
Volume 43

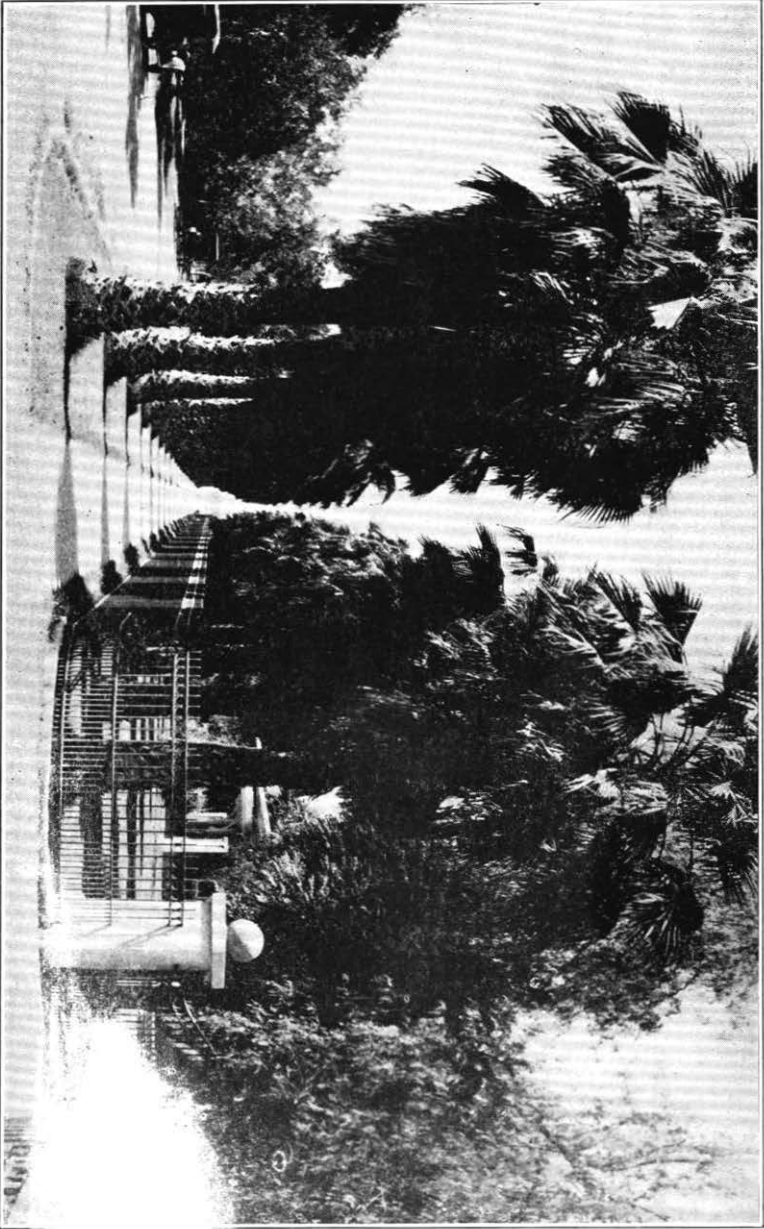
JUNE 1928

Number 1

BULLETIN
of the
Tempe State Teachers
College



TEMPE, ARIZONA



A Corner of the Campus

Volume 43

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College



TEMPE, ARIZONA

CALENDAR 1928-1929

FIRST SEMESTER

Assembly of all Freshmen, 8:00 A. M.September 6
Registration and classification.....September 6, 7 and 8
Class work begins 8:00 A. M.....September 10
Mid term examinations.....November 7-9
Thanksgiving recess.....November 29-30
Christmas vacation.....December 22 January 6
Final examinations..... January 16, 17 and 18
First semester ends.....January 18

SECOND SEMESTER

Registration and classification....January 17, 18 and 19
Second semester begins .. January 21
Mid term examinations.....March 27, 28 and 29
Spring vacation.....April 13-20
Final examinations.. June 3, 4 and 5
Second semester ends .. June 5

TEMPE STATE TEACHERS COLLEGE

BOARD OF EDUCATION

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RAYMOND ALEXANDER, '03.....Tempe
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LEONA M. HAULOT, '02.....Tempe
Secretary-Treasurer

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Superintendent City Schools

FACULTY

1928-1929

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.

MARY McNULTY EMPEY, Supervising 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 Session, State Normal School, San Diego, Calif.; Critic, Training School, Tempe State Teachers College. At Tempe since 1903.

ALVA B. CLARK, Director of Industrial Education.

Graduate, Chicago Normal School; graduate study, Chicago Normal School; Student, summer session, University of Chicago; Student, summer sessions, University of California; A. B., University of California Teacher, summer session, Boys' Industrial School, Topeka, Kansas; Teacher Cook County, Illinois; Instructor, Manual Arts, Belvidere, Illinois; Instructor, Manual Training, Prescott, Arizona. At Tempe since 1906

LEONA M. HAULOT, Critic, Junior High School.

Graduate, Tempe Normal School; Student, Summer Sessions, University of Southern California, University of California, and Chicago University; A. B., University of Arizona; graduate student Stanford University; Teacher Elementary Schools, Tempe, Arizona; Critic Teacher, Tempe Normal School; Instructor, summer sessions, Northern Arizona Normal School; Critic Teacher, Tempe State Teachers College. At Tempe since 1906

FACULTY

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 Sessions, 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; Teacher, public schools, Michigan; Principal, high school, Olivet, Mich.; Instructor of English, high school, Burlington, Iowa and Butte, Mont.; Head of English Department, Ferris Institute; Head of English Department, Tempe Normal School; Instructor in English, summer sessions, University of Arizona and Northern Arizona State Teachers College; Dean, English Department, Tempe State Teachers College. At Tempe since 1910.

IRA DAWSON PAYNE, Dean Department of Education, Director of Training School.

A.B., A. M., Stanford University; additional graduate study, Stanford University; graduate study, University of California; Principal, Rural and Town Schools, California; Member, Board of Education, Santa Clara County, California; Instructor, Summer Sessions University of Arizona; Instructor, Summer Sessions, Northern Arizona State Teachers College. Phi Delta Kappa. At Tempe since 1911.

IDA WOLF O'CONNOR, Critic, Training School.

Graduate Tempe Normal School; B.A., M.A., University of Arizona; Student, University of California; Student, Columbia School of Music, Chicago, Illinois; Graduate student, University of Arizona and University of California, Los Angeles; Teacher, rural schools, Arizona; Teacher, city schools, Phoenix and Tempe, Arizona; Critic, training school, Tempe Normal School. At Tempe since 1913.

SILVIA THERESA ANDERSON, Critic, Training School.

B. Pd., 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.

A.B. in Educ., B.Mus., University of Washington; Graduate Student, University of Washington; Graduate, State Normal School,

*On leave, 1928-29.

FACULTY

Winona Minn. Graduate, Columbia School of Music; Student of George Nelson Holt, Chicago; Student University of Southern California. Pi Lambda Theta Mu Phi Epsilon, Phi Beta Kappa. At Tempe since 1913.

ANNA R. STEWART, Department of Home Economics.

Graduate Tempe Normal School; Student, University of California; Student, Bradley Polytechnic Institute; A.B., M.A., University of Southern California; Teacher, elementary schools, Arizona; Head, Department of Home Economics, high school, Tempe, Arizona; Teacher of English, Tempe High School. At Tempe since 1913.

JOHN ROBERT MURDOCK, Department of Social Science.

A.B., B.S., State Teachers College, Kirksville, Mo.; A.M. in Education, University of Iowa; Graduate study, University of Arizona and University of Iowa; Principal, high school, Lewistown, Mo.; Assistant Instructor, History, State Teachers College, Kirksville, Mo.; Instructor, summer schools, Northeastern State Teachers College, Tahlequah, Okla., Northern Arizona Normal School, and University of Arizona; Associate Author of "A Study of Objective Tests in the Social Sciences," sponsored by the Commonwealth Fund; Author of "Constitutional Government of Arizona"; Author of a battery of standard tests on constitutional history and government, Chairman, Arizona Americanization Council; Chairman of Phi Delta Kappa Club. At Tempe since 1914.

EDITH BLANCHE PILCHER, Assistant in English.

A.B., University of Kansas; Graduate study, University of Kansas University of Colorado, University of California, and University of Southern California; Principal, High School, Little River, Kan., Head, English Department, High School, Marion, Kan. 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.

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 Schools, Seattle, Wash.; Teacher, Elementary Schools, Fairbanks, Alaska; Critic, Tempe Normal School. At Tempe since 1917.

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

Graduate, State Normal School, San Jose, Calif.; A.B., M.A., Stanford University; Teacher, Elementary Schools, Santa Clara, Calif.;

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Teacher, Special Class for Subnormal Children, Oakland, Calif.; Instructor, Handwork for Primary Grades and Handwork for Subnormal Children, summer session, University of California. Phi Beta Kappa. At Tempe since 1918.

FOREST E. OSTRANDER, Biology and Agricultural Projects.

Graduate, Fredonia, N. Y., State Normal School, A. B. in Educ., B.S. in Ag., Washington State College; Graduate Student, University of Chicago; Teacher, Rural Schools, N. Y.; Principal, Fort 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-Haddock, Wash.; Federal Agricultural Demonstration Agent, County Agricultural Agent, Toole County, Mont. At Tempe since 1918.

M. LESLIE FAIRBANKS, Industrial Arts.

Graduate, teacher training course, University of Delaware; Student, Goldey College, Wilmington, Del; Student, summer session, University of Arizona; Student, summer session, Oregon Agricultural College; with E. I. du Pont 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; M.A., University of Chicago; 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 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

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School, Bethany, Mo.; Principal, High School, Warrensburg, Mo. Instructor in Mathematics, Cherokee National Male Seminary, Tahlequah, 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; Supervisor Kindergarten Department, Public Schools, Pomona, Calif.; chairman Department Kindergarten Extension, International Kindergarten Union, 1921-1923. At Tempe since 1921.

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 Education, majoring in health and physical education, Stanford University, University of California, and University of Southern California. At Tempe since 1923.

WALDO E. WALTZ, Instructor, Political Science.

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

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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, 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; Fellow of the American Geographical Society; Member, Board of Directors, National Council of Geography Teachers, Associate in Research, Arizona Museum; Contributor to professional geographical journals. At Tempe since 1924.

*JANE WINIFRED GIBBONS, Critic, Junior High School.

Graduate, Michigan State Teachers College, Ypsilanti; B.S. in Education, Columbia University, Diploma in Supervision, Columbia University; Graduate Student, University of Michigan; Teacher, elementary grades and junior high school, Ann Arbor, Michigan; Principal, elementary school, Ann Arbor, Michigan; Critic, Tempe State Teachers College At Tempe since 1924.

R. L. BLACKBURN, Education.

A.B., A.M., University of Washington; additional graduate study, University of Washington and University of Southern California; early training, Kansas State Normal School, Emporia; Teacher, rural and town schools, Kansas, Colorado, and Washington; Member, County Board of Education, Grant County, Washington; County Superintendent of Schools, Grant County, Washington; Superintendent of City Schools, Ephrata, Washington; Superintendent of City Schools, Republic, Washington. At Tempe since 1925.

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.

*On leave 1928-29

FACULTY

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; A.B., University of Arizona; Graduate Student, Columbia University; 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.

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.

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, Physical Science.

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; Superintendent of Schools, Arimo, Idaho; Instructor in Chemistry, Utah Agricultural College; Instructor in Chemistry, Cornell University. Phi Kappa Phi; Sigma Xi. At Tempe since 1927.

PEARL R. KLOSTER, Art Department.

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. Delta Zeta; Delta Phi Delta. At Tempe since 1927.

FACULTY

HAROLD NICHOLAS BROWN, Critic, Jun or High School.

Student, Washburn College, Topeka, Kan; B.S. in Ed, Kansas State Teachers College, Emporia, Kan.; M.A., Stanford University, Teacher, Elementary Schools, Tampa Kansas Kappa Delta Pi; Phi Delta Kappa. At Tempe, 1927.

*W. MORRISON McCALL, Department of Mathematics.

A.B., Westminster College, Fulton, Mo., A.M., University of Missouri; Instructor, high school, Fulton, Missouri; Instructor, Parsons College, Parsons, Kansas. Phi Delta Kappa. At Tempe since 1927.

EMMA V. JAMISON, Critic, Training School.

Graduate State Normal School, San Jose, California; A.B., Stanford University; Graduate Student, Stanford University. Teacher, elementary schools, California. At Tempe since 1927.

NELLIE V. SMITH, Art Department.

B.S. in Art Education, University of Minnesota; graduate study, summer session, University of California, Berkeley; Teacher of Art, elementary schools, Cedar Rapids, Iowa; Teacher of Art, junior high schools, Duluth, Minn.; Teacher of Industrial Arts, State Teachers College, Duluth, Minnesota; Director of Occupational Therapy, Napeming Sanatorium, Napeming, Minn. Phi Delta. At Tempe, 1928.

*ALICE KNIGHT, Critic, Training School.

Graduate, Tempe Normal School; A.B. in Education, University of California; additional study, University of California, Los Angeles and University of Southern California; Teacher, elementary schools, Glendale and Phoenix, Arizona. Phi Beta Kappa. At Tempe, 1928.

DON PYLE HAWKINS, Department of English.

Student, Southwestern State Normal School, California, Pennsylvania; A.B., A.M., Washington and Jefferson College; Teacher, elementary schools, Pennsylvania; Instructor, Washington and Jefferson College; Instructor, Drury College, Springfield, Missouri; Phi Sigma; Sigma Tau Delta; Pi Delta Epsilon; Delta Sigma Rho; Delta Tau Delta. At Tempe, 1928.

GERTRUDE WALTER, Critic, Training School.

Graduate, Albion State Normal School, Albion, Idaho; Student summer sessions, University of California; B. S. in Education M.S. in Education, University of Idaho; Teacher, rural schools, Twin Falls County, Idaho; Teacher, elementary schools, Filer

*On leave, 1928-29.

FACULTY

Idaho; Teacher, social science and public speaking, high school, Filer, Idaho; State Supervisor of Rural Schools, Idaho; Instructor, summer session, Albion Normal School; Instructor, summer session, University of Idaho. At Tempe, 1928.

LEON SAYRE McDANIEL, Social Science and Mathematics.

A B., Bethany College, West Virginia; A.M., Columbia University; Ed. D., University of California; Teacher and Administrator, elementary and secondary schools, West Virginia; Social Service Worker, New York City. At Tempe, 1928.

JOHN ODUS GRIMES, Education.

B.S. in Education, Ohio University; graduate study, University of Chicago; A.M., University of Michigan; graduate study, Columbia University; Ph. D. in Education, University of Michigan; Principal, village schools, Ohio; Superintendent of Schools, North Baltimore and Port Clinton, Ohio; Principal, Ypsilanti, Michigan, High School; Instructor, summer sessions, Muskingum College and Michigan State Normal College. Phi Delta Kappa; Pi Gamma Nu. At Tempe, 1928.

ANNA CHLADEK, Critic, Rural Training School.

A B., University of Nebraska; M.A., Teachers College, Columbia University; Teacher, rural schools, Nebraska; Principal, high school, Nebraska; County Superintendent of Schools, Nebraska. At Tempe, 1928.

ADMINISTRATIVE OFFICERS

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LAURA DOBBS.....	Secretary and Accountant
AMELIA KUDOBE.....	Secretary of Records
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MRS. EVA HURST.....	Head Resident, Matthews Hall
MRS. HELEN M. HANSHUE.....	Head Resident, North Hall
AARON McCREARY.....	Dean of Men
CHARLES McGINNIS.....	General Foreman
ROY M. HACKETT.....	Head Janitor
J. G. NEWTON.....	Engineer
ROBERT KRAUSE.....	Steward
MRS. R. N. KRAUSE.....	Matron of Dining Hall

TEMPE STATE TEACHERS COLLEGE

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 demand. 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 public education required of public school teachers must be met by further improvement in the opportunities for preparation to be afforded 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 has been the practice for Tempe Teachers College to offer a diploma course for the purpose of preparing students to receive the Arizona elementary certificate. A recent action of the State Board of Education has raised the requirement for this certificate from two years of college work to three years, therefore the College now offers a standard three year curriculum leading to an educational diploma which entitles the holder to receive the Arizona elementary certificate. Graduates from this three year curriculum and others with equivalent amount of preparation, upon completing a fourth year of work 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.

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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, per-



North Entrance to the Campus

mitting 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, volley-ball, and women's baseball.

The new athletic field, recently dedicated, occupies a tract of ten acres at the south end of the campus. The football field and the baseball diamond are equal to any in the state and ample provision is made for seating spectators. Adjoining this field is the new gymnasium with its fine floor and thoroughly modern training quarters fully equipped with dressing rooms, shower baths, and ample accommodations for all requirements of field and track athletics.

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 dig

nified proportions. The arrangement of both groups is both slightly and convenient.

The early traditions of the days of Tempe Normal School cluster about the Main Building, with its three stories of ivy-covered red brick, which, for many years after its erection in 1904, was the scene of nearly all student activities. With the growth of the institution, one department after another has been separately housed until at the present time this parent building is devoted chiefly to classrooms for the academic work. The junior high school occupies a portion of the first floor, which also contains the armory. The east half of the main floor contains the main library, with its 16,000 volumes, and with reading tables to seat over a hundred at a time. The main corridor of this building is one of the points of interest to returning alumni, for here are the cases of military and athletic trophies reminiscent of bygone days, and the photographs of the various graduating classes in which one may trace the recurring cycles of fashion in dress and coiffure.

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 room, lockers and shower baths.

The **Training School** is located close to and south of the central group. The new building, now under construction, will be ready for use in September. Here are located the offices of the Director of the faculty of the training department with assembly rooms and classrooms for the kindergarten, the grades, and the junior high school. Many new features of lighting and arrangement are incorporated in the plans, and the furniture and equipment have been selected to conform to the latest accepted criteria. A special library of four thousand volumes suited to the work of the grades is housed in this building, and the playground adjoining is fitted with modern apparatus, permitting the play activities of the pupils to be carried on under the direct supervision of the teachers.

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 cakes 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 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 room, 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



East Hall, Dormitory for Women

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, steam heat and hydrant water, and all are completely furnished, even to the towels and linen. Bathrooms are conveniently placed upon every floor, and every attention has been paid to the details of sanitation. Provision is made by means of ample screened sleeping porches that all students may sleep in the open air the whole year round. 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 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 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 has recently been rebuilt and enlarged to afford accommodations for fifty young men who are under the direct supervision of the dean of men who resides in this dormitory.

HEATING SYSTEM

All buildings on the campus are heated by steam from a central heating plant located west of the Arts Building. The boiler house conforms, in its architectural features, with the other buildings of the western group. Two powerful boilers furnish the steam for the system of tunnels which distribute the supply pipes to all buildings on the campus. This system of concrete tunnels will eventually carry all electric wiring of the lighting, telephone and power systems underground, thus removing from view all wires which are, of necessity, more or less unsightly. A third boiler supplies hot water under pressure to all buildings, thus effecting a considerable economy in fuel.

EXPENSES OF STUDENTS

Registration Fee. All students are required to pay a registration fee of \$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, 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.

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 overhead 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 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.

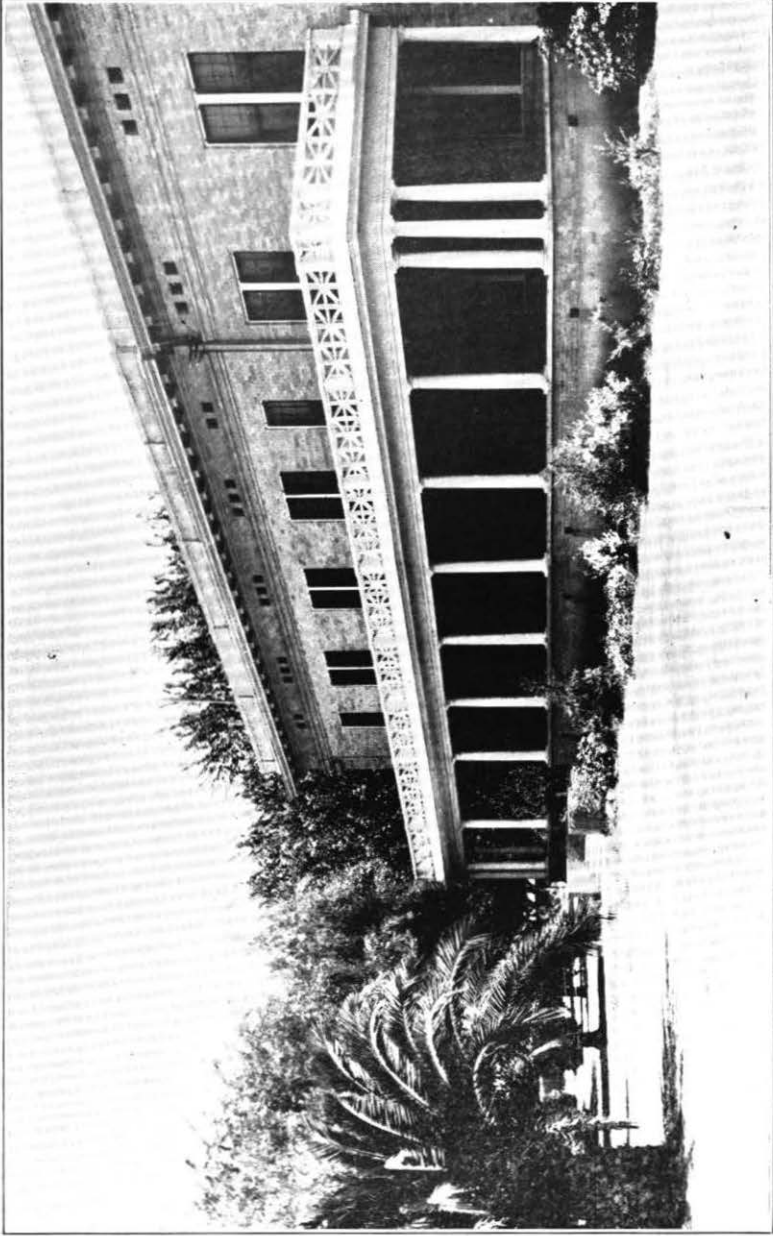
For the accomodation of faculty members and local students, meal tickets will be furnished at the rate of 20 meals for \$7.00. Students or faculty members entertaining visitors at the dining hall will be charged at the rate of 40 cents per meal.

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.

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. The Faculty reserve the right to require medical examination by the college physician whenever, in their opinion, circumstances are such as to demand it.

Medical Care. The dormitory fee includes medical attention in all ordinary cases of minor illness which require a physician's advice. In such cases 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 not 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, nor will the College accept responsibility for any expenses incurred by reason of any surgical operation.



South Hall, Dormitory for Women

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

GOVERNMENT OF STUDENTS

Students who come from homes outside of Tempe or who are not so situated as to be able to make their homes with relatives in Tempe, are advised to live in the dormitories. Students desiring to engage room and board outside of 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 scholarship. The majority of the courses offered require the presence of the student in class assembly only two or three times a week, but the student should clearly understand that responsibility for the work of the course does not end with punctual and regular attendance, but that each hour of classwork presupposes two hours of outside preparation; therefore a student, carrying the normal load of sixteen units should so plan a program of preparation as to provide thirty to thirty five hours of study or reference reading or other preparation each week. The vacant hours on the student's time table should not be misused. The student should recognize that these periods are to be reserved for work.

TEACHER TRAINING

The activities of the Teachers College are normally grouped about the training school as the logical center of interest. Since the primary objective of the college is the preparation of efficient teachers, all courses are designed with this end in view, and, finally, 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 hundred fifty, distributed through all grades from kindergarten through the junior high school. These pupils are in no sense a selected group, but are typically representative of the pupil groups which the graduate will encounter in actual teaching experience. The corps of experienced supervisors and critic teachers is thoroughly trained to give the most efficient direction to this essential phase of teacher training. Shops and laboratories afford facilities for the teaching of manual training and home economics in the grades so that those who are following the special curriculums may enjoy the benefit of actual teaching of their special subjects. Under these favorable circumstances, the prospective teacher gains the poise and confidence which will lead to future success, and at the same time, the pupils have the advantage of securing their elementary education under a system which compares favorably with that of the best city schools.

A detailed description of the training school facilities and activities will be found under the heading, Department of Education, in the section of this Bulletin devoted to the description of collegiate courses.

ADMISSION TO THE TEACHERS COLLEGE

Applicants for admission to the regular teachers' curriculum 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 6, 7 and 8, 1928.

For second semester, January 17, 18 and 19, 1929.

Freshmen registering for the first semester should note that they are required to be present in assembly on Thursday, September 6, at 8:00 A. M. Upper class students may register on any one of the three dates mentioned.

For late registration, an additional fee of five dollars will be required. 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 curriculum. Graduates of a four-year high school whose record is lacking in any of the above specified requirements must make up the deficiency before graduating from the college.

A certified transcript of the work done in the high school must be filed at or before the time of registration, unless the time for filing the transcript is extended by action of the credentials committee for good and sufficient reasons. Such an extension of time shall, in no case, exceed thirty days after the date of registration. If any student fails 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 records 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 three 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 75 to 80 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 requirements of high school graduation may be waived in the case of mature persons who have attained the age of twenty-four years and who have had at least three years' successful teaching experience in the State of Arizona. Upon the presentation of satisfactory evidence of the requisite teaching experience, such persons will be admitted to the teachers college, and upon the successful completion of any one of the standard or special three year teacher's curriculums they will be eligible to receive the appropriate diploma, provided that eighty five per cent of all credits in the college shall show a grade of C or better.

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.

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 insofar 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, with the expectation of receiving the diploma and the elementary certificate after one more year of work. Beginning with September, 1929, students who enter Teachers College with one year of junior college credit will require two additional years of work to qualify for the diploma.

Group 1.	Electives	12 sem. hrs.	12
<hr style="width: 50%; margin: auto;"/>			
Group II.	English	6 sem. hrs.	
	Physical Education	2 sem. hrs.	8
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Group III.	12 hours from this group.		
	Intro. 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
<hr style="width: 50%; margin: auto;"/>			
	Total		32

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, above32 sem. hrs.
 - II. Electives24 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.
-
- Total68 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.

- English6 sem. hrs.
- American Constitution3 sem. hrs.
- Educational Psychology3 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 French German Latin	} 12	History Civics Economics Geography Sociology	} 12	Chemistry Physics	} 12
Biology Botany Zoology Physiology	} 12	Algebra Analytica Trigonometry Astronomy	} 12	Art Music	} 6

- Home Economics 6
- Manual Arts 6
- Commerce 6
- Physical Education (inc. 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.

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.

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,
- B, excellent; above middle half,
- 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 mark, W, indicates that the course has been dropped by following the regular procedure for dropping courses.

Honor points or quality points are assigned to the various grade marks as follows:

- A, 3 points per semester hour.
- B, 2 points per semester hour.
- C, 1 point per semester hour,
- D, 0 points per semester hour,
- E, —1 point per semester hour.

In order that a student may be eligible for graduation from any curriculum, the total number of quality points attained must equal or exceed the total number of semester hours of credit accepted for graduation.

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 CREDIT

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 any three-year curriculum is ninety-seven semester hours, and in any four-year or degree curriculum, one hundred twenty-seven semester hours of

credit. The normal load for first year students is sixteen units each semester, for second year students, seventeen and one-half units, and for third and fourth year students, fifteen 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, otherwise one who is carrying less than the minimum load will be registered as an irregular or unclassified student.

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 has attained an average of two honor points per unit of credit for the semester immediately preceding.

5. **No credit is allowed for experience in teaching.** Every candidate for graduation from any curriculum is required to teach one year in the training school, under supervision of the critic teachers.

6. **No credit is given for extra-curricular activities.** The practice of assigning credit to certain activities outside the curriculum was discontinued by the Executive Council, June 2, 1928.

REGULATIONS CONCERNING ATTENDANCE

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

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

2. In case the absence is due to severe illness, this penalty may be remitted at the discretion of the faculty committee on attendance, provided the student files a written explanation of the cause of the absence on the proper blank form, within twenty-four hours of return to class work. This statement must be signed by a physician or head resident of a dormitory or other acceptable authority. 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 faculty member is authorized to drop from any course any student whose attendance is so irregular as to warrant such action on the ground of failure to accomplish sufficient work to justify giving credit in the opinion of the instructor.

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

REGULATIONS CONCERNING SCHOLARSHIP

1. In order to be qualified for graduation from any curriculum, a student must have acquired a number of quality points equal to or in excess of the total number of credit units accepted for graduation. That is to say, the student must show an average of C or better for the entire curriculum.

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. A student who receives the grade of E in more than two three-hour courses in any semester is thereby disqualified for work in the College for the period of one semester.

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 attempting a course to remove a failing grade, shall be permitted to exceed the normal load for the semester unless, in the opinion of the Faculty Committee, the circumstances are such as to justify an exception.

REGULATIONS CONCERNING GRADUATION

In order to receive a teacher's diploma from this college, a student must have attained the age of 18 years. A student who is not a member of the college must immediately upon entering the college pay the required fee. In order to receive a diploma from this college, a student must have attained the age of 18 years. A student who is not a member of the college must immediately upon entering the college pay the required fee. In order to receive a diploma from this college, a student must have attained the age of 18 years. A student who is not a member of the college must immediately upon entering the college pay the required fee.

3. One semester or ninety 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 amount 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.

5. A law enacted by the Seventh Legislature requires that all students, before graduation from any branch of the Arizona public schools or from any state educational institution, shall complete a course in the history of the State and the history of the United States.

6. A law enacted by the Seventh Legislature requires that all students, before graduation from any branch of the Arizona public schools or from any state educational institution, shall complete a course in the history of the State and the history of the United States.

Candidates for admission to the College of Education in June, 1929, must have completed the following course of study in the high school or its equivalent: English, Algebra, Geometry, Trigonometry, Latin, Greek, History, Civics, Science, and Physical Education. Candidates for admission to the College of Education in June, 1930, must have completed the following course of study in the high school or its equivalent: English, Algebra, Geometry, Trigonometry, Latin, Greek, History, Civics, Science, and Physical Education. Candidates for admission to the College of Education in June, 1931, must have completed the following course of study in the high school or its equivalent: English, Algebra, Geometry, Trigonometry, Latin, Greek, History, Civics, Science, and Physical Education.

9. Mid-year Graduates. Students who graduate at mid-year are entitled to all privileges of membership in the organization. The date of mid-year graduation for 1929 is January 18, 1930. For any two year diploma \$2.00

2.00 Bachelor of Education

DIPLOMAS AND CERTIFICATES

1. The Standard Teacher's Diploma is granted to graduates of the Standard Two Year Teachers' Curriculum. Upon application to the State Board of Education, the holder of this diploma shall receive a certificate of qualification to teach in any grade, but only the subject designated on the face of the certificate. This diploma is renewable every two years 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.

The standard diploma is accepted for certification in all states in which credentials of any sort are accepted. It will have prompt attention. Letters of inquiry and requests for correspondence should be addressed to the State Board of Education, Phoenix, Arizona.

2. The Arizona Primary Certificate is granted to graduates of the Arizona Primary Certificate course. 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. After September 1, 1929, three years of college work or 97 semester hours will be required for any one of the diplomas described in sections 1 to 3.

5. 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 first to twelfth inclusive, and which may be renewed for the same periods of time and under the same conditions as the elementary certificate.

6. **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

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

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

DIPLOMA CURRICULUMS

Regulations of the State Board. The law requires that the teachers' colleges of Arizona shall maintain uniform courses of study leading to the standard teacher's diploma or to the special diplomas. The curriculums outlined in the pages following are drawn up with a view to securing the uniformity above mentioned. The rules of the Board of Education of the Tempe State Teachers College require that the minimum length of the college year shall be thirty eight weeks, exclusive of summer school sessions; that a minimum time of one hundred fourteen 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.

Change in Requirement for Diploma. A recent action of the State Board of Education, effective January 1, 1930, raises the required amount of college preparation for the elementary teachers' certificate from two years to three years. In order to conform to this change, the length of the standard diploma curriculum in both the State Teachers Colleges is to be increased to three years.

Students who have already earned an amount of college credit sufficient to enable them to complete the two year curriculum by June, 1929, will continue to follow the two year curriculum. Those who register in September, 1928, without advanced college credit, will enter the three year curriculum with the expectation of receiving the diploma and the elementary certificate in June, 1931.

TWO YEAR CURRICULUMS

Offered only to those having one year advanced credit. To be discontinued after July 1, 1929.

STANDARD TEACHERS' CURRICULUM

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

FIRST YEAR

FIRST SEMESTER	Hrs. Cred.	SECOND SEMESTER	Hrs. Cred.
Educ. 100 Gen. Psych....	3	Educ. 110. Prin. Tchg....	3
English 101	3	English 102	3
Geog. 100, Principles	3	*Math. 100, Gen. Math... 3	3
Art 100 Gen. Art.....	3	*Music 100, Sight Singing	5
Elective (See note).....	3	Elective (See note).....	3
Physical Educ. 110.....	2	Physical Educ. 112.....	2
	19		16

SECOND YEAR

Educ. 120 Curriculum....	3	*Educ. 120, Sch. Mngmt..	3
Educ. 130, Sociology....	3	*Educ. 140, Hist. Educ....	3
*Biol. 120, Agric. Projects.	4	Elective	3
Elective	3	Elective	3
Educ. 162 Teaching	5	Educ. 162 Teaching.....	5
Physical Educ. 113.....	2	Physical Educ. 114	2
	20		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 languages 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.

SPECIAL CURRICULUM IN ART

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

FIRST YEAR

FIRST SEMESTER	Hrs.	Cred.	SECOND SEMESTER	Hrs.	Cred.
	per wk.	units.		per wk.	units.
Educ. 100 Gen. Psych....	3	3	Educ. 110. Princ. Teach....	3	3
Art, 107 Drawing and Painting 1	5	3	Art 108, Drawing and Painting 1	5	3
Art 113. Comp. and Design 1	5	3	Art 114. Comp. and Design, 1	5	3
Art 217. Art History 1....	2	1	Art 217. Art History 1....	2	1
Ind. Arts 120, Mech. Drawing	4	3	Art 124, Art Crafts 1....	4	3
Elective	3	3	Elective	3	3
Physical Educ. 101*.....	2	1	Physical Educ. 102*.....	2	1
	24	17		24	17

SECOND YEAR

Art 127, Meth. and Teaching	5	5	Art 128, Meth. and Teaching	5	5
Art 111, Drawing and Painting 2	5	3	Art 112, Drawing and Painting 2	5	3
Art 121, Comp. and Design 2	5	3	Art 122, Comp. and Design 2	4	2
Art 218. Art History 2....	2	1	Art 218. Art History 2....	2	1
Art 116. Costume Design. 4	2	2	Art 104. Art Crafts 2....	5	3
Elective	3	3	Elective	3	3
Physical Educ. 103*.....	2	½	Physical Educ. 104*.....	2	½
	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.

NOTE: The two year curricula are offered for those students only who have sufficient advanced credits to enable them to complete the work before September 1, 1929.

SPECIAL CURRICULUM IN MANUAL ARTS

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

FIRST YEAR

FIRST SEMESTER	Hrs. Cred. per wk. units.	SECOND SEMESTER	Hrs. Cred. per wk. units.
Educ 100. Gen. Psych ..	3 3	Educ. 110 Prin. Teachg..	3 3
Ind. Art. 101 Case 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
	<hr/> 22 16		<hr/> 22 16

SECOND YEAR

Ind Art 115 Meth and Teaching	5 5	Ind. Art, 116, Meth and Teaching	5 5
Ind Art, 105 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 118	2 ½	Physical Educ. 114	2 ½
	<hr/> 25 17½		<hr/> 23 17½

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.

Note: The two year curricula are offered for those students only who have sufficient advanced credit to enable them to complete the work before September 1, 1929.

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. Cred.	SECOND SEMESTER		Hrs. Cred.
	per wk.	units		per wk.	units
Educ. 100 Gen. Psych....	3	3	Educ. 110. Prin Teachg..	3	3
Art 113. Comp. and Design 1	4	3	Art 114. Comp. and Design 1	4	3
Chem. 111, Household Chem.	6	3	Chem. 112 Household Chem.	6	3
H. E. 101 Clothing and Textiles	4	4	H. E. 104 Food Prep....	6	4
Elective	3	3	Elective	3	3
Physical Educ. 101	2	1	Physical Educ 102	2	1
	<hr/>	<hr/>		<hr/>	<hr/>
	22	17		24	17

SECOND YEAR

H. E. 111 Meth. and Teaching	5	5	H. E. 112 Meth. and Teaching	5	5
H. E. 107 Home Management	3	3	H. E. 108 Nutrition	3	3
H. E. 105 Foods and Menu	6	3	H. E. 102 Clothing	4	2
Educ 130 Sociology	3	3	H. E. 114 Millinery	2	1
Elective	3	3	Bact. 202 Gen. Bacteriology	5	3
Physical Educ. 103	2	1/2	Elective	3	3
	<hr/>	<hr/>	Physical Educ 104	2	1/2
	22	17 1/2		24	17 1/2

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.

Note: The two year curricula are offered for those students only who have sufficient advanced credit to enable them to complete the work before September 1, 1929.

SPECIAL CURRICULUM IN KINDERGARTEN—PRIMARY

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

FIRST YEAR

FIRST SEMESTER	Hrs.	Cred.	SECOND SEMESTER	Hrs.	Cred.
	per wk.	units.		per wk.	units.
Educ. 100 Gen. Psych....	3	3	Educ. 110. Prin. Teachg..	3	3
Music 100 Sight-Singing	5	3	Engl. 110 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
	<hr/>	<hr/>		<hr/>	<hr/>
	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. 107. Kind.-Prim. Curriculum	3	3
Kind. 105 Kindergarten Technics	3	3	Elective	3	3
Elective	3	3	Physical Educ. 104	2	$\frac{1}{2}$
Physical Educ. 103	2	$\frac{1}{2}$		<hr/>	<hr/>
	21	17 $\frac{1}{2}$		21	17 $\frac{1}{2}$

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.

Note: The two year curricula are offered for those students only who have sufficient advanced credit to enable them to complete the work before September 1, 1929.

SPECIAL CURRICULUM IN COMMERCE

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

FIRST YEAR

FIRST SEMESTER	Hrs.	Cred.	SECOND SEMESTER	Hrs.	Cred.
	per wk.	units.		per wk.	units.
Educ. 100 Gen. Psych...	3	3	Educ. 110 Prin. Teaching	3	3
Com. 101 Accounting 1...	5	3	Com. 102 Accounting 2..	5	3
Com. 105 Bus. Law or			Com. 104 Bus. Adm. or		
Com. 103 Prin. Marketing.	3	3	Com. 106 Bus. Law 2....	3	3
Biol. 100 Gen. Biol. (5 hrs.) or			Soc. Sci. 112 Prin. 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			
	<u>19</u>	<u>16</u>		<u>19</u>	<u>16</u>

SECOND YEAR

Educ. 161 Teaching	5	5	Com. 122 Teaching	5	5
Com. 109 Comm'l. Teaching Meth.	3	3	Educ. 130 Sociology or		
Comm. 211 Intr. Statistics or			Educ. 120 Sch. Mgmt....	3	3
Com. 206 Fed. Reserve System	3	3	Geog. 100 Principles or		
Commercial Elective	3	3	Geog. 204 Ec. Geog. 1 or		
College Elective	3	3	Geog. 206 Ec. Geog. 2....	3	3
Physical Educ. 113.....	2	½	Com. 214 Prin. Taxation or		
	<u>19</u>	<u>17½</u>	Com. 208 Labor Prob....	3	3
			College Elective	3	3
			Physical Educ. 114	2	½
				<u>19</u>	<u>17½</u>

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 credits 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.

Note: The two year curricula are offered for those students only who have sufficient advanced credit to enable them to complete the work before September 1, 1929.

STANDARD THREE YEAR CURRICULUM

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

FIRST YEAR

FIRST SEMESTER	Cred. Units	SECOND SEMESTER	Cred. Units
*Educ. 100, Psychology	3	*Elective	3
Eng. 101, First Year English....	3	Engl. 102, First Year English....	3
*Geog 100, Prin. Geography.....	3	*Music, 100, Sight Singing	3
*Art 100, General Art.....	3	*Math. 100, General Mathematics	3
Elective	3	Elective	3
Phys. Educ. 101 or 111	1	Phys. Educ. 102 or 112	1
	16		16

SECOND YEAR

*Educ. 110, Prin. Teaching....	3	*Educ. 160, Curriculum	3
Elective	3	Elective	3
*Biol. 110, Agric. Projects.....	3	*Elective	3
Major	6	Major	6
Phys. Educ. 103 or 113	$\frac{1}{2}$	Phys. Educ. 104 or 114	$\frac{1}{2}$
	$15\frac{1}{2}$		$15\frac{1}{2}$

THIRD YEAR

Educ. 161, Practice Teaching... 5	Educ. 162, Practice Teaching ... 5
*Educ. 201, Educ. Measurements. 3	*Educ. 120, School Management 3
Elective	Elective
Major	Major
<i>Ch. Psychology</i>	
17	17

*Starred courses may be taken either first or second semester, the intention being that half the class shall take the work the first semester, the remaining half, the second semester.

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

Students who have not taken foreign languages in the high school are advised to take a year of foreign language as elective in either the first or second year.

This outline is tentative and subject to alteration.

Fourth year
Philosophy *Hist. of Ed.*

THE SELECTION OF THE MAJOR

The major is the term applied to the line of work, selected from one department or department group, which constitutes the student's more prominent interest. It consists of not less than 24 nor more than 40 semester hours of related work, 12 hours of which must be in upper division courses.

The major must be selected not later than the beginning of the second year of either the three year curriculum or the degree curriculum.

The major may be selected from any one of the following departments or department groups:

Departments	Departmental Groups
Art	General Science:
Commerce	Biology
English	Agricultural Projects
Foreign Language	Geography and Geology
Home Economics	Physics
Industrial Arts	Chemistry
Kindergarten-Primary	Physiology
Mathematics	Biological Science:
Physical Science	Biology
Social Science	Bacteriology
	Biochemistry.
	Physiology

In selecting the major, the student will secure the advice and approval of the head of the department in which the major is chosen.

Those who complete the standard three year curriculum with a major of 39 hours in either art, industrial arts, home economics, kindergarten-primary, or commerce, will be recommended, upon graduation, as qualified to teach the special subject in which the major was selected.

SPECIAL VOCATIONAL MAJORS

It has been the practice, heretofore, to offer five special two year vocational curriculums, each leading to graduation and to a special diploma. The diploma entitled the holder to receive a special certificate of qualification to teach, in the grades or high school, one of the following special lines of work.

1. School Art.
2. Manual Arts.
3. Home Economics.
4. Kindergarten-Primary.
5. Commerce.

Pursuant to a recent action of the State Board of Education in raising the requirement for certification from two years to three years of college work, these special curriculums will be discontinued after September 1, 1929.

Beginning September 1, 1928, students who desire to qualify as teachers of one of the above mentioned special subjects will register for the standard three year teachers' curriculum with an approved major of 39 hours in the special subject desired. This selection must be made, with the advice and approval of the head of the department in which the major is taken, not later than the beginning of the second year. Upon graduation, such students will receive the standard three year diploma, and will be specially recommended as qualified to teach the special subject in which the major was taken.

Students who have already completed a year's work in any one of the two-year vocational curriculums formerly offered, will receive the special diploma after the completion of the second year of work, provided this work can be finished before September 1, 1929.

THE DEGREE CURRICULUM

Four Years

Leading to the Degree of Bachelor of Education

FOURTH YEAR

FIRST SEMESTER	Cred. Units	SECOND SEMESTER	Cred. Units
Educ. 203 Philos. of Educ.	3	Educ. 240. History of Educ.....	3
Electives, including		Electives, including	
Major, 3 to 6 units.....	12	Major, 3 to 6 units	12
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	15		15

Graduates of a four year high school who wish to register for the four year curriculum will follow the three year curriculum as outlined on a preceding page, including the selection of an approved

major. On completing the third year, they will be entitled to the standard diploma, and will be eligible for admission to the fourth year of the degree curriculum.

Graduates of an approved junior college who have followed a two year program conforming to the specifications outlined on page 17 of this bulletin, will be admitted to the third year with the expectation of receiving the degree after two more years of work. The necessary adjustments in the program of such students will be made at the time of their entrance.

Graduates of the Standard Two Year Curriculum, or others who present evidence of equivalent preparation, may be enrolled in the third year with the expectation of receiving the degree after two years of further work.

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.

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 first to twelfth inclusive.

EXTENSION COURSES

For the accommodation of teachers who desire to fulfil requirements for the renewal of their certificates and other qualified persons who are prevented by circumstances from taking work in regular session, the College offers a limited number of extension courses. Each of these courses includes two ninety minute class periods per week for eighteen weeks and carries a credit of three semester hours. As a rule, the courses given are identical in every respect with the corresponding courses offered in regular session, being conducted by

the same instructors and involving the same amount and kind of assigned reading and outside preparation. For the organization of any extension course, a minimum of fifteen students must be registered. The registration fee is fifteen dollars for each course. For information with regard to the organization of any course, address applications to the office of the registrar. Among the courses which will be offered in 1928-29 are the following:

Educ. 203. Philosophy of Education.

Educ. 202. Educational Psychology.

Soc. Sci. 100. Constitutional Government.

Soc. Sci. 206. American Diplomacy.

Description of College Courses Arranged by Departments

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

Miss Kloster; Miss Smith

The Department of Art has a twofold aim: to train teachers of public school art, and to give students an opportunity to enroll in courses which will develop good taste and a true understanding of beauty. In the selection of the courses to be offered, an attempt has been made to maintain a nice balance between purely cultural art and practical aesthetics.

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, book-binding, lamp shades, enameling. Prerequisite: Art 113, Composition and Design, or equivalent. Required of special art majors.

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, copper etching. Prerequisites: The student must give evidence of fitness to enter these courses in applied art. Required in special art majors.

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. 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 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. Composition and Design. Principles of design; problems in notan; conventionalization; symbolism; 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 113.

First year, two semesters, five hours a week.

3 units each semester.

115. Lettering and Posters. Good design and arrangement in posters; types of lettering; illustration; cardboard construction and bookbinding. Required of special art majors.

Elective. First year, first semester, four hours a week. 2 units.

116. **Costume Design.** Lines, color, and tones in dress. Problems dealing with individual needs. Borders and decorative spots for the costume. History of dress. Required of special art majors.

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

217. **Art History 1.** Study of masterpieces of architecture, sculpture, painting, and crafts; historical development of art—primitive, Egyptian, Assyrian, Greek, and Roman. Required of special art majors.

Third year, first semester, two hours a week. 2 units.

218. **Art History 2.** Early Christian and medieval art in Europe and Asia; the Renaissance; modern art. Required of special art majors.

Third year, second semester, two hours a week. 2 units.

221. **Stage Craft and Puppets.** Stage sets; costume and lighting, puppet plays; pageant design. Required of special art majors.

Elective. Third year, first semester, two hours a week. 2 units.

222. **Interior Decoration.** House planning and house furnishing. Problems dealing with harmony of arrangement and color in the home surroundings. Landscaping. Study of period furniture and oriental rugs. Required of special art majors.

Elective. Third year, second semester, three hours a week. 3 units.

223, 224. **Methods and Teaching Art.** Teaching of art in the training schools and in Art 100. Required of all special art majors.

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

Ind. Arts 120. **Mechanical Drawing 1.** Required of special art majors. For description of course see under Industrial Arts.

First semester, five hours a week.

DEPARTMENT OF BIOLOGICAL SCIENCE

Mr. Ostrander

The purposes of this department are: First, to give the prospective teachers 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.

Biol. 110. Agricultural Projects and Correlations. 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.

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.

Biol. 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.

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.

DEPARTMENT OF COMMERCE

Mr. Christy

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

Commerce 101, 102. Accounting 1 and 2. General principles of accounting. Short problems with particular attention to classification of accounts to personal and partnership accounts, discounts, opening, closing and adjusting entries; preparation of statements. A short set is worked through. This comprises the first semester of work. During the second semester consideration is given to proprietorship, balance sheets, profit and loss statements, negotiable instruments, working sheets, adjustments, controlling accounts, consignments, deferred charges, an introduction to corporation accounting. Text, Kester, Accounting Theory and Practice, Vol. 1.

First and second semesters. Lectures two hours and laboratory three hours per week 3 units each semester.

201, 202. Accounting 3 and 4. 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. Accounting 4 treats of machinery and tools, adjustment of fire losses, buildings, land and wasting assets intangibles, capital stock, surplus and reserves, sinking funds, branch house accounting, trust accounting. Problems and sets are

worked to illustrate principles involved, during both semesters. Prerequisites, Commerce 101, 102 or the equivalent. Text, Kester Vol. II.

First and second semesters. Lectures two hours, laboratory three hours per week. 3 units each semester.

104. 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.

105, 106. Business Law 1 and 2. Contracts, their formation, requirements, capacity of parties, consideration, legality, types of contracts, cancellation of contracts. **Agency:** rights, formation, requirements, duties, contractual rights, third parties, termination. **Sales:** Definitions, title, delivery. During the second half year the subjects studied are **Negotiable paper:** requirements of negotiability, indorsements, holders in due course, definitions, 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. Text Congynton.

First semester three hours per week (credit three units); second semester two hours per week. Credit two units

107. Principles of Banking: The history of American banking, economics of credit. Correlation of banking with economics and economic conditions. Consideration of loans, discounts, types of credit, bank organization and management, financial institutions, banking systems and bank statements. Text, Willis and Edwards, Banking and Business.

First semester, three hours per week. 3 units.

103. 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.

109. Commercial Teaching Methods. A course is given to those desiring to become commercial teachers. Methods in bookkeeping,

shorthand, typewriting, business arithmetic, commercial department management. Required of commercial students.

First semester, three hours per week. 3 units.

111, 112 Teaching of Commercial Subjects. Practice teaching in commercial subjects such as shorthand, accounting, typewriting, arithmetic, penmanship, and one quarter of elementary teaching.

First and second semesters, five hours per week. 5 units each semester.

113, 114. Shorthand, Beginning and Intermediate. Complete the study of the Gregg Manual; drills in reading and writing; principles of shorthand; complete Gregg Speed Studies; dictation of new matter and transcription of notes.

Prerequisite: One-half year of typewriting. First and second semesters. 3 units each semester.

115. 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. Prerequisite, Shorthand Beginning and Intermediate.

First semester, five hours per week. 3 units.

110, 120. Typewriting 1 and 2. Instruction in the use and care of the typewriter. Exercises for the development of the proper wrist movements and for complete mastery of the keyboard by the sense of the touch. Practice in letter writing, use of carbon, practice in tabulation, writing of cards. Work is done for other departments of the College. Text. Rational Typewriting.

Either semester, three hours per week. 1 unit each semester.
If taken five hours per week for one semester, 2 units of college credit will be given as for Com. 110 and 120.

130. Zaner Penmanship. Principles of Zaner writing. Methods of teaching penmanship; exercises for the development of freehand writing; practice in script 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.

203. American Industrial and Economic Development. Analysis of the Colonial and Revolutionary period of American development; economic progress of the West; types of institutions; legislative enactments relating to industrial and commercial problems; financial institutions; economic effects of the World War; problems of the

presen Text Economic Development of the United States. Lip
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First semester. Three hours per week. 3 units.

204. Corporation Finance. The corporation, its problems and formation; types of corporation securities; the relation of bankers to promotion. Types of corporations; methods of combination. Re-organizations; exchange; investments. Text Dewing, Financial Policy of Corporations.

Second semester, three hours per week. 3 units.

206. The Federal Reserve System. Types of banks in the United States and history of their development; the National Banking System and the independent state banks. Origin of the Federal Reserve System; study of the Reserve Act, policies and amendments of the Act. Present banking situation in the United States, with special study of Arizona and the Twelfth Federal Reserve Bank.

Second semester. Three hours per week. 3 units.

208. Labor Problems. A study of the conditions of poverty and status of living conditions among laborers. The distribution of wealth, labor unions and labor policies; pensions, insurance and labor legislation.

Second semester. Three hours per week. 3 units.

205. Salesmanship and Advertising. An intensive one-term course covering the basic principles and methods which underlie selling at retail and the wholesaling and marketing of specialties. This course is intended for students interested in salesmanship, sales management, sales correspondence, advertising

First semester. Three hours per week. 3 units.

211, 212. Statistics 1 and 2. Introduction to statistics. Methods; graphic presentation; organization of statistical data, frequency distributions, the mean, mode and median; measures of variation and skewness, index numbers of prices. Measurement of trend; analysis of time series; measurement of seasonal and cyclic fluctuations; index numbers of physical volume; correlation. Last half of the work starts with trend measurement. Text, Mills, Statistical Methods. Laboratory manual, Mills and Davenport, Manual of Problems in Tables and Statistics.

Each semester 2 hours of lectures and at least three hours of laboratory work per week. One semester required of all students majoring in commerce 3 units each semester.

214. **Theories of Taxation.** General study of taxation and its theories. Type of government financing and analysis of financial problems. Relation of taxation to wealth. Suggestions for a sound taxation system.

Second semester. Three hours per week.

3 units.

DEPARTMENT OF EDUCATION

Mr. Payne; Mr. Burkhard; Mr. Blackburn; Dr. Grimes; Miss Roll

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

Educ. 100. General Psychology. This course will take up an introductory study of the field of mental life. The primary emphasis is on normal adult psychology with application of these facts to the control of human behavior. This course will aim to be a foundation course for all later study in education or psychology as well as giving a general appreciation of psychological approach to an analysis both of animal and human behavior.

Mr. Burkhard, Mr. Blackburn, Dr. Grimes.

First year, either semester. Three hours per week.

3 units.

220. School Management. A course designed to give the prospective teacher an understanding of the relationships among pupils, teachers, principals, school boards, and the community. This is accomplished through the discussion of concrete problems in this field as far as possible. The first part of the course covers care of grounds and buildings; school hygiene; discipline; punishment; school records; extra-curricular activities; school grades; the teacher's rights and duties; the relationship of the school to the community. The second part of the course covers Arizona School Law. The third part gives an introduction to standard educational tests and their uses in schools for diagnosis and survey work.

Dr. Grimes.

Third year, either semester. Three hours per week.

3 units

230. Sociology. An introductory course in the study of sociology. The course aims to evaluate social problems growing out of the psychology of human wants and needs. The social institutions that have grown up in the endeavor to satisfy these wants and needs receives

critical analysis. Education as a factor in institution building is emphasized. The requirements placed upon education for giving proper direction to the future growth of democratic institutions also is stressed. Prerequisite: Educ. 100, General Psychology or its equivalent.

Mr. Burkhard.

Fourth year, either semester. Three hours per week. 3 units.

240. History of Education. A careful study of the place education has had in the development of civilization. The origin, growth, and functioning of education in relation to the fundamental institutions—home, church and state. The general purpose of the course is to give the student a good perspective by which to judge the validity of present day answers to our educational and social problems.

Mr. Blackburn.

Fourth year, either semester. Three hours per week. 3 units.

110. Principles of Teaching. The early part of the course deals with the principles underlying the teaching process. It includes a consideration of the place of education in modern society, its changing conceptions and possible functions. The latter part of the course is given to a study of the applications of the general principles to the teaching of the various subjects and to the solution of classroom problems.

Mr. Burkhard, Mr. Blackburn, Dr. Grimes.

Second year, either semester. Three hours per week. 3 units.

160. Elementary and Junior High School Curriculum. The objectives of the elementary and junior high school curricula and the criteria for selecting and evaluating subject matter. The main subjects of these curricula are examined in the light of these criteria. Some time is given to a study of the technique of curriculum construction, and to an examination of the curricula of progressive schools and school systems.

Miss Roll

Second year, either semester. Three hours per week. 3 units.

261, 262. Observation and Practice Teaching. All second year students observe model teaching and teach in the training schools during one full year. The observation of model teaching alternates with the practice teaching throughout the year, so that students may immediately apply observed methods. All practice work is done from carefully prepared lesson plans under the direction of trained supervisors.

Mr. Payne.

Third year, both semesters. Five hours per week.

3 units each semester.

201. Educational Measurements. A course dealing with the use and interpretation of intelligence and achievement test. The relation ship of these devices to the administration and supervision of instruction, simple statistical and graphic methods, the significance of scores, and diagnostic value of results obtained are carefully considered. The student is prepared to give, score, and interpret the important tests now used in the schools.

Mr. Payne.

Third year, first semester. Three hours per week. 3 units.

202. Educational Psychology. This course is based upon the findings of general and experimental psychology. It makes a study of original nature, the learning process, and individual differences. The facts pertaining to the effective use of subject matter in the educational process are evaluated in keeping with the laws of the learning process. Prerequisite, Educ. 100 General Psychology. Required of all candidates for B. Ed. degree.

Mr. Burkhard.

Third year, second semester, three hours per week. 3 units

203. Philosophy of Education. This course aims to present a critical study of social ideas, social organization, and educational theory. The influence of ideas in moulding institutions and in giving direction to civilization forms part of the work of the course. The proper use of method and subject matter for reaching the anticipated social objective is given consideration. This course aims to help the student pass judgment on the value of current methods and practice in teaching and educational administration.

Mr. Burkhard.

Required of all candidates for the B. Ed. degree.

Fourth year, first semester. Three hours per week. 3 units.

204. Supervision and Administration of Elementary Schools. This course begins with a review of the purposes of elementary education. Following this review, the specific problems of the supervisor and principal are considered, such as, newer type organization; classroom procedure; grading and promotions; the use of tests and measurements; use of the newer type examinations; rating of teachers; discipline; other related problems. Whenever possible, the problems are worked out in the training schools.

Mr. Payne.

Fourth year, second semester. 3 hours per week. 3 units.

290. Advanced Practice Teaching. One semester of observation and practice teaching in the junior high school and college subjects is required of all students in the fourth year.

Mr. Payne.

Fourth year, either semester. Three hours per week. 3 units.

THE TRAINING SCHOOLS

Under Direction of Mr. Payne

Tempe Teachers College maintains five distinct schools for the training of student teachers. Each of these presents its own particular type of problems so that the institution is enabled to provide special training for practically all the different types of teaching that graduates will have to encounter upon entering the professional field. Opportunities offer themselves for training in all grades from kindergarten or preprimary through the junior high school, and for the exemplification of situations presented in the rural school, the consolidated school, and the town school. All these schools are organized and maintained as regular public schools and class conditions are made to parallel as nearly as possible those in the other public schools of the state.

For the information of prospective students, a description is here given of the several training schools, their equipment, and the nature of the work accomplished in each.

The Campus Elementary School. This school is organized on the same general plan as the regular public schools of the state, but offers many advantages beside the ordinary grade school work. The kindergarten, first, second and third grades are consolidated into a primary unit, and here special attention is given to the social development of the primary children. The intermediate grades are treated as a unit for auditorium work, music, play, and athletics. Pupils with special musical ability are permitted to play in the junior high school orchestra, and the children have organized several clubs for the study of nature, science and literature. A campfire organization is maintained for the girls of these grades, and boys who are qualified are admitted to the junior high school troop of Boy Scouts of America. The enrollment in the Elementary School for the year just closed reached a total of 239 equally divided between boys and girls.

The Junior High School. In order to meet the growing demand for teachers who are specially trained for junior high school work, this unit has been organized and in operation for several years. Here the seventh, eighth, and ninth grades are administered as a separate unit but as an integral part of the training school system. The junior high school idea is carried out by means of the flexible program, departmentalized work, a limited number of electives, adaptation to individual differences in abilities, needs, and interests. Assemblies and home room periods and the organization of social and

Other extra-curricular activities are carried on as a part of the regular school program. Beside the traditional subjects, there are courses in physical education, including class instruction, supervised play, and competitive athletics for both boys and girls; home economics, shop work consisting of woodwork, forge work, and sheet metal; general science; typing; Latin; Spanish; art courses especially adapted to the needs of junior high school pupils; and music. The music program includes glee clubs and orchestra. Individual instruction is given on the various orchestral instruments. Agricultural education is elective and is carried on by means of boys' and girls' clubs organized and sponsored by the agricultural department of the college in cooperation with the State extension work in agriculture. Unusual advantages are enjoyed by the pupils due to the fact that they have access to the equipment of the college, including gymnasium, athletic field, playgrounds, shops, laboratories, gardens, farms, libraries, and auditoriums. The chief extra-curricular organizations are the campfire girls unit and the troop of Boy Scouts. Social activities are closely correlated with the school life of the pupil. Upon completing the work of this junior high school, the pupil is admitted to the second year of any four year high school.

The practice teaching in the junior high school is open only to college seniors working toward the B. Ed. degree and to second year students who have done special work in one or more of the junior high school subjects and who have the recommendation of the department in which the special work was done. During the year there were 102 pupils enrolled.

Eighth Street School. By special agreement with the local board of trustees, the Teachers College has charge of the town school located on Eighth street at Mill avenue. This school, comprising grades one to six inclusive, is located in an attractive setting with large, grass covered playground fully equipped with modern apparatus for physical training and outdoor games. The building, with its large, airy rooms and tasteful decoration, is admirably adapted for the training of children in the primary and intermediate grades. The younger children have their own manual training shop and domestic science room. The older children have access to the shops and laboratories of the college. The music and art work is under the supervision of members of the college faculty, and opportunity is offered for glee club and orchestra work. The prime objective of the operation of Eighth Street School is to furnish special teacher training to college students who are interested in Americanization work and the problems connected with the teaching of non English

speaking primary children. The enrollment for the year was 183 pupils.

Rural Schools. For several years an arrangement has existed with the trustees of two neighboring school districts whereby the Teachers College takes full charge of the operation of these schools as training schools for the preparation of teachers to supply the rural schools of the state. These schools are under the immediate direction of a trained rural supervisor, and the student teachers are furnished transportation forth and back by automobile, which arrangement enables them to do their teaching without inconvenience or interference with the classroom demands of their collegiate schedule.

Rural School, District 13. This is a large rural school presenting all the problems of the consolidated or village school. The pupils are brought by bus from the more distant parts of the school district and all classes of children are represented. There is a manual training shop and a kitchen for the use of domestic science classes and for the preparation of hot lunches. Special provision is made for the teaching of music and art. In this school, the student teacher finds practical experience in meeting and solving all the school and community problems usually encountered in the consolidated and village schools. The enrollment this year was about equally divided between boys and girls and totalled 251.

Rohrig School, District 50. This is a small rural school and offers to students the opportunity for training in the management of one and two room schools. The physical equipment is simple and well within the means of any public school. As much work as possible is carried on in the special subjects and special projects, but care is taken that the work shall not be more elaborate than may be undertaken in any small rural school. Every effort is made to keep the conditions typical of rural situations elsewhere, so that the student teachers may learn to meet actual rural school problems. A total of 69 pupils were enrolled in the year just closed.

Summary of Enrollment in Training Schools, 1926-27.

	Boys	Girls	Total
Junior High School	46	56	102
Campus Elementary School (including Kindergarten)	132	107	239
Eighth Street School	83	100	183
Rural School, District 13	146	105	251
Rohrig School, District 50	36	33	69
Totals	443	401	844

DEPARTMENT OF ENGLISH

Mr. Hawkins, Miss Pilcher, Miss Blair

English 100. English Grammar. A study of technical grammar based upon the prose structure and idiom of the best modern writers. Etymology, word formation, and sentence formation. Variations of terminology in grammars of the present day are compared and harmonized. Conflicting opinions of authors concerning syntax and modification are compared and evaluated. Methods of teaching grammar in intermediate and upper grades are presented. Texts: Any standard modern English grammar; Ruskin, *Essays*, Houghton, Mifflin and Company.

Miss Pilcher.

Either semester, three hours a week.

3 units.

This course is required of all students who have not presented entrance credit for two years of ancient or modern foreign language. If the number of applicants for the course is small, the essentials may be given in the latter half of Engl. 102.

101, 102. First Year English. Exposition and argumentation; theme writing and theme correcting. Conferences with instructors and oral exercises before the class. One essay of at least two thousand words, based upon original material is required of each student. Text Thomas, Manchester, and Scott, *Composition for College Students*, Macmillan.

Miss Pilcher, Miss Blair.

First year, two semesters, three hours a week.

3 units each semester.

This course is a regular requirement in the first year of the Standard Teachers' Curriculum. Students who require more practice in the technique of written composition will be assigned to Engl. 103, 104 which also fulfils the English requirement. The assignment to one 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. Hawkins.

First year, two semesters, three hours a week.

3 units.

105, 106. **Literary Appreciation.** Open to freshmen who, by standard test, show special skill in English composition and aptitude for intensive study of literature. Course includes critical study of standard specimens of the best English prose and poetry, with theme writing and individual conferences.

Miss Pilcher.

First year, two semesters, three hours a week.

3 units each semester.

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. Hawkins 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. 110 or its equivalent.

Mr. Hawkins

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. Hawkins.

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. (Not offered in 1928-29).

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 school of the period. Texts: Dickinson, *Modern*

Drama, Second Series, Houghton Dickinson, A Review of Contemporary Drama.

Mr. Hawkins.

Fourth year, two semesters, three hours a week.

3 units each semester

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DEPARTMENT OF GEOGRAPHY

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 1. A study in the evolution of land forms through the agencies of air, water, ice, and internal forces of the earth. Particular emphasis is placed upon the physiographic regions of the United States, especially the arid southwest. 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. This course, with Geographic Geology 2, is designed to give the necessary physical basis of geography and also to give a thorough foundation for historical geology. Required of all students majoring in geography or science

Prerequisite, Geography 100.

First semester, three hours lecture and three hours laboratory or field work per week. 4 units.

202. Geographic Geology 2. Features of the earth's surface; earth's interior, ocean, atmosphere; elements of historical and structural geology. This course is a continuation of Geographic Geology 1, and it is expected that students registering for the one will register for both.

Prerequisites, Geog. 100 and Geographic Geology 1.

Second semester, three hours lecture and three hours laboratory or field work per week. 4 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 101 will be demanded, or special commerce students may offer Soc. Sci. 112, Soc. Sci. 201, Com. 13, or Com. 204.

204. 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.

206. 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. Conservation and development of our power resources, as coal, petroleum and water. Development of railway and motor transportation, inland waterways, and ocean commerce. Comparative advantages in the location of great industrial and commercial centers.

Offered in alternate years. (1929-1930).

Second semester, three hours per week.

3 units.

Summer Field Work. Summer field work is offered occasionally to advanced students at the discretion and convenience of the head of the department. The work must be done in company with and under the direction of the instructor. Credit is given in proportion to the time spent in the field and the amount of work accomplished. The geography of a region must be correlated and presented in a paper or reported orally.

DEPARTMENT OF HOME ECONOMICS

Miss Stewart

The purpose of the work in this department is to prepare teachers of home economics for the intermediate grades and junior high schools and to offer to young women an opportunity to become acquainted with the knowledge necessary for successful home making. The objectives of the curriculum include development of purchasing ability, skill in workmanship, executive ability, knowledge of healthful living, and a sense of 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. Students who complete an approved major in this department and who receive the Standard Teachers 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 work in textiles intended to develop appreciation of materials. Hand and machine sewing are applied to simple garments and useful household articles. Commercial patterns and simple drafts are used.

First year, first semester, four hours of laboratory work and three hours of preparation and recitation. **3 units.**

102. Clothing. Emphasis is placed on becoming and appropriate dress. Patterns are drafted and silk and woolen garments, including at least one tailored problem, are made.

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

114. Millinery. The fundamental principles of millinery are taught and a study is made of renovation. Practical types of hats are made.

Second year, second semester, two hours per week. **1 unit.**

104. Selection and Preparation of Foods. A study is made of the composition of food and the processes of cookery. Meals are planned and served.

First year, second semester, three hours a week. **3 units.**

201. Nutrition and Dietetics. A study is made of the processes by which food is made available to the body; the uses of food in the body; the essentials of an adequate diet; the food requirements of normal individuals from infancy to old age. Elective for qualified third year students.

Third year, first semester, six hours a week. **3 units.**

202. Household Management. Consideration is given to the economics of the home; standards of living; budgeting of the income; household accounting; care of the house and of household conveniences. Elective for qualified third year students.

Third year, second semester, three hours a week. **3 units.**

204. Child Health and Care. This course deals with the care and health of the child through the prenatal period; infancy; pre-school age; school age; adolescence. Especial emphasis is placed upon the

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

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

205, 206. **Methods and Teaching in Home Economics.** All students who major in home economics with the expectation of qualifying as special teachers are required to teach home economics one year in the training schools under the supervision of the head of the department. Combined with this work is a study of curriculums, methods, and problems in equipment.

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

DEPARTMENT OF INDUSTRIAL ARTS

Mr. Clark, Mr. Fairbanks

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 major in manual arts is requisite to a special certificate to teach manual training and related shop subjects in the public schools. 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 projects suited to manual training courses with methods of presenting the problems in the elementary and junior high schools. Simple finishes; type constructions. Prerequisite: Ind. Arts 100. May be taken by mature students who have some ability and training in the use of wood working tools and some knowledge of materials.

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 study of school and general job shop 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 Hohlers, Wood Turning.

Mr. Clark.

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

104. **Carpentry.** Discussion of foundation 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.

152. **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, and farm blacksmithing. Introduction to concrete. Text: Crawshaw and Lehman, Farm Mechanics.

Mr. Clark and Mr. Fairbanks.

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

114. **Shop Courses and Practices.** Lecture series on shop equipment, courses 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 art 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: Hawley, 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 Education.** Classification of manual arts and vocations. Organization of ma

terial and its value as well a 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. Vocational guidance movement and practice. Text: Homer J. Smith, Industrial Education, Allen and Brewer, Principles and Problems in Vocational Guidance. Prerequisite: fifteen hours manual arts or fourth year college standing.

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

120. **Mechanical Drawing 1.** An elementary course involving 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.

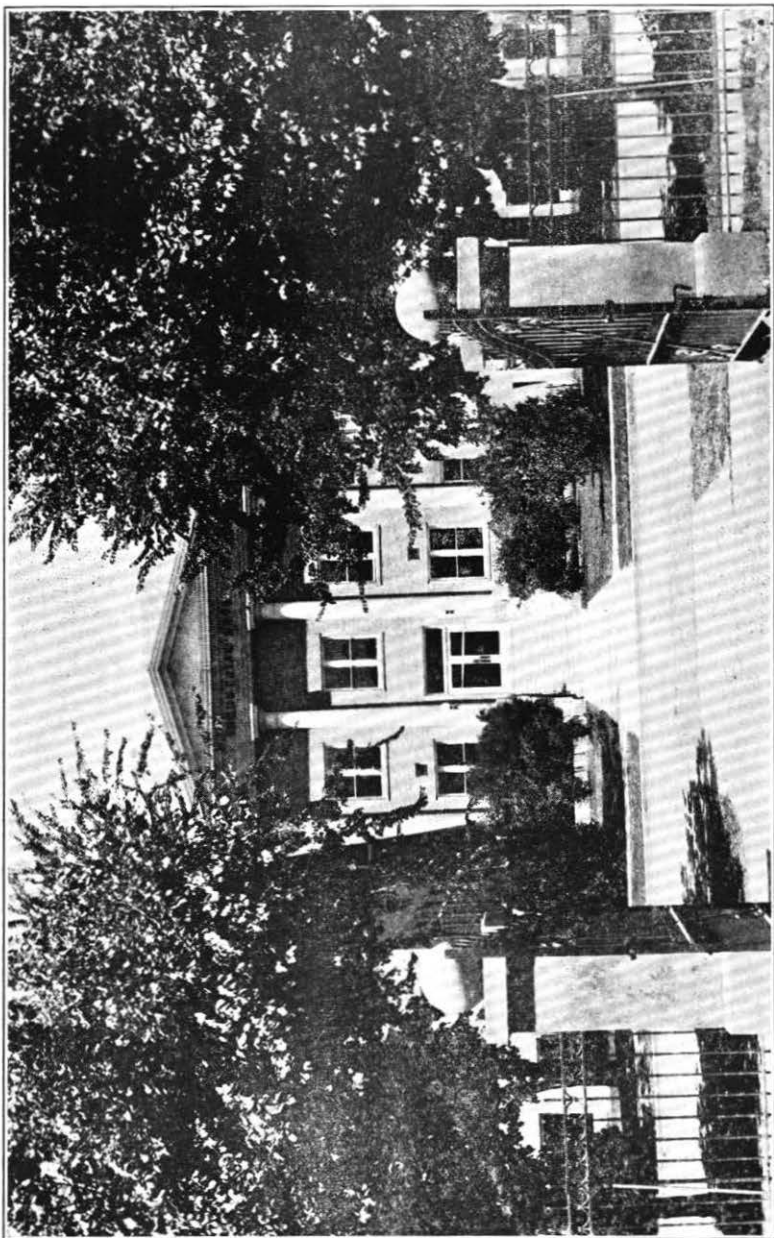
Mr. Fairbanks.
First year, second semester, five hours a week. 3 units.

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 machine 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.



Hall of Industrial Arts

103. **Architectural Draw ng.** 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 who selects a major in industrial arts with the intention of qualifying as a special teacher of the subject, 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 who complete the Standard Three Year Teachers' Curriculum with an approved major of 39 hours in industrial arts will be recommended upon graduation as qualified to teach industrial arts. Such students will also be entitled to receive the elementary certificate.

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KINDERGARTEN-PRIMARY DEPARTMENT

Miss Brown

The Kindergarten-Primary Training Curriculum is designed to give professional training to students who wish to specialize in work with children from five to nine years of age. The special courses included are planned to give the student a thorough grounding in child study, history of kindergarten education, games, songs, children's literature, and handwork. The applicant for admission must be a graduate of a four-year high school course and must possess musical ability and training. Before enrolling in these courses, the student will be required to pass a test in sight reading, sight singing, and ac-

companionment. Graduates of the three year curriculum who complete an approved major in this department will be qualified to receive the Arizona early elementary certificate which entitles the holder to teach in the kindergarten, first, second, and third grades. Observation, primary methods, and special teaching are required in addition to the regular kindergarten courses.

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: McKee, Purposeful Handwork.

First year, second semester, five hours a week. 2:20. 3 units.

103. Children's Literature. This course makes the students familiar 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 selection and story telling; biographies of great writers for children with a study of their stories; collections of folk and fairy tales, and nature tales. Text: MacClintock, Literature in the Elementary school. This course may be taken as an elective by students in the standard curriculum. Class limited to thirty.

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, organi-

zation, and presentation Text Childhood Education Lecture and assigned readings.

Second year, first semester 3 hours a week 2:20. 3 units

106. 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, second semester, three hours per week. 3:20. 3 units.

107. Kindergarten-Primary Curriculum. A study of subject matter for these grades, with methods of presentation; making of programs and keeping of records; housing and equipment of kindergartens; a study of scientific investigation of kindergarten education and the progress of kindergarten children through the grades. Assigned readings from bulletins issued by the United States Bureau of Education.

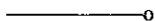
Third year, first semester, 3 hours a week. 3 units

110. Observation. A course in observation of model teaching in the kindergarten. Conferences; reports, assigned readings. For students majoring in kindergarten primary work.

Second year, first or second semester, five hours. 3 units

220. Kindergarten Teaching. Students who choose their major in kindergarten primary work are required to teach one semester in the campus kindergarten.

Third year, first or second semester, ten hours a week. 8 units



DEPARTMENT OF LANGUAGES

Miss Wilson

One of the ways by which nations may come to understand each other is through the 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 and Leyendas, Navdad en las Montanas, Zaragueta, El Capitan Veneno, Abolengo and Mariposa Blanca. Text: Hills and Ford's First Spanish Course.

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

Spanish 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, Romera Navarro's Historia de Espana, La Hermana San Sulpicio, Dona Clarines, Morley's Spanish Humor, and Marlanela. Review of grammar with Crawford's Temas Espanoles. Collateral readings and reports.

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

Spanish 201, 202. Advanced Spanish. The work of the first semester is devoted to such books as Pedro Sanchez, Pascual Lopez, El Gran Galeoto, Dona Perfecta and La Barraca. The second semester is devoted to a study of South American literature, using such books as Amalia, La Casa de los Cuervos, La Gringa, La Raza de Cain, Martin Rivas and Bryce's La America del Sur. Collateral reading and reports.

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

Span. 203. Spanish Classical Prose. Prerequisite, Spanish 201, 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. Texts: Barja's Libros y Autores Clasicos and Northrup's Introduction to Spanish Literature.

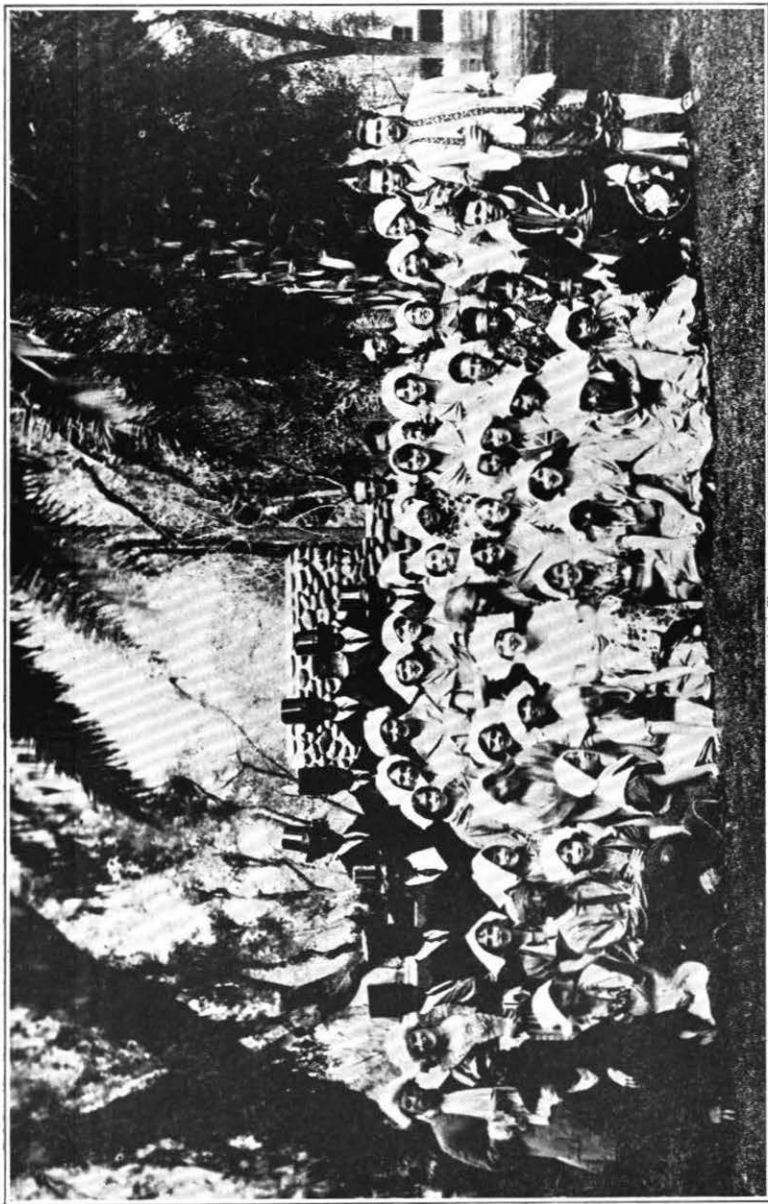
First semester, three hours a week. 3 units.

Spanish 204. Advanced Composition. This course includes a review of grammar, using Ramsey's Spanish Grammar and Cool's Composition. Prerequisite: Span. 201, 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 three years of high school Latin.

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



Cast of the Opera, Chimes of Normandy, given by the Glee Clubs

DEPARTMENT OF MATHEMATICS

Dr. McDaniel

Mathematics 100. General Mathematics. 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 three 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. Prerequisite: Math. 110, or 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. Differential and Integral Calculus. 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 sing-

ing 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.

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. Music Education. 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.
½ 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.
½ 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.
½ 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 instrumental music, such private instructions 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.



DEPARTMENT OF PHYSICAL SCIENCE

Dr. Bateman

This department offers elective work in introductory physics and chemistry designed to give the student training in the use of the scientific method and to widen his knowledge of the laws and forces of the physical world with which he is continually in contact. Such training is highly desirable for every teacher. These courses are offered also to the student who desires to major in science or in other related fields. The increased need for teachers with training in science is shown by the addition to the curricula of our elementary and secondary schools of such courses as agriculture, household arts and science, electricity, and general science. The physical sciences are basic to many fields of study and human activity. They give the student a clear conception of the importance of science in human progress and at the same time aid him better to adapt himself to the ever-changing physical world.

Physics 101, 102. General College Physics. This is a detailed study of general physics including an interpretation of everyday phenomena

from the standpoint of natural law. It includes mechanics, properties of matter, heat, weather, sound, light, color, magnetism, and electricity, with special emphasis upon the importance of this science to individuals in all walks of life. The modern notion of the structure of matter and its relation to electricity is considered.

Two semesters, Three lecture-recitation periods and four hours of laboratory work per week. 4 units each semester.

Chemistry 101, 102. Introductory College Chemistry. This course is a study of the common elements and their simpler compounds, and is designed to give the student training in the scientific method of reasoning from the facts that he has gained through experimentation, observation, and study; and to impart a knowledge of the fundamental facts and theories of chemistry. The illustrative material is taken as far as possible from applications of chemistry in everyday life.

Two semesters. Three lecture-recitation periods and four hours of laboratory work per week. 4 units each semester.

Note: The following courses are offered by special arrangement, upon application by not less than five students for any proposed course. Courses 221 and 262 will be offered in 1928-29.

Chem. 131. Qualitative Analysis. A course in the theories and in laboratory separation and identification of the common radicals. The lectures deal with the chemistry of analytical reactions with emphasis upon the development and application of the laws of solutions and equilibrium. Prerequisite, Chem. 101, 102, or equivalent.

First semester. One lecture and two three-hour laboratory periods per week. 3 units.

Chem. 202. Quantitative Analysis. A study of the fundamental principles of gravimetric and volumetric analysis with practice in stoichiometry. Careful manipulation of apparatus, integrity, and accuracy are stressed in the laboratory. Prerequisite, Chem. 131.

Second semester. One lecture and two three-hour laboratory periods per week. 3 units.

Chem. 221. Elementary Organic Chemistry. A brief survey of the chemistry of the organic compounds. Emphasis is upon the applications of organic chemistry to the fields of household science, biology, agriculture, medicine, and nutrition. Organic chemistry is the basis of many of the newer developments that materially influence modern life. Prerequisite, Chem. 101, 102, or equivalent.

First semester. Two one-hour lecture-recitation periods and three hours of laboratory per week. 3 units.

Chem. 222. Biochemistry. The student is taught the chemistry of the tissue, fluids, secretions, and excretions of the human body; the composition of food stuffs, and the phenomena of their digestion, absorption, and assimilation; the role of enzymes in plant and animal life; the principles of nutrition, and the important facts of metabolism. Proteins, carbohydrates, and fats of biological importance will be considered. Prerequisite, Chem. 221, or its equivalent

Second semester. Two lectures and three hours of laboratory per week. 3 units.



DEPARTMENT OF SOCIAL SCIENCES

History, Mr. Murdock

Political Science, 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, it must be taken by those who wish to prepare for the constitutional examinations required of all candidates for graduation from the college.

Mr. Murdock.

Elective, either semester, three hours a week. 3 units.

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. Some of the main topics considered are: The Congress of Vienna and its attempt to restore Europe to conditions present during the Old Regime; social and political results of the spread of the industrial revolution; conflict between the new and the old ideas of science and religion; the rise of Russia, Prussia, and Italy as important national states; the development of nationalism and colonial imperialism; the realignment of powers; the Balkans and their problems; the break up of Turkey; the World War; the League of Nations and World Court.

Mr. Waltz.

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

108. Public Administration. Public attention today is being directed to the administrative side of government to a greater extent than ever before. It is now realized that efficient administration, formerly considered more appropriate to monarchical governments, is no less essential to a democratic government and is, indeed, intimately con-

nected with the inheritance of true democracy. The executive authority of the state, such as governor heads of departments, and state boards and commissions are stressed. Also considerable attention is given to the most important of the manifold activities undertaken by the state, such as the administration of taxation, education, charity and corrections, public health, justice, and so on. Comparisons and contrasts in the organization of administrative agencies of the federal and state levels of government are made. Prerequisite, Soc. Sci. 100.

Mr. Waltz.

Elective, second semester, three hours per week.

3 units.

107. Contemporary Europe. (Offered in 1929-30). In order to understand Europe of today, it is necessary to give attention to conditions, dating as far back as 1870. From that date to the catastrophe in 1914, the European nations were following a course which pointed to a climax which was reached with the advent of the World War. Since 1918, Europe has grappled with many difficult post war problems. Attention is given to the internal organization of the leading nations of Europe, development of the Triple Alliance and the Triple Entente; conflicting national, colonial, and commercial rivalries; militarism and imperialism; the Great War its general course; the United States' part in the War; the Peace Conference; the Treaty of Versailles, the Locarno agreement; the Lausanne Conference; Polish occupation of Vlna; the Corfu incident; the annual sessions of the Assembly of the League at Geneva.

Mr. Waltz.

Elective, first semester, three hours a 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.

Mr. Murdock.

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 decisions, legislative enactments, administrative rulings, political party practices, or other historical development throwing light upon our constitutional expansion. The utterances of public men, party platforms, diplomatic incidents, are used to make

clear the growth of our unwritten constitution. Prerequisite, Soc. Sci. 100.

Not open to lower division students.

Mr. Murdock.

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.

Mr. Murdock.

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.

Mr. Murdock.

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.

Mr. Murdock.

Elective for upper division students only.

Second semester, three hours per week.

3 units.

203. American Diplomacy. Few good Americans are well 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 foreign relations under the Federalists; establishment of an American foreign policy; use of arbitration in the settlement of boundary disputes; the origin and development of the Monroe Doctrine; the meaning of Pan Americanism; the "Open Door" policy in the Orient; the rise of imperialism; the recognition of new governments; expatriation and immigration policies; the Hague Court of Arbitration; the League of Nations; the World Court; the

Washington Conference. Prerequisite, So. Sci 100 or 111. (This course is open to extension classes by arrangement through the office)

Mr. Waltz.

Elective, second semester three hours per week.

3 units.

211. **Comparative Government.** The interest of America in the government of Europe has been considerably stimulated by the events of the past dozen years. Today our relations with the old continent have become everything but remote. Our newspapers prove it by the amount of space which they devote to the sinuosities of European politics. The election of a German president or the fall of a French ministry sends its echoes into the stock market of New York and the wheat pit at Chicago. For this reason it would seem desirable that Americans should know something about the various European governments, how they are organized, what sort of political machinery they use, and wherein their government methods differ from those of the United States. It is more than desirable, it is essential to the intelligent reading of the daily news from overseas. The aim of this course, therefore, is to consider the antecedents, organization, and processes of government in certain European countries, more particularly in Great Britain, France, Germany, the "Fascisti" state of Italy, Switzerland, and Soviet Russia.

Mr. Waltz.

Elective. First semester, three hours a week.

3 units.

208. **Administration of American Foreign Relations.** (Offered in 1929-30). Despite its growing importance as a world power, the United States, at the outbreak of the Great War, was still largely self-centered and provincial. Speaking broadly, this condition no longer exists. Notwithstanding a certain reaction against world policies, people are more interested today than ever before in all that concerns our foreign relations. The aim of this course is to consider American foreign affairs from the standpoint of political science. Hence the treatment will be topical rather than chronological. Diplomatic events as such are introduced only incidentally to illustrate the principles and problems considered. Emphasis is placed upon the organization of the government for the conduct of foreign relations, the control exerted by its various branches therein, and the methods of procedure followed. To some extent these matters are regulated by the written constitution and laws, but they are governed also in part by unwritten "conventions." Accordingly, this course is a study in both constitutional law and constitutional practice, as

affecting this phase of our governmental organization and activity.
Prerequisite, Soc Sci 10

Mr. Waltz.

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

209. **Municipal Government.** Offered in 1929 30). The development of large urban communities, or cities, has been the most striking social phenomenon of the past ten decades. There are more cities in the United States than in any other country. The nation is becoming urbanized at a rapid rate, so much so that the United States can no longer be called a rural land. This is a fact of great social significance, for the influence of cities upon the national life is much greater than their numerical strength in the census figures would imply. These facts would seem to make a knowledge of the problems of city government of importance to teachers. This course will consider the city as a social, economic, and political unit; causes of city growth; municipal organization in the United States, including mayor and council, commission and city manager plans; the electorate and public opinion; the chief problems of municipal politics. Prerequisite, Soc Sci. 100.

Mr. Waltz.

Elective. First semester, three hours a week. 3 units.

PHYSICAL EDUCATION FOR WOMEN

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 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 profiles 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 student , a brief d'scus i n 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 d'stricts.

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 sect on 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 aga'nst basketball, such as long sustained individual effort on the part of comparatively few payer .

Volleyba l. Instruction in this game is made a part of the train ing course during the fall and spring. This is a remarkably fine g.oup 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 surround'ngs, 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 partic ularly valua

able 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 supervision. 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

Mr. McCreary

The required courses in physical education for men, beside providing a minimum amount of physical exercise per week, prepare the men to supervise intelligently the courses of physical and health education, playground games, and athletic programs 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 required courses, and every man is encouraged to develop whatever native ability he may possess in this line.

All intercollegiate athletic contests are governed by the rules of the Arizona State Collegiate Athletic Conference, which seeks to maintain a high standard in athletic relations between the colleges of this state and the Southwest in general.

The new athletic field, with its sodded football field and its quarter mile track, and the new gymnasium with its complement of showers and dressing rooms, afford ample space and suitable facilities for carrying out programs of extra-curricular athletics as well as the accommodation of the scheduled work and elective courses. The athletic program is taken up with the major sports of football, basketball, baseball, and track. Tennis, although classed as a minor sport, receives a great deal of attention.

Phys. Educ. 111, 112. First Year Course. The subject matter covered includes the fundamentals of games, marching tactics, first aid, and a course in Boy Scout leadership. In addition to the two hours of class work, one hour of outside preparation in each week is expected in order to gain the credit assigned to the course. Each student must provide himself with a gymnasium suit and a pair of substantial basketball shoes. Texts required: Red Cross First Aid Handbook; Scoutmaster's Handbook.

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

113, 114. Second Year Course. This course is intended to give every member a reasonable amount of physical exercise, and, at the same time to give detailed instruction in presenting games that are applicable to all grades. Opportunity is given in the training schools for actual experience in physical education and playground supervision. Each student must provide himself with a gymnasium suit and a pair of basketball shoes. Text required, Maroney, Physical Education Teaching Manual.

Second year, both semesters, two hours a week.

½ unit each semester.

131, 132. Coaching Course. This course covers the theory of coaching the four major sports, football, basketball, baseball and track, with ample opportunity for refereeing games and planning and conducting

tournaments. The course is divided in such a way as to devote the first semester to football and basketball, leaving the second semester for the study of baseball and track. Among the texts required are included Spalding's official rule governing each of the sports studied.

Elective open to all men above the first year.

Either or both semesters three hours a week. 3 units each semester.

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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 college year, the main library is open from 8:00 A. M. to 9:00 P. M. every day except Saturday and from 7:15 to 9:15 P. M. four nights a week. On Saturday 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.

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LYCEUM COURSE

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.

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THE ALUMNI ASSOCIATION

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

Upon graduation, the students completing any of the professional curriculums of the college automatically become members of the Alumni Association. Membership is restricted to graduates of the college. Including the class of 1928, the association now numbers 2609 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 or

ganization 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 in 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 4, 1929.

THE ENDOWMENT FUND

Believing that a professional education is a most valuable asset in life, the Alumni desire to extend its benefits to others. With this end in view, the Alumni Association has for some time been conducting a vigorous campaign for the raising of a ten thousand dollar fund for the assistance of worthy students who need financial aid. Under the zealous leadership of Clarence M. Paddock, '03, and with the active cooperation of the officers of the association, the fund has grown to more than \$7,500 and is becoming established on a working basis, as shown by the fact that thirty 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.



The Quadrangle and the Main Building

ALUMNI REGISTER

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

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

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

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 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. 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, and 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 of the campus in 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 to this event, thus renewing old ties and making new friends from among our present membership.

The Zetetic Society. A group of twenty-five young women meet regularly on Tuesday nights for literary study. During the past year plays by Ibsen, Sutton Vane, Maeterlinck and Galsworthy were studied. Scenes from the Betrothal were adapted for Society presentation, each member of the group appearing in some character. This adaptation was presented to the entire school and public on March 25.

Many social evenings were held, some devoted to desert gatherings about a camp fire. The annual Zetetic camping trip was enjoyed over one week end on Zetetic 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, Erodelphian, 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

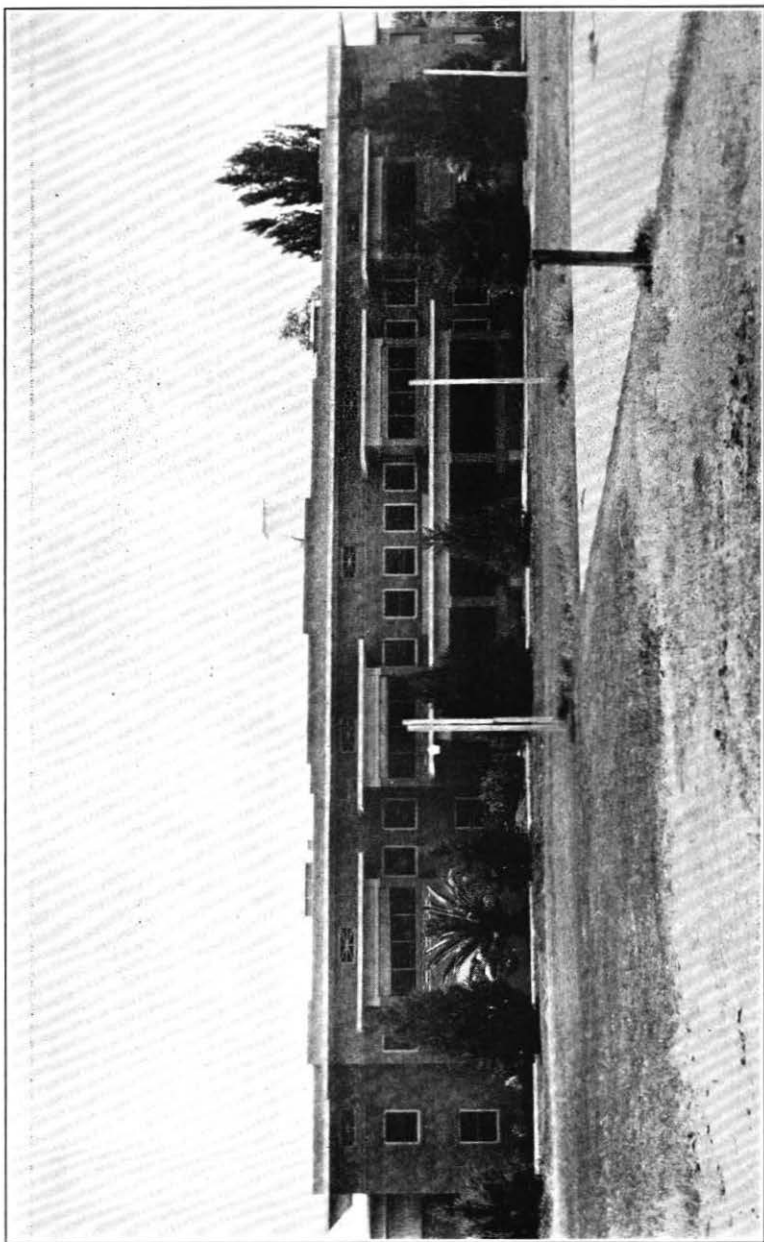
weekly for literary study combined with social and athletic activities. A high standard of scholarship is requisite to active membership. During the year, the group studied several of the modern plays successively together with Shakespeare's "Two Gentlemen of Verona," and other literary works. On the 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 weekend camping trip on the Verde River in early May.

Los Hidalgos del Desierto is a club open both to women and men to promote an interest in things Spanish. There have been illustrated lectures on Barcelona, Madrid, Sevilla and Cordova. In April there was a program in assembly which featured a serenata, bailes, cancionas, and a corrida de toros. The hikes and picnics, especially the initiation in the desert are red letter days in the life of the 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 the Florist Shop was given in assembly. The programs were devoted to the study of plays of Lord Dunsany, Lady Gregory, Wilde, Drinkwater, and Moody. The annual trip to Cave Creek was 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 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.

The Geographic Society. This society was organized in 1924 by a group of students especially interested in geographic investigation and study. The membership is made up of students who excel in geography, general scholarship, and character. The society fosters very worthwhile activities, and is doing much to interest the student body, and the general public as well, in the geography and 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 climbing of Superstition Mountain, and visits to the Thompson Desert Arboretum at Superior, the Gila River Indian Reservation, the U. S. Geodetic station at Tucson and the



Matthews Hall and Tennis Courts

Onyx caves in the Santa Rita Mountains, mines and smelters at Jerome, Montezuma's Well and Montezuma's Castle in the Upper Verde Valley. Lectures are given during the year on geographic subjects. The Society has recently included among the speakers and guests such eminent authorities as Dr. Wm. M. Davis of Harvard, Dr. Albrecht Penck of the University of Berlin, Dr. Bruno Dietrich of the University of Breslau, and Mrs. Robert Flaherty and David Flaherty with their picture production, "Moana of the South."

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

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

The Delta Theta Society was organized in 1924. It consists of a group of young college women who are particularly interested in the study of literature. The social side is not neglected, however, and picnics, luncheons, and parties are enjoyed from time to time. The annual camping trip at Camp Creek, north of Phoenix, is one of the most delightful events of the year.

The Froebel Club. This new club was formally approved and received by the faculty on March 5, 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.

SCHOLARSHIPS

Within the past few years, a number of students have received the benefit of a professional education and have become self-supporting through the generous assistance of various fraternal orders and other organizations in the shape of loan or special scholarships granted to selected individuals. Although no permanent scholarships have been established, much good has been accomplished in this field, and a number of successful teachers in Arizona owe their education to timely aid of this character.



FUNDS FOR THE ASSISTANCE OF STUDENTS

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



P R I Z E S

The Moeur medal for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the 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 whose scholarship rating ranks second. To be eligible for either of the Moeur prizes, a student must have attended Tempe Teachers College for two years directly preceding graduation, and the work for which these prizes are awarded must have been done in residence during the regular sessions of the College. After July 1, 1929, these prizes will be awarded to graduates of the three year curriculum.

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.

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

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 chosen each year by the Literary Committee of the order. Competition for this medal is open to any student of the college.

EMPLOYMENT OF TEACHERS

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 school 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.

SUMMARY OF REGISTRATION, 1928

College	{	Men	132	}Total	643
		Women	511			
Training School ...	{	Boys	443	}Total	844
		Girls	401			
Total Registration for the year						1487

SUMMARY OF GRADUATES

Prior to class of 1928	2371
Class of 1928	238
Total number of graduates	2609

REGISTER FOR 1927-28

Abbott, Dorothy	Tucson	Boyd, Ernestine	Duncan
Adams, Elizabeth	Scottsdale	Branham, Arthur	Douglas
Adams, Eugene	Tempe	Brelsford, Ethelyn	Phoenix
Adams, Oma	Phoenix	Brewer, Beth	Mesa
Alexander, Sadie	Tempe	Brewer, Cora	Mesa
Allen, Loren	Gilbert	Brewer, Rowana	Mesa
Anderson, Velma	Mesa	Brillhart, Virginia	Tempe
Archer, Elizabeth	Norwalk, Calif.	Brodie, Dorothy	Mesa
Arballo, Marfila	Nogales	Brogan, Isabel	Douglas
Aubineau, Grace Cisney	Phoenix	Brooks, Nettie	Phoenix
Austin, Bertha	Camp Verde	Brown, Alice	Phoenix
Austin, Louise	Chandler	Brown, Erma	Phoenix
Axelton, Ida	Iowa	Brown, Ray	Mesa
Axtou, Sylvia	Clifton	Brownlie, Grace	Bisbee
		Bruce, Elizabeth	Ray
Bacon, Zilphia	Wisconsin	Bryan, Winona	Douglas
Barnett, Avilla	Globe	Bronish, Mrs. Estelle	Phoenix
Barney, James M.	Phoenix	Bryce, Bessie	Douglas
Barnhill, Leona	Malone, Wash.	Buck, Helen	Tempe
Barr, Marjorie	Clifton	Burgham, Kathleen	Globe
Barry, Betty	Phoenix	Burke, Ellen	Prescott
Barry, Mrs. John	Tempe	Burleson, Bevette	Tempe
Bartell, Edith	Ray	Burnett, Cora	Douglas
Bates, Ruth Holmes	Phoenix	Burrows, Geneva	Tempe
Bealey, Alberta	Phoenix	Burton, Raymond	Somerton
Beatty, Mrs. Alma	Mesa	Burum, Edith	Tempe
Beazley, Idell	Glendale	Burum, Marie	Tempe
Beck, Alice	Corona, Calif.	Busch, Alvaretta	Phoenix
Beck, Mrs. Alice G.	Phoenix	Butler, Lyle	Tucson
Bell, Mary Alice	Tempe		
Bendixen, Mary	Bisbee	Cardon, Isabel	Tucson
Benedict, Franklin	Camp Verde	Carlson, Evelyn	Chandler
Benedict, Joe	Camp Verde	Carr, Edward	Tempe
Bennett, Frances	Douglas	Carr, Margaret	Tempe
Benson, Mary	Douglas	Carter, Elizabeth	Tempe
Billman, Frances	El Paso, Texas	Cate, Kathleen	Phoenix
Birchett, George	Tempe	Caywood, Wallace	Tempe
Birky, Clara	Bloomington, Ill.	Chadwick, Paul	Tombstone
Bishop, Meredith	Phoenix	Chamberlain, Dorothy	Phoenix
Black, Ida Minnie	Nogales	Chapin, Gullford	Needles, Calif.
Blackburn, Lillie Hand	Tempe	Charon, Mrs. John	Bisbee
Blackburn, Verdel	Mesa	Chatham, Chester	Scottsdale
Blackerby, Elizabeth	Somerton	Chilton, Grace	Clifton
Bland, Mary	Phoenix	Clark, Helen	Somerton
Blazina, Frank	Jerome	Clark, Jessie	Mesa
Bogart, Rachel	Canutillo, Texas	Clark, Kenneth	Tempe
Bolding, Retha	Glendale	Clark, Willa	Duncan
Boldman, Gertrude	Tempe	Clifford, Ruth	Safford
Bono, Lena	Globe	Clifford, Wilma	Safford
Bosworth, Nellie	Phoenix	Clubb, Wanda	Gilbert
Bostrom, Leone	Tempe	Cluff, Nancy	Hayden
Bowles, Ruth	Phoenix	Cluff, Mrs. Opal	Mesa

Cochrane, Dorothy	Globe	Doyle, Marion	Phoenix
Cocke, Harold	Wilcox	Drake, Margaret	Indianapolis, Ind.
Coe, Erma	Phoenix	Dugger, Marguerite	Superior
Cole, Ben	Tempe	Dunham, Lance	North Dakota
Collins, Mary C.	Phoenix	Eagan, Lois Dunn	Phoenix
Collins, William Andrew ..	Phoenix	Easton, Ida	Mesa
Colvin, Alice	Douglas	Echols, Mrs. K. B.	Chandler
Contreras, Caroline	Phoenix	Echols, Rev. K. B.	Chandler
Cook, Lena	Phoenix	Edgar, Sarah	Needles, Calif.
Cook, Madelena	Phoenix	Edwards, Eunice Edith....	Phoenix
Coor, Lattie	Eola, Texas	Eisenhart, George	Tempe
Corson, Mrs. Kate	California	Ellis, Mabel Ruth	Oolitic, Ind.
Cotner, Carrie C.	Phoenix	Ellsworth, Lula	Mesa
Cotner, Naoma	Hollywood, Calif.	Ellsworth, Nola	Safford
Couch, Robert	Buckeye	England, Cecil	Chandler
Cowperthwaite, Irma	Warren	Ennis, Hugh	Superior
Cox, Marjorie	Warren	Erickson, Amy	Phoenix
Craig, Anna	Fort Grant	Erickson, Marian	Shawano, Wis.
Crismon, John	Mesa	Erklan, Helen	Winkelman
Croom, Opal	Bowie	Etzweiler, Beulah I.	Phoenix
Culbert, Harry	Lowell	Etzweiler, Albert A.	Phoenix
Cundiff, Christine	Glendale	Evans, Ernestine	Clarkdale
Curnow, Edith	Morenci	Evans, Hazel C.	Phoenix
Curnow, Ethel	Morenci	Ewing, Cecile	Volga City, Iowa
Curry, John J.	Tempe	Ewing, Wilma	Lowell
Curtis, Val	Thatcher	Ewing, Weyland	Glendale
Curtiss, John	Buffalo, N. Y.		
Dague, Beulah	Glendale	Fain, Thelma	Douglas
Dains, Ray C.	Tempe	Farrell, Daniel	Copper Hill
Dameron, Byrdeva	Prescott	Farrell, Dorothy	Nogales
Dana, Beryle	Mesa	Farrell, Katherine	Copper Hill
Dana, Feral	Miami	Farrow, Hazel	Scottsdale
Dana, Naomi	Mesa	Felton, Beatrice	Tempe
Danforth, Louise	Glendale	Felton, Helen	Tempe
Daniel, Virgil	Tempe	Figueroa, Rupert	Florence
D'Arcy, Genevieve	Jerome	Filleman, Nina	Clifton
Davenport, Virginia	Tucson	Finch, Wilma	Tempe
Davey, Helen	Warren	Finnerty, Della	Tucson
Davey, Marjorie	Canyon	Finnerty, Margaret	Tucson
Davis, Alma	McNeal	Fisher, Elizabeth	Warren
Davis, Myrtle	Tempe	Fisher, Marjorie	Mesa
Dawson, Ethel	Douglas	Flumerfelt, Iola	Tempe
De Armond, Mazie	Skull Valley	Fogal, Kathryn	Tempe
De Clercq, Jack	Casa Grande	Fogal, Mrs. Frank, Jr.	Chandler
Delgado, Josephine	Winkelman	Fogal, Newton	Tempe
Deming, Letha	Tempe	Folsom, Bruce	Tempe
Dendy, Neva	Palo Verde	*Folsom, Walter	Tempe
Denson, Mona	Prescott	Foltz, Fern	Phoenix
De Vaughn, Frances	Phoenix	Ford, Rita	Bisbee
De Witt, Wallace	Chandler	Fossum, Clara J.	Phoenix
Dick, Wilburn	Phoenix	Foster, Vesta	Phoenix
Dills, Isabel	Phoenix	Fowler, Alice	Phoenix
Doane, Pearl	Phoenix	Francis, Evelyn	Baldwin, Md.
Done, Marba	Tucson	Frankenberg, Anice	Tempe
Dorsey, Dorothy	Phoenix	Franklin, Priscilla	Cincinnati, Ohio
Dotson, Grace	California	Frazer, Melba	Phoenix
Douglass, Herma	Phoenix		
Douglass, Ruth	Tempe		

*Deceased

French, Marjorie	Phoenix	Haverty, Mae	Tempe
Fritchman, Mary	Phoenix	Hayes, Ida	Bisbee
Fritts, Dora	Willcox	Hayes, Jess	Globe
Fuller, George	Pine	Hazen, Ruth	Buckeye
Fuller, Reed	Pine	Henderson, Hazel	Globe
Fulton, Ester	Phoenix	Hendricks, Virgil	Miami
Fuqua, Carrie	Parker	Herbolich, Annie	Douglas
Furrey, Mabel	Glendale	Hernan, Florence	Phoenix
		Herring Dixie Lee	Phoenix
Garrett, Katherine	Douglas	Herring, Dorothy	Phoenix
Garrett, Sara	Douglas	Heywood, Gertrude	Bisbee
Gates, Elsie	Globe	Hibbert, La Rue	Mesa
Gibbons, Sophie	Tempe	Hickox, Mary	Douglas
Gieszl, Christine	Gilbert	Higgins, Emma	Fort Thomas
Gilmore, Charles	Miami	Hilkert, Adeline	Ohio
Glennie, Eleanor	Mindoro, Wis.	Hilkins, Minnie	Flagstaff
Goar, Dorothy	Douglas	Hinshaw, Esther	Yuma
Goddard, Russell	Tempe	Hinshaw, John	Yuma
Golden, Mary	Needles, Calif.	Hinton, John W.	Fort Thomas
Golling, Mildred	Glendale	Hodges, Ione	Pilares de Nacozari, Mexico
Gomez, Mary	Tempe		
Gooch, Edith	New York, N. Y.	Hoenshell, Zella	Tempe
Goodrich, Bert	Tempe	Hoffman, Imogene	Williams
Goodrich, Jewel	Tempe	Hoffmeyer, Edward	Williams
Goodwin, John	Tempe	Holaday, Lucille	Tempe
Goodwin, Louise	Winkelman	Holcomb, Gladys	Phoenix
Goodwin, Sadie	Tempe	Holdeman, Nelson	Wakarusa, Ind.
Goodykoontz, Olive	Chandler	Holderman, Mrs. Ruth	Phoenix
Grace, Katherine	Phoenix	Holdren, Mildred	Mesa
Graham, Edna	Miami	Holman, Joy	Safford
Graham, Marguerite	Hayden	Holmes, Mrs. Harriet	Phoenix
Graham, Nellie	Miami	Holmesley, Evelyn	Phoenix
Granger, Oscar	Douglas	Hopkins, Effie Dot	Tempe
Grant, Helen	Lowell	Hopkins, Lydia	Tempe
Grasmoen, Ed	Superior	Horne, Frank	Mesa
Greer, Natalia I.	St. Johns	Horne, Mrs. Orena	Bisbee
Griffin, Mary	Phoenix	Howell, Lake	Snyder, Texas
Griffith, William	Tempe	Howell, Lena	Glendale
Gurley, Lois	Bowie	Howell, Leona	Tucson
Guthrie, Harry	Mesa	Howell, Lucille	Glendale
Guthrie, William	Mesa	Huber, Albert	Mesa
		Huber, Waldo	Mesa
Haddad, Camillo	Sonora	Hudson, Hugh	Tempe
Hall, La Viece	Phoenix	Humphrey, Mrs. Fannie	California
Hall, Leonore	Knights town, Ind.	Humphreys, Mary	Prescott
Halterman, Mary	Phoenix		
Ham, Wilma	Somerton	Iben, Marbeth	Phoenix
Hanger, Lillian	Tempe	Ireland, Eunice	Tempe
Harbison, Doyle	Casa Grande		
Hardin, Carmelita	Tempe	Jackson, Earl	Camp Verde
Harding, Emily	Douglas	Jackson, Helen	Miami
Hardwick, Angeline	Tucson	Jackson, Igal	Phoenix
Harkey, Ruby	Mesa	Jackson, Vera	Miami
Harris, Mrs. Alice	Phoenix	Jacobs, Gladys	Glendale
Harris, Dorothy	Globe	Jacobs, Vesta	Palo Verde
Harris, Iola	Phoenix	James, Elizabeth	White River
Harris, Virgie	Superior	Jantzen, Dorothy	Peoria
Hastings, Elmer	Mesa	Jenkins, Ione	Phoenix
Hatch, Virginia	Chandler	Jerez, Hilda	Phoenix

Jerez, Hortense	Phoenix	McCreary, Beulah	Gilbert
Johannsen, Sophie	Somerton	McCreary, Elsie	Tempe
Johnson, Leonard	Phoenix	McEuen, Beulah	Safford
Johnson, Ruth	Miami	McEuen, Bonnie	Safford
Jolly, Juanita	Pomona, Calif.	McEuen, Marjorie	Port Thomas
Jones, Corinne	Douglas	McEuen, Vera	Safford
Jones, Edna May	Superior	McFadden, Catherine	Douglas
Jones, Elizabeth	Rodeo. N. M.	McGirk, Ora	Bonita
Jones, Margaret	Prescott	McGraw, Elsie	Bisbee
Jones, Viola	Mesa	McKenna, Margaret	Bisbee
Jones, Wesley	Mesa	McLaughlin, Ellora	Bisbee
Jordan, Mrs. Love	Prescott	McNelly, Kathleen	Globe
Jorgenson, Gladys	Cutbank, Mont.	Mack, Mozelle	Phoenix
Joyce, Ilene	Tempe	Maier, Leona	Mesa
Juncker, Mabel	Glendale	Martin, Mille	Arlington, Ind.
		Martin, Ramona	Phoenix
Kain, Opal	Roswell, N. M.	Martin, Thomas	Phoenix
Kartchner, Merle	Springerville	Martin, Verna	Clifton
Kauzlarich, Adolph	Jerome	Martinez, Nellie	Prescott
Kay, Alice	Phoenix	Mastin, Nellie	Phoenix
Kay, Georgia	Phoenix	Mather, Ruth	Higley
Kempton, Mabel	Gilbert	Menhennet, Ronald	Mesa
Kendrick, John Rufus	Tempe	Mercer, Arthur	Phoenix
Kerby, Beta	Globe	Merkle, Ralph	Phoenix
Kincaid, Helen	Buckeye	Merkley, Elizabeth	Phoenix
Kjellgren, Evelyn	Hermosa, Calif.	Merino, Esther	Morenci
Knipe, Elizabeth	Tucson	Merrill, Velma	Mesa
Knowles, Alice	Miami	Messinger, Beatrice	Tempe
Knudsen, Margaret	Mesa	Meyers, Mrs. Agnes	Tempe
Koch, Wilma	Bisbee	Meyers, Mrs. Mabel	Tempe
Kruff, Mrs. Kathryn	Phoenix	Michea, Claude	Florence
		Miescher, Emma Lou	Clarkdale
La Due, Charles	Greenville, Ill.	Miller, Della Schaal	Phoenix
La Due, Robert	Greenville, Ill.	Miller, Lavora	Miami
Lamb, Pearl	Miami	Miller, Mary	Prescott
Lanford, Elsie	Tempe	Mitchell, Gladys	Phoenix
Lanning, Yvonne	Prescott	Mitchum, Keels	Tempe
Larimer, Nadine	Phoenix	Mitchum, Wannamaker	Tempe
Larison, Carmen	Phoenix	Moeur, Idella	Tempe
Larsen, Ardis	Iowa	Montgomery, Emily	Duncan
Lauderdale, Edward	Tempe	Moore, Helen	Phoenix
Lauderdale, Eugene	Tempe	Moore, Lottie	Marana
Layton, Elizabeth	Solomonville	Moore, Nellie	Willcox
Leake, Lois	Tempe	Morris, Florence	Hayden
Leffler, Tekla	Metcalif	Morrison, Mrs. R. L.	Gilbert
Lewis, Mary	Rillito	Morrow, Ben	Mesa
Lewis, Mildred	Mesa	Moss, Charles	Tempe
Lindsey, May	Phoenix	Moss, Winona	Phoenix
Long, Ella	Pirtleville	Mullen, Robert	Tempe
Loomis, Dorothy	Scottsdale	Murdock, Rachel	Tempe
Lowrey, Allene	Long Beach, Cal.	Musgrove, Maxine	Tucson
Lundquist, Maybelle	Rice		
		Nichols, Harold	Bonita
McC'Brien, Lura	Globe	Nicoll, Etta	Ripley, Calif.
McCarty, Tommy	Palo Verde	Norcross, Louise	Miami
McClain, Elizabeth	Tempe	Noll, Mrs. Myra	Los Angeles, Calif.
McClain, Florence	Tempe	Nordstrom, Marie	Globe
McComb, Stuart		Norris, Mildred	Morenci
	Pacific Palisades, Cal.	Nunn, Essie	Duncan

O'Brien, Minnie	Phoenix	Robinson, Mary	Los Angeles, Calif.
O'Connor, Lillian	Venice, Calif.	Rockwell, Margaret	Illinois
O'Connor, Margaret	Venice, Calif.	Rogers, Lois	Glendale
Oglesby, Mary	Phoenix	Rolston, Mildred	Globe
Olson, Emma Jean	Globe	Root, Mary	Phoenix
Ortiz, Lugarda	Tucson	Rouse, Fern	Hereford
Oviedo, Rose	Tempe	Rucker, Mary Ellen	Phoenix
Owen, Elsie	Higley	Ruiz, Mary	Tempe
		Rundell, James	Elfrida
Paddock, Francis	Mesa	Russell, Harlan	Phoenix
Painter, Electa	Phoenix	Ryan, Alice	Globe
Palmer, Edward	Mesa	Ryan, Genevieve	Bisbee
Palmer, Zeniff	Mesa		
Pancrazi, Josephine	Yuma	Sample, Thelma	Glendale
Parker, Emily	Nogales	Samples, Marie	Miami
Parker, Esther	Buckeye	Samuels, Cathryn	Tempe
Parker, Helen	Scottsdale	Sapp, Galen	Phoenix
Parker, Lora	Lowell	Sarrells, Dorothy	Tucson
Parker, Marguerite	Phoenix	Saylor, Pearl	Tempe
Parson, Mrs. Lucille	Phoenix	Scales, Eddie	Tempe
Pasley, Wanita	Mesa	Schmidt, Henry	Buffalo, N. Y.
Pearce, Rachel	Mesa	Schneider, Maybelle	Phoenix
Peck, Mrs. Ruth	Phoenix	Schwerty, Estelle	Passaic, N. J.
Pederson, Edna L.	Tucson	Scott, Esther	Douglas
Pepper, Bettie	Willcox	Sears, Eleanor	Miami
Peterson, Thelma	Chandler	Sedler, Christine	Phoenix
Peterson, Wilma	Mesa	Sellers, Geneva	Bisbee
Phelps, Miss Freddie	Phoenix	Sewell, Flora	Douglas
Phelps, Homer	Mesa	Simms, Marna	Scottsdale
Phelps, Winona	Chandler	Simpson, Ethel	Fairbank
Phillips, Mildred	Thatcher	Simpson, Robert	Phoenix
Pierce, Faith	New York, N.Y.	Sine, Melvin	Glendale
Pilcher, Doris	Phoenix	Sires, Ina	Phoenix
Pinckley, Nancy	Coolidge	Skinner, Ellen	Payson
Pinkerton, Adele	Phoenix	Smith, Agnes	Phoenix
Pister, Maxine	Mesa	Smith, Frances	Phoenix
Powell, Addie	Willcox	Smith, Jean	Glendale
Power, Muriel	Mesa	Smith, Joe	Globe
Prather, Clifford	Casa Grande	Smith, Lenna	Phoenix
Prather, Gladys	Bisbee	Smith, Robert	Globe
Pratt, Effie	Mesa	Snedden, Viona	Phoenix
Pyle, Virgil	Tempe	Solomon, Louise	Mesa
		Solomon, Richard	Mesa
Ragsdale, Bessie	Winkelman	Sorenson, Glenn	Mesa
Rutcliff, Beulah	Tempe	Spangehl, Adolph	Casa Grande
Raymond, Lee	Tempe	Sparks, Tom	Tempe
Reader, Helen	Tucson	Spitalny, Sarah	Phoenix
Redden, Evelyn	Tempe	Stafford, Miriam	Tempe
Redden, Ruth	Tempe	Staggs, Ruby	Tucson
Reed, Mrs. Lillian	McNeal	Stally, Jane	Tempe
Reitzer, Thora	Clifton	Standage, Maude	Mesa
Rhodes, Eva	Phoenix	Staples, Zola	Mesa
Riggins, Mrs. J. A.	Phoenix	Stapley, Zola	Mesa
Riggs, John	Mesa	Stevens, Maimie	Bisbee
Risner, Marion	Rousseau, Ky.	Stevens, Nina Fay	Bisbee
Ritter, Edna	Kirkland	Stewart, Anna	Tempe
Roach, Lela	Peoria	Stewart, Ellen	Tempe
Roark, Elizabeth	Douglas	Stewart, Gertrude	Marana
Roberts, Hazle	Bisbee	Stewart, Margaret	Marana

Stidham, Kathryn	Tempe	Wardlaw, Floyd	Tempe
Stidham, Lois	Tempe	Wardlaw, Harold	Tempe
Stiver, Thelma	Globe	Warren, Emma	Bisbee
Stoddard, Ruth	Glendale	Waterhouse, Isabel	Tempe
Stringfield, Bertha	Prescott	Wathen, Mildred	Evansville, Ind.
Strom, Ellen	Warren	Watson, G. T.	Mesa
Stroud, Robert	Tempe	Watts, Irvine	Tempe
Stroup, Forrest	Tempe	Wear, Clarice	Sunset
Stryker, Sallie	Phoenix	Weaver, Catherine	Safford
Super, Crystal	Phoenix	Weaver, Evelyn	Phoenix
Super, Florence	Phoenix	Weaver, Ione	Phoenix
Sutter, Wilbur	Phoenix	Webb, Hazel Dean	Phoenix
		Webb, Una	Phoenix
Taylor, Jean	Phoenix	Weddington, Mary	Garden, Okla.
Taylor, Mrs. Jennie	Phoenix	Welch, Ruth	California
Taylor, Novella	Phoenix	Wells, William J.	Tempe
Teeter, Zella	Tempe	Wentworth, Wylie	Globe
Tellez, Candido	Clifton	Westerfield, Janie	Globe
Templin, Elizabeth	Phoenix	Whalen, Honora Frances	Phoenix
Templin, Louise	Phoenix	Wheeler, Frances	Phoenix
Terrell, Lawrence	Tempe	Whinery, Edna	Scottsdale
Thompson, Mary	Phoenix	Wickman, Oro	Los Angeles, Cal.
Thomson, Charles	Litchfield	Wickware, Enola	Mesa
Tibshraeny, Genevieve	Mesa	Wilkie, Marlon	Tempe
Tibshraeny, Iser	Mesa	Wilkinson, Virginia	Phoenix
Tovote, Hildegard	Phoenix	Wilkins, Alla	Phoenix
Trammell, Daisy	Tempe	Willard, Mercier	Phoenix
Trammell, Pink	Tempe	Williams, Aleda	Mesa
Trott, Nellie	Phoenix	Williams, Charlotte	Tempe
Tyson, Harvey	Miami	Williams, Gladys	Prescott
		Williams, Hazel	Duncan
Urquides, Marie	Tucson	Wills, Opal	Globe
		Willweber, Katherine	Yuma
Vance, Marva	Gilbert	Wilson, Josephine	Flagstaff
Van Liere, Elizabeth	Liberty	Windes, Harold	Tempe
Vickers, Leslie	Douglas	Windes, William	Tempe
Vihel, Francis	Jerome	Windsor, Roy	Tolar, New Mex.
		Wood, Margaret	Nogales
Walker, Dorothy	Glendale	Wood, Patricia	Anaheim, Calif.
Walker, Frances	Glendale	Woodridge, Cecil	Sunset
Walker, Kathryn	Glendale		
*Wallin, Evalena	Phoenix	Yeager, Paul	Phoenix
Walters, Bertha Mae	Glendale	Yep, Jack Fone	Phoenix
Walters, Lucille	Seymour, Ind.	Younkin, Fay	Superior
		Young, Ethel	Tucson
		Young, Leona	Mesa

*Deceased

GRADUATES 1928

FOUR YEAR CURRICULUM

JANUARY 20, 1928

Lillie Hand Blackburn

Gertrude Gladys Boldman

MAY 30, 1928

Sadie Lucille Alexander
James M. Barney, Jr.
Kenneth Stewart Clark
Katheryn Mae Fogal

Glenn Sorenson
Miriam Avery Stafford
Charles Carroll Thomson

AUGUST 31, 1928

Estelle Bronish
Carmelita Hardin

Joe William Smith

TWO YEAR CURRICULUM

JANUARY 20 1928

Grace Cisney Aubineau
Mary Ida Benson
Frances Billman
Marjorie Estelle Cox
Herma Charlotte Douglass
Margaret Ruth Drake
Rita Ford
Anice May Frankenberg
Louise Goodwin
Olive Goodykoontz
Ruth Irene Hazen
Imogene Carlotta Hoffman
Lurline Holaday
Opal Marie Kain
Alice Lillian Kay

Georgia Viola Kay
Kathryn Snider Kruft
Yvonne Morrison Lanning
Lura Bessie McBrien
Beulah McEuen
Idella Haynes Moeur
Emily Alice Parker
Mabelle Powell Schneider
Richard Jennings Solomon
Maimie Ruth Stevens
Florence Lillian Super
Oro Corbin Wickman
Aleda Inetta Williams
Patricia Mary Wood

MAY 30 1928

Elisabeth Adams
Oma Beatrice Adams
Mar orie Hill Barr
Avilia Marvel Barnett
Alberta Charlotte Bealey
Idele Cupp Beazley
Raci el Frances Bogart
Lena Elda Bono
Leone Hildegard Bostrom

Beth Brewer
Isabel Veronica Brogan
Vernettie Ivy Brooks
Alice Mildred Brown
Grace Mary Brownlie
Elizabeth M. Bruce
Winona Bryan
Helen Edith Buck
Kathleen Marguerite Burgham

Elizabeth Bevette Burleson
 Geneva Hazel Burrows
 Alta Marie Burum
 Edith Inez Burum
 Edward P. Carr
 Margaret Ward Carr
 Kathleen Alice Cate
 Elizabeth Carter
 Dorothy Frances Chamberlain
 Mildred Marie Charon
 Crace Chilton
 Jessie Wanda Clark
 Wilma Clifford
 Mrs. Opal W. Cluff
 Harold Cocke
 Lena Rita Cook
 Madelena Cook
 Kate Stanton Corson
 Naoma Elizabeth Cotner
 Anna White Craig
 Harry Snedden Culbert
 Genevieve Blanche D'Arcy
 Virginia Davenport
 Ethel Moore Dawson
 Isabel Dills
 Pearl Aileen Doane
 Marion Elizabeth Doyle
 Ida Winifred Easton
 Amy Gladys Erickson
 Daniel Alexis Farrell
 Katharine Anna Farrell
 Hazel May Farrow
 Beatrice V. Felton
 Elizabeth Ruby Fisher
 Dora Miriam Fritts
 Mabel Clare Furrey
 Katharine Louise Garrett
 Sara Belle Garrett
 Christine E. Gleszl
 Eleanor Manser Glennie
 Dorothy Younger Goar
 Sadie Virginia Goodwin
 Edna Fermoy Graham
 Nellie L. Graham
 Helen May Grant
 Lenore Hall
 Doyle Wayne Harbin
 Dorothy Louise Harris
 Iola Bonita Harris
 Virgie Lee Harris
 Virginia May Hatch
 Ida Teresa Hayes
 Hazel Ivy Henderson
 Gertrude Frances Heywood
 Idella La Rue Hibbert
 Mary Emma Hickox
 Frances Ione Hodges
 Nelson Devon Holdeman
 Ruth Woods Holderman
 Gladys Mildred Holdren
 Frank Babbitt Horne
 Lena Mae Howell
 Leona Howell
 Albert E. Huber
 Dorothy Ruth Jantzen
 Sophie J. Johannsen
 Corinne Emma Jones
 Margaret Jean Jones
 Marian Viola Jones
 Love Jordan
 Gladys Cecilia Jorgenson
 Ilene Frances Joyce
 Merle Kartchner
 Alice Josephine Knowles
 Margaret Frederica Knudsen
 Carmen Louise Larson
 Elizabeth Layton
 Phoebe May Lindsey
 Olivia Maybelle Lundquist
 Bonnie Lavona McEuen
 Marjorie Lillian McEuen
 Katherine Joan McFadden
 Elsie Dorothy McGraw
 Kathleen Edith McNelly
 Claudia Mozelle Mack
 Mille Frances Martin
 Verna Irene Martin
 Nellie L. Mastin
 Esther Anzures Merino
 Velma Mae Merrill
 Claude Angus Michea
 Emma Louise Miescher
 Lavora Jay Miller
 Helen Frances Moore
 Nellie Rowena Moore
 Florence Isabelle Morris
 Rachel Weber Murdock
 Robert Lionel Mullen
 Maxine Merle Musgrove
 Etta May Nicoll
 Ruth Louise Norcross
 Lillian Marie Nordstrom
 Essie B. Nunn
 Lillian Louise O'Connor
 Margaret Ellen O'Connor
 Elsie Pauline Owen
 Edward V. Palmer
 Josephine Patricia
 Wairita Muriel Pasley
 Wilma R. Petersen
 Freddie Kathryn Phelps
 Mildred Phillips
 Doris Isobel Pilcher
 Addie Rudine Powell
 Gladys Amelia Prather
 Virgil Pyle
 Beulah Priscilla Ratcliff
 Evelyn Beulah Redden

Eva Alice Rhodes	Ellen Ivy Stewart
Lela Vivian Roach	Betha M. Stringfield
Hazel May Roberts	Robert R. Stroud
Lois Vivian Rogers	Jean Wilson Taylor
Fern Aliene Rouse	Jennie Claypool Taylor
Clarence Harlan Russell	Candido C. Tellez
Alice Eleanor Ryan	Maria Lagarra Urquides
Cathryn Elaine Samuels	Marva Vance
Galen Delight Sapp	Emma Frances Warren
Susan Pearl Saylor	Clarice Evelyn Wear
Esther Claire Scott	Una Webb
Eleanor Clara Sears	Mary Weddington
Flora Sewell	Janie Shannon Westerfield
Frances Lucille Smith	Frances Ann Wheeler
Louise Solomon	Alla Paula Wilkins
Adolph W. Spangehl	Virginia Muno Wilkinson
Miriam Avery Stafford	Hazel May Williams
Ruby Martha Staggs	Katherine Lorraine Willweber
Maud Standage	

AUGUST 31, 1928

Marfila S. Arballo	Arthur Linville Mercer
Joe Avery Benedict	Electa Spaht Painter
Isabel Cardon	Helen Anne Parker
Marba Done	Robert Edward Simpson
Flora Marguerite Dugger	Lenna Elizabeth Smith
Nola Ellsworth	Viona Violet Snedden
Weyland Upton Ewing	Zola May Stapley
E. Marjorie Fisher	Ruth Lillian Stoddard
Ariel Ester Fulton	Harvey E. Tyson
Elsie Gates	Dorothy Walker
Marie Griffin	Margaret N. Wood
Imogene Carlotta Hoffman	Ethel Atteberry Young
Beulah Marie McCreary	

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