Bertha -----Prescott  
 Stroud, Robert -----Tempe  
 Sullivan, Tim -----Superior  
 Super, Florence -----Phoenix  
 Sutter, Wilbur -----Phoenix  
 Sutton, Mildred -----Phoenix  
 Sweet, Ione -----Bisbee

Tantlinger, Lucille -----Randolph  
 Taylor, Emma Louise -----Phoenix  
 Taylor, Jean -----Phoenix  
 Taylor, Novella -----Phoenix  
 Teeter, Carl -----Tempe  
 Teeter, Zella -----Tempe  
 Tellez, Candido -----Clifton  
 Terrell, Lawrence -----Tempe  
 Thomasson, Mary -----Ray  
 Thompson, Anne -----Phoenix  
 Thompson, Archie -----Casa Grande  
 Thompson, Bernice -----Sabinal, Tex.  
 Thomson, Charles -----Litchfield  
 Turner, Pearl -----Phoenix  
 Tyson, Harvey -----Miami  
 Tyson, Johnnie -----Miami

Urquides, Maria -----Tucson

Vielma, Francisca -----Clifton  
 Viñel, Francis -----Jerome  
 Virgin, Faire -----Kingman

Wade, Irene -----Clarkdale  
 Walker, Dorothy -----Glendale  
 Walker, Kathryne -----Glendale

Wallace, B. D. -----Mesa  
 Walters, Lucille -----Seymour, Ind.  
 Wardlaw, Floyd -----Tempe  
 Wardlaw, Howard -----Tempe  
 Warren, Emma -----Bisbee  
 Wear, Clarice -----Willcox  
 Weaver, Evelyn -----Phoenix  
 Weaver, Ione -----Phoenix  
 Webb, Una -----Phoenix  
 Weber, June -----Chandler  
 West, Margarete -----Phoenix  
 Westerfield, Janie -----Globe  
 Wheeler, Frances -----Phoenix  
 Wheeler, Ines -----Phoenix  
 Whinery, Mayme -----Scottsdale  
 White, Ila -----San Jon, N. M.  
 White, Inez -----Tempe  
 White, Murray -----Phoenix  
 White, Theta -----Okla.  
 Whitwell, Harriett -----Phoenix  
 Wickman, Mrs. Oro -----Phoenix  
 -----Los Angeles, Calif.  
 Wiley, Ann -----Ray  
 Wilkie, Irene -----Tempe  
 Wilkins, Alla -----Phoenix  
 Wilky, Ruth -----Phoenix  
 Williams, Agnes -----Douglas  
 Williams, Aleda -----Mesa  
 Williams, Elizabeth -----Tempe  
 Williams, Ethel -----Globe  
 Williams, Hazel -----Duncan  
 Williams, Margaret -----Morenci  
 Williamson, Josephine -----Globe  
 Wilweber, Katherine -----Yuma  
 Winchell, Ella -----Illinois  
 Windes, Harold -----Tempe  
 Windes, Leldon -----Tempe  
 Windes, Nora -----Tempe  
 Windram, Cleah -----Tucson  
 Windson, Merrill -----Casa Grande  
 Wingfield, Ruth -----Camp Verde  
 Wivel, Mrs. C. B. -----Tempe  
 Wood, Margaret -----Nogales  
 Wood Patricia -----Van Nuys, Cal.  
 Woodhams, Gladys -----Douglas  
 Wright, Aileen -----Douglas  
 Wright, Gertie May -----Phoenix

Yeager, Paul -----Phoenix  
 Yontz, Ralph -----Chandler  
 Young, Martha -----Globe  
 Young, Sarah -----Globe

Zorilla, Maria -----Clifton

# GRADUATES 1927

---

## FOUR YEAR CURRICULUM

### Degree of Bachelor of Education

JANUARY 21, 1927

Mary Adde Beck

Myrtle Murdock

JUNE 8, 1927

John H. Barry, Jr.  
Delbert Francis Goddard  
William Russell Henness  
George Kauzlarich  
Elizabeth Ivy McCreight

Rose M. Plummer  
Otto S. Shill  
Reva Margarete West  
Leldon Curtis Windes  
Merrill C. Windsor

AUGUST 31, 1927

Agnes Dietrich Williams

---

## TWO YEAR CURRICULUM

DECEMBER 31, 1926

James M. Barney, Jr.  
Fanny Andrews Behrman  
Pearl Irene Blair  
Jeanne Chamberlaine  
Grace Alice De Wolf  
Delia Ann Freestone  
Ila Mae Hill  
Mable Eudora Jackson  
Alda Johnson

Montie J. Lane  
Mattie A. Lanford  
Ethel Romney Lillywhite  
Alma ane Middleton  
Mrs. Margaret Moore  
Lucile Pearson  
Pherne Peninger  
Dorothy Violet Roeser  
Ernest Charles Simkins

JANUARY 21, 1927

Dorothy Margaret Brodie  
Barbara Alice Flaws

Florence Kenneth Kirby  
Jeff D. Perkins

Zena Ruth Horne

JUNE 8, 1927

Margery Alexander  
Thelma Elaine Alexander  
Mabel Allen  
Vilate Allen  
Eary Franklin Anderson  
Sarah Rosalain Avery  
Dorothy J. Awbrey  
Alice Margaret Barber  
Alice Gertrude Barbier  
Ruth Evelyn Beardsley  
Shirley Mae Belch  
Mary Alice Bell  
Mrs. Velma Couch Benbow  
Mary Lee Bolding  
Elias Rae Brimhall  
Lottie Brimhall  
Leeolia Brooks  
Wilhma Justice Brooks  
Mary Harriett Brown  
Lyle Juanita Butler

Bess T. Byerly  
Frances Gertrude Campbell  
Dora Cardon  
Clay Dean Carter  
Mary Katherine Cerny  
June I. Charlebois  
Dorothy Lee Clark  
William Leonard Clements  
Barbara Helen Connelly  
Zena Cummard  
Jack L. De Clercq  
Logan N. De Rosier  
James Harper Eisenhart  
Anna May Evans  
Florence Evants  
Alpha Estelle Farnsworth  
Clara Ferrell  
Beatrice Josephine Filisetti  
Marian Margaret Freeman  
Phoebe Isabel Gardiner

## TWO YEAR CURRICULUM

|                               |                              |
|-------------------------------|------------------------------|
| Dora Garrison                 | Iva May Peterson             |
| La Verne Gentner              | Jessie Loretta Peterson      |
| Sophie Ann Gerst              | Josephine Pharaoh            |
| L. Louise Gibbs               | Villa Maxine Phelps          |
| Rose Dickerson Gieszl         | Audrey Ellenor Pierce        |
| Agnes Ruth Gilbert            | Virginia Pine                |
| Wilma Beatrice Glendenning    | Elizabeth Christian Polhemus |
| Mary J. Gomez                 | Jessie Thelma Pomeroy        |
| Dorothy Julia Goodwin         | Clifford John Prather        |
| Will Griffith                 | Julia Mae Rais               |
| Macrina Haddad                | Nellie Ray                   |
| Mildred Myrtle Hall           | Virginia Adeline Reed        |
| Helen Mae Hanus               | Johanna Regan                |
| Dessie Inez Hardesty          | Edwon Lee Riggs              |
| Lucille Harris                | John Dell Riggs              |
| Merrell J. Hatch              | McFraddie Robinson           |
| Ruth Hatch                    | Dorris Cathryn Roby          |
| Mary Kate Heacock             | Dell Jae Rollins             |
| Elsie Heinlein                | Genevieve C. Romo            |
| Florence Adelaide Hernan      | Dora Virginia Rosenblatt     |
| Wanda Hill                    | Thelma Estelle Rountree      |
| Esther Florence Hodges        | Marguerite Mary Ryan         |
| Loota Mae Horne               | Virdie Mae Sams              |
| Frances Willard Howell        | Eula Elizabeth Sanders       |
| Esther Louise Huber           | Elizabeth Kathleen Scott     |
| Nina Belle Jenkins            | Cornelia Adelaide Seeds      |
| Emma Almedia Jones            | Melvin E. Sine               |
| Annabelle Jones               | Dorothy Maxine Smith         |
| Esther Dutton Jones           | Evelyn Mae Smith             |
| Jessie Katherine Jones        | Ida Blanche Smith            |
| George Kauzlarich             | Jean Smith                   |
| Virginia May Kershaw          | Joe W. Smith                 |
| Myrtle Kinsman                | Mamie Snow                   |
| Georgia Kathleen Kite         | Ada Naomi Squire             |
| Evelyn Dorothy Kjellgren      | Helen Sprowls                |
| Frank Kleinman                | Arden F. Staples             |
| Eunice Koch                   | Polly Lovejoy Stearns        |
| Leona Koch                    | Katherine Beatrice Stevens   |
| Minnie Margaret Laird         | J. Leonard Stewart           |
| Clarissa Lee Lambert          | Lillie Stewart               |
| Loyd Leslie Ledford           | Kathryn E. Stidham           |
| Anna Mary Leonard             | Florence Lillian Super       |
| Maryann Parker Ludy           | Mildred Cecilia Sutton       |
| Gwendolyn Luster              | Katherine Lucille Tantlinger |
| Verling Winslow Marshall, Jr. | Emma Louise Taylor           |
| Mabel Josephine Mason         | Carl Edwin Teeter            |
| Clara McDearmon               | Zella Laura Teeter           |
| Mary Belle Mercer             | Anne R. Thompson             |
| Verena Elizabeth Miescher     | Archie Davis Thompson        |
| Gladys Marguerite Miles       | Pearl Lillian Turner         |
| Mary Archer Minson            | Johnnie Beth Tyson           |
| Philetus Jeanette Mitchum     | Faire Elizabeth Virgin       |
| Isabel Morales                | Carolyn Irene Wade           |
| Helen Birdsall Nash           | B. D. Wallace                |
| Routh Carter Nelson           | Lucille Jeanette Walters     |
| Evelyn Lucille Nicholas       | William Floyd Wardlaw        |
| Alice O' Barr                 | Evelyn Weaver                |
| Teresa Palicio                | Ione Weaver                  |
| Hallie Fern Parker            | June Weber                   |
| Dorothy Marie Patton          | Reva Margarete West          |
| Clara A. Peterson             | Ila M. White                 |

Harriett Ann Whitwell  
 Ann J. Wiley  
 Ethel Svea Williams  
 Sarah Margaret Williams  
 Josephine Williamson

Cleah Janet Windram  
 Gladys Lucy Woodhams  
 Margaret Aileen Wright  
 Gertie Mae Wright  
 Sara A. Young

## AUGUST 31, 1927

Emma Mae Allen  
 Anna Belle Becker  
 Herma Charlotte Douglas  
 Bess Evelyn Downing  
 Daniel Alexis Farrell  
 Buray Heinrichs  
 Bernadine Uona Hambly  
 Dorothea Agnes Fraser  
 John Alexander Foreman  
 Gertrude H. Hoffert  
 Marion Edwina Hughes  
 Viola Anna Klostler  
 Theima Layton  
 Winifred Marshall  
 Mablegene Millet  
 Lucile H. Montierth  
 Lilla Frances Moore  
 Dorothy Ethel Morgan

Josephine Pancrazi  
 Gertrude M. Reed  
 Bernice Lue Reedy  
 Mary Ellen Rucker  
 Lytle Alton Riggs  
 Bertha Mae Richards  
 Gladys M. Ruehlen  
 Nona Lillian Russell  
 Sylvia Brunetta Shelp  
 Vera La Rene Shill  
 Ruby Sarretta Sliker  
 Joanna Smith  
 Olga Marie Stevens  
 Timothy Sullivan  
 Wilbur Joseph Sutter  
 Mary Willa Thomasson  
 Francis E. Vielma  
 Martha Elizabeth Young