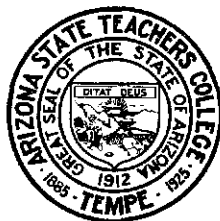


BULLETIN

of the

Arizona State Teachers College

AT TEMPE

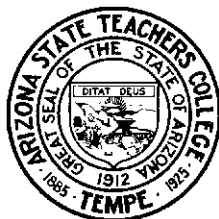


CATALOGUE

1931-1932

TEMPE, ARIZONA

BULLETIN
of the
Arizona State Teachers College
AT TEMPE



Member North Central Association of
Colleges and Secondary Schools.

1931-1932
TEMPE, ARIZONA

COLLEGE CALENDAR

Fall Semester, 1931

| | |
|---|--|
| Assembly of Freshmen..... | Thursday, September 10, 1931 |
| Registration..... | Thursday, Friday, and Saturday, September 10, 11, 12 |
| Class work begins..... | Monday, September 14 |
| Mid-semester scholarship reports due..... | Friday, November 13 |
| Thanksgiving recess..... | Thursday, Nov. 26 to Sunday, Nov. 29 |
| Christmas vacation..... | Saturday, Dec. 19, to Sunday, Jan. 3, 1932 |
| Final examinations..... | Thursday and Friday, January 28 and 29 |
| Last day of fall semester..... | Friday, January 29 |

Spring Semester, 1932

| | |
|---|--|
| Registration..... | Thursday and Friday, January 28 and 29 |
| Spring semester begins..... | Monday, February 1 |
| Mid-semester scholarship reports due..... | Thursday, March 24 |
| Spring vacation..... | Friday, March 25, to Monday, March 28 |
| Final examinations..... | Wednesday, Thursday and Friday, May 25, 26, 27 |
| Baccalaureate Service..... | Sunday, May 29 |
| Commencement..... | Tuesday, May 31 |

TABLE OF CONTENTS

| | |
|--|----|
| Official Directory | 5 |
| Officers of Instruction and Administration | 7 |
| The College | |
| Purpose | 20 |
| History | 21 |
| The College Setting | 23 |
| General Information | |
| Alumni Association | 30 |
| Extension Service | 32 |
| Lectures and Entertainments | 33 |
| Scholarships and Prizes | 34 |
| Training Schools | 36 |
| The Library | 38 |
| Expenses of Students | |
| Registration Fee | 40 |
| Textbooks and Supplies | 40 |
| Room and Board | 40 |
| Late Registration | 41 |
| Diploma Fees | 42 |
| Transcripts of Record | 42 |
| Administrations, General Regulations | 43 |
| Credit | 43 |
| Student Program; Normal Load; Excess Load ... | 43 |
| Marking System | 45 |
| Honor Points | 45 |
| Reports of Scholarship | 45 |
| Scholarship Requirements | 46 |
| Attendance | 47 |
| Student Life and Welfare | |
| Loan Funds | 48 |
| Student Employment | 48 |
| Living Arrangements | 48 |
| Dormitories | 48 |
| Students Living Outside the Campus | 49 |
| Medical Care | 50 |
| Extra-Curricular Activities | 51 |
| Student Participation in Government | 52 |
| Athletics | 52 |
| Dramatics | 53 |
| Musical Activities | 53 |
| Student Publications | 54 |
| Literary and Scientific Societies | 55 |
| Honor Society, Kappa Delta Pi | 63 |
| General Social Activities | 63 |
| Y. W. C. A. | 66 |
| Time of Admission | 66 |
| High School Credits Required | 66 |
| Certified Transcripts | 67 |
| Alternate Qualifications for Admission | 67 |
| Equivalent Preparation | 67 |
| Mature Experienced Teachers | 67 |

| | |
|--|-------|
| Freshman Tests | 68 |
| English Training Test | 68 |
| Penmanship Test | 68 |
| College Aptitude Test | 68 |
| Advanced Standing | 68 |
| General Statement | 68 |
| Graduates of Two Year Normal School Curriculum | 68 |
| Junior College Transfers | 69 |
| Curricula, Credentials, Degree | 71 |
| Three Year Curriculum | 71 |
| Four Year Curricula | 71 |
| Outlines of Courses Required | 72-74 |
| Definition of Major | 75 |
| Definition of Minor | 75 |
| Selection of the Major | 75 |
| Departments Offering Majors | 75 |
| Residence Requirements | 76 |
| Constitution Requirement | 76 |
| Definition of Lower Division and Upper Division | 76 |
| Special Curricula Preparatory to Other Professions | 77 |
| General Statement | 77 |
| Specific Example of Pre-Professional Curriculum | 78 |
| Courses of Instruction | 79 |
| Fine Arts | 79 |
| Commerce | 82 |
| Education | 87 |
| Kindergarten-Primary Courses | 91 |
| English | 93 |
| Home Economics | 96 |
| Industrial Arts | 98 |
| Terminal Curricula in Industrial Arts | 99 |
| Languages | 106 |
| Mathematics | 109 |
| Music | 111 |
| Physical Education and Health Education | 115 |
| Psychology | 119 |
| Sciences | 120 |
| Agriculture | 122 |
| Biological Science | 124 |
| Geography and Geology | 125 |
| Physical Sciences | |
| Chemistry | 127 |
| Physics | 129 |
| Social Science, History, Economics, Political Science..... | 131 |
| Directory of Students | 136 |
| Summaries of Registration | 136 |
| Register of Students for 1930-1931 | 137 |
| Graduates, 1931 | 143 |

OFFICIAL DIRECTORY

BOARD OF EDUCATION

| | |
|--------------------------------------|---------|
| HON. C. O. CASE..... | Phoenix |
| Superintendent of Public Instruction | |
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| DR. B. B. MOEUR..... | Tempe |

ALUMNI ASSOCIATION

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| HALBERT W. MILLER, '08..... | Phoenix |
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| HAROLD CLARK, '23..... | Mesa |
| Vice-President | |
| LEONA M. HAULOT, '02..... | Tempe |
| Secretary-Treasurer | |

STATE BOARD OF EDUCATION

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| HIS EXCELLENCY, GEORGE W. P. HUNT..... | Governor of Arizona |
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| DR. HOMER LEROY SHANTZ..... | Tucson |
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| DR. GRADY GAMMAGE..... | Flagstaff |
| President, Arizona State Teachers College at Flagstaff | |
| DR. RALPH W. SWETMAN..... | Tempe |
| President, Arizona State Teachers College at Tempe | |
| C. K. DAVIS..... | Miami |
| Superintendent of City Schools | |
| DEE M. HIBNER..... | Ray |
| Principal of Ray High School | |
| MRS. EDITH L. HENDERSON..... | Holbrook |
| County Superintendent of Schools, Navajo County | |

OFFICERS OF ADMINISTRATION

| | |
|----------------------------|-------------------------------------|
| RALPH W. SWETMAN..... | President |
| A. J. MATTHEWS..... | President Emeritus |
| F. M. IRISH..... | Registrar |
| VIVA MAY LINDAHL..... | Financial Secretary |
| AMELIA KUDOBE..... | Recorder |
| ELEANOR BALDWIN..... | Secretary to the President |
| SALLIE DAVIS HAYDEN..... | Head Resident, East Hall |
| NETTIE E. GOODMAN..... | Head Resident, South Hall |
| MRS. EVA HURST..... | Head Resident, Carrie Matthews Hall |
| MRS. HELEN M. HANSHUE..... | Head Resident, North Hall |
| FRANCES KALLSTEDT..... | Dean of Women |
| ROBERT N. KRAUSE..... | Steward |
| MRS. R. N. KRAUSE..... | Matron, Dining Hall |
| CHARLES MCGINNIS..... | General Foreman |
| ROY M. HACKETT..... | Head Janitor |

OFFICERS
OF
INSTRUCTION AND ADMINISTRATION
1931-1932

RALPH W. SWETMAN, AM., Ph.D.

PRESIDENT OF THE COLLEGE.

Ph.B., Hamilton College, 1907; A. M., Columbia University, 1917; Ph.D., Stanford University, 1928; Supervising principal of elementary and high schools in New York State, 1907-1918; Director of training and extension service, State Normal School, El-lensburg, Washington, 1917-1922; Cubberley Teaching Fellow in Stanford University, 1922-1924; Instructor, summer session, Stanford University, 1923 and 1925; University of California in Los Angeles, 1924, 1928; Territorial Normal School, Honolulu, Hawaii, 1929; President, Humboldt State Teachers College, Arcata, California, 1924-1930; Member, Phi Beta Kappa, Phi Delta Kappa; President Washington Education Association, 1921. Author, Outline and Digest, California School Law. At Tempe since 1930.

ARTHUR J. MATTHEWS, LL.D., D.Pd.

PRESIDENT EMERITUS.

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, New York; Rock Springs, Wyoming; and Prescott, Arizona; President, State Normal School, Tempe, Arizona; President State Teachers College, Tempe, Arizona; for thirty years, Member, Board of Education, Territory and State of Arizona; President, Arizona State Teachers Association; State Director, N. E. A. for Arizona; Treasurer, National Education Association three years; Member, National Council of Education ten years; Official Delegate from the United States to the World Federation of Education Associations, Edinburgh, Scotland, 1925; Toronto, Canada, 1927; and Geneva, Switzerland, 1929. At Tempe since 1900.

SYLVIA THERESA ANDERSON, A.M.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

B.Pd., Michigan State Normal College; B.S. in Education, Teachers College, Columbia University; A.M., University of Michigan; Teacher, Allegan County, Michigan; Instructor, high school, Douglas, Michigan; Critic Teacher, Ft. Wayne Normal School, Indiana; Graduate National Training Course in Campfire Leadership; Stoic; Kappa Delta Pi. At Tempe since 1913.

M. M. BALLARD, A.M.

ASSISTANT PROFESSOR OF SPANISH.

A.B., Baylor University, 1920; A. M., Baylor University, 1921; A.M., Stanford University, 1925. Instructor in Spanish, Way-

land College, 1920-1921; Head of the Department of Spanish, Simmons University, 1921-1931. At Tempe, 1931.

ELEANOR BALDWIN.

SECRETARY TO THE PRESIDENT.

GEORGE MONROE BATEMAN, B.S., M.S., Ph.D.

PROFESSOR OF PHYSICAL SCIENCES; HEAD OF SCIENCE DEPARTMENT.

B.S., Utah State Agricultural College, 1921; M.S., Cornell University, 1926; Ph.D., Cornell University, 1927. Instructor of Chemistry, Utah State Agricultural College, 1920-1921, summer, 1921; Instructor of Science and Mathematics, high school, Grace, Idaho, 1921-1922; Superintendent of Schools, Arimo, Idaho, 1922-1924; Instructor of Chemistry, Cornell University, 1924-1927. Member, Phi Kappa Phi; Sigma Chi. At Tempe since 1927.

SAMUEL BURKHARD, A.M., Ph.D.

PROFESSOR OF EDUCATION; HEAD OF DEPARTMENT.

A.B., Goshen College; A.M., Teachers College, Columbia University; Ph.D., New York University, 1930; 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 sessions, University of Arizona; Instructor, School of Education, New York University, 1929-1930. At Tempe since 1921.

ESTHER ALMA CALLOWAY, Pd.M., A.M.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

Pd.B., Pd.M., A.B., Colorado State Teachers College; graduate student, University of Arizona; Teacher elementary schools, Corning and Sioux City, Iowa; Teacher, elementary schools, Phoenix, Arizona; Assistant Supervisor, Colorado State Teachers College. At Tempe since 1925.

FERNAND CATTELAIN, M.A., Doctor de l'universite.

PROFESSOR OF FRENCH AND GERMAN. HEAD, DEPARTMENT OF LANGUAGES.

Elementary education acquired in France; B.A., American International College, Springfield, Massachusetts; graduate study, Escuela Normal and National University of Mexico; M.A., Baylor University; Diplome d' Universite, University of Besancon, France; Doctor de l' universite, University of Besancon, France; graduate study, University of Chicago. Secretary, Y.M.C.A., New York City; Officer, General Staff, A.E.F., 1917-1919; Spanish Instructor, U. S. Army Post, Tucson, Arizona; French Instructor, Baylor University; French Instructor, University of Texas; Instructor, French and Spanish, University of Washing-

ton; French and Spanish department, Humboldt State Teachers College, Arcata, California. At Tempe since 1930.

VERA A. CHASE, A.B.

CRITIC, TRAINING SCHOOL.

Graduate, California State Normal School, Chico; A. B., University of Southern California; graduate study, University of Southern California; Teacher, elementary schools, Covina, Pomona, and Los Angeles, California. At Tempe since 1925.

GERTRUDE YORK CHRISTY, A.M.

INSTRUCTOR IN HOME ECONOMICS.

Diploma, Illinois Woman's College, Jacksonville, Illinois; A.B., University of Illinois; A.M., Teachers College, Columbia University; graduate study, University of Southern California and Columbia University. Instructor, Tempe Union High School, Arizona; Professor of Home Economics, Agnes Scott College, Decatur, Georgia; Florida State College for Women; University of Southern California; Instructor in Nutrition, Teachers College, Columbia University. Member American Chemical Society; American Home Economics Association; Iota Sigma Pi. At Tempe since 1929.

WALDO B. CHRISTY, M.A.

COMMERCE.

A.B., University of Southern California; M.A., University of Chicago; two years graduate study, Columbia University; Diploma, Woodbury Business College, Los Angeles; graduate study, University of California; Student, Tempe State Teachers College; office work with wholesale and retail firms and in law office; Instructor, high school, Phoenix, Arizona; in charge of Commerce Department, high school, Tempe, Arizona; Head, Department of Commerce, Tempe State Teachers College; Instructor, summer sessions, University of California, Armstrong School of Business, Berkeley, California; Twin City Business University, St. Paul, Minnesota, Northern Arizona State Teachers College, and Bowling Green Business University, Bowling Green, Kentucky; Laboratory Instructor, Columbia University, New York City. Author of "Banking Problems of the Southwest" and "American Egyptian Cotton in Salt River Valley, Arizona"; Instructor, American Institute of Banking. Sigma Chi, Pi Gamma Mu; Member, American Economic Society. At Tempe since 1919. (On leave of absence, 1931-1932.)

DONALD P. CLUXTON, A.M.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

A.B., Stanford University, 1928; A.M., Stanford University, 1930; Instructor in junior high school, Sacramento, California, 1928-1930. At Tempe since 1930.

THOMAS JEROME COOKSON, A.B.

LIBRARIAN.

Graduate, Peniel University Academy, Peniel, Texas; Student, State Teachers College, Kirksville, Missouri; Student, Southwestern University, Los Angeles, California; A.B., Ohio Uni-

versity; Assistant Librarian, Ohio University; Librarian, Tempe State Teachers College. At Tempe since 1919.

LAURA DOBBS

ASSISTANT IN LIBRARY.

Student, Business College, St. Louis, Missouri; Student, Woodbury Business College, Los Angeles, California; Student, Los Angeles Normal School; Library Course, University of California, Berkeley. Teacher, elementary schools, Phoenix, Arizona; Secretary, Board of Education and School Librarian, Phoenix, Arizona. At Tempe since 1906.

RUTH DOUGLASS, A.M.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

A.B., Pomona College, 1925; M.S., Oregon State College, 1931. Teacher of grades 1 and 2, Alta Loma, California, 1925-1926; Teacher second grade, Riverside, California, 1926-1927; Teaching Fellowship, Oregon State College, 1930-1931. At Tempe, 1931.

JOSEPHINE DURHAM.

REGISTERED NURSE, HEALTH SERVICE.

George Peabody College for Teachers, 1927-1928; Vanderbilt University, 1928-1930. Teacher, elementary schools, Morenci, Arizona, Ogden, Utah, Chillicothe, Texas, and Nampa, Idaho; Critic Teacher, Teachers College, Dillon, Montana, and Albion State Normal School, Idaho. At Tempe, 1931.

RICHARD KARL ELLIS, Ph.D.

PROFESSOR OF COMMERCE; HEAD OF DEPARTMENT.

A.B., Iowa Wesleyan College; Ph.D., State University of Iowa. Instructor, Knoxville, Iowa, high schools; Superintendent of Schools, Kalona, Iowa; post-doctorate study, Northwestern University. Author, "Savings Institutions and the Growth of Capital." Member, Iota Phi, Pi Kappa Delta, Theta Kappa Nu, and Order of Artus. At Tempe since 1930.

MARY McNULTY EMPEY, A.B.

CRITIC, TRAINING SCHOOL.

Graduate, Tempe Normal School; Student, University of Chicago, University of California, University of Southern California, University of Arizona; A.B. in Education, University of Arizona; Teacher, elementary schools, Arizona; Critic, Training School, Tempe Normal School, Arizona; Instructor, summer session, State Normal School, San Diego, California; Critic Training School, Tempe State Teachers College. At Tempe since 1903. (On leave of absence, 1931-1932.)

JAMES LEE FELTON, A.M.

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Olivet College; A.M., University of Chicago; graduate study, University of California; University of London, special research in Drama, British Museum; Teacher, public schools, Michigan; Principal, high school, Olivet, Michigan; Instructor of English, high school, Burlington, Iowa and Butte, Montana;

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; English Department, Tempe State Teachers College. At Tempe since 1910.

AGNES E. FILLER, M. A.

ASSISTANT PROFESSOR OF HOME ECONOMICS; HEAD OF THE DEPARTMENT.

B. A., State Teachers College, Springfield, Missouri, 1922; M. A., University of Missouri, 1923. Head, Department of Home Economics, Mississippi State College for Women, 1924-1930; Head of Home Administration in School of Home Economics, Stout Institute, Menomonie, Wisconsin, 1930-1931. Member, American Home Economics Association; American Vocational Association. At Tempe, 1931.

OLIVE M. GERRISH, A.B., B.Mus.

MUSIC.

Graduate, State Normal School, Winona, Minnesota; Graduate, Columbia School of Music; Student of George Nelson Holt, Chicago; Student, College of Music, University of Southern California; A.B. in Education, B.Mus., University of Washington; Graduate Student, University of Washington; Teacher, City Schools, Albert Lea, Minnesota and Everett, Washington; Critic and Supervisor of Music, Tempe State Teachers College; State Chairman, Music Supervisors' National Conference and Southwestern Music Supervisors' Conference. Pi Lambda Theta, Mu Phi Epsilon, Phi Beta Kappa. At Tempe since 1913. (On leave of absence, 1931-1932.)

JOHN WYNN GILLESPIE, A.M., Ph.D.

ASSISTANT PROFESSOR OF BIOLOGICAL SCIENCES.

B.S.Ag., University of Georgia, 1923; A. M., Stanford University, 1926; Ph.D., Stanford University, 1930. Tutor in botany, University of Georgia, 1922-1923; Assistant in botany, Stanford University, two quarters; Bishop Museum Traveling Fellow in Yale University, 1927-1928; Victor Royall Fellow in Stanford University, 1928-1930; National Research Fellow in the Biological Sciences at Harvard University, 1930-1931. Member American Botanical Society, Alpha Zeta, Sigma Xi. At Tempe, 1931.

NETTIE E. GOODMAN.

HEAD RESIDENT, SOUTH HALL.

Gem City Business College, Quincy, Illinois; summer sessions, teacher training, Kansas; extension courses, Lewis Institute, Washington, D. C. Teacher, commercial subjects, high school, Tucson, Arizona; Secretary to President, Matron, Senior Girls' Hall, State Normal School, Cheney, Washington. At Tempe since 1928.

JOHN ODUS GRIMES, A.M., Ph.D.

PROFESSOR OF PSYCHOLOGY; HEAD OF THE DEPARTMENT.

B.S. in Education, Ohio University; graduate study, University of Chicago; A.M., University of Michigan; graduate study, Co-

lumbia University; Ph.D. in Education, University of Michigan. Principal, village schools, Ohio; Superintendent of Schools, North Baltimore and Port Clinton, Ohio; Principal, high school, Ypsilanti, Michigan; Instructor, summer sessions, Muskingum College, Michigan State Normal College, Northern Arizona State Teachers College, and University of Arizona. Author of "A History of the Academies of Michigan." Pi Gamma Mu; Phi Delta Kappa. At Tempe since 1928.

HELEN M. HANSHUE.

HEAD RESIDENT, NORTH HALL.

Michigan Female Seminary, Kalamazoo, Michigan; European travel. Matron, Morton Hall, Northern Arizona Normal School. At Tempe since 1928.

LEONA M. HAULOT, A.B., M.A.

INSTRUCTOR IN EDUCATION. 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; M.A., 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.

SALLIE DAVIS HAYDEN, A.B.

HEAD RESIDENT, EAST HALL.

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, Washington; Teacher, elementary schools, Fairbanks, Alaska; Critic, Tempe Normal School. At Tempe since 1917.

LAURA E. HERRON, A.M.

DIRECTOR OF PHYSICAL EDUCATION FOR WOMEN.

A.B., Stanford University, 1914; A. M., University of California, 1916; graduate study at Stanford University and University of California. Instructor, Oakland Playground and Recreation Department, 1914-1915; Assistant, Women's Department of Physical Education, Stanford University, 1916; eight years' experience as teacher of Physical Education and Science in California high schools, 1916-1924; Head of Women's Division of Physical Education, San Jose State Teachers College, 1924-1925; Professor of Physical Education, Humboldt State Teachers College, 1925-1931. At Tempe, 1931.

J. WENGER HOOVER, M.A.

ASSISTANT PROFESSOR OF GEOGRAPHY AND GEOLOGY.

Graduate, First Pennsylvania State Normal School, Millersville, Pennsylvania; A.B., Oberlin College; M.A., University of Chicago; graduate study, summer sessions, Columbia University and University of California. Principal, elementary schools, Halifax,

Pennsylvania; Principal, high school, Halifax, Pennsylvania; Teacher of science, Polytechnic High School, San Francisco, California; War Naval Service, Navigation Division; Instructor in Geography and Sociology, Humboldt State Normal School, Arcata, California; Instructor in geography, San Francisco State Teachers College; Instructor in geography and geology, summer session, State Teachers College at Flagstaff. Member, Association of American Geographers; Fellow of the American Association for the Advancement of Science; Fellow of the American Geographical Society; Member, board of directors, National Council of Geography Teachers. Contributor to professional geographical journals. At Tempe since 1924.

CARL HOYER.

BAND AND ORCHESTRA.

Diploma (Music) Royal Music School, Germany; Diploma, Leipzig University; Diploma, Wurzburg Conservatory. Teacher of instrumental music, private studio, New York City, 1919-1923; Member, New York Symphony Orchestra, Walter Damrosch, Conductor, 1910-1923; Teacher of instrumental music, high school, Mesa, Arizona, 1922-1931. At Tempe, 1931.

EVA HURST.

HEAD RESIDENT, CARRIE MATTHEWS HALL.

Ramsey's School for Girls, Orillia, Ontario, Canada. At Tempe since 1926.

FREDERICK M. IRISH, A.B.

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, Arizona State Teachers College. Phi Delta Kappa. At Tempe since 1896.

EMMA V. JAMISON, M.A.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

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

FRANCES KALLSTEDT, A.M.

DEAN OF WOMEN AND ASSOCIATE PROFESSOR OF ENGLISH.

A.B., University of Southern California, 1918; A.M., University of California, 1927. Field Secretary for the Methodist Church; School of Social Service for Girls; Instructor in English and speech, Washington High School, Los Angeles; Instructor in English and speech, Metropolitan Evening High School, Los Angeles; Member Alpha Kappa Delta. Mortar Board. At Tempe, 1931.

PEARL R. KLOSTER, M.A.

INSTRUCTOR IN FINE ARTS.

B.S. in Education, University of North Dakota; M.A., Stanford University; graduate study, summer session, Minneapolis School of Art; summer session, University of Minnesota. Teacher of art, junior high school, Grand Forks, North Dakota; Instructor in Art, State Teachers College, Valley City, North Dakota. Delta Zeta; Delta Phi Delta. At Tempe since 1927.

AMELIA KUDOBE.

RECORDER.

Bayless Business College, Dubuque, Iowa; Waterloo Business College, Waterloo, Iowa; Business, accounting and stenography, Times-Journal and Standard Lumber Company, Dubuque, Iowa. At Tempe since 1913.

VIVA MAY LINDAHL, A.M.

FINANCIAL SECRETARY.

A.B., Washington State College; A.M., Stanford University; Teacher, elementary schools, Coulee City, Washington; Secretary to Superintendent of Schools, Sandpoint, Idaho; Secretary to Superintendent and Board of Education, Coeur d'Alene, Idaho. Pi Lambda Theta. At Tempe since 1930.

EVERETT E. LOWRY, A.M.

ASSOCIATE PROFESSOR AND HEAD OF DEPARTMENT OF FINE ARTS.

A.B., University of Chicago, 1926; A. M., University of Chicago, 1930. Supervisor of Art in the public Schools of Winston Salem, North Carolina, 1927-1931; Instructor in Art, summer sessions, State Normal School, Asheville, North Carolina; President, Southeastern Art Association, 1931-1932. Publications include several articles for School Arts Magazine and monograph entitled "Sources of Illustrated Material for the Teaching of Art." Member of Kappa Phi; National Honorary Society in Art. At Tempe, 1931.

MARY T. LUTZ, M.A.

ASSISTANT PROFESSOR OF EDUCATION: KINDERGARTEN SUPERVISOR.

Diploma, Chicago Kindergarten Institute (Gertrude House); B.S., Teachers College, Columbia University; M.A., Teachers College, Columbia University. Assistant Professor of Education, Northern Arizona State Teachers College, 1923-1931. At Tempe, 1931.

LOUISE B. LYND, B.S.

SUPERVISING CRITIC, RURAL TRAINING 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.

F. GLENN MACOMBER, M.A.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

A.B., University of Washington, 1926; M.A., Stanford University, 1930. Teacher of History, Clarkston High School, Washington, 1922-1923; Principal, high school, Tyler, Washington, 1923-1925; Superintendent of Schools, Milan, Washington, 1926-1928; Instructor in Education, State Normal School, La Grande, Oregon, 1929-1930. Phi Delta Kappa. At Tempe since 1930.

BETTSE E. MARTEN, A.B.

INSTRUCTOR IN PHYSICAL EDUCATION.

A.B., University of California, 1927; one full year graduate study, University of California, 1927-1928. Field Director, Community Center, San Francisco, spring and summer, 1928; Instructor in Physical Education, high school, Pacific Grove, California, 1929; Instructor in Physical Education, Humboldt State Teachers College, California, 1929-1931. At Tempe, 1931.

RALPH A. MASTELLER, A.M.

INSTRUCTOR IN COMMERCE.

A.B., Penn College; A. M., University of Iowa; additional graduate study, University of Wisconsin, University of Iowa, and University of Chicago; Principal, high school, Montezuma, Iowa; Instructor in Social Sciences, Burlington Junior College, Burlington, Iowa; Instructor, summer session, Northwest State Teachers College, Maryville, Missouri; Instructor, night school, Phoenix, Arizona. Acacia, Order of Artus, Pi Gamma Mu. At Tempe since 1929.

SYBIL MAY

APPOINTMENT SECRETARY.

JOHN ROBERT MURDOCK, A.M.

ASSOCIATE PROFESSOR OF HISTORY AND POLITICAL SCIENCE.

A.B., B.S., State Teachers College, Kirksville, Missouri; A.M. in Education, University of Iowa; graduate study, University of Arizona, University of Iowa, and University of California; Assistant Instructor, History, State Teachers College, Kirksville, Missouri; Instructor, summer sessions, Northeastern State Teachers College, Tahlequah, Oklahoma, Northern Arizona State Teachers College, and University of Arizona; Lecturer, University of California, Berkeley. Associate Author of "A Study of Objective Tests in the Social Sciences," sponsored by the Commonwealth Fund; Author of "The Constitution of Arizona," an adopted State text for junior high schools, and "Constitutional Development of Arizona"; Author of a battery of standard tests on constitutional history and government. Phi Delta Kappa. At Tempe since 1914.

NINA MURPHY, B.S.

PHYSICAL EDUCATION.

Student, Iowa State Teachers College; B.S., University of Arizona. Teacher, rural schools and junior high school, Iowa; Instructor in physical education, Arizona State Teachers College. At Tempe since 1925. (On leave of absence, 1931-1932.)

L. S. NEEB, M.A.

ASSOCIATE PROFESSOR OF INDUSTRIAL ARTS; HEAD OF THE DEPARTMENT.

Student, Ohio Mechanics Institute, 1904-1908; Bradley Polytechnic Institute, 1910-1912; summer sessions, Teachers College, Columbia University, University of Cincinnati, Colorado Agricultural College, University of California at Los Angeles, University of Southern California, University of Wisconsin. Instructor, Industrial School, Cincinnati, Ohio, 1912-1915; Instructor in shop mathematics, night school, McKeesport, Pennsylvania, 1915-1916, Supervisor of Industrial Arts, Reno, Nevada, 1916-1919; Instructor, Manual Arts, high school, Tempe, Arizona, 1919-1925; Director, Trade and Industrial Education, Bisbee, Arizona, 1925-1927; Instructor in engineering department, Phoenix Junior College, 1927-1931. American Association of Engineers; Phi Delta Kappa. At Tempe, 1931.

ALMA M. NORTON, B.S., A.M.

INSTRUCTOR IN MUSIC.

B.S., in Education, Teachers College, Columbia University; Graduate, Chicago Musical College, Chicago Conservatory of Music and Crane Normal Institute of Music, Postdam, 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, Illinois; Instructor, High School and Teachers College, De Kalb, Illinois. At Tempe since 1924.

IDA WOLF O'CONNOR, M.A.

INSTRUCTOR IN EDUCATION. 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. At Tempe since 1912.

FORREST E. OSTRANDER, M.S.

ASSISTANT PROFESSOR OF AGRICULTURE.

Graduate, Fredonia, N. Y., State Normal School; A.B., in Education, B.S. in Agriculture, Washington State College; M.S., University of Wisconsin, 1930; Graduate Student, University of Chicago; Teacher, rural schools, N. Y.; Principal, Port Townsend, Washington; Principal, high school, Golden, Illinois, Bluffs, Illinois and Arlington, Washington; Instructor in Chemistry and Biology, high school, Olean, N. Y., Instructor in Botany and Zoology, LaGrange College, LaGrange, Missouri; Superintendent of Schools, Irondale Hadlock, Washington; Federal Agricultural Demonstration Agent, County Agricultural Agent, Toole County, Montana; Legislative Scholar, University of Wisconsin, 1929-1930. At Tempe since 1918.

IRA DAWSON PAYNE, A.M.

ASSOCIATE PROFESSOR OF EDUCATION; DIRECTOR OF THE TRAINING SCHOOL.

A.B., A.M., Stanford University; additional graduate study, Stanford University; graduate study, University of California. Principal, rural and town schools in California; member Board of Education, Santa Clara County, California; Instructor, summer sessions, University of Arizona, Arizona State Teachers College, Flagstaff, State Teachers College, Santa Barbara, California, and State Teachers College, Arcata, California. Phi Delta Kappa; Kappa Delta Pi. At Tempe since 1911.

EDITH BLANCHE PILCHER, A.M.

ASSISTANT PROFESSOR OF ENGLISH.

A.B., University of Kansas; A.M., Columbia University; Principal, high school, Little River, Kansas; Head, English Department, high school, Marion, Kansas. At Tempe since 1914.

HELEN C. ROBERTS.

SUPERVISING CRITIC, TRAINING SCHOOL.

Graduate, Tempe Normal School; Teacher, elementary schools, Spring Valley, Illinois; Principal and Primary Supervisor, Spring Valley, Illinois; Critic, Tempe Normal School. At Tempe since 1915.

DOROTHY F. ROBINSON, A.M.

INSTRUCTOR IN EDUCATION; 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 since 1927.

ELLA LOUISE ROLL, M.A.

ASSISTANT PROFESSOR OF EDUCATION; SUPERVISING CRITIC, JUNIOR HIGH SCHOOL.

Graduate, State Normal School, San Jose, California; A.B., M.A., Stanford University; Teacher, elementary schools, Santa Clara, California; Teacher, special class for subnormal children, Oakland, California; Instructor, handwork for primary grades and handwork for subnormal children, summer session, 1914, University of California; Instructor, Elementary Instruction and History of Education, summer session, Kansas State Teachers College, Emporia. Phi Beta Kappa. At Tempe since 1918.

GEORGE A. ROSS, M. S.

INSTRUCTOR IN INDUSTRIAL ARTS.

B.S. in Electrical Engineering, California Institute of Technology, 1930; M. S., in Electrical Engineering, California Institute of Technology, 1931; several years practical shop experience, California. Sigma Xi; member, American Institute of Electrical Engineers. At Tempe, 1931.

ESTHER SATHER, A.M.

ASSOCIATE PROFESSOR OF MUSIC; HEAD OF THE DEPARTMENT.

Graduate of Thomas Normal Training School, Detroit, Michi-

gan, additional study, Northwestern University, summer session, 1917; University of California, summer session, 1920, and University of Washington, summer quarters, 1926-1927; A.M., University of Washington, 1931. Supervisor of Music and Art, Scotia, New York; Supervisor of Music, Buhl, Minnesota; Supervisor of Music, Everett, Washington, 1919-1928. Assistant Professor of Music, Humboldt, State Teachers College, California, 1928-1931. At Tempe, 1931.

TED EDWIN SHIPKEY, A.B.

DIRECTOR OF ATHLETICS.

A.B., Stanford University; additional graduate study, University of Southern California; Department of Physical Education, Sacramento Junior College; End on the All-American Football Team, 1926. At Tempe since 1930.

YETTA SHONINGER, M.A.

ASSOCIATE PROFESSOR OF EDUCATION.

Normal school, Louisville; summer sessions, University of Chicago, Cornell University, Columbia University; B.S., 1906, M.A., 1920, Teachers College, Columbia University. Supervisor of Practice Teaching and Demonstration Teacher, State Normal School, Springfield, 1908-1909; Director of Teacher Training and Practice Teaching, State Normal School, Harrisonburg, Virginia, 1909-1913; Associate Professor of Education and Director of Kindergarten-Primary Education, George Peabody College for Teachers, 1914-1919; Assistant in Department of Philosophy of Education, Teachers College, Columbia University, 1919-1920; Instructor, summer school, University of Virginia, 1919; University of Omaha, 1920; University of Chicago, 1921; University of California, 1924, 1925, 1926, 1928; Professor of Education, San Jose State Teachers College, California, 1921-1931. At Tempe, 1931.

BERYL M. SIMPSON, A.M.

INSTRUCTOR IN ENGLISH AND DRAMATICS.

Massachusetts Agricultural College; A.B., University of West Virginia, 1923; A.M., Northwestern University, 1931. Teacher of Mathematics, high school, Blacksville, West Virginia, 1920-1921; Teacher of English, Terrace Park High School, Cincinnati, Ohio, 1926-1929; Teacher of literature, Haven Junior High School, Evanston, Illinois, 1929-1931. Phi Beta Kappa, Mortar Board, Delta Sigma Rho. At Tempe, 1931.

A. LIONEL STEVENSON, M.A., Ph.D.

PROFESSOR OF ENGLISH; HEAD OF DEPARTMENT.

A.B., University of British Columbia; M.A., University of Toronto; Ph.D., University of California, Teaching Fellow in English, University of California; Instructor in English, University of California; Lecturer in English, summer session, State Teachers College, San Francisco, California; Lecturer in English, University of British Columbia; Lecturer, extension division, University of California.

KENNETH B. STODDARD, A.M., Ph.D.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCES.

A.B., University of California at Los Angeles, 1928; M.A., Stanford University, 1930; Ph.D., Stanford University, 1931. Assistant in Physics, Stanford University, 1928-1930; Instructor in Physics, Stanford University, 1930-1931. Sigma Xi. At Tempe, 1931.

WILLIAM D. TAYLOR, Jr., A.M.

ASSISTANT PROFESSOR OF ENGLISH AND JOURNALISM.

A.B., 1921, A.M., 1931, University of Washington. Assistant Dean of Men, University of Washington, 1927-1928; Personnel Officer, University of Washington, 1928-1931. At Tempe, 1931.

CHARLES WEXLER, A.M., Ph.D.

PROFESSOR OF MATHEMATICS: HEAD OF DEPARTMENT.

B.S., A.M., Ph.D., Harvard University. Instructor in Mathematics, Harvard University. At Tempe since 1930.

IRMA WILSON, A.M.

INSTRUCTOR IN SPANISH.

A.B., Latin and Greek, State University of Montana; A.M., and Certificate to Teach Spanish, Columbia University; graduate study, University of Mexico; Summer of European Travel; Teacher of Languages, College of Montana, Deer Lodge, Montana; Teacher of Languages in high schools, Conrad and Hamilton, Montana. Mortar Board. At Tempe since 1922. (On leave of absence, 1931-1932.)

ANNE L. WOOD

HEAD RESIDENT, ALPHA HALL.

Teacher, elementary schools, Tucson, Arizona and Sonora, Mexico. At Tempe, 1931.

RUFUS K. WYLLYS, A.M., Ph.D.

PROFESSOR OF SOCIAL SCIENCE; HEAD OF THE DEPARTMENT.

A.B., Hillsdale College; A.M., University of Michigan; Ph.D. in History, University of California at Berkeley; Instructor in History and Political Science, Kalamazoo College, Kalamazoo, Michigan; Teaching Fellow in History, University of California at Berkeley; Native Sons of the Golden West Traveling Fellow in Pacific Coast History, University of California at Berkeley (in Mexico); Assistant in History, University of California at Berkeley, summer session. Author of numerous articles on the history of the Southwest and Latin America. Contributing editor, Arizona Historical Review. Pi Gamma Mu; Epsilon Delta Alpha. At Tempe since 1929.

THE COLLEGE

PURPOSE

The chief purpose of the College is to educate teachers for the elementary and secondary schools of Arizona. To this end it presents a wide selection of courses in arts and sciences, a broad offering of professional courses in the theory and technique of teaching, opportunities for participating in teaching, and a program of extra-curricular activities.

The courses in liberal arts and sciences represent the chief contribution to the new teachers college curriculum expanded from the old normal school course. These new courses offer opportunities for the information and cultural background for dynamic and successful teachers. The professional courses provide for the potential teacher the latest discoveries in the rapidly developing sciences of education and psychology. The extra-curricular program gives to the student the opportunity of participating in activities more directly under his control.

Specialization in teaching is provided through a system of majors whereby the student may build on his general background a particular knowledge in some special field, such as art, music, physical education, mathematics, and the like.

It is highly desirable that prospective teachers plan to spend all three or four years of their course in one institution that offers an integrated program of liberal arts, professional courses and activities, and that emphasizes throughout the objectives and ideals of the teaching profession.

In the Teachers College, the state provides the means whereby graduates of approved high schools are enabled to continue their education toward the bachelor's degree and to prepare themselves to enter the ranks of a profession which solves the problem of self support and civic usefulness and, at the same time, renders to the state a service of great value.

Experienced teachers, desiring to improve their status, find here the opportunity to complete the requirements for advanced certification.

Many students who prefer to fit themselves for vocations other than that of teaching find it to their advantage to spend a year or two at the teachers college before taking up a highly specialized course elsewhere. For such students, special programs of selected courses are arranged and so planned as to meet their individual needs. Among the advantages enjoyed in such cases, the moderate

living cost and the greater amount of individual attention possible in smaller classes are worthy of attention.

ADDITIONAL LIBERAL ARTS AND SCIENCE SERVICE

With the recent development of a liberal arts background for the teaching profession, the teachers' curriculum has much in common with the curricula leading to degrees in other professions, such as law, medicine, engineering, etc. Such common liberal arts elements or pre-professional courses include English composition, literature, French, German, Spanish, trigonometry, calculus, physics, chemistry, geology, history, economics.

These courses are open to students who are interested in professions other than teaching and who wish to take part of their general pre-professional work at Tempe and later transfer to other colleges. For such students, special programs of selected courses are arranged and planned to meet their individual needs. Such students will also enjoy the advantages of the moderate costs of living and the greater amount of individual attention possible in smaller classes.

HISTORY

An act of the Legislative Assembly of Arizona, under date of March 10, 1885, made provision for the establishment at Tempe of a school for the instruction and training of prospective teachers. The provisions of this act were promptly carried into effect, and the first class was graduated from Tempe Normal School in 1887. At that time the attendance was small, the faculty force in proportion, and the entire institution was housed in a single one-story building. During the years which followed, the attendance gradually increased, and with the growing public interest in matters pertaining to education in the Territory and later in the State, the course of instruction was expanded and strengthened year by year, new buildings replaced the historic original structure, and, from time to time, members were added to the faculty to meet new and growing demands.

For many years it was found necessary to provide facilities for high school training preparatory to the two-year normal school course, but by the year 1919, the growth of the high schools throughout the state had made it possible for prospective teachers to obtain their high school preparation without leaving their homes, consequently the high school curriculum was gradually eliminated from

the program of studies offered by the Normal School and the entire attention of the faculty was devoted to the two-year normal school curriculum offered to high school graduates and leading to a diploma entitling the holder to teach in the elementary schools and the junior high schools of the state.

By the year 1922 it had become evident that the prevailing tendency to elevate the standard of qualification required of public school teachers must be met by further improvement in the opportunities for preparation to be offered to the youth of Arizona by the Normal School. The Tempe Normal School Alumni Association sponsored a movement to raise the grade of their Alma Mater to that of a standard Teachers College, and the advisability of such a step was submitted to a thorough public discussion through the medium of the press and through the various educational and teachers' associations of the state, and through special efforts on the part of the Alumni Association and branch alumni clubs to bring the matter to the attention of all citizens and taxpayers of Arizona. After three years of such thorough public discussion, in January, 1925, the question was presented to the Seventh State Legislature in the form of a bill, which was passed unanimously by that body and signed by Governor Geo. W. P. Hunt on March 7, 1925. By the provisions of this bill, The Tempe Normal School became Tempe State Teachers College, with the power to establish a four-year college curriculum in education and the authority to confer upon its graduates the appropriate degree of Bachelor of Education.

It 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 Arts in Education. Authority to grant this degree was given by an act of the Ninth Legislature. 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.

The College is a member in class A of the American Association of Teachers' Colleges. It is also a member of the North Central Association of Colleges and Secondary Schools.

THE COLLEGE SETTING

LOCATION

Tempe is in all respects an ideal location for a teachers' college. One might characterize it as a town of pleasant homes, numbering about 3,000 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, U. S. 80, 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 moderate altitude of 1,100 feet, is ideal during the entire school year. Snow is unknown in the Valley, rain seldom mars plans for outdoor activities, and high winds are rarely experienced. Cloudless skies and bright sunshine are the rule, permitting the work of physical education and athletics to be conducted in the open air throughout the year.

Those who enjoy life out of doors will find a delight in the attractive natural features of Papago Park, a National monument, set aside for the preservation of the native fauna and flora of the desert. This park, including in its limits, 2,000 acres of rolling arid country, lies just across Salt River, within fifteen minutes from the college campus, and here one may quickly reach most attractive spots for hikes and picnic parties among the fantastic rocky ridges and shady hollows of the Elfin Hills, while such easily accessible elevations as View Point and Hole-in-the-Rock command charming views of the entire valley with its 300,000 acres of cultivated land stretching away to a horizon rimmed by blue ranges of rugged mountains. Among the features of interest within easy reach by automobile for week-end excursions are the Superstition Mountains rising to an elevation of five thousand feet and remarkable for their innumerable examples of grotesque rock sculpture, and Canyon Lake, a beautiful sheet of water, winding for fifteen miles between stupendous perpendicular cliffs of many-colored rock, inviting one to a boat trip as unexpected as it is unique. The famous Apache Trail, leading to Roosevelt Dam

and the great reservoir, and the Superior Highway tapping one of the richest copper districts, are among the finest examples of mountain road-building in the world. The wooded banks of the Verde River offer beautiful sites for the annual three-day camps of the various student organizations, and hiking clubs, open to all students, find an endless variety of routes for their weekly jaunts afield.

A drive of an hour and a half over the Superior Highway brings one to the Boyce Thompson Arboretum where one finds growing hundreds of species of plants from all parts of the world, affording unusual opportunities for the study of vegetation adapted to semi-arid climates.

A municipal swimming pool, the finest in Arizona, is only a short half mile from the campus.

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.

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. This tract is particularly valuable in preparing teachers to take charge of 4-H Club work and other club work in the elementary schools.

COLLEGE BUILDINGS

The original group of buildings of red brick and stone has grown up with the main building as a center and encloses on three sides the Quadrangle of green lawn, having in its center a fountain in which pond lilies may be seen in blossom during the greater part of the year. On the west side of the main drive is a more recent group of buildings in cream-colored pressed brick, the tone of which blends harmoniously with the landscape. The dominant note in this late group is the Industrial Arts Building, with its imposing lines and dignified proportions. The arrangement of both groups is both sightly and convenient.

The early traditions of the days of Tempe Normal School cluster about the **Main Building**, with its three stories of ivy-covered red brick, which for many years after its erection in 1904, was the scene of nearly all student activities. With the growth of the institution, one department after another has been separately housed until at the present time this parent building is devoted chiefly to classrooms for the academic work. The east half of the main floor contains the large **recreation hall**, 53 x 80 feet, with polished hardwood floor. This hall serves as a center for the social functions of the student body, and during the college year, it is the scene of many enjoyable receptions and parties, both formal and informal. 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 by-gone 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 com-

modious two-story structure, the first floor of which 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 student's 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 Quad-rangle, 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 entertainment 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 women's gymnasium, with the usual apparatus, dressing room, lockers and shower baths.

The Training School is located close to and south of the central group. This building was erected in 1928, upon the site of the old training school. It is a one-story structure of brick, the two wings, with interior colonnades, or open corridors, enclosing an attractive patio. Here are located the offices of the Director of the faculty of the training department with assembly rooms and class rooms 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.

The Infirmary is located in a quiet section of the campus, and is a fire-proof structure of brick and concrete with properly equipped examination room, operating room, women's and men's isolation ward, nurses' suite, and every other essential feature contributing to the proper care of those cases of illness which cannot be handled effectively in the dormitories, such as cases requiring surgical operation or cases of contagious disease requiring isolation of the patient.

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

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

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

The New Library and administration building is located on the west side of College avenue, south of the Industrial Arts. From an architectural standpoint, this is the finest building on the campus. It is of steel and concrete construction faced with cream brick and thoroughly fireproof. The entire upper floor is occupied by the library and reading rooms, the appointments of which embody the latest ideas in library equipment. The lower floor houses the offices of the president, the president emeritus, the registrar, the recorder, and the financial secretary. The central location of this

important building facilitates access both from classrooms and from the dormitories. Its fireproof character insures the safety of the library and the valuable instructional and financial records.

The Men's Gymnasium, erected in 1928 and enlarged in 1929, is located on the athletic field at the south end of the campus. The floor space is ample for basketball, athletic exhibitions, and other public events as well as for the regular floor work connected with the physical education program. There is adequate provision for showers, locker rooms, and dressing rooms and for the storage of apparatus. A raised gallery is provided for spectators.

Dormitory Buildings. The dormitories are planned to serve as homes for the students. 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 with rug, dresser, study table and chairs. Each student has the use of a wardrobe closet. Bathrooms are conveniently placed on every floor, and every attention is paid to details of sanitation. Provision is made by means of ample screened sleeping porches that all students 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 latest ideas in dormitory construction are embodied in **Carrie 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 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.

GENERAL INFORMATION

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 fellowship 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. Including the class of 1931, the association now numbers about 3,135 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 insofar 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 the Arizona State Teachers College at Tempe.

A significant step toward the strengthening of the Alumni Association is the establishment, in many parts of the state, of loyal Alumni clubs, each of which is formed to work in conjunction with the central office at Tempe. The clubs furnished a fundamental groundwork for the effort that was necessary to bring the college to its present high collegiate standing and some notable achievements have been placed to their credit. Alumni clubs have already been organized in Bisbee, Douglas, Casa Grande, 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 May 7, 1932.

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 for some time has 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, who has been aptly named "The Father of the Endowment Fund," and with the active cooperation of the officers of the association, the fund has grown to more than \$10,000 and is becoming established on a working basis, as is 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.

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 college. 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.

The work of editing this register and the correspondence connected with this and other Alumni business has grown to such proportions that a part-time secretary has been employed to attend to these matters. All correspondence relative to change of address or to other Alumni affairs should be addressed to:

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

EXTENSION COURSES

For the accommodation of teachers who desire to fulfill 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 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. 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 1931-1932 are the following:

- Commerce 105e. Business Law 1.
- Commerce 106e. Business Law 2.
- Educ. 212e. Philosophy of Education.
- Educ. 214e. Supervision and Administration of Elementary Schools.
- Educ. 215e. Sociology.
- Educ. 216e. Educational Sociology.
- Educ. 230e. Personnel Problems of the Elementary School.
- Educ. 240e. Current Educational Problems.
- Engl. 151e. Survey of English Literature 1.
- Engl. 152e. Survey of English Literature 2.
- Engl. 205e. Shakespeare 1.
- Engl. 206e. Shakespeare 2.
- Engl. 215e. Contemporary Poetry 1.
- Engl. 216e. Contemporary Poetry 2.
- French 110e. Beginning French.
- French 150e. Intermediate French.
- Geog. 100e. Introductory Geography.
- Math. 107e. Elementary Algebra.
- Math. 110e. Advanced Algebra.
- Psych. 200e. Educational Measurements.
- Psych. 213e. Educational Psychology.
- Psych. 226e. Social Psychology.
- Soc. Sci. 100e. Constitutional Government.
- Soc. Sci. 107e. Arizona and the Southwest.
- Soc. Sci. 115e. The Colonization of North America.
- Soc. Sci. 206e. Contemporary Europe.

Credit acquired in extension courses may be applied toward graduation subject to the rule that not more than one-fourth of any

curriculum leading to a degree or to a diploma shall be taken in extension classes or by correspondence, and not more than one-half of this shall be done by correspondence.

CORRESPONDENCE COURSES

No correspondence courses will be offered by the College this year, but credits acquired through correspondence courses taken under the direction of an accredited college or university may be applied toward graduation from the Teachers College provided the total amount of such credit offered does not exceed one-eighth of the amount required for graduation.

LECTURES AND ENTERTAINMENTS

During the year, a number of worthwhile entertainments are offered in the college auditorium. These include lectures and addresses by visiting persons of note and musical and dramatic programs. The weekly assemblies are frequently the occasion for the presentation of programs or special numbers by prominent members of the musical, artistic, and educational circles of the Valley and of the state. The Geographic Society and the Pasteur Scientific Society bring to the college each year a number of eminent lecturers to address these groups. These lectures are usually open to the entire student body.

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 loans 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 are made at a nominal rate of interest and under favorable conditions to students recommended by the faculty as being worthy of financial assistance. It is the intention of the Alumni Association to add to this fund from year to year. When the fund reaches a certain specified amount, it is planned to make this a permanent endowment, the interest to be used to establish scholarships in Tempe State Teachers' College.

PRIZES

The Moeur medal for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the graduate of the three-year curriculum who obtains the highest standing in class work during the three 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 three-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 three years directly preceding graduation, and the work for which the prizes are awarded must have been done in residence during the regular sessions of the College.

The Harvard Club of Arizona offers to the third year students of the college a "Harvard Book" for the best essay on some topic connected with Arizona. The subject-matter, as well as the treatment, must be original. Competition for the prize has resulted in much research work and in 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.

PLACEMENT OF TEACHERS

Although the management of the college cannot agree to furnish employment nor to guarantee the placement of students upon graduation, yet every effort is made by the department of education to place all graduates in desirable positions. As a rule, all graduates who wish to teach, secure employment. Many superintendents, principals, and school trustees take advantage of the opportunity to visit the training schools and to observe the student teachers at work. This plan enables judicious selection of the person best suited to a given position and results in advantage to the student as a prospective teacher and to the school official as well. Such visits are always welcome and a cordial invitation is extended to all who have to do with the selection of teachers to visit the training schools at any time. The president of the college, when requested, will take pleasure in furnishing to school officers, detailed information in regard to the qualifications of 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 given position, the president should be given a full and detailed statement of the requirements and conditions of the position.

THE TRAINING SCHOOLS

Under Direction of Mr. Payne

Tempe Teachers College maintains four 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 pre-primary 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 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 camp-fire 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 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. Assembly 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 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 and home economics. 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, playground, 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. A. degree and to third 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.

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 playgrounds 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 afforded 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.

Rural School. For several years an arrangement has existed with the trustees of a neighboring school district whereby the Teachers College takes full charge of the operation of this school as a training school for the preparation of teachers to supply the

rural schools of the state. This school is 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.

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 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.

THE COLLEGE LIBRARY

Matthews Library. The new library, located south of the Industrial Arts Building and just east of the Carrie L. Matthews Hall, occupies the entire upper floor of the new Matthews Library Building. The general plan includes a reading room to accommodate 150 persons, steel book stacks, and shelving for 26,000 volumes, the librarian's office, a work room, and a special room to house all Arizona material. The last mentioned room will also be available as a reference room.

The accession record of the college library shows a total of more than 20,000 volumes. This number does not include several hundred bound volumes of magazines and periodicals, and several thousand unbound bulletins and reports.

During the past year, every department of the library has been enlarged and new departments have been added to meet the demands of the broadened curriculum now offered; care has been taken to provide liberally for the cultural side as well. At present the library subscribes regularly for 212 general and technical periodicals. On the racks in the reading room are found several of the leading daily newspapers of the country, and 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 7:30 A. M. to 6:00 P. M. every day except Saturday and from 7:30 P. M. to 9:30 P. M. five nights a

week. On Saturday it is open from 9:00 A. M. to 4:00 P. M. It is closed on Sundays and on all holidays. Books not on reserve may be checked out for two weeks with privilege of renewal, provided they are not needed by other students.

Reserved books must be used in the reading room during the day, but may be checked out in evening at 9:15, and returned by 8:00 the following morning. On Saturday they may be checked out at 4:00 P. M. and returned at 8:00 A. M. the following Monday. A reserved book must be rechecked at the checking out time if it is to be taken away from the library. A fine of twenty-five cents is assessed for not rechecking. One hour is the limit for the use of a reserved book in the library. Reserved books are to be called for by author and title; all other books by call number (to be found in card catalog), author and title. Current and unbound magazines are under the same regulations as reserved books.

Reference books and bound magazines on the reading room shelves are not to be taken from the library at any time.

A fine of two cents a day is assessed for overtime on each general library book, and ten cents an hour on each reserved book. If a student fails to pay fines promptly, all library privileges may be denied.

Children's Library. In addition to the college library, there is a children's library in the Training School. The accession record of this library shows over 4,000 carefully selected children's books covering all types of literature. The purpose of this special library is two-fold: first, to develop the children's taste for the best in literature and to teach them the use of reference material in connection with their studies; second, to give student teachers an opportunity to become familiar with a select collection of juvenile literature. To this end, each quarter, four junior students are given the opportunity of actual experience in library administration. This includes the care of the library, care of the books, the keeping of records, classification of books, and other details of modern library practice. A brief course in children's literature is offered with required readings in the various literary types.

EXPENSES

Registration Fee. Every student is required to pay a registration fee of **\$20.00 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 all students. It includes such items as library fee, athletic ticket, lyceum ticket, college paper, college annual, and other privileges.

Tuition. Tuition is free to all students whether residents of Arizona or not. No student, however, is exempt from the payment of the annual registration fee.

Auditors. Those who wish to audit one or more classes without expectation of college credit must pay the regular registration fee. A student registered as an auditor in any course will not receive credit for the course under any circumstances.

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

The College Bookstore is under the management of the business office of the college. All textbooks used in the college classes are on sale in the store which is located at the rear of the auditorium building. As the book store is operated at a very small overhead expense, the students enjoy the advantage of a considerable saving in this important item of expense.

Dormitory Fees. A fee of **\$25 per four week month**, payable monthly, in advance, is required of all students residing in the dormitories. No allowance or refund 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 during 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 material, the management furnishes to each dormitory student all necessary pillows, pillowslips, counterpanes, mattresses and table linen. The students furnish their own towels, blankets and sheets (for single bed).

As a rule, two students share a room. For the exclusive use of a dormitory room, an extra fee of **\$2.00 per month** is charged.

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.

Women students who desire to engage room and board outside campus limits **must first obtain approval of the Dean of Women**, and must agree to observe all regulations adopted for the government of dormitory students.

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

Deposit. Dormitory students are required to deposit \$5.00 at the business office before taking possession of a room. This amount will be refunded at the close of the year, less such charges as may have to be made for careless destruction or damage to dormitory furniture or equipment.

Reservation of Rooms. Students desiring to engage dormitory room in advance of the opening of the college year will deposit \$5.00 to secure the reservation. No room will be reserved until the deposit is paid, and no refund of any part of this deposit will be made in the case of a student wishing to relinquish the reservation after August 20.

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. Young men are required to provide themselves with gymnasium suit and basketball shoes. Certain laboratory courses require a special deposit to cover material and breakage.

Summary. The following summary includes the fees and minimum expenses incurred by a student living in dormitory for one college year:

| | |
|------------------------------------|----------|
| Registration fee..... | \$ 20.00 |
| Deposit for room (returnable)..... | 5.00 |
| Board and room (9 months)..... | 225.00 |
| Books and stationery (about)..... | 25.00 |
| Gymnasium outfit..... | 7.00 |
| Locker and keys (returnable)..... | 1.50 |
| | \$283.50 |

To this amount must be added the student's necessary personal expenses for clothing, personal laundry, recreation and other items. A student registering for the first time should be provided with cash to the amount of \$75 or \$80 for necessary initial expenses. The dormitory fee is payable each month in advance on a date announced by the office.

Fee for Late Registration. Students who register after the date set for regular registration are required to pay an additional fee of five dollars.

Change of Program. A fee of fifty cents is required for change in the program as arranged on the student's registration card after the first week of any semester.

Diploma Fees are due at the time of making application for graduation.

| | |
|------------------------------------|--------|
| For the three year diploma..... | \$3.00 |
| Bachelor of Arts in Education..... | 5.00 |

Fee for Transcript of Record. A student is entitled to one transcript of record without charge. For each additional transcript, a fee of one dollar is charged and remittance should accompany the request for additional transcripts. Official transcripts of record are forwarded directly to the office of the institution to which the transfer of credit is to be made.

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-educated 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.

ADMINISTRATION

GENERAL REGULATIONS

Credits

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 outside preparation or the equivalent shall be required for each hour of class work.

3. **The standard requirement for graduation** in any three year curriculum is ninety-six semester hours, and in a four year curriculum, one hundred twenty-six semester hours of credit.

4. **No credit is allowed for experience in teaching.** Every candidate for graduation from any curriculum is required to teach one year or two semesters in the training school, under supervision of the critic teachers. Exception to this rule is made in the case of teachers who present satisfactory evidence of successful experience on account of which they may be permitted to substitute five hours of academic work for the second semester of practice teaching provided the first semester of practice teaching is completed satisfactorily.

STUDENT PROGRAM; STUDENT LOAD

1. **The normal student program or normal load** for freshmen and sophomores is sixteen and one-half units each semester, for juniors and seniors, 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 permitted 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.

2. **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 on the prescribed form 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 a satisfactory scholarship index for the semester immediately preceding. The higher the index, the larger the load permitted.

3. **Upper Division Program.** At least two-thirds of the work of a student in the junior and senior years shall consist of advanced courses open only to juniors and seniors.

4. **Extension Courses.** Not more than one-fourth of any curriculum leading to a degree or to a diploma shall be taken in extension classes or by correspondence, and not more than one-half of this shall be done by correspondence.

5. **Enrolling in Courses.** No person is permitted to attend any class or course without regularly enrolling for the work. At the beginning of each semester, the student enters the course by the presentation of the class card signed by the registrar or by a member of the registration committee. After the date of regular registration, a student who desires to enter a given course will obtain from the registrar a card for change of classification, properly filled out; will present this card for the signature of the instructor in charge of the course, and will then file the card in the office of the registrar.

6. **Auditing Courses.** A student who desires to audit one or more courses without credit may do so with the approval of the registrar and the consent of the instructors concerned, provided the regular registration fee is paid. Such auditors will present the usual class card for admission to classes, but the card will be marked "not for credit."

7. **Procedure for Dropping Courses.** A student who, after regularly enrolling in any course or class, desires, for any reason, to withdraw therefrom, must obtain from the office of the registrar a card for change of classification, properly filled out and signed by the registrar. 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 registrar's office. Failure to attend to this formality will result in a grade of E being recorded in the course or class dropped. In case a student withdraws from the college, it is necessary to follow this procedure for each of the courses which are thus to be dropped.

MARKING SYSTEM

In order to determine the scholarship standing of students, the instructor, as a rule, assigns a score-point value to each exercise, project, test, or examination required of the class, each student being rated according to the aggregate of his score-points attained.

Scholarship ratings on the report cards and on the student's permanent record are indicated by letters of the following 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., Incomplete, but may be brought to passing grade by complying with certain conditions prescribed by the instructor.
- W, Course dropped in the regular manner.

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 will be recorded as a failure.

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

- A, 4 points per semester hour.
- B, 3 points per semester hour.
- C, 2 points per semester hour.
- D, 1 point.
- E, 0 points.

The scholarship index is obtained by dividing the number of honor points acquired by the number of semester hours of work for which the student has been registered.

In order that a student may be eligible for graduation from any curriculum, his scholarship index must be at least 2.00, that is, the number of honor points attained must equal or exceed twice the total number of semester hours of credit accepted for graduation. In other words, the student's general average must be equal to a mark of C or better.

Reports. Twice in each semester, each student receives a report showing his standing in each course taken, and a copy of the report is forwarded to the parent or guardian.

The mid-semester report is 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

1. In order to be qualified for graduation from any curriculum, a student must have attained a scholarship index of at least 2.00, that is, the number of grade points acquired must equal or exceed twice the number of semester hours of credit accepted for graduation. This is equivalent to saying that the general scholarship average must be C or better.

2. **Eligibility for Athletic Competitions.** In order to be eligible for participation in any intercollegiate 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. **Eligibility for Admission to Society Membership.** In order to be eligible for admission to membership in any extra-curricular society or other organization regularly meeting in study-hour time, a student must have a grade of C or better in all courses carried for the quarter immediately preceding, and any member of such a society or other organization whose quarterly report shows a grade below C in courses whose credit value reaches a total of five units, shall be suspended from active work in the organization for one quarter.

4. **Unsatisfactory Scholarship.** A student who has a relatively low scholarship index for a given semester will be required to carry a reduced program during the semester next following.

5. **Disqualification.** A student who receives a semester grade of E in more than fifty per cent of the total number of units for which he is registered shall thereby be disqualified for work in the College for a period of one semester. A student who is disqualified a second time can be reinstated only by faculty action.

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

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 in excess 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 of the student, 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. A student who is dropped from a course because of unexcused absences or irregular attendance will receive a grade of E for the course.

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.

STUDENT LIFE AND WELFARE

LOAN FUNDS

A fund for the assistance 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 are made at a nominal rate of interest and under favorable conditions to students recommended by the faculty as being worthy of financial assistance.

The Charles Trumbull Hayden chapter of the Daughters of the American Revolution has established a fund which is available for the use of responsible and worthy students during the entire year immediately preceding their graduation.

Other funds for student aid have been set aside by certain civic organizations. Students wishing to avail themselves of the advantage of loans from these funds should apply to the President of the College for full information and instructions.

STUDENT EMPLOYMENT

A number of positions on the campus are each year assigned to students who by this means are enabled to earn part or all of their dormitory expenses. This work includes care of buildings, hall work, care of linen, dining hall service, stenographic, 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 of the president for the usual blank forms on which to make application. These applications are considered in the order in which they are filed.

LIVING ARRANGEMENTS

Dormitories. 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 or within driving distance of the college, are advised to live in the dormitories. Probably no other one phase of college life 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 different environments, 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 care with the development of the existing system of student dormitories, which in many respects are models of their kind.

The facilities provided in all these dormitories are practically uniform. All rooms are provided with electric light, steam heat, and city water, and all are completely furnished. The college supplies table linens, pillow slips and counterpanes. Students furnish their own bath towels, sheets (for single beds) and blankets. Bathrooms are ample and conveniently placed, and every attention has been paid to the details of effective sanitation.

Each dormitory is provided with screened sleeping porches so that students may sleep in the open air the year round. No beds are permitted in students' rooms. As a rule, each room accommodates two students. For the exclusive use, by one person, of a dormitory room, an extra fee of \$2.00 per month is charged.

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 such precautions, together with insistence upon regularity in the matters of eating and sleeping are shown by the general good health of the student body.

No pains are spared to make the dormitories as homelike as possible and at the same time to secure for the students conditions favorable to effective study and to insure an environment which will inspire the confidence of parents who naturally desire that their sons and daughters may be surrounded by wholesome influences. To secure these favorable conditions, it is necessary that certain regulations shall be made and enforced concerning the conduct of students both on and off the campus, and the cooperation of parents and guardians is solicited in order that these regulations may have the desired effect.

Young women are not permitted to be absent from the dormitories overnight without special written permission from home, and it is suggested that the number of such permissions during the semester be reduced to the minimum.

Students Rooming Outside Campus Limits. Students desiring to engage rooms and board outside of the dormitories must first obtain written approval of the President, and such students must

further agree to observe the 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 cooperate in enforcing the regulations of the college.

MEDICAL CARE

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 and 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 registrar. The faculty reserves the right to require medical examination of any student by a physician designated by the college whenever, in their opinion, circumstances are such as to demand such examination.

Medical Care. The monthly 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 infirmary or in the dormitory infirmaries and the services of a competent physician will be furnished free of further charge upon the order of the head resident of the dormitory or other competent authority. In cases of **serious or protracted illness**, free medical attendance will be furnished for the first week only of such illness, after which period the college will no longer assume financial responsibility for the services of physician or nurse. The college will not assume financial responsibility for any **surgical operation**, nor for any case of illness beyond the first week, nor for any cases cared for in hospitals or premises other than on the campus, nor for unauthorized office calls for the services of any physician.

EXTRA-CURRICULAR ACTIVITIES

STUDENT PARTICIPATION IN GOVERNMENT

Government is a challenge to man's self-control and social vision. It provides security and opportunity for constructive action. These broad principles hold whether the unit of government be the nation, the state, the family, or a college community.

The Board of Education, the President, and the Faculty at Tempe desire the participation of the students in the government and development of the College. They believe that such participation will be genuinely beneficial to the College and to the students participating. Thus, the students have at their disposal a laboratory to develop their powers of citizenship and civic leadership.

The amount of student participation in the government of the College will vary from year to year, depending on the interest of the students in this aspect of college life and on the acceptance of the responsibilities that are inherent in government.

Board, President and Faculty address to every student this question:

To what extent—

Are you interested in and are you willing to accept responsibility for stimulating, regulating and administering—

Student Activities?

Student Customs?

Student Welfare?

College Intellectual Life?

College Moral Life?

College Social Life?

The Student Body Council. Student activities are directed by a council composed of representatives from each of the four classes and officers elected by the student body. To this council is entrusted, in large measure, the regulation of student affairs on the campus.

House Executive Committees. In each of the five dormitories, a student executive council, chosen each semester by the student residents, is charged with the administration of the particular affairs of the house. This council makes and modifies regulations which seem appropriate, subject to the approval of the head resident in those cases in which general college policies are involved. The council is responsible for the enforcement of all dormitory regulations, and handles all ordinary cases of dormitory discipline.

ATHLETICS

Since the **extra-curricular athletic activities** of the College are closely related to the systematic instruction in physical education, a very desirable 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 the intercollegiate 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 athletics in following the required courses, and every man is encouraged to develop whatever native ability he may possess in this line.

The 1930 basketball schedule included games with Occidental College, University of Arizona, University of New Mexico, New Mexico Agricultural College, Northern Arizona Teachers College and Gila College. In this series Tempe Teachers College won the Southwestern Championship.

The new athletic field, with its sodded football gridiron and excellent quarter mile track, and the new men's 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 for scheduled work and the elective courses. The athletic program includes the major sports of football, basketball, baseball and track. Tennis, though a minor sport, receives a great deal of attention.

Women's Athletics. A separate gymnasium, located in the auditorium building, is provided for women, and portions of the campus are set aside for their athletic work in volley ball, speedball, baseball, soccer and hockey. A small golf course is laid out in the athletic field, and archery has many devotees. Telegraphic intercollegiate archery matches arouse interest and keen competition. Eleven concrete tennis courts are in use practically every available hour. The **Hiking Club** is open to all women students and its membership runs well over a hundred. Regular hikes of five miles are held once a week with a ten-mile hike each month. A minimum of twenty-five miles in each quarter is required for active membership, and hikers earn points toward letters and other athletic awards.

Athletic Council. The members of the Faculty Committee on Physical Training, together with the student manager of each major sport, constitute the Athletic Council. This Council supervises the awarding of trophies and insignia earned by students in athletic competition, and transacts other business connected with college athletics, including the awarding of the official "T."

DRAMATICS

In recent years, a live and very definite interest in dramatic art has been aroused among the students. Each year a number of plays are produced by various organizations with a view to the raising of funds for one or another purpose, but each year it becomes more and more evident that producers and players are actuated by a love for and a keen interest in the art of the drama. Each year is marked by a raising of standards and by better dramatic offerings. For those students who wish to develop their talent for dramatic expression, the college affords many opportunities and excellent facilities. The college auditorium seats a thousand persons and the stage is ample for ambitious productions in the field of dramatic art. The equipment of apparatus and material for scenic effects includes a number of sets of flat scenery as well as a modern reversible cyclorama which is capable of a multitude of varied uses.

With the beginning of the next college year dramatic work will receive a new impetus. The faculty of the department of English has been strengthened by the addition of three members, one of whom will have general charge of all dramatic work undertaken by extra-curricular student organizations. This plan will secure close correlation between the voluntary efforts of student groups and the regular work of the college classes in dramatic art.

Open Course in Dramatics. This course in educational dramatics will be open to any student who may wish to appear in a play and have the benefit of instruction in dramatics. It will be administered on the project basis. When the student has accomplished at least fifty-four hours of worth while work he will be granted one hour of credit. The total amount of credits in dramatics allowed toward his graduation will, for the present, be limited to two units.

From this course there will probably appear at least one play per week.

MUSICAL ACTIVITIES

Opportunity for expression of musical talent is given in the glee clubs, and in the college band and orchestra. College credit is given for the regular work of these organizations. The men's glee club and the women's glee club offer opportunity for the study and performance of the standard and lighter compositions, and each year, members of these classes join in the presentation of numerous musical programs. The glee clubs also give valuable

assistance in the programs of various civic organizations such as the Lion's Club, the Rotary Club, the Tempe Civic Club and others. Groups of members have repeatedly broadcast acceptable programs over radio stations **KTAR** and **KOY**.

The college orchestra rehearses twice weekly and presents programs for assemblies and for student activities. Combined with the band, it furnishes music for the exercises of Commencement Week and other public occasions. Membership is open to all qualified students of the college.

The band is neatly uniformed and has complete instrumentation. It plays for all football and basketball games, "pep" meetings and student rallies. Concerts on the campus are also featured. All qualified students are eligible for membership and members not only derive much pleasure from the work, but are making a valuable contribution to campus life and student activities.

The band and orchestra are in charge of a member of the faculty of the music department who has had many years experience in instrumental music, including membership in the leading symphony orchestra of America. A new departure for this year is the contemplated establishment of classes for instruction in the instruments of the orchestra and band.

STUDENT PUBLICATIONS

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 printed under the name of The Tempe Normal Student until, with the advent of Tempe Teachers College, the name was changed to **THE COLLEGIAN**. The Collegian is a weekly, printed on a good quality of paper, permitting the use of **half tones which enhance** the appearance of the publication and add greatly to its historical importance. 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 its main purpose is to provide a live newspaper for the interest of the student body, its columns frequently give space to the best literary efforts of the students. The editorials have real weight in moulding college sentiment, and the files of the paper become a valuable record of campus life and college history. Positions on the staff are highly prized, as the experience gained in this work is educative and of practical value. Arrangements are

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 themselves informed of events transpiring in the halls and on the campus of the Alma Mater.

The SAHUARO. It is customary for the sophomore class to compile and publish the college annual which has been appropriately named **THE SAHUARO**. The book is profusely illustrated, after the manner of such publications, and its intimate record of the personnel and yearly activities of faculty, classes, and student organizations, becomes a treasured souvenir.

LITERARY ORGANIZATIONS AND SCIENTIFIC SOCIETIES

Among the extra-curricular activities of the student body, there are numerous organizations which minister in a commendable manner to the social side of student 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.

Whether the purpose of the organization is the development of literary ability, or the enjoyment of standard authors, or the free study of scientific subjects, or whether the aim is purely social or recreational, every one of these societies maintains a scholarship standard for admission and for continuance in active membership.

The friendships formed in many of these organizations are so genuine and enduring that some of them have established Alumni clubs of the graduate members.

The Kalakagathia Society, one of the oldest organizations for women on the campus, has sought to reflect the spirit of good fellowship, progress, and loyalty to the best traditions of scholarship and service which exist in the College.

During the years of its existence, it has kept pace with the changing conditions and needs within both the College and the State by making corresponding changes in its program. Organized first as a literary society, the changing trend of the times toward a realization of the educational value of extra-curricular programs for boys and girls led the group, in 1916, to investigate the worth

of the Camp Fire Program, and to organize for the special purpose of developing leadership therein. The present widespread development of Camp Fire in Arizona can be traced more or less directly to the forces at work by this Society since then, and many of its alumnae are actively engaged in leadership throughout the State in this work.

But with the passing of time, a demand for special training in Camp Fire leadership which would be available to any interested student of the College led to the formation of special courses for this training, and, during the year of 1930-1931, these courses were put upon a credit basis as a part of the curriculum of the College. Kalakagathia, therefore, gives over the work of providing training in Camp Fire to these regular courses. The influence of Camp Fire remains, however, and is shown in the choice made by the group for future work, which will be in the field of nature lore, travel and camping.

A week-end camping trip in the spring is a regular part of the work of this Society, which will also include gypsy trips, a wide variety of nature projects, and an acquaintance with some of the great nature and travel literature of the world.

Kalakagathia holds in special honor her scores of alumnae scattered over the State, and cordially urges them to return for the commencement reunion and tea, to renew old ties, and make new friends among their Kalakagathia sisters.

The Zeta Sigma Society. This is an organization of twenty-five girls meeting weekly on Tuesday evenings. The purpose of the group is to follow a program of literary, historical, or anthropological studies. During the year 1930-31, the studies were upon Indian lore and the earliest available records of the Indian tribes of Arizona and the Southwest. Several meetings were held at which Indians or others who have studied Indian life extensively lectured to the Society. Zeta Sigma sponsors an annual week-end camping trip on Zetetic Island in the Verde River. Over two hundred alumni members are affiliated with the past work of the society, and several meetings between present members and alumnae are held each year.

Chi Sigma 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 main purpose of the society is educational, and the study of art, literature, music, and drama is part of the regular program.

The social program of the society includes picnics at the "Chi

Sigma Rendezvous," swimming parties, dinners, theater parties, the Superstition Mountain hike, and a camping trip on the Verde River.

Lambda Kappa literary society is an organization limited to twenty-five members of high scholastic standing, whose purpose is the study of literature, drama and music. This organization bore the name, Erodolphian, signifying "Love of Knowledge," until the year 1925 when the Greek initial letters were adopted. The programs are varied and interesting throughout the year and the social aspects of campus life find expression through the many social activities, formal and informal. An effort is made to foster a cooperative spirit among the several campus organizations.

Philomathian Society is a social and literary organization, whose membership is limited to twenty-five young women of high scholarship. The literary program has been devoted to the study of drama, many plays both old and new having been read and analyzed. The presentation of worth-while plays before student assemblies, woman's clubs, and other organizations is attempted each year, and much dramatic talent is in this way encouraged and developed.

This society has a large and enthusiastic group of alumnae, who meet regularly once a month and who, since their organization in 1926, have promoted many fine things for the society and for the College.

Phi Beta Epsilon. The Phi Beta Epsilon society, a literary and social club organized in 1922, is a group of twenty-five young women of the college. A high standard of scholarship is a prerequisite to active membership. Meetings held once each week are devoted to a study of literature, to musical programs, and to social activities.

During the year the society has devoted its time to a study of poetry, modern drama, and opera. The society has been fortunate in having enjoyed some very excellent programs presented by outstanding artists in the field of literature and music.

In a social way, the society has enjoyed picnics, bridge parties, dinners, and athletic meets. The two outstanding social events of the Phi Beta year were the formal initiation banquet at the San Marcos Hotel in the winter, and the week-end camping trip on the Verde River in the spring.

Los Hidalgos del Desierto is a club open to both men and women. Its purpose is to foster an interest in things Spanish and to provide opportunity for more practice in speaking the language and for participation in some of the customs of the people. Pro-

grams, dias de campo, and evenings of malilla are included in the social activities of the group. Among the outstanding social events of the past year was a Hallowe'en party given by the honorary members, Mr. and Mrs. Krause at their home. In December a fiesta was held in keeping with Bolivar Day. The Club was affiliated with the Instituto de las Espanas and the dia de la raza was observed by a program at the regular assembly on April 27, at which time the Cervantes essay prize was awarded to Elena Mendoza of Mesa. Los Hidalgos also sponsored a lecture for the public by Dr. John D. Fitz-Gerald of the University of Arizona on **Side Lights on Life in Spain** after which the guests had an opportunity to meet the honored guest at an informal reception. The club also cooperated with the faculty of the Eighth street school in a Cinco de Mayo celebration by contributing a play and some musical numbers.

The Pierian Society is a literary society organized in 1925 and limited to twenty-five in membership. Its purpose is to broaden the literary background and deepen friendships among its members. Programs including reading of such plays as **Green Pastures**, evenings devoted to reading and discussion of modern poetry and its authors and book reviews of late fiction have constituted the literary side of the work. Among the outstanding social events of the year were a bridge tea at the Biltmore sponsored by the Alumnae organization, the Homecoming luncheon at the Tropical Inn and the annual luncheon at the Casa Vieja at Commencement time.

The Timakacena Society was organized in 1925 for the purpose of studying and appreciating nature. The name is an Indian phrase meaning "Living close to Mother Earth." Originally it was organized for girls who reside outside the campus, but because of the general interest aroused, its membership rules were later extended to include those living in the dormitories as well. Field trips and lectures form an enjoyable part of the activities of its members.

Le Ceneacle Francais. In the spring of 1931, members of the various French classes met and organized a French club whose purpose shall be the fostering and practicing of the French language outside of the regular classes by means of conversations, songs and dramatics. This year, members of the club presented a French play entitled "L'Anglais tel qu'on le parle," and it is the intention to make the presentation of similar dramatic efforts a part of the regular yearly program. It has seemed best to limit the membership of the club to students who have advanced beyond the first French course.

The Hiking Club is open to all women students and its membership runs well over a hundred each year. Regular hikes of five miles are held once a week with a ten-mile hike each month. A minimum of twenty-five miles in each quarter is required for active membership, and hikers earn points toward letters and other athletic awards.

The Cactus Walking Club. Membership in this organization is limited to twenty young men and women who enjoy "hiking" and hill climbing. As the name of the club implies, the favorite resort for their frequent excursions is the open desert, with its rugged, cactus-covered ridges, affording wholesome exercise and abundance of fresh air. The customary program for these walking expeditions includes an al fresco luncheon served around a blazing campfire, accompanied and followed by story telling and group singing. Once each year, the entire club makes the climb up the rough trail to the top of Superstition Mountain.

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

Lambda Phi Sigma is a scholarship organization for men established in 1925. In its motto, "Leadership, Fellowship, and Scholarship," the purpose 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. The organization also takes into consideration the qualities of leadership in choosing its members. Some meetings are spent in answering questions which are of special concern to young men, while other meetings are given over to listening to talks by men and women who are prominent in the state. In addition to this serious side of the work, the organization makes ample provision for the social life of its members. The formal initiation, banquets, hikes, and picnics form an enjoyable part of the activities of its members.

The Geographic Society was organized in 1924 by a group of

students especially interested in geographic study and investigation. 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 of Arizona and of the world in general.

Week-end trips to points of special interest are arranged for purposes of observation and study. Recent excursions have included Apache Trail, Roosevelt Dam, Sierra Ancha Mountains, the Desert Arboretum at Superior, and Picket Post Mountain, Casa Grande Ruins, Payson Natural Bridge, and Bloody Basin. The trips are organized so as to entail a minimum of expense and are entirely voluntary.

The programs of the society include: (1) Meetings for members and specially invited guests. In these meetings members report upon personal investigations or upon excursion activities. It is aimed to give every member a prominent place upon the program during the year. (2) A series of lectures open to the general public, as service to the college and community. The society has included upon its list of speakers and guests some of the world's noted geographers, scientists and picture producers.

New members are initiated into the Society through an impressive ritual designed to inspire and instruct in the highest purposes of the organization.

The Pasteur Scientific Society was organized by the students of chemistry to promote interest in the importance of physical science in human progress and its relation to other major fields of organized knowledge. The society was named after "the most perfect man of science," Louis Pasteur, who gave his entire life with unselfish devotion, through research, to alleviate the sufferings of afflicted humanity. The life, methods, and ideals of this great man are held as exemplary by the members of the organization.

The activities of the society are largely educational and include:

- (1) Talks by members on the lives of great scientists.
- (2) Talks by members and visitors on the modern application of the physical sciences and current research.
- (3) Demonstrations by the club members and others.
- (4) Instructive programs and playlets for the general public.
- (5) Talks by prominent men on orientation subjects such as "The Relation of the Physical Sciences to Biology," "Physical

Science and Social Science," "Science and Religion," "Science and Health," and "Astronomy."

(6) Week-end survey trips to the major industries of the state, including a copper smelter, packing plant, laundry, bakery, power plant, gas plant, dairy, flour mill, and other representative establishments.

The programs of the society are usually open to the public because the club desires not only to secure benefits for its members, but also to serve all of the students who may be interested in keeping pace with the progress that is being made in the physical world.

The Delta Theta Society was organized in 1924 as a club for non-campus students. Later it was changed to a literary society of twenty-five young women of high scholastic standing. This year the regular Tuesday evening meetings included in their programs the study of interesting topics of the day, modern poetry, drama, and opera. Social evenings were devoted to desert hikes and picnics, initiation dinners, and theater parties. An effort to foster good fellowship among the several campus organizations took the form of a Hallowe'en frolic.

Two important events are held each year in honor of Alumnae members, the six o'clock buffet supper on Homecoming Day, and the tea held from three to five in the afternoon on Alumni Day, during Commencement Week. A cordial invitation is extended to all Delta Thetas to return to these two events.

The Froebel Club. This club was formally approved and received by the faculty on March 8, 1927. The membership is made up of juniors and seniors who are majoring in kindergarten primary work. The Froebel Club stands for sociability, scholarship, and a better understanding of pre-school aims in public education. The club each year sponsors a "get-together" party of all the graduates in kindergarten-primary and other kindergarteners teaching in the vicinity, and provides a special society program each month.

The Delta Sigma Society is an organization composed of women who live outside the campus in Tempe, but not in the homes of their parents or guardians. The society seeks to reflect the spirit of good fellowship and to promote happy, wholesome living. The topics selected for study during the past year have included the wise expenditure of the income and the wise purchase and selection of food. The society aims to promote health and comfort of the members and to encourage efficiency in scholastic work.

The Newman Club is a social organization open to all Cath-

olic students of the college. This club has for its objective the welfare of its members and of the college as an institution. Regular meetings are held through the college year. The club is affiliated with the American Federation of Catholic Clubs.

Beta Chi is composed of girls whose major interest lies in the department of home economics. Spirited meetings are held twice in each month. The club has accomplished much toward cultivating pleasant social relationships and has been responsible for bringing to the campus several outside speakers of general interest. The main objective of the club is the study of outstanding problems in home economics.

Pi Delta Sigma is one of the newer men's organizations, having been established in the spring of 1931 with a membership of thirty. Organized on the same basis as the other literary societies of the college, Pi Delta Sigma has set for its goal the attainment of the highest possible standards in scholarship, in student activities, and in individual development. The members of the organization live in the men's dormitory on the campus.

Lettermen's Club. This is a social club composed of men who have made their letters in one of the four major sports. This group meets about twice a month and at these meetings discusses ways and means of promoting athletics and school spirit in the College. They take it upon themselves to entertain visiting teams, help run off track meets and other sports. From time to time they indulge in picnics on the desert and swimming parties at Tempe Beach.

The Shield Club, a new organization on the campus this year, is a society whose membership is confined to those men and women who are majoring in health and physical education. Its purpose is to further the study of work in this important field.

The club has a charter membership of fifteen, with the faculty members of the department as advisers and associate members. The regular meetings are held on the last Monday of each month and, with the exception of occasional social meetings, are devoted to the discussion of problems in health and physical education.

The scholastic requirements for membership are based on an honor point system which requires every member to have grades averaging above C, and in no case are students admitted who have any D grades. This method of selection insures the club a membership consisting of leaders in this field.

A feature social event of the year's program is the week-end camping trip to some point of interest in Arizona.

HONOR SOCIETY IN EDUCATION

Kappa Delta Pi is a national honor society organized for the purpose of encouraging its members to a higher degree of consecration to social service, by fostering high professional and scholarship standings during a period of preparation for teaching, and recognizing outstanding service in the field of education.

This society maintains the highest educational ideals and fosters fellowship, scholarship, and achievement in educational work.

Entrance into the society is based upon the following points: scholarship, character, professional attitude, future promise, and social activities. Eligibility to membership is based upon a strict scholarship requirement. Candidates for membership must be of at least full junior standing in the college, and must have a general scholarship standing of a grade in the upper quartile. Members of the faculty who meet the scholastic requirements in education and who have accomplished some outstanding work in education shall be eligible for membership.

The semi-monthly meetings of Beta Phi Chapter are devoted to programs of papers and discussions pertaining mainly to the field of education.

GENERAL SOCIAL ACTIVITIES

The social life upon the campus is most attractive and varied, promoting wholesome relations among students and between students and faculty. Under the supervision of their own organizations, the students manage their own social affairs to a considerable extent, and there are a number of general all-college social affairs of interest occurring at intervals throughout the college year.

At the beginning of the year, there is always a most enjoyable gathering of students and faculty at the Faculty-Student Reception which is held in the open on the President's lawn which is illuminated by flood lights and presents a most delightful setting. Upon this occasion all members of the college group become acquainted, and new students are made to feel at home. Hallowe'en is the occasion for numerous parties and other social gatherings. Early in November occurs another event sponsored by faculty and student body council in cooperation with the Alumni Association. This is the annual Homecoming Day which is a red letter day in the college calendar, for at this time, alumni of the college from all over the state return to the campus to renew old associations, and to be entertained by student body and faculty. Homecoming Day programs

include teas and other gatherings in honor of the alumni of the various campus societies, a street parade in which clubs and societies vie with one another in the production of artistic and significant floats, a football game and other athletic events, a banquet, and an all-college and alumni dance in the evening.

The approach of the holiday season is the motive for a joyful Christmas Eve program in which all connected with the College participate. An enormous living Christmas Tree, strung with colored lights forms the focus around which all gather to exchange gifts, sing carols, and to join in festivities appropriate to the season.

In early spring occurs the anniversary of the chartering of the College, known as College Day, which is signaled by the closing of college classes for the day, a program of intra-mural athletic contests, the repainting of the "T" on Tempe Butte, and other social affairs.

General social activities of the campus also include the series of all-college dances sponsored at intervals throughout the year by the Wallflower Club, the general social organization of the college; regular weekly assembly programs arranged by the Student Body Council committees; many dormitory receptions and parties, and frequent picnics and camping trips, for which the ideal climate of Tempe is peculiarly well suited.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The College "Y" is affiliated with the Young Women's Christian Association of America and is a participant in the World's Student Christian Federation. Any woman of the college may become a member of the association by conforming to the established rules. No distinction is drawn with respect to denomination, nationality, race, color, or creed.

The objective for the year is to answer the needs and minister to the interests of all women on the campus and to create a sympathetic understanding in all such relationships as community, interracial and international, through general programs, committee work, commissions, and interest groups.

The business of the Association is transacted by a cabinet consisting of the officers and chairmen of the organized groups. All these are students elected by the membership or appointed by the president of the Association. There is an advisory board chosen by the cabinet from the faculty and the women of the community.

The activities of the Association are carried on through the committees. Committee work offers the kind of training that helps

a young woman to fit better into a community by awakening her to the possible relationships a teacher may hold toward all classes of people in the community. It offers such values as will prepare the prospective teachers to accept the responsibilities of the profession and to carry them well.

Each summer, several delegates are sent to the Y. W. C. A. Student Conference at Asilomar, California, where they receive valuable training and inspiration.

ADMISSION TO THE TEACHERS COLLEGE

Time of Admission. Students are admitted at the beginning of either semester. They are expected to report for registration upon the dates specified in the calendar.

For the first semester, September 10, 11 and 12, 1931.

For the second semester, January 28 and 29, 1932.

Freshmen registering for the first semester should note that they are required to be present in assembly on Thursday, September 10, at 8 A. M., for preliminary instruction concerning their registration. Upper class students may register on any one of the three dates mentioned above.

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 permission of the credentials committee. 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 below the normal load.

Qualifications of Applicants for Admission. Applicants for admission must be at least sixteen years of age and must present satisfactory evidence of graduation from a full four year high school course pursued in an accredited school and conforming to the requirements specified below.

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

Required:

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

Elective:

Additional work to make at least 7 units, subject to
the approval of the credentials committee 7 units

Total 15 units

In case the required unit of **biology** has not been taken in the high school, this condition may be fulfilled by electing one year of **biology** in the freshman year. 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. Such deficiencies may ordinarily be removed by taking college courses in the missing field.

Applicants who are not high school graduates but who offer for entrance fifteen acceptable units of work completed in an accredited high school and conforming to the specifications outlined above may be admitted without graduation provided they present the written recommendation of the principal of the high school or of the superintendent of the school system in which the credit was acquired.

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 be 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. In case a 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. **Applicants for admission** are requested to forward their transcripts to the registrar at least thirty days in advance of the time of registration in order to permit checking and to facilitate registration.

Blank forms for application for entrance and for transcript of high school record will be supplied upon request addressed to the registrar.

Alternate Qualifications for Admission. Graduates of high schools which are not on the accredited list, or **mature students** who are not high school graduates but who present evidence of **equivalent preparation**, may be admitted conditionally at the discretion of the credentials committee provided they pass satisfactorily such entrance examinations as may be prescribed by this committee.

Admission of Mature, Experienced Teachers. A special regulation of the State Board of Education provides that the requirement of high school graduation may be waived in the case of mature persons who have attained the age of twenty-five 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 the standard three year teachers' curriculum, 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.

Freshmen Tests. Every student entering the Freshman class will be given a standard test in **English** 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 the prescribed English 101-102. In this special English course, particular attention will be given to the student's difficulties in written and oral English. Those applicants for freshman 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. Those who register in this course will be excused from further work in penmanship as soon as satisfactory proficiency is attained as measured by the standard scale.

College Aptitude Test. Before registration, freshmen will be required to take a college aptitude test, the form to be prescribed by the registration committee. The time for the administration of this test for the first semester registration will be announced at the assembly of freshmen on September 10.

ADMISSION TO ADVANCED STANDING

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

1. That they have completed a four year course at an approved high school.
2. That they have completed in an accredited college, university, or normal school, certain work entitling them to a definite amount of credit which is applicable upon the curriculum offered by the Teachers College.

Graduates of the Standard Two Year Curriculum formerly offered by Tempe Teachers College, or others who present evidence of equivalent preparation, may register in the third year with the expectation of receiving the degree after two years of further work. This specification includes graduates of the special vocational curriculums. Holders of two year diplomas who present evidence of additional work done in summer sessions or in extension or correspondence courses, may have such work accredited toward the degree provided a reasonable proportion is **distinctly of upper division grade**. Evaluation of such credits will be made according to the merits of each individual case.

Admission of Students from Junior Colleges. Credit offered by students of any accredited junior college will be accepted in such amount as may be applicable upon the Teachers College curriculum. The total amount of credit accepted in such cases shall not exceed 32 units for the freshman year nor 30 units for the sophomore year. By special arrangement with the junior colleges of Arizona, the following program of courses has been adopted to enable students to transfer from a junior college to a teachers' college at the end of one year or at the end of two years without loss of credit.

A. To transfer from the junior college to the teachers' college at the end of the freshman year, the student should have followed this program:

| | | |
|---------------------------|----|-----------|
| Freshman English | 6 | sem. hrs. |
| General Psychology | 3 | " " |
| General Mathematics | 3 | " " |
| Electives | 18 | " " |
| Physical Education | 2 | " " |
| — | | |
| | 32 | sem. hrs. |

B. To transfer from the junior college to the teachers' college at the end of the sophomore year, the student should bring credit for the following:

| | | |
|---|----|-----------|
| Freshman English | 6 | sem. hrs. |
| General Psychology | 3 | " " |
| General Mathematics | 3 | " " |
| Art Appreciation | 3 | " " |
| Principles of Geography | 3 | " " |
| Constitution of the U. S. and of Arizona (Including official grades for the state examinations) | 3 | " " |
| Sight Singing | 3 | " " |
| Major | 15 | " " |
| Electives | 21 | " " |
| Physical Education | 2 | " " |
| — | | |
| | 62 | sem. hrs. |

The student should so plan his program as to include at least 24 semester hours of his major in the three years of work leading to the educational diploma.

A student bringing the credits listed in (A) will receive full sophomore standing. Program (B) will entitle him to full junior standing.

Beginning September, 1932, students from junior colleges or

liberal arts colleges will be urged to conform to the standards set forth in the following paragraph.

Candidates for graduation at the Arizona State Teachers College at Tempe are advised to have at least two years of professional study at an institution authorized to train teachers for the public schools. Junior college or liberal arts college students planning to take the A.B. degree at Tempe may transfer at the completion of their sophomore year and expect to earn the degree in two years providing they have taken the proper lower division courses. Candidates for the elementary certificate should transfer at the end of their freshman year in order to meet the Tempe standard of two years of professional study.

Recognition of Teaching Experience. Those who present satisfactory evidence of three years' successful teaching may be permitted to substitute five units of elective work for the second semester of practice teaching, provided the first semester of practice teaching is satisfactorily completed. No academic credit is allowed for teaching experience, however.

CURRICULA, CREDENTIALS, DEGREE

THE STANDARD CURRICULA

Three Year Curriculum: Elementary Certificate. Admission to this curriculum presupposes graduation from a full four year course of study in an accredited high school or equivalent preparation. Graduates of approved high schools are admitted without examination. Applicants for admission who are not graduates of approved high schools, who are of mature age, and who claim preparation equivalent to high school graduation, are required to pass a satisfactory entrance examination before registration.

The completion of this curriculum requires a total of 96 semester hour units of work, twenty-five of which are in specified courses in education, and a minimum of twenty-four of which are to constitute a major in some chosen field other than education.

Graduates from this curriculum receive an **educational diploma** which, when presented to the Superintendent of Public Instruction, entitles the holder to receive the **Arizona Elementary Certificate**. This certificate is a license to teach in any grade from the first to the ninth, inclusive, and is renewable any number of times for four years each time, upon complying with certain conditions prescribed by the State Board of Education.

This College is a member of the North Central Association of Colleges and Secondary Schools, and its diplomas are recognized by the Association.

DEGREE CURRICULA

Four Year Degree Curriculum for Elementary Teachers. Graduates from the Three Year Curriculum, or others with an equivalent amount of preparation, are admitted to a fourth year of work leading to the **degree of Bachelor of Arts in Education**. Beside the additional six units in education specified in the fourth year of this curriculum, candidates for the degree must complete additional work in the **major field** to bring the total to a minimum of thirty units, and, in the four years, must have completed one or more **minors** of at least twelve units each. The total credit requirement for the four years is 126 semester hour units. Those who complete the work of this curriculum with satisfactory standing are granted the **Bachelor's Degree** with a recommendation to teach in the elementary and junior high school grades.

Four Year Curriculum for High School Teachers. Those who

wish to prepare themselves for positions as teachers of high school subjects will enroll in this curriculum. A total of 126 semester units is required for graduation. Of this amount, at least 30 units must be taken in the field of the major, and at least one minor of 12 units must be completed. Satisfactory completion of the work of this curriculum leads to the degree of Bachelor of Arts in Education with a recommendation to teach in high schools.

**STANDARD THREE YEAR CURRICULUM
LEADING TO THE EDUCATIONAL DIPLOMA
FOR TEACHERS IN THE ELEMENTARY GRADES**

FIRST YEAR

| FIRST SEMESTER | Sem. Hours | SECOND SEMESTER | Sem. Hours |
|--------------------------------|---------------|--------------------------------|---------------|
| Eng. 101, First year English.. | 3 | Eng. 102, First year English.. | 3 |
| *Psych. 100 Psychology..... | 3 | *Elective | 3 |
| *Geog. 100, Prin. of Geog..... | 3 | *Mus. 100, Sight Singing..... | 3 |
| *Art 100, Art Appreciation.... | 3 | *Math. 100, General Math.... | 2 |
| Elective | 3 | Elective | 4 |
| Phys. Educ. 101 or 111..... | ½ | Phys. Educ. 102 or 112..... | ½ |
| 15½ | | 15½ | |

SECOND YEAR

| | | | |
|---------------------------------|---|-----------------------------|---|
| *Educ. 110, Prin. Teaching.... | 3 | *Educ. 120, Curriculum..... | 3 |
| *Agr. 110, Agric. Projects..... | 3 | *Elective | 3 |
| Major | 6 | Major | 6 |
| Elective | 3 | Elective | 3 |
| Phys. Educ., 103 or 113..... | ½ | Phys. Educ. 104 or 114..... | ½ |
| 15½ | | 15½ | |

THIRD YEAR

| | | | |
|--------------------------------|---|--------------------------------|---|
| Educ. 201 Practice Teaching.. | 5 | Educ. 202, Practice Teaching.. | 5 |
| *Psych. 200, Educ. Measure.... | 3 | *Educ. 210, School Manage... 2 | 2 |
| Major | 6 | Major | 6 |
| Elective | 3 | Elective | 4 |
| 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 in the high school will be required to take a year of biology in the first year in place of the elective.

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

Students who have not passed the state examination in the Federal Constitution and the Constitution of Arizona are advised to elect Soc. Sci. 100, Constitutional Government, in first or second year.

**STANDARD FOUR YEAR CURRICULUM
LEADING TO THE DEGREE OF
BACHELOR OF ARTS IN EDUCATION
FOR TEACHERS IN THE ELEMENTARY GRADES**

FIRST YEAR

| FIRST SEMESTER | Sem. Hours | SECOND SEMESTER | Sem. Hours |
|---|---------------|---|---------------|
| Eng. 101, First year English.. | 3 | Eng. 102, First year English.. | 3 |
| *Psych. 100, Psychology..... | 3 | *Elective | 3 |
| *Geog. 100, Prin. of Geog..... | 3 | *Mus. 100, Sight Singing..... | 3 |
| *Art 100, Art Appreciation.... | 3 | *Math. 100, General Math..... | 2 |
| Elective | 3 | Elective | 4 |
| Phys. Educ. 101 or 111..... | ½ | Phys. Educ. 102 or 112..... | ½ |
| <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | | <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | |
| 15½ | | 15½ | |

SECOND YEAR

| | | | |
|---|---|---|---|
| *Educ. 110, Prin. Teaching.... | 3 | *Educ. 120, Curriculum..... | 3 |
| *Agr. 110, Agric. Projects..... | 3 | *Elective | 3 |
| Major | 6 | Major | 6 |
| Elective | 3 | Elective | 3 |
| Phys. Educ. 103 or 113..... | ½ | Phys. Educ. 104 or 114..... | ½ |
| <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | | <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | |
| 15½ | | 15½ | |

THIRD YEAR

| | | | |
|---|---|---|---|
| Educ. 201, Practice Teaching | 5 | Educ. 202, Practice Teaching | 5 |
| *Psych. 200, Educ. Measure.... | 3 | *Educ. 210, School Manage... 2 | 2 |
| Major | 6 | Major | 6 |
| Elective | 3 | Elective | 4 |
| <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | | <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | |
| 17 | | 17 | |

FOURTH YEAR

| | | | |
|---|----|---|----|
| Educ. 211, History of Educ. | 3 | Educ. 212, Philosophy of Educ. | 3 |
| Electives, including Major, 3 to 6 units..... | 12 | Electives, including Major, 3 to 6 units..... | 12 |
| <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | | <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> | |
| 15 | | 15 | |

*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 in the high school will be required to take a year of biology in the first year in place of the elective.

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

Students who have not passed the state examinations in the Federal Constitution and the Constitution of Arizona are advised to elect Soc. Sci. 100, Constitutional Government, in first or second year.

FOUR YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE BACHELOR'S DEGREE

FIRST YEAR

| FIRST SEMESTER | Sem. Hours | SECOND SEMESTER | Sem. Hours |
|--------------------------|---|--------------------------|---|
| English | 3 ✓ | English | 3 ✓ |
| Science | 3 ✓ | Science | 3 ✓ |
| Social Science | 3 ✓ | Social Science | 3 ✓ |
| *Foreign Language | 4 | *Foreign Language | 4 |
| Major or Elective | 3 | Major or Elective | 3 |
| Physical Education | ½ | Physical Education | ½ |
| | <hr style="width: 50%; margin: 0 auto;"/> | | <hr style="width: 50%; margin: 0 auto;"/> |
| | 16½ | | 16½ |

SECOND YEAR

| | | | |
|--------------------------|---|------------------------------|---|
| Science | 3 | Science | 3 ✓ |
| Social Science | 3 ✓ | Social Science | 3 ✓ |
| *Foreign Language | 4 | *Foreign Language | 4 |
| General Psychology | 3 ✓ | Educational Psychology | 3 ✓ |
| Major or Elective | 3 | Major or Elective | 3 |
| Physical Education | ½ | Physical Education | ½ |
| | <hr style="width: 50%; margin: 0 auto;"/> | | <hr style="width: 50%; margin: 0 auto;"/> |
| | 16½ | | 16½ |

THIRD YEAR

| | | | |
|-------------------------------|---|------------------------------|---|
| Principles of Education | 3 ✓ | The Junior High School | 3 ✓ |
| Practice Teaching | 4 | Practice Teaching | 4 |
| Major or Elective | 8 | Major or Elective | 8 |
| | <hr style="width: 50%; margin: 0 auto;"/> | | <hr style="width: 50%; margin: 0 auto;"/> |
| | 15 | | 15 |

FOURTH YEAR

| | |
|---------------------------------|---|
| Principles of Secondary Ed... 3 | Philosophy of Education..... 3 |
| Measurement in High Sch... 3 ✓ | Modern Educ. Problems..... 3 |
| Major or Elective 9 | Major or Elective 9 |
| | <hr style="width: 50%; margin: 0 auto;"/> |
| | 15 |
| | <hr style="width: 50%; margin: 0 auto;"/> |
| | 15 |

*Two years of foreign language is strongly recommended but is not made an absolute requirement of this curriculum.

MAJORS AND MINORS

Definition of the Major. The major is the term applied to the line of work, or sequence of courses, selected from one department or department group, which constitutes the student's more prominent interest. It consists, in the three year curriculum, of not less than 24 nor more than 40 semester hour units of related work, at least twelve of which must be in upper division courses. For the four year curriculum, the major must include not less than 30 semester hours nor more than 40 hours, and at least one-half must be in upper division courses.

Definition of the Minor. The minor is a sequence of courses, selected from one department or department group other than that in which the major is chosen. It consists of not less than twelve hours of related work, at least one-half of which must be in upper division courses.

Special Recommendation Based on a Major of 30 or 39 Units. Graduates of the Three Year Curriculum who have completed an approved major of at least 30 units, and graduates of the Four Year Curriculum who have completed an approved major of 39 units, will receive a special recommendation as qualified to teach the special subject in which the major was chosen.

THE SELECTION OF THE MAJOR

The major must be selected and announced not later than the beginning of the second year of the curriculum.

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

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

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

RESIDENCE REQUIREMENTS

A minimum of one year in residence is required of all candidates for graduation and the semester immediately preceding graduation must be spent in resident 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 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 final semester of resident work will apply.

UNITED STATES CONSTITUTION REQUIREMENT

Before graduation, candidates for either the diploma or the degree must pass the examinations prescribed by the State Board of Education in the Federal Constitution and the Constitution of the State of Arizona. Students who have not passed these examinations are advised to elect Soc. Sci. 100, Constitutional Government in either the first or the second year.

DEFINITION OF LOWER DIVISION AND UPPER DIVISION

Classification of Students. Students are classified according to the amount of credit earned as follows:

Lower Division

Freshman, those who have acquired less than 32 semester hours;

Sophomore, those with 32, but less than 62 hours;

Upper Division

Junior, those with 62, but less than 96 semester hours;

Senior, those who have acquired as many as 96 semester hours.

For graduation with the three year diploma, a student must have acquired at least 96 semester hours. To receive the degree,

126 semester hours are required. In either case, before graduation, the student must have secured credit in all prescribed courses listed in the outline of the curriculum, and requirements as to the major must have been satisfactorily fulfilled.

A candidate for the three year diploma who may have acquired more than 96 units of credit, but who lacks the required amount of resident work, or who has not completed all prescribed courses, is classified as a senior.

A candidate for the degree who may have acquired more than 126 units of credit, but who lacks any of the prescribed courses or who has not completed the required amount of resident work, is classified as a senior.

The freshman and sophomore classes constitute the **lower** division. Junior and senior classes constitute the **upper division**.

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

Mid-year Graduates. Students who graduate at mid-year are considered to be members of the class which graduates the following June, and they are entitled to all privileges of membership in the class organization. The date of mid-year graduation for 1932 is January 29.

SPECIAL CURRICULA PREPARATORY TO OTHER PROFESSIONS

For students interested in professions other than teaching, or in two or more years of general college work, special curricula are recommended. Since for the most part these curricula are composed of the arts and sciences and are distinguished from and preparatory to the later professional courses, they may be classified as pre-professional courses.

In each case the student should confer with his faculty adviser after determining his ultimate objective and the college or university to which he will later transfer. Then the courses best fitting his needs may be chosen. The curriculum suggested below is an example of a good liberal arts preparation for upper division work.

Variations should be made to meet special curriculum requirements, such as are necessary for pre-engineering, pre-legal, pre-medical, pre-dental needs.

Freshman Year

| | | |
|--------------------------------------|----|---------------------|
| English, including Composition..... | 3 | units each semester |
| Foreign Language..... | 4 | units each semester |
| Science, Biological or Physical..... | 3 | units each semester |
| History or Economics..... | 3 | units each semester |
| Elective | 3 | units each semester |
| | — | |
| | 16 | |

Sophomore Year

| | | |
|-----------------------------|----|---------------------|
| English | 3 | units each semester |
| Foreign Language..... | 4 | units each semester |
| Science or Mathematics..... | 3 | units each semester |
| History or Economics..... | 3 | units each semester |
| Elective | 3 | units each semester |
| | — | |
| | 16 | |

DESCRIPTION OF COLLEGE COURSES

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.

FINE ARTS COURSES

Mr. Lowry (Head of the Department), Miss Kloster

The courses in art are prepared with 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.

In certain art courses a small fee is required to cover cost of materials.

Prescribed courses for the major in art. The student who desires to complete a major in art will select from the following prescribed courses a minimum of 24 semester hours. Other art courses may be added, the total not to exceed 40 semester hours.

| | |
|---|-------------|
| 100, Art Appreciation..... | 3 sem. hrs. |
| 107, and 108, Drawing and Painting..... | 6 " " |
| 113, Composition and Design..... | 3 " " |
| 103 or 104, Applied Art 1..... | 2 " " |
| 105 or 106, Applied Art 2..... | 3 " " |
| 110, Art Methods..... | 3 " " |

| | | | |
|------------------------------------|---|---|---|
| 217, and 218, Art History..... | 4 | “ | “ |
| 115, Costume Design, or | | | |
| 222, Interior Decoration..... | 3 | “ | “ |
| 220, Directed Teaching of Art..... | 5 | “ | “ |

Special Recommendation in Art. A student who completes 40 semester hours art credit will receive a special recommendation to teach art in the public schools of the state. The required courses listed above as prescribed for special art majors must be included in this amount.

Description of Courses

Art 100. Art Appreciation. A study of the principles of art construction and color theory leading to an appreciation of the fine arts. Application of these principles is made to dress, home decoration, and everyday aesthetics. The course also includes a study of masterpieces in painting, sculpture, and architecture. Required of all freshmen and all art majors.

Mr. Lowry

First year, either semester, three hours a week.

3 units.

103, 104. Applied Art 1. Various craft processes are developed, such as: block printing, book binding, batik, and tied and dyed. Prerequisite, Art 113, Composition and Design, or equivalent. Either 103 or 104 required of special art majors.

Miss Kloster.

Second year, two semesters, four hours a week.

2 units each semester.

105, 106. Applied Art 2. Includes pottery, modeling, glazing and firing, art metalry in copper and brass, copper eaching. Either 105 or 106 required of special art majors.

Miss Kloster.

Second year, two semesters, six hours a week.

3 units each semester.

107. Drawing 1. Drawing with charcoal, pencil, crayon, brush and ink, from still life and from nature. A study of perspective. Required of special art majors.

Mr. Lowry

First year, first semester, six hours a week.

3 units.

108. Drawing 2. Advanced drawing in still life; outdoor sketches; figure sketching; creative composition. Prerequisite, 107, Drawing 1. Required of special art majors.

Mr. Lowry.

First year, second semester, six hours a week.

3 units.

110. Art Methods. Methods in teaching art; a study of how children learn to draw; drawing in its relation to other school work; planning a course of art study in the grades. Experience is given in modern applied art problems which are suitable for grade school work. Required of special art majors.

Miss Kloster or Mr. Lowry.

Either semester, three hours a week.

3 units.

113, 114. Composition and Design. Principles of design; problems in notan and color; creative pattern developed from a study of natural form; modern symbolism in design; dynamic symmetry; study of historic design. Required of special art majors.

Miss Kloster and Mr. Lowry.
First year, two semesters, six hours a week. 3 units each semester.

115. Costume Design. Line and color harmony in dress. Problems dealing with individual needs. Study of historic costume. Prerequisite, Art 100. Required of special art and home economics majors.

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

118. Lettering and Posters. Good design and arrangement in posters and modern advertising; types of lettering; illustration. Required of special art majors.

Mr. Lowry.
Second semester, three hours a week. 3 units.

217. Art History 1. Historical development of art—primitive, Egyptian, Assyrian, Greek, and Roman. Study of architecture from early times through the Gothic period to the present. Identification of masterpieces of architecture and sculpture. Prerequisite, Art 100. Required of special art majors.

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

218. Art History 2. Study of painting from the Italian Renaissance to the present; Chinese and Japanese art. Identification of masterpieces in painting. Required of special art majors. Prerequisite, Art 217.

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

220. Teaching Art. Directed teaching in art in the training schools. Required of special art majors for one semester.

Third year, either semester, two hours a week. 5 units.

222. Interior Decoration. House planning and house furnishing. Problems dealing with harmony of arrangement and color in the home surroundings. Prerequisite, Art 100. Required of special art majors.

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

225. Marionettes and Stage Craft. Preparation of a marionette performance involving the making of the marionettes, planning the stage set and lighting, manipulating the marionettes, and learning parts. Prerequisite, Art 100.

Miss Kloster.
Elective, first semester, six hours a week. 3 units.

Ind. Arts 101. Mechanical Drawing 1. An elementary course involving freehand lettering, orthographic projection, cabinet and isometric projection. Elective for special art majors.

First semester, five hours a week. 3 units.

COMMERCE COURSES

Dr. Ellis (Head of the Department); Mr. Masteller

The Department of Commerce keeps in view two main objectives. Opportunity is here offered for thorough preparation of those who wish to become teachers of commercial subjects in the elementary schools or in the junior and senior high schools. Those who prefer to prepare themselves for a business career or for secretarial work may plan a program in which commercial courses predominate.

Students who pursue one of the standard curriculums with the major in commerce will be qualified to receive the general certificate and, if the major includes as much as 39 semester hours of commercial work, they will also receive the special recommendation of the department for proficiency in the teaching of commercial subjects. Those who wish to confine their professional activities to commercial teaching solely may follow a more highly specialized curriculum conforming to the regulations of the State Board of Education for special certification in commerce. The graduate from such a specialized curriculum is licensed to teach in any grade, but may teach commercial subjects only.

Practically all of the courses offered in this department are open as electives to qualified students who are majoring in other fields.

Entering students are required to take a standard handwriting test, and those who are unable to attain a satisfactory grade must carry the course in Zaner penmanship (Com. 130) without credit.

The Major in Commerce. The minimum requirement for the major in commerce is thirty semester hour units in commercial subjects. Those who complete a major of 39 units will receive the special recommendation of the department as teachers of commerce. The major must include six units in commercial methods, (Com. 111 and 112). The program of each student undertaking a major in commerce will be arranged individually in conference with the head of the department. In planning the major, two years high school credit in typewriting will be accepted in lieu of Com. 110, but no college credit will be given for the high school work.

Description of Courses

Commerce 101, 102. Accounting 1 and 2. General principles of accounting. Short problems with particular attention to classification of accounts, personal and partnership accounts, discounts; opening, closing, and adjusting entries; preparation of statements. Various problems are studied and a short set is worked through. This

comprises the work of the first semester. 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. Two sets are completed as laboratory work. Text: Kester, Accounting Theory and Practice, Volume I.

Dr. Ellis
First and second semesters, lecture three hours,
laboratory three hours a week. 3 units.

Com. 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.

Dr. Ellis.
First Semester, three hours a week. 3 units.

105, 106. Business Law 1 and 2. Contracts, their formation, requirements, capacity of parties, consideration, legality, types of consideration, 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, obligations, rights, and duties, dissolution; **Corporations,** requirements, forms, organization, purposes, powers, liability of stockholders, transfer of shares, dividends, officers, dissolution. Text, Conyngton and Bergh, Business Law.

Dr. Ellis.
First and second semesters, three hours a week. 3 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.

Dr. Ellis.
First semester, three hours a 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 the complete mastery of the keyboard by the sense of touch. Practice in letter writing, use of carbon. Practice in tabulation and the writing of cards. Work is done for other departments of the college. Text, Rational Typewriting or Twentieth Century Typewriting.

If taken five times weekly for one semester, two units of credit will be given as for Com. 110 and 120.

Mr. Masteller.
Either semester, three hours a week. 1 unit.

✓ **111, 112. Commercial Teaching Methods.** The aim of this course is to prepare teachers for the commercial field. It is a comprehensive survey of teaching methods in all of the commercial subjects with appropriate emphasis upon those which are more widely used. All students who expect to major in Commerce are required to take these courses.

Mr. Masteller.
Both semesters, three hours lecture, two hours laboratory. 3 units.

113, 114. Shorthand 1 and 2. Beginning and intermediate shorthand. Complete the Gregg Manual. Drills in reading and writing; principles of shorthand; use of Gregg Speed Studies; dictation of new matter and transcription of notes. Prerequisite, one-half year of typewriting.

Mr. Masteller.
First and second semesters, five hours a week. 3 units.

✓ **115. Shorthand 3.** A study of advanced dictation and transcription. This course will review thoroughly the principles of Gregg Shorthand and will give all of the advanced material that is edited by the Gregg System together with new material such as would be encountered by the teacher or the secretary.

Mr. Masteller.
First semester, three hours a week. 3 units.

| **116. Office Management.** A study of the principles and practices of conducting a modern office. This is a course of full collegiate standing which makes a thorough digest and study of the principles of filing, keeping records, and secretarial work.

Prerequisite, Com. 113, 114 or its equivalent in one year of shorthand.

Mr. Masteller.
Second semester, three hours a week with additional laboratory work. 3 units.

117. Business Administration. Study of the field of business administration, plant location, market problems, finance, production, risk bearing. The business unit is studied, as are administrative methods. Comparison of various systems of control. Industrial leadership.

Dr. Ellis.
First semester, three hours a week. 3 units.

121. Salesmanship. An intensive 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 and kindred activities.

Mr. Masteller.
First semester, three hours a week. 3 units.

122. Advertising. A study of methods and problems of advertising in business. Advertising as related to marketing. A study of facts and methods of advertising and a discussion of proper plans for the selection of advertising media.

Mr. Masteller.

Second semester, three hours a week.

3 units.

127. Property Insurance. A study of the uses to which insurance may be put by the business man. A study is made of the insurance contract and the legal aspects of the various obligations of the insured and insurer. Some consideration is given to the historical background. Recent developments in insurance methods and the organization of insurance companies will be considered. This is not a course in the actuarial science of insurance.

Dr. Ellis.

First semester, three hours a week.

3 units.

129. 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.

Dr. Ellis.

First semester, three hours a week.

3 units.

130. Zaner Penmanship. Principles of writing. Methods of teaching; exercises for the development of freehand writing; practice in script writing. Text, Zaner Method, Manual 144.

Mr. Masteller.

Either semester, two hours a week.

No credit.

201, 202. Accounting 3 and 4. A study is made of corporation accounts, factory costs, 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 and sinking funds, branch house accounting, trust accounting. During both semesters, problems and sets are worked to illustrate principles involved.

Text, Kester, Accounting Theory and Practice, Volume II.

Prerequisite, Commerce 101, 102 and 201 or their equivalent.

Dr. Ellis.

First and second semesters, lecture three hours a week,
laboratory work additional.

3 units.

203. Accounting 5. (Auditing). A study of the theory and problems of auditing. A laboratory set is worked out in connection with this course. Text, Montgomery, Auditing.

Prerequisite, Commerce 101, 102, and 201 or their equivalent.

Dr. Ellis.

First semester, three hours a week and a minimum of
three hours laboratory work.

3 units.

206. Accounting 7. Cost Accounting. A study of the problems of

cost accounting and departmental divisions of cost. Rates for disposition of overhead. Place of cost in accounting theory.

Prerequisites, Commerce 101, 102, and 201 or their equivalent.

Dr. Ellis.

Second semester, three hours lecture and a minimum of three hours laboratory work a week.

3 units.

208. Real Estate, Selling and Appraisal. The problem of making real estate sales; the psychology of selling; talking points in selling. Advertising and its relation to real estate salesmanship. The appraisal of city property, vacant lots, houses and lots; depreciation and obsolescence on real estate values; real estate ethics.

Dr. Ellis.

Second semester, three hours a 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. Measurements of trend; analysis of time series; measurement of seasonal and cyclic fluctuations; index numbers of physical volume; correlation. The 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.

Dr. Ellis.

First and second semesters, two hours of lectures and at least five hours of laboratory work a week.

3 units.

214. Theories of Taxation. General study of taxation and its theories. The type of government financing and analysis of financial problems. Relation of taxation to wealth. Suggestions for sound taxation systems.

Dr. Ellis.

Second semester, three hours a week.

3 units.

216. Corporation Finance. The corporation, its problems and formation; the types of corporation securities; the relation of bankers to promotion. Types of corporations; methods of combination. Reorganizations, exchange, investments.

Dr. Ellis.

Second semester, three hours a week.

3 units.

217. Central Reserve Banking. A study of the banking systems of the leading countries of the world with special emphasis on the Central Banks and their relation to other banks. Comparison is made with the Federal Reserve System and other American banks.

Dr. Ellis.

First semester, three hours a week.

3 units.

218. 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 Federal Reserve Act. Present banking

situation in the United States, with special study of Arizona and the Twelfth Federal Reserve Bank.

Dr. Ellis.

Second semester, three hours a week.

3 units.

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

Dr. Ellis.

Second semester, three hours a week.

3 units.

225. Railway Transportation. This is a study of the major railway lines together with a careful survey of their fundamental characteristics, geographical location and income bearing capacities. A considerable portion of time will be devoted to a study of rate structures and the essential differences between freight and passenger traffic. A comprehensive survey of government regulation will be made. Prerequisite, permission of instructor.

Mr. Masteller.

First semester, three hours a week.

3 units.

226. History of Economic Thought. This course is mainly one of theory—or rather of 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.

Dr. Ellis.

Second semester, three hours a week.

3 units.

EDUCATION

Dr. Burkhard (Head of the Department), Mr. Payne (Director of the Training Schools), Miss Shoninger, Miss Roll, Miss Haulot, Mrs. Empey, Miss Lynd, Miss Anderson, Mr. Macomber, Miss Calloway, Miss Robinson, Mrs. O'Connor, Miss Jamison, Miss Lutz, Miss Roberts, Miss Douglass, Mr. Cluxton, Miss Chase.

The purpose of the Department of Education 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 correlated with the directed teaching in the Training Schools, so that students may grasp the relationship between theory and practice in the teaching process.

Description of Courses

Educ. 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.

Dr. Burkhard, Miss Shoninger.

Second year, either semester, three hours per week.

3 units.

120. Elementary Curriculum. A course designed to help students determine the objectives of elementary education and evaluate the subject matter and activities of the elementary school. Some time is given to a study of curricular practices in progressive schools, both public and private, including a study of the curriculum of the training school.

Miss Shoninger, Miss Roll.

Third year, either semester, three hours per week.

3 units.

123. Junior High School Curriculum. A course looking toward the A.B. degree and to positions as teachers or principals in junior high schools. The course will deal with the objectives of the junior high school, the organization and administration of the subject matter and activities necessary to the fulfillment of those objectives, and the curricular practices of progressive junior high schools both large and small. There will be opportunity for a study of the curriculum of the campus junior high school.

Miss Roll,

Third year, first semester, three hours per week.

3 units.

201, 202. Observation and Directed Teaching. All third year students observe model teaching and teach in the training schools during one full year. The observation of model teaching alternates with the directed 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.

5 units each semester.

210. School Management. A course designed to give the prospective teacher an understanding of the practical everyday problems of the classroom and the relationship existing among pupils, teachers, principals, school boards, and the community. This is accomplished as far as possible through discussion of concrete problems in this field. The first twelve weeks of the course are given to the study of such topics as care of grounds and buildings, school hygiene, discipline, incentives, punishment, records and reports, marking, classification and promotion, extra-curricular activities and public relations. The last six weeks of the course are devoted to a study of the principles of school law with special reference to Arizona school law.

Miss Shoninger.

Third year, either semester, two hours a week.

2 units.

211. 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.

Dr. Burkhard.

Fourth year, first semester, three hours per week.

3 units.

212. Philosophy of Education. This course aims to present a critical analysis of social ideals and educational theory. Ideas are evaluated in the light of the social effects they have produced. The nature of method and subject matter are presented, showing the problems involved in using them to reach the social objective a group has set up. Theories of knowledge are analyzed. This course aims to help the student to organize his own experiences with a view to making him better able to pass critical judgment on the merits of practices in teaching and educational administration.

Dr. Burkhard.

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

Fourth year, second semester, three hours per week.

3 units.

214. 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; uses 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, three hours per week.

3 units.

215. Sociology. This is an introductory course in the study of sociology. The course aims to evaluate the various problems growing out of the conflicts in society. The psychology of human activity and the social institutions that have grown up in the endeavor to satisfy human wants and needs receive critical analysis. This is a course which deals with the basic interests of society as a whole and aims to discover social laws upon which a progressive and stable civilization may be based.

Dr. Burkhard.

Third or fourth year.

First semester, three hours a week.

3 units.

216. Educational Sociology. This course presupposes that the student has had a course in sociology or its equivalent. The aim of the course is to evaluate social theories, to make a careful study of the social institutions in which and through which the individual gains his experiences. The problems of social control are given.

consideration. The family, play activities, the school, and the church are among the institutions that are given attention.

Dr. Burkhard.

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

217, 218. Rural Education. This course is designed to help the rural teacher to solve the immediate problems in the school and community. The following topics are discussed; the rural school plant; equipment and instructional supplies; organization of the daily program; grouping and classifying pupils; individual instruction; occupational activities; the hot lunch; health program; club work; management and administration; community service. The work is planned to assist teachers with both English speaking and non-English speaking children.

Miss Lynd.

Two semesters, three hours a week. 3 units.

221. Secondary Education. This course is designed for students looking forward to positions as teachers or principals in junior or senior high schools. The course deals with the function of the junior and senior high schools, the history of their development, and their place in modern education. It includes a study of plans of organization, curricula, homogeneous grouping, guidance, program making, classification of pupils, administration of student activities, teachers' meetings, attendance problems, records and reports, community relations. Each student will have the opportunity to investigate a special problem of his own choosing.

Miss Shoninger.

Third or fourth year.

First semester, three hours a week. 3 units.

222. The Principal and His School. A study of the principal as a supervisor, administrator, and director of extra-curricular activities. The course deals with the evolution of the principal; the opportunities for a professional career as a principal; an analysis of duties; management of pupils; problems of teaching staff; administration of buildings, grounds, and supplies; supervision of instruction; reports; extra-curricular and community activities; professional improvement.

Dr. Grimes.

Third or fourth year.

Second semester, three hours a week. 3 units.

241. Modern Educational Problems. This course is designed to acquaint the student with the educational problems of today that have grown out of research in psychology and teaching and changing social and economic conditions. A study is made of the effects upon the public schools of new types of organization and procedures.

Dr. Burkhard.

Fourth year, first semester, three hours per week.

3 units.

Kindergarten-Primary Courses

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 to the major in kindergarten work 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 accompaniment.** Graduates of the three year curriculum who complete an approved major in this field, will be qualified to receive the **Arizona Elementary Certificate** which entitles the holder to teach in all grades from first to ninth inclusive. Such students will be given a special recommendation for work in kindergarten and primary grades. Students registered for the degree curriculum may also elect the major in this field.

The Kindergarten-Primary Major should include the following courses:

| | |
|---|---------|
| Ind. Arts 100 Bench Woodwork..... | 3 units |
| Educ. 103. Children's Literature..... | 3 units |
| Educ. 203 Kindergarten-Primary Curriculum..... | 3 units |
| Educ. 104. Play Education..... | 3 units |
| Engl. 110. Oral English..... | 3 units |
| Educ. 204. Construction and Play Materials..... | 4 units |
| Biol. 132. Nature Study..... | 2 units |
| Educ. 206. Primary Methods..... | 3 units |

Students majoring in kindergarten-primary will substitute Educ. 220, Kindergarten Teaching, for one semester of directed teaching, either Educ. 201 or Educ. 202. The addition of related courses other than those listed above, or any other alterations or adjustments in the content of the major will be made only with the advice and approval of Miss Lutz.

Educ. 103. Children's Literature. A study of literature for children is made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and most suitable material for the kindergarten and primary school. Folklore, poetry, and children's illustrators are given careful study. Class practice is given in the art of story telling.

Miss Lutz.

Second year, first semester, three hours a week.

3 units.

Educ. 104. Play Education. The course will include a study of the

play movement with a critical study of the theories of play. A comparative study of the physical and mental characteristics of children of primary grades will be made with a careful consideration of the play interest, and needs at various age levels, selecting and developing appropriate games to meet these needs.

Miss Lutz.

Second year, second semester, three hours per week.

3 units.

Educ. 203. Kindergarten-Primary Curriculum. This course is fundamental in the kindergarten-primary field, concerned with subject matter as found in the school subjects of nature study, geography, history, health education, and civics. The course aims, first, to acquaint the student with the change that is now taking place in social studies; second, to study curriculum materials and technique of teaching social studies on the basis of child interests and needs. Opportunity for observation will be made and unit plans for a social studies program will be made and evaluated on the basis of the child's growth in knowledge, standards, habits, and skills.

Miss Shoninger.

Third year, first semester, three hours per week.

3 units.

Educ. 204. Construction and Play Materials. The course is concerned with the use of constructive and play materials with emphasis on presentation, problem solving, and judging results. Work in class consists of practical application of such materials as clay, blocks, tow, paper, textile materials, wood, and paint.

Miss Lutz.

Third year, second semester, two double periods a week.

4 units.

Nature Study. See Biology 132.

Dr. Gillespie.

Second semester, two hours a week.

2 units.

Educ. 206. 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 these theories. Some consideration is given to the application of special methods to the several primary school subjects with special reference to the unification of the work of the primary school.

Mrs. Empey.

Third year, second semester, three periods a week.

3 units.

Educ. 220. Kindergarten Teaching. Students majoring in kindergarten-primary work are required to teach one semester in the campus kindergarten. Educ. 220 is substituted for either Educ. 201, first semester, or Ed. 202, second semester.

Miss Lutz.

Third year, either semester, ten hours a week.

8 units

ENGLISH COURSES

Dr. Stevenson (Head of the Department), Mr. Felton, Miss Pilcher, Miss Simpson, Mr. Taylor, Miss Kallstedt.

The course in First Year Composition (101,102) with a passing grade, is a prerequisite for all other English courses, except English 110, which may be taken concurrently. The special course (103, 104) will not be accepted in fulfillment of this requirement. If, however, a student makes exceptional progress in the special course, he may be transferred after one semester to the regular course, and in such circumstances will be considered as having fulfilled the requirement.

The course in First Year Journalism may be elected as a substitute, in either semester, for the regular First Year Composition Course (101, 102). This substitution may not be made for more than one semester.

The Sophomore Survey of English Literature is required of all students majoring in English; and beginning with the session of 1932-33 it must be completed before students are admitted to the upper division courses in the department. Sophomores who are contemplating a major in English are therefore advised to take the course this year.

An average index of 2 (or higher) in all English courses is required of all students majoring in English.

Description of Courses

English 101, 102. First Year English. Exposition and argumentation; theme writing and theme correction; conferences with instructors and oral exercises before the class. One term essay of suitable length, based upon original material, is required of each student. This course is a regular requirement in the Freshman year.

Dr. Stevenson, Miss Pilcher.

First year, one semester, three hours a week.

6 units.

103, 104. Special First Year English. Similar to English 101, 102, but adapted to the needs of students who require more practice in the technique of written composition. Attention to spelling, punctuation, and sentence formation is made the first essential in this course. Required of freshmen whose ratings in the preliminary standard test indicate need of intensive drill in the mechanics of the language.

Mr. Felton.

First year, two semesters, three hours a week.

6 units.

110. Oral English. Articulation, tone placing, practice in extemporaneous speaking and reading before the class. Appearance in plays may be chosen by those who exhibit dramatic talent. Constructive criticism is given upon the work of each individual. Class limited to twenty-five. Elective.

Miss Kallstedt.
Either semester, three hours a week. 3 units.

120. Public Address. Reading; forensics; dramatic interpretations. Open to students who have completed English 110 or its equivalent. Class limited to twenty-five. Elective.

Mr. Felton.
Either semester, three hours a week. 3 units.

121, 122. Dramatic Interpretation. Reading; characterization; voice and diction; methods of play production. Practical experience will be supplied by participation in student plays.

Miss Simpson.
Two semesters, three hours a week. 6 units.

130. First Year Journalism. A study of the basic principles of news writing, editorial writing, and editing. Frequent written assignments. Practical experience in connection with college publications. This course may be selected in either semester as a substitute for English 101 or 102.

Mr. Taylor.
Either semester, three hours a week. 3 units.

151, 152. Second Year Survey of English Literature. An historical study of English literature, from the beginnings to the present, with reading of representative masterpieces and attention to social backgrounds and intellectual movements. Required of English majors.

Dr. Stevenson.
Two semesters, three hours a week. 6 units.

161, 162. Second Year Journalism. Advanced study of the theory and practice of newspaper work. The work of the course is closely related with the publications of the student body.

Mr. Taylor.
Two semesters, three hours a week. 6 units.

201, 202. History of the Novel. The origins of prose fiction; the novel in England and America, with some attention to significant examples in foreign literatures; analysis of typical examples and reading of outside assignments.

Dr. Stevenson.
Two semesters, three hours a week. 3 units a semester.

203, 204. History of the Drama. The English drama from the middle ages to the present, together with selected examples of foreign influences. Reading of representative plays of each period. (Not offered, 1931-32.)

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

205, 206. Shakespeare. Critical study of ten plays, with special attention to Shakespeare's dramatic methods and development. A

Midsummer Night's Dream, The Merchant of Venice, As You Like It, Twelfth Night, Hamlet, Othello, King Lear, Macbeth, Anthony and Cleopatra, The Tempest. (Not offered, 1931-32.)

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

207, 208. The Romantic Movement. English poetry and prose of the period 1780-1830, a study of its literary characteristics and its relations with current philosophies and social conditions.

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

209, 210. Victorian Prose. The leading prose writers of England during the Nineteenth Century, with readings of their most significant works and study of their influence.

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

211, 212. Victorian Poetry. Nineteenth Century English poetry special study of the later Victorian writers, Tennyson, Robert Browning, Elizabeth Barrett Browning, Morris, Arnold, Swinburne, Noyes. 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.

(Not offered, 1931-32.)

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

213, 214. Contemporary Prose. The chief writers of essays, biography, history, fiction, etc., since the beginning of the twentieth century; their careers and distinctive traits; with particular attention to the relationship of their ideas with important present-day problems. (Not offered, 1931-32.)

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

215, 216. Contemporary Poetry. English and American poetry of the twentieth century; literary forms and poetic outlook; relation of poetry to present-day life.

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

217, 218. Modern Drama. The chief dramatic writers of the last half century. Readings from representative plays in Dickinson's Second Series of Modern Dramatists. Study of the theater as influenced by the national schools of the period.

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

219, 220. 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. (Not offered, 1931-32.)

Mr. Felton.

Two semesters, three hours a week.

3 units each semester.

231. 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.

Miss Pilcher.

First semester, three hours a week.

3 units.

232. Advanced Composition. Intended for students who are seriously interested in writing and who hope to achieve professional ranking. Study of the chief types of present-day writing, with frequent exercises. Free assignments for students wishing practice in verse-writing, fiction, play-writing, etc.

Miss Pilcher.

Second semester, three hours a week.

3 units.

HOME ECONOMICS

Miss Filler (Head of Department); Mrs. Christy.

The purpose of the courses in home economics is to prepare teachers for intermediate and grammar grades and for the junior high school. Opportunity is offered also to young women to study the principles underlying successful home making. Students having the necessary preparation may elect work in home economics with the consent of the instructors in charge.

Students desiring to major in home economics must present high school credit in biology and credit for two years of high school work in home economics, otherwise it will be necessary to extend the time required to finish the major. All students majoring in this field are urged to complete a program of four years work if possible.

COURSES OFFERED IN HOME ECONOMICS

Home Economics 101. Selection and Preparation of Food. Studies are made of the following subjects: how to buy economical and nutritious food; the selection of an adequate diet for normal individuals; cookery processes and the effects of heat on food; the care of food in the home.

Mrs. Christy.

First year, first semester, six hours a week

3 units.

102. Principles of Clothing Construction. The work is designed to develop skill in hand and machine sewing, in the use and adjustment of patterns, in pattern making and fitting. Methods of construction are applied in useful garments and household articles. Laboratory work, readings, and reports are required.

Miss Filler.

First year, second semester, five hours a week.

3 units.

103. Clothing. Garment construction baswed upon the application of design, appropriate usage, and judgment in the selection of materials make up the work of this course.

Miss Filler.

Second year, first semester, six hours a week.

3 units.

104. Meal Planning. Menus are planned, prepared, and served. Attention is given to the selection of food with reference to the needs of the body, to the hygienic and palatable preparation of food, to social usages in serving, and to hospitality in the home.

Mrs. Christy.

Second year, second semester, six hours a week.

3 units.

105. Introduction to Nutrition. A study is made of the fundamental principles of nutrition, of the adequate diet, and of the significance of food in its relation to health. This course is open as an elective to all students.

Mrs. Christy.

Second year, first semester, three hours a week.

3 units.

108. Textiles. An attempt is made to develop judgment in the selection of clothing and household fabrics, based upon appreciation of beauty, quality, and hygienic worth. The intelligent and ethical consumption of goods is considered.

Miss Filler.

Second year, second semester, three hours a week.

3 units

201. Home Management. Consideration is given to standards of living, budgeting of time and income, household accounting, and to the care of and efficient arrangement of the house and equipment.

Miss Filler.

Third year, first semester, three hours a week.

3 units.

205. Home Nursing. Instruction is given concerning the prevention of diseases, methods of cooperating with health authorities, and methods of caring for the sick in the home.

Mrs. Christy.

Fourth year, first semester, three hours a week.

3 units.

204. Child Care and Training. A study is made of the physical and mental development of the child. The pre-natal period, infancy, pre-school age, and adolescence are considered.

Mrs. Christy.

Fourth year, second semester, three hours a week.

3 units.

213. Family Relationships. The family is studied as a social unit and the fundamental problems of the home are considered from the standpoint of the effective development of the individual members.

Miss Filler.

Fourth year, first semester, three hours a week.

3 units.

210. Teaching Home Economics. All students who major in home economics are required to teach this subject one semester under supervision in the training school. Two hours a week are devoted to special methods and curriculum study. Five hours of teaching with special conferences are required.

Miss Filler, Mrs. Christy.
Third year, five hours a week.

5 units.

INDUSTRIAL ARTS

INDUSTRIAL EDUCATION AND TECHNICAL COURSES

Mr. Neeb (Head of the Department); Mr. Ross.

The work of this department has been arranged to prepare students to become teachers, supervisors, and directors of industrial arts subjects in both the elementary and secondary schools. A thorough knowledge of subject matter is taught; emphasis is placed on the method of presentation; and careful training in the fundamental tool processes, short cuts, shop practice, and nomenclature is given. The courses have a high technical content and are practical. In addition to giving a preparation that will assure a command of the teaching processes, the department insists on standards of skill that will command the respect of the tradesman.

Two divisions of work are offered to students preparing to teach industrial subjects. The one concerns itself with problems as presented by the junior high school; and the other with the subject matter and conduct suitable for the secondary schools. The major objectives of the two divisions differ, yet each contains unusual possibilities that challenge the teacher.

The department is meeting a long felt need this year by the introduction of terminal courses, one and two years in length.

Broadly speaking, preparation for industrial pursuits may be grouped on the two levels, the engineering level and the production level. The engineering level requires from four to five years of scholastic training beyond the high school. For those who wish immediately to enter production work and who seek to rise to a level next to the professional level, the terminal courses afford opportunity.

CURRICULA IN INDUSTRIAL ARTS

Three Year Curriculum.

The satisfactory completion of, and graduation from the teachers' curriculum listed below will earn for the student a recommenda-

tion for certificate to teach industrial arts and related subjects in the public schools.

| | |
|-----------------------------|----------|
| Industrial Arts major | 39 units |
| Mathematics | 16 units |
| Physics | 8 units |
| Electives | 23 units |
| | <hr/> |
| | 96 units |

Four Year Degree Curriculum.

| | |
|-----------------------------|-----------|
| Industrial Arts major | 52 units |
| Mathematics | 16 units |
| Physics | 8 units |
| Electives | 46 units |
| | <hr/> |
| | 126 units |

Terminal Curricula.

Machine Shop. This program is designed for students who wish to prepare themselves for machine shop work of a commercial character and who seek positions of responsibility in trade circles. The student is trained in the use of various machines including milling machine. Bench work practice is also included in the assignments. Instruction is given by a capable, technically trained instructor. Shop practice, 5 hours per day.

Related and academic subjects, 2 hours per day.

Time: two years.

Electric Construction. A program designed as preparation for a journeyman electrician. The theory of electricity is studied, together with burglar alarm systems, bell and light circuits, and conduit work in accordance with the regular underwriters' rules and regulations.

Shop practice, 5 hours per day.

Related and academic subjects, 2 hours per day.

Time: one year.

Sheet Metal Work. Preparation for this work consists of the drawing of patterns and the working out of problems in the intersection of solids. Emphasis is placed on tinsmithing problems, in pipe joining, architectural work, and vessel construction.

Shop practice, 5 hours per day.

Related and academic subjects, 2 hours per day.

Time: one year.

Architectural Draughting. Includes a study of the classics, house construction, and design and estimating.

Draughting, 5 hours per day.

Related and academic subjects, 2 hours per day.

Time: two years.

Machine Draughting. Involves a study and drawing of shafts, bearings, pulleys, belts, clutches, standard machine parts, and fastenings, in accordance with standard practice.

Draughting, 5 hours per day.

Related and academic subjects, 2 hours per day.

Time: two years.

COURSES IN INDUSTRIAL ARTS.

Ind. Arts. 101. Mechanical Drawing, 1. (Engineering Drawing.) A study of the elements of orthographic projection and standard presentation, including lettering, tracing, and blue printing; the making and reading of working drawings and commercial drafting room practice.

Prescribed for all freshmen carrying an Industrial Arts major. Students must furnish own instruments and boards. Laboratory fee \$2.50.

Mr. Ross.

First semester, lecture, recitation, or quiz, one hour per week;
laboratory six hours per week.

3 units.

100. Bench Wood Work, 1. (No machine work.) A course designed to meet the needs of beginning students and special students in the kindergarten-primary major. Fundamental tool processes; design and construction of small projects for the home and school; toy construction with emphasis on mechanical set-up; study of materials and their adaptation to constructive uses. Laboratory fee \$5.00.

Mr. Neeb.

Either semester, five hours per week.

3 units.

132. Agricultural Mechanics. A course designed to meet the needs of students of agricultural and farm management.

Mr. Ross.

Second semester, five hours per week.

3 units.

120. Sheet Metal Work, 1. This course is designed to prepare the student to teach this work in junior high school classes. Laying out and cutting of sheet metal; soldering, riveting; projects from utensils to and including mechanical toys.

Prescribed for all students preparing to teach pre-vocational courses in junior high schools. Laboratory fee, \$5.00.

Mr. Ross.

Either semester, six hours per week.

3 units.

221. Machine Shop, 1. A beginning course in machine shop practice. The processes include filing, drilling, turning, and polishing done with hand tools; general use of machine equipment.

Prescribed for students majoring in Industrial Arts. Laboratory fee, \$5.00.

Mr. Neeb.

First semester, six hours per week.

3 units.

141. Job Analysis. This course is designed to meet the needs of all students who are preparing to teach industrial arts. Jobs are analyzed into their various steps and their relationship is studied. Continuity threads are worked out. The course is necessary in curriculum building.

Prescribed for all students planning to teach industrial arts.

Mr. Neeb.

First semester, two two-hour periods per week.

2 units.

151. Shop Mathematics. A course in arithmetic applicable to the solution of everyday problems encountered in practical work. The fundamental principles of the slide rule are taken up, as well as the practice in the use of the same.

Mr. Ross.

First semester, three hours per week.

3 units.

121. Elementary Electricity. This is a complete course in electricity designed to give the student a thorough knowledge of magnetism, battery cells, bell circuits, burglar alarms; construction of electrical toys.

Prescribed for students planning to teach industrial arts.

Students must furnish own tool kit, consisting of one pair of pliers and screw driver. Laboratory fee, \$5.00.

Mr. Ross.

First semester, six hours per week.

3 units.

102. Mechanical Drawing, 2-a. (Descriptive Geometry.) Designed for students majoring in industrial arts. This course presents the elements of descriptive geometry including problems in warped surfaces and intersections of solids.

Prescribed for all freshmen carrying an industrial arts major.

Students must furnish own instruments and boards. Laboratory fee, \$2.50.

Mr. Ross.

Second semester, lecture, recitation, or quiz one hour per week.

Laboratory six hours per week.

3 units.

104. Mechanical Drawing, 2-b. (Descriptive Geometry.) Designed for students majoring in architecture. This course presents the elements of descriptive geometry including problems in warped surfaces and intersections of solids. Special emphasis is placed on shades and shadows.

Prescribed for all freshmen majoring in architecture.

Students must furnish own instruments and boards. Laboratory fee, \$2.50.

Prerequisite, Ind. Arts 101, Mechanical Drawing, 1.

Mr. Ross.

Second semester, lecture, recitation, or quiz one hour per week.

Laboratory six hours per week.

3 units.

110. Cabinet Making. (No machine work.) The object of this course is to give definite practice in the proper use and care of hand tools; a study of the fundamental principles involved in the construction of furniture; the making of various types of wood joints

and splices; and the application of harmony, balance, and proportion to the design of furniture. This course is prescribed for those students planning to teach industrial arts in the junior and senior high schools.

Laboratory fee, \$5.00.

Mr. Neeb.

Either semester, six hours per week.

3 units.

133. Forge. The content of this course combines a thorough study of, and practice in the elements of forging; drawing and bending, upsetting and welding, case hardening and tempering. Allied topics are also covered.

Prescribed for students majoring in industrial arts. Laboratory fee, \$5.00.

Mr. Ross.

First semester, six hours per week.

3 units.

232. Sheet Metal Work. A course to include projects involving Problems in roofing; cornice work; practical intersections and developments; use of sheet metal machines.

For students preparing to teach in secondary schools or going into the trade. Laboratory fee, \$5.00.

Prerequisite, Ind. Arts 120.

Mr. Ross.

Second semester, six hours per week.

3 units.

222. Machine Shop, 2. A course devoted to the making of industrial projects. Involves the use of the complete machine equipment of the department. The work as arranged is technical and practical and is designed to fit men for work as machinists and auto mechanics, as well as for teachers in the secondary schools.

Prescribed for all students majoring in industrial arts. Laboratory fee, \$5.00.

Prerequisite, Ind. Arts 221.

Mr. Ross.

Second semester, six hours per week.

3 units.

142. Curriculum Making. For students preparing to teach. A course in which trade and technical material, tool processes, occupational information, and job analysis are arranged to form effective teaching guides.

Prescribed for all students planning to teach industrial arts subjects.

Prerequisite, Ind. Arts 141.

Mr. Neeb.

Second semester, two two-hour periods per week.

2 units.

College Algebra. See Math. 107 and Math. 112.

122. Electrical Construction. The object of this course is to teach the student how to install light circuits in houses with standard methods; underwriters' regulations regarding the size and kind of wires and fixtures for various purposes; conduit work; and the estimating of cost for the jobs.

Laboratory fee, \$5.00.

Prerequisite, Ind. Arts 106, Shop Mathematics.

Mr. Ross.

Second semester, six hours per week.

3 units.

105. Architectural Drawing, 1. A course designed to assist students who are preparing to teach in the junior and senior high schools or for architectural drafting and engineering work. Problems in architectural details, floor plan, roof plan, and elevation, together with a complete bill of materials and estimate of cost for two four-room houses.

Students furnish own instruments and boards. Laboratory fee, \$4.00. Prescribed for prospective junior high school teachers. Open to all students as an elective.

Mr. Ross.

First semester, laboratory six hours per week.

2 units.

106. Architectural Drawing, 2. A continuation of Ind. Arts 105, which is a prerequisite for this course. The floor plans, roof plans, elevations, architectural details, tracings, blue prints and colored perspective of a two-story house; also a complete bill of materials.

Students furnish own instruments and boards. Laboratory fee, \$5.00. Open to all students.

Mr. Ross.

Second semester, laboratory six hours per week.

2 units.

112. Bench Woodwork, 2. The student is given a thorough course in the basic types of furniture construction suitable for use in junior high school shop work; the principles of furniture repair; and house construction to small scale.

This course is prescribed for students preparing to teach in a junior high school. Laboratory fee, \$5.00.

Mr. Neeb.

Second semester, six hours per week.

3 units.

241. Teaching Problems. A course designed to assist students preparing to teach industrial arts in the making of lesson plans, presentation of materials to students, and to solve for themselves problems with which they will be confronted in actual practice. Prescribed for prospective teachers of industrial arts.

Prerequisite, Ind. Arts 142, Curriculum Making.

Mr. Neeb.

First semester, five hours per week.

5 units

Trigonometry. See Mathematics 118.

223. Electrical Construction, Advanced. This course is a continuation of Ind. Arts 122 and takes the student into diagrammatic wiring and the installation of complete set of electrical fixtures in a two-story house.

Laboratory fee, \$5.00.

Prerequisite, Ind. Arts 122.

Mr. Ross.

First semester, six hours per week.

3 units.

107. Mechanical Drawing, 3. (Mechanism.) The theory and design of linkages, gears, cams, screws, and other machine elements are studied together with the relative motions of machine parts. Students must furnish own instruments and board. Laboratory fee, \$3.00.

Required of all students carrying an industrial arts major.

Prerequisite, Ind. Arts 102.

Mr. Ross,

First semester, lecture, recitation, or quiz one hour per week.

Laboratory six hours per week.

3 units.

212. Pattern Work. This course is designed to give a thorough study of the following pattern allowances; draft, shrinkage, finish, warp, and shake. The construction of patterns involving the common problems of the patternmaker.

Prescribed for students preparing to teach industrial arts in the secondary schools. Laboratory fee, \$5.00.

Prerequisite, Ind. Arts 110, Cabinet Making.

Mr. Neeb.

Second semester, six hours per week.

3 units.

251. Supervision and Administration of Industrial Arts. This course offers the general principles of supervision as applied to the teaching of shop classes. Classification of tools, tool operations, and projects. Purchasing of supplies and equipment.

Prescribed for all students who plan to teach industrial arts.

Prerequisite, Ind. Arts, 241.

Mr. Neeb.

First semester, five hours per week.

5 units.

Analytical Geometry. See Mathematics 201.

224. Radio Construction. A course arranged to cover the elements of electrical theory; principles of electromagnetism; potential; current; resistance; capacity measurements; storage cell; dry cell; electric generators; theory of alternating current; electromagnetic radiation; radio frequency theory. Laboratory work consists of tests, experiments and projects. Laboratory fee, \$5.00.

Mr. Ross.

Second semester, six hours per week.

3 units.

108. Mechanical Drawing, 4. (Machine Drawing.) This course treats of machine drawing and takes up such subjects as shafts, bearings, pulleys, belts, and clutches, standard machine parts, fastenings, and related topics. Students must furnish own instruments and board. Laboratory fee, \$3.00.

Required of all students carrying an industrial arts major.

Prerequisite, Ind. Arts 107, Mechanical Drawing, 3.

Mr. Ross.

Second semester, lecture, recitation, or quiz, one hour per week.

Laboratory, eight hours per week.

3 units.

213. Cabinet Making and Mill Work. A course dealing with advanced types of furniture; construction, involving the various

methods of tenoning, the principles of panel construction, correct methods of glueing, the application of finishes, and a study of design. The skillful cutting of stock is emphasized. The safe and practical methods involved in the use of wood working power machines.

Prescribed for all students preparing to teach wood working in the secondary schools.

Prerequisite, Ind. Arts 212, Pattern Making.

Mr. Neeb.

First semester, six hours per week.

3 units.

Educ. 201. 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 industrial arts 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. The teaching courses may not be counted as a part of the major in industrial arts.

Mr. Neeb.

First semester, five hours per week.

5 units.

Educ. 202. Methods and Teaching. Same as Educ. 201. Students majoring in industrial arts, teach one semester in manual arts, the other in the other subjects of the elementary and junior high school curriculum.

Mr. Neeb.

Second semester, five hours per week.

5 units.

261, 262. Surveying. (A four unit course.)

Mr. Ross.

Both semesters, four hours per week.

2 units each semester.

201. Architectural Drawing, 3-a. This course consists of a study of some of the best classical elements in architecture and the completion of original exercises based upon the fundamentals of design. Laboratory fee, \$3.00.

Prescribed for students majoring in architecture.

Prerequisite, Ind. Arts 104.

Mr. Ross.

First semester, nine hours per week.

3 units.

202. Architectural Drawing, 3-b. A course consisting of a series of problems, involving a study of the principles of architectural composition.

Prescribed for students majoring in architecture. Laboratory fee, \$3.00.

Prerequisite, Ind. Arts 201.

Mr. Ross.

Second semester, nine hours per week.

3 units.

215. Carpentry. In this course the actual planning and construction of problems involved in the erection of buildings are studied. Emphasis is placed upon the use the steel square; use and care of carpenter's tools; sharpening of cutting tools; framing processes; short cuts; and trade terminology.

Prescribed for students preparing to teach in secondary school shops.
Prerequisite, Ind. Arts 214. Cabinet Making and Mill Work.

Mr. Neeb.

First semester, six hours per week.

3 units.

Differential Calculus. See Mathematics 222.

203. History of Architecture, 1. This course consists of a series of lectures, illustrated with lantern slides and charts, covering the periods of Egyptian, Assyrian, Persian, Greek, Roman, Early Christian, Byzantine, and Romanesque architecture. Supplementary sketching in note books, ornament plates, and reference reading required.

For students of architecture only. Laboratory fee, \$3.00.

Prerequisite, Ind. Arts 202.

Mr. Neeb.

First semester, lecture one hour, laboratory, eight hours per week

3 units.

204. History of Architecture, 2. This course consists of a series of lectures, illustrated with lantern slides and charts, covering the periods of Egyptian, Assyrian, Persian, Greek, Roman, Early Christian, Byzantine, and Romanesque architecture. Supplementary sketching in note books, ornament plates, and reference reading required.

For students of architecture only. Laboratory fee, \$3.00.

Prerequisite, Ind. Arts 203.

Mr. Neeb.

Second semester, lecture one hour, laboratory eight hours per week.

3 units.

FOREIGN LANGUAGES

Dr. Cattelain (Head of the Department); Miss Wilson*; Mr. Ballard.

The courses in French, German and Spanish, described below, are offered to meet the demand for instruction in foreign languages, which, since the World War, has shown a marked increase.

Our geographic location, and the large proportion of Spanish speaking people in the population of Arizona make it imperative to stress the Spanish courses.

A beginner's course in German is offered to meet the need of students who intend to major in science.

Those who desire to major in French, German or Spanish will consult the head of the department for advice in the efficient planning of their entire program. Students majoring in Spanish are strongly advised to choose the minor in French, and Spanish is suggested as a suitable minor for those who major in French.

*On leave, 1931-1932.

COURSES OFFERED IN FOREIGN LANGUAGES**French and German****Dr. Cattelain**

French 101. Elementary French. A beginner's course. French sounds are analyzed and studied scientifically. The class is taught to reproduce them through a method of visualization and self-expression. Grammar rules are taught by means of inductive methods and short dialogues. Text used: De Sauze's Cours Pratique de Francais.

Dr. Cattelain.

First semester, four hours a week.

4 units.

French 102. Elementary French. A continuation of 101, but more amplified. Oral drill is increased, dialogues are continued and the grammar is systematically studied. Original French compositions are worked out in order to train the student to think in French. Text used: De Sauze's Cours Pratique de Francais, together with reading materials such as Labiche's *Le Voyage de Monsieur Perrihon*. Prerequisite, French 101, or one year of high school French.

Dr. Cattelain.

Second semester, four hours a week.

4 units.

French 103. This course includes a short review of the grammar with specific emphasis upon French construction, French idioms and irregular verbs. Fluency of the language is now aimed at. Dictations are also added in order to train the student's hearing to French sounds and his quick recognition of French words. Texts used: Carnahan's Short French Review Grammar; selections from Victor Hugo's *Les Miserables* or from Anatole France's works. Prerequisite, French 102 or two years of high school French.

Dr. Cattelain.

First semester, four hours a week.

4 units.

French 104. A reading course entirely in French. By means of questions in French the student is made to think and to answer in that language. Conversations and compositions are also added to the course for the special training of the student. Texts used: A selection is made from such writers as Victor Hugo, Daudet, France, Loti, Erckmann-Chatrian, etc. Prerequisite, French 103 or its equivalent.

Dr. Cattelain.

Second semester, four periods a week.

4 units.

French 201. (Upper Division.) A survey course of French Literature with appropriate reading materials. This period covers the literature of the French Renaissance and the French classical writers, such as Moliere, La Fontaine, Corneille, Racine, etc. French history will also be studied in connection with this period of French literature. Texts used: *Histoire de la Litterature Francaise*.

Dr. Cattelain.

First semester, four hours a week.

4 units.

French 202. (Upper Division.) The Eighteenth and Nineteenth centuries in French literature. Works of modern French writers together with those of the past century will be studied, together with French history of the same period.

Dr. Cattelain.

Second semester, four hours a week.

4 units.

French 203. (Upper Division.) Modern French thought and its influence upon Europe, the United States and Latin-America. (Not offered in 1931-1932.)

Dr. Cattelain.

First semester, three hours a week.

3 units.

French 204. (Upper Division.) The French drama and novel from Moliere to the present day with a view to understand how French writers have influenced French life. (Not offered, 1931-1932.)

Dr. Cattelain.

Second semester, three hours a week.

3 units.

German 101. Elementary German. This course is given mainly to prepare students majoring in science to read German scientific works. The German grammar is studied and analyzed by means of readings and compositions.

Dr. Cattelain.

First semester, four hours a week.

4 units.

German 102. Elementary German. The more difficult parts of the German grammar are now taken up together with the reading of easy German works. Prerequisite, German 101 or one year of high school German. Texts used. First Course in German, by Alexis and Schrag.

Dr. Cattelain.

Second semester, four hours a week.

4 units.

Spanish

Mr. Ballard.

Spanish 101, 102. Beginner's College Spanish. Thorough preparation in pronunciation and principles of grammar. Reading of Cano and Goggie's Cuentos Humoristicos Espanoles, Zaragueta, El Capitan Veneno, El Abolengo, and La Mariposa Blanca. Text, Hills and Ford's Spanish Grammar for Colleges.

Mr. Ballard.

Two semesters, five hours a week.

4 units each semester.

Spanish 103. Intermediate Spanish. Emphasis on facility and accuracy in the reading of standard literary Spanish, and on composition and aural comprehension. Reading of Romera-Navarro's Historia de Espana, Dona Clarines, and La Hermana San Sulpicio. Collateral reading and reports.

Prerequisite, two years of high school Spanish or one year of college Spanish.

Mr. Ballard.

First semester, three hours a week.

4 units.

Spanish 104. Advanced Spanish. Careful reading and discussion with the idea of increasing vocabulary and improving composition. Reading material is chosen from such texts as Benavente's *Tres Comedias*, *El Sombrero de Tres Picos*, and *Gloria*.

Mr. Ballard.

Second semester, three hours a week.

4 units.

Spanish 201. Introduction to the Spanish Classics. Selections from *Don Quijote*, plays of Calderon, and other masterpieces. Prerequisite, Spanish 104 or its equivalent.

Mr. Ballard.

First semester, three hours a week.

3 units.

Spanish 202. Contemporary Readings. Selections from Blasco Ibanez, Pio Baroja, Martinez Sierra, and Benavente.

Prerequisite, Spanish 104 or its equivalent.

Mr. Ballard.

Second semester, three hours a week.

3 units.

Spanish 203. Survey of Spanish Literature to 1616. This is a general survey with lectures and illustrative readings. Barja's *Libros Y Autores Classicos* and Northrup's *Introduction to Spanish Literature* are used as texts.

Mr. Ballard.

First semester, three hours a week.

3 units.

Spanish 204. Survey of Spanish Literature from 1616 to 1898. Lectures, illustrative readings, discussions, and reports. A study of Barja's *Libros Y Autores Modernos*.

Mr. Ballard.

Second semester, three hours a week.

3 units.

Spanish 205. Spanish Grammar and Composition. A review of principles of grammar with Ramsey's *Grammar* as a text, and free composition.

Mr. Ballard.

First semester, three hours a week.

3 units.

Spanish 206. Phonetics and Methods of Teaching Spanish. Practical study of phonetics and the problems of teaching Spanish.

Mr. Ballard.

Second semester, three hours a week.

3 units.

Latin

Latin 101, 102. Beginner's Latin. The essentials of Latin Grammar. The second semester is devoted to selected readings and practice in composition. This course is recommended for those who plan to specialize in Romance languages.

Mr. Ballard.

Two semesters, three hours a week.

6 units.

DEPARTMENT OF MATHEMATICS

Dr. Wexler, Head of the Department; Miss Haulot

Every student of good capacity, in whatever direction his special interests may lie, whether scientific or literary, is advised

to include in his program of study mathematical courses covering the elementary principles of analytic geometry and the calculus. These courses will furnish him with that primary understanding, which every well-educated man ought to have, of the fundamental methods and principles of modern mathematics.

Students who look forward to industrial or commercial research of mathematical character, or to the teaching of mathematics, should major in mathematics.

Those planning to major in mathematics should consult the head of the Department of Mathematics at the earliest possible date before registration.

A star (*) prefixed to the number of a course indicates that the course cannot be taken without the previous consent of the instructor.

Description of Courses

Math. 100. General Mathematics. A course designed to give the prospective teacher knowledge of new methods and practical applications of the principles of educational psychology to the teaching of arithmetic. Required of all students in the standard three year curriculum. Does not count in mathematics major or minor.

Dr. Wexler, Miss Haulot.

First year, either semester, two hours a week.

2 units.

107. College Algebra. A study of fundamental laws, negative and fractional indices, quadratic equations, curve plotting, the binomial theorem. Course 107 is essential in the study of higher mathematics.

Prerequisite, one entrance unit in algebra.

Dr. Wexler.

First semester, three hours a week.

3 units.

***112. College Algebra.** Arithmetic and geometric progressions, the binomial theorem, complex numbers, determinants, and infinite series.

Prerequisite, course 107 or two entrance units in algebra.

Dr. Wexler.

Second semester, three hours a week.

3 units.

118. Plane Trigonometry. Definitions of the trigonometric functions, proofs and applications of the fundamental relations among these functions, logarithms, solution of right and oblique triangles, identities and trigonometric equations. Prerequisite course 107 or its equivalent and one entrance unit in geometry.

Dr. Wexler.

Second semester, three hours a week.

3 units.

***201. Analytic Geometry.** The study of the straight line, the circle,

parabola, ellipse, and hyperbola by the methods of analytic geometry.

Prerequisite, courses 107, 118.

Dr. Wexler.

First semester, three hours a week.

3 units.

***222. Differential Calculus.** The theory and applications of the fundamental concepts of the calculus.

Prerequisite, courses 107, 118, 201.

Dr. Wexler.

Second semester, three hours a week.

3 units.

***231. Integral Calculus.** Integration of functions of a single variable; the integral as the limit of the sum; problems in volumes and areas; center of gravity; problems in mechanics; rectilinear and constrained motion of a particle; infinite series, regarded primarily as a means of computation; Taylor's theorem.

Prerequisite, courses 107, 118, 201, 222.

Dr. Wexler.

First semester, three hours a week.

3 units.

***202. Plane and Solid Analytic Geometry.** Loci problems with auxiliary variables, conjugate diameters, and the general equation of the second degree. A brief introduction to analytic geometry of three dimensions.

Prerequisite, courses 107, 118, 201.

(Offered only by special arrangement in 1931-32.)

Dr. Wexler.

Second semester, three hours a week.

3 units.

#221. The Theory of Numbers. Divisibility of integers, congruences, residues of powers, quadratic residues, the Theorem of Reciprocity.

Prerequisite, courses 107, 110 with grades of A or B.

Dr. Wexler.

First semester, three hours a week.

3 units.

MUSIC

Miss Sather (Head of the Department), Miss Norton, Mr. Hoyer

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.

ceived some musical training. Major and minor scales; chord structure and progressions in close and open positions; intervals; doubling; inversions; cadences; and relation of harmony and rhythm. Free composition. Keyboard harmony throughout.

Prerequisite, Mus. 102 or equivalent.

Miss Norton.

Second year, first semester, three hours a week.

3 units.

104. Harmony 2. A continuation of Mus. 103. Inharmonic tones, secondary triads, and chords of the seventh. Writing of piano accompaniments. Harmonization of melodies. Free composition. Keyboard harmony.

Prerequisite, Music 103 or equivalent.

Miss Norton.

Second year, second semester, three hours a week.

3 units.

201. Harmony 3. Modulations; chromatic harmonics; harmonization of melodies. Form and analysis. Keyboard harmony.

Prerequisite, Mus. 104 or equivalent.

Miss Norton.

Third year, first semester, three hours a week.

3 units.

111, 112. Music Education. A course in methods of teaching school music in all grades from primary through the junior high school, including 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; other related topics.

Miss Norton.

Second year, two semesters, three hours a week.

3 units each semester.

203, 204. Appreciation and History. A course designed to develop musical judgment, taste, and response to the aesthetic significance of music. Relation to social development from primitive times to the present. Illustrations through the use of records and radio programs.

Miss Sather.

Third year, two semesters, three hours a week.

3 units each semester.

All of the foregoing courses are required of students who major in music. Any of these courses as well as glee club, orchestra, or band, may be taken as electives by students majoring in other fields.

Students 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 public programs.

151, 152. Girls' Glee Club. Open to women students who can qualify. Practical experience in chorus singing in public programs given on the campus.

Miss Sather.

Both semesters, two hours a week.

½ unit each semester.

153, 154. Men's Glee Club. Open to men who can qualify. Opportunities for appearance in chorus work in public programs.

Miss Sather.

Both semesters, two hours a week.

$\frac{1}{2}$ unit each semester.

All who are interested in instrumental music may avail themselves of the opportunity for practice which is afforded by membership in orchestra and band. These organizations furnish music for various public events which occur on the campus.

161, 162. Orchestra. Open to students who are qualified.

Mr. Hoyer.

Both semesters, two hours a week.

$\frac{1}{2}$ unit each semester.

163, 164. Band. Open to students who can qualify. Instruction in the various band instruments.

Mr. Hoyer.

Both semesters, two hours a week.

$\frac{1}{2}$ unit each semester.

Directed Teaching of Music. Students who are majoring in music, or those who are electing courses in this department are given unusual opportunities to apply their knowledge to the subject by teaching music in the training schools of the College. Music majors substitute the teaching of music for one semester of directed teaching.

Pianos. Many of the college students take instruction in piano in addition to their regular college work. Such students make arrangements for private lessons at their own expense. A number of pianos belonging to the College are made available to these students for the convenience of practice. To avoid conflict of hours, practice periods are assigned upon application, by the faculty members of the music department.

Instruments of Orchestra and Band. Arrangements are being made to provide class instruction in the various instruments of the orchestra and band. If the demand seems to warrant it, such classes will probably be organized during the fall semester. Application for this work should be made direct to the head of the Music Department.

In the work of the college orchestra and band, classic, semi-classic, standard, and popular music of the highest type will be played at the College and all other places for concerts during the year. Special work is offered in coaching for solos, duets, and quartets of various instrumental choirs. For reed and brass instruments, the foundations for the playing of each instrument as published separately by Carl Fisher will be used for beginners, and for the advanced students, the methods for both Arban and Eby will be employed.

Part time will be given in the band practice for military marching and drilling in correct formation and accurate step.

For beginning piano students, the Miesner methods will be followed. For violin students, the following methods will be used: Leopold Auer; Ch. De Beriot; Maria Bang; and Kayser; together with Dancla's "School of Mechanism" and Schraedick and Flesh's "Finger Exercises."

PHYSICAL EDUCATION AND HEALTH

Miss Herron, Miss Marten, Miss Jack, Mr. Shipkey, Miss Durham

The courses offered present work of two distinct types, the first being an activity program, planned for, and required of all first year students and designed to afford them sufficient physical exercise to maintain an efficient state of bodily health. It is the aim in these first year courses not only to keep the student physically fit, but also to form such desirable habits of exercise as will lead to a continued physical well-being. By offering a diversified course in group games, team games, and folk dancing, it is hoped that sufficient interest will be aroused to keep the student active in this type of work throughout the remainder of the college course. Separate classes are maintained for men and for women. All sections meet twice a week throughout the year, and none are excused except for disability certified by a physician.

The second type of work includes a complement of courses planned for those men or women who desire to **major in physical education** with the intention of preparing themselves to teach the subject. This group of courses is designed to train the student to take charge of physical and health education programs in all grades of the public schools and to coach all phases of athletics. Students who, in their first year work, give promise of ability to conduct physical education programs will be advised to select their major in this field.

Physical Examination. At entrance, every student is given a thorough physical examination with a view to assigning work adapted to the ability of the individual, and prescribing corrective work wherever indicated.

Individual Equipment. The men are required to provide themselves with a gymnasium suit including a substantial pair of basketball shoes which will give the feet ample protection. The regulation gymnasium outfit prescribed for young women may be obtained from the college book store at a cost of about \$7.00.

The equipment provided by the college makes it possible to offer the students a very complete assortment of activities. The large floor space and excellent apparatus of the new gymnasium will accommodate all the indoor activities of basketball, volley ball, hand

ball, boxing, wrestling, tumbling, and rifle shooting. The outdoor equipment consists of two well appointed fields and ten concrete tennis courts. The athletic fields provide space for three separate football fields and two baseball fields with a quarter-mile track surrounding one football field, and a small five-hole golf course.

The athletic field is equipped with a splendid system of **flood lighting**, permitting football and track events to be played at night, greatly to the comfort of both players and spectators. With this equipment, this field has become an important center of athletic activity for schools of the vicinity over a radius of many miles.

The Major in Physical Education

This outline is intended as a suggestion of the general selection and sequence of courses for an acceptable major. For individual adjustment, consult the instructors.

First Year

| | | |
|-----------------|--------------------------|--------|
| P. E. 111, 112. | (Required of all men) or | |
| P. E. 101, 102. | (Required of all women) | 1 unit |

Second Year,

First semester,

| | | |
|-------------|----------------------------------|---------|
| *P. E. 130. | Theory of Physical Education | 3 units |
| *P. E. 135. | Team and Group Games, Dancing | 3 units |
| P. E. 131. | Coaching Football and Basketball | 3 units |
| *P. E. 113. | Physical Activity | ½ unit |

Second semester,

| | | |
|-------------|-------------------------------|---------|
| *Biol. 120. | Human Physiology | 3 units |
| *P. E. 136. | Team and Group Games, Dancing | 3 units |
| P. E. 132. | Coaching Baseball and Track | 3 units |
| *P. E. 114. | Physical Activity | ½ unit |

Third Year,

First semester,

| | | |
|-----------------|---|---------|
| *P. E. 270. | Administration and Supervision of P. E. | 3 units |
| *P. E. 240. | Hygiene | 3 units |
| Biol. 101, 102. | General Biology | ½ unit |
| P. E. 230. | First Aid | 1 unit |
| *P. E. 115. | Physical Activity (No credit) | 0 units |

Second semester,

| | | |
|-------------|-------------------------------|---------|
| P. E. 238. | Anatomy | 3 units |
| Biol. 202. | Bacteriology | 3 units |
| P. E. 260. | Campfire Leadership | 1 unit |
| P. E. 252. | Scouting | 1 unit |
| H. Ec. 105. | Introduction to Nutrition | 3 units |
| *P. E. 116. | Physical Activity (No credit) | 0 units |

The starred courses are required of all majors in physical education. Physiology is prerequisite to the courses in anatomy and hygiene, and, therefore, should be taken in either the first or second semester of the second year. Since the teaching of physical education demands of young men and young women that they be specially fitted physically and morally to carry on this important work, the major should not be undertaken without the advice and approval of the instructors in charge of this work.

Women take P. E. 103, 104, 105, 106, instead of P. E. 113-116.

COURSES OFFERED IN PHYSICAL EDUCATION

Physical Education 101, 102. Physical Activities. (Women) A year's work including elementary folk dancing, major team games, tennis and general preparation for playground supervision. Required of all first year women.

Miss Herron, Miss Marten, Miss Jack.

Both semesters, two hours a week. For each semester $\frac{1}{2}$ unit.

P. E. 103, 104. Advanced Physical Activities for Women. Archery; tennis, hockey, hand ball; golf; basketball; horseshoes; clog and character dances; elementary and singing games. Each quarter the student has the privilege of selecting from the above the sport or sports preferred. This work is required of all women students in the sophomore year.

Miss Herron, Miss Marten, Miss Jack.

Both semesters, two hours a week. For each semester $\frac{1}{2}$ unit.

111, 112. Physical Activities. (Men.) An activity program required of all first year men in which they are given an opportunity to take part in the many healthful sports and individual activities. A physical examination is given and individual corrective work prescribed wherever needed. Required of all first year men.

Mr. Shipkey.

Both semesters, two hours a week. For each semester $\frac{1}{2}$ unit.

113, 114. Physical Activity for Men. An activity program which is required of all men in the second year. This course includes actual participation in the major sports, that is, football, basketball, track, and baseball.

Mr. Shipkey.

Both semesters, two hours a week. For each semester $\frac{1}{2}$ unit.

130. Theory of Physical Education. (Men and Women.) The place of physical education activities in the general scheme of education; the varying objectives of the different age periods; the contribution of physical education to the worthy use of leisure time; the social relationships and health habits; the generally accepted principles of physical education.

Required of all majors in physical education.

Open as an elective to sophomore and junior men and women.

Miss Heyron.

Either semester, three hours a week.

3 units.

131. Coaching Football and Basketball.

132. Coaching Baseball and Track.

These two courses are designed for men who plan to complete the four year curriculum as a preparation for teaching in junior or senior high schools. The courses cover the theory of coaching the four major sports of football, basketball, baseball and track athletics. Ample opportunity is given for refereeing games and for planning and conducting tournaments.

Mr. Shipkey.

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

135, 136. Methods and Technique of Teaching. Major and minor team games; tennis; folk dancing; track and field events; play-ground supervision. P. E. 135 is required of all students, men and women, majoring in physical education. P. E. 136 is devoted entirely to dancing and is required of all women majoring in physical education. This course is open as an elective to men who are majoring in physical education.

Miss Herron, Miss Marten, Mr. Shipkey.

First and second semesters, three hours a week.

3 units each semester.

140. Wrestling and Boxing. Elective, open to men of the upper classes. Given by special arrangement with the instructor.

Mr. Shipkey.

Either semester, two hours a week.

1 unit.

150. Tumbling. Elective. Open to men of the upper classes provided the demand warrants the organization of a class. By special arrangement.

Mr. Shipkey.

Either semester, two hours a week.

1 unit.

231. First Aid. Emergency treatment of fainting, shock, wounds, hemorrhage, unconsciousness, sprains, strains, bruises, dislocations, fractures, poisoning, drowning. The course follows that prescribed by the American Red Cross.

Mr. Shipkey.

First semester, one hour a week.

1 unit.

238. Anatomy. Human anatomy and its applications to the work of physical education and health education.

Miss Marten.

Second semester, three hours a week.

3 units.

240. Hygiene. Personal and general hygiene as a means for improvement of living; ways and means for the improvement of health; the prevention of communicable diseases; practical application of the results of physical examination; school and community

sanitation. Elective for upper division students. May apply on the physical education major.

Miss Marten.
First semester, three hours a week. 3 units.

252. Scouting. A one-unit course designed to cover the theory of "Boyology" and the effective handling of the boy at the scout age. A study is made of the Boy Scout program in order to prepare the student to handle this very important public service in the community into which he may go.

Mr. Macomber.
Second semester, one hour a week. 1 unit.

260. Campfire Leadership. An elective course for young women who desire to prepare themselves to qualify as Campfire Guardians. Many teachers in the elementary schools find demand for this type of community service, and this course is intended to supply this need. An active campfire group, maintained in the training school, affords opportunity for practical experience in all phases of this work.

Miss Anderson.
Either semester, one hour a week. 1 unit.

270. Administration and Supervision of Physical Education. A course designed to prepare the student majoring in physical education to outline and construct physical education programs for different types of schools, to organize and conduct play days and athletic tournaments.

Miss Herron.
Either semester, three hours a week. 3 units.

DEPARTMENT OF PSYCHOLOGY

Dr. Grimes (Head of the Department); Dr. Burkhard; Mr. Payne

The entire testing program in the college and in the training schools is under the direction of this department. This arrangement insures an adequate supply of valuable material and much practical experience for the classes in statistics and measurement.

Description of Courses

Psych. 100. General Psychology. This course makes an introductory study of the field of mental life. The primary emphasis is placed on normal adult psychology with application of the facts to the control of human behavior. This course aims 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.

Dr. Grimes, Dr. Burkhard.
First year, either semester, three hours per week. 3 units.

213. 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 educative process are evaluated in keeping with the laws of the learning process.

Prerequisite, Psychology 100.

Dr. Grimes.

Third year, first semester, three hours per week.

3 units.

225. Social Psychology. This is an advanced course in psychology dealing with the science of social relationships. Problems of social organization, social control, racial cultures, leadership, communication, imitation, heredity and environment, are given attention. Problems in education, industry, commerce, and social organization are analyzed in the light of modern psychology.

Dr. Burkhard.

First semester, three hours a week.

3 units.

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

Dr. Grimes, Mr. Payne.

Third year, either semester, three hours per week.

3 units.

204. Educational Measurements in the Secondary Schools. This course is the same as Psychology 200, except that the tests used are those relating to the secondary school subjects.

Dr. Grimes.

Third year, second semester, three hours per week.

3 units.

DEPARTMENT OF SCIENCE

Dr. Bateman (Head of the Department), Dr. Gillespie, Mr. Hoover, Mr. Ostrander, Dr. Stoddard

The department of science offers courses in the following sciences: agriculture, biology, chemistry, geography, geology, and physics. The courses are designed to give the student training in the use of the scientific method and to widen his knowledge of the physical world with which he is continually in contact. Such training is highly desirable for every student from the cultural standpoint since it gives an appreciation of the part that science is contributing to human progress and happiness, and at the same time aids him to better adapt himself to the ever changing world.

The work in this department is designed for the following purposes:

(1) To offer cultural and broadening training for every prospective teacher, regardless of major interest.

(2) To satisfy lower division and undergraduate science requirements in the various professional and vocational fields such as agriculture, dentistry, engineering, home making, medicine and physical education.

(3) To afford training for students who may desire to continue their work at a university in the arts, sciences and agriculture.

(4) To meet the needs of prospective secondary teachers who may desire to major in one of the divisions of science.

Students specializing in science should arrange a conference with the Head of the Science Department and the instructor representing his major interest, as early as possible, to outline the elective and required courses that will best meet their particular needs.

Well equipped laboratories in biology, chemistry, geography, geology and physics provide for the presentation of the experimental work. The college operates a thirty-five acre demonstration farm, fully equipped and stocked with prize winning individuals of the principal breeds, to afford practical presentation of agricultural subjects. Attention is called to the opportunity for directed practice teaching in general science in the campus training school. The Geographic and Pasteur Scientific Societies offer student centered programs in science to those interested. These organizations are described in another part of this catalog.

Suggestive Requirements for a Major in Science

1. First Science or major interest (Choice of one of the following: Biology, Geography and Geology, Chemistry, or Physics) 24 hours
2. Other Sciences or Mathematics. (9 hours in each of two other sciences or mathematics, selected from the following: Biology, Chemistry, Geography and Geology, Mathematics, and Physics) 18 hours
3. Electives. (Courses to be chosen with the advice and approval of the Head of the Department of Science).... 8 hours

AGRICULTURAL DIVISION

Mr. Ostrander

A Suggested Curriculum for Students Intending to Transfer to an Agricultural College for a Degree in Agriculture

Students who are interested in preparation along certain lines of practical agriculture are invited to avail themselves of subjects offered in this curriculum.

First Year

| FIRST SEMESTER | Units | SECOND SEMESTER | Units |
|-------------------------------|-------|---------------------------------|-------|
| English 101 | 3 | English 102 | 3 |
| Chemistry 101 | 4 | Chemistry 102 | 4 |
| Botany, Biology 111 | 4 | Zoology, Biology 122 | 4 |
| Animal Industry, Agric. 107.. | 4 | Plant Industry, Agric. 108..... | 4 |
| Physical Education | 1 | Physical Education | 1 |
| | — | | — |
| | 16 | | 16 |

Second Year

| | | | |
|-----------------------------|----|--------------------------------|----|
| Economics 129 | 3 | Psychology 100 | 3 |
| Physics 101 | 4 | Physics 102 | 4 |
| Organic Chemistry 201 | 4 | Bacteriology, Agric. 202 | 3 |
| Plant Physiology, | | Horticulture, Agric. 132 | 3 |
| Botany 209 | 4 | Agric. Mech., Ind. Art 132.... | 3 |
| | — | | — |
| | 15 | | 16 |

NOTE. The preceding curriculum covers two years of a four-year course designed to qualify the candidate for teaching agriculture under the provisions of the Smith-Hughes Act. The Third and fourth years will be added as needed. For those planning to complete a general course in Agriculture, Dairy Husbandry, Poultry Husbandry or Agronomy may be substituted for Educ. 100, Psychology.

The courses offered in this division are intended to serve a dual purpose: some of them to give the prospective teachers a broad culture which will enable them to evaluate and appreciate rural problems and develop a sympathetic interest in rural life and its industries. Other courses are intended to give a definite vocational training to those who are wise to avail themselves of this opportunity.

A demonstration farm, adjoining the campus, is fully equipped with modern implements and stocked with the best types of pure bred stock of the principal breeds. The country adjacent to Tempe supports a wide variety of agricultural industries and offers opportunity for instructive field trips.

Well ordered and equipped laboratories make possible a thorough training in the chemical, physical and bacteriological testing of milk, soils and food products.

Description of Courses

Agric. 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 prepare the teacher to give the boys and girls intelligent interest and advice in their home problems and projects. The student is given opportunity to conduct agricultural projects and allied projects in the training school.

Required in the elementary teachers' course.

Mr. Ostrander.

Second year, either semester, two hours lecture and four hours laboratory and field work.

3 units.

103. Dairy Husbandry. A study of dairy breeds, problems and practice. Especial attention is given to the production and marketing problems of Arizona. Elective.

Mr. Ostrander.

First or second year, first semester, three hours per week.

3 units.

104. Poultry Husbandry. The same plan is followed for the poultry husbandry course as is outlined for Agriculture 103, Dairy Husbandry. Elective.

Mr. Ostrander.

First or second year, second semester, three hours per week.

3 units.

107. Animal Industry. A general study of farm animals including their breeding, feeding and management. Judging of live stock will be emphasized.

Mr. Ostrander.

First year, first semester, four hours of lecture or its equivalent in laboratory and field work per week.

4 units.

108. Plant Industry. An introductory course in field and forage crops, dealing with the essential factors in the production, marketing and management of the leading crops of the Southwest.

Dr. Gillespie.

First year, second semester, four hours of lecture or its equivalent in laboratory and field work per week.

4 units.

132. General Principles of Horticulture. A general course in horticulture, dealing with the propagation, management and marketing of the principal fruits of the Southwest. Elective.

Dr. Gillespie.

Second year, second semester, three hours per week.

3 units.

202. General Bacteriology. A course emphasizing the hygiene, industrial and agricultural applications of bacteriology. Organisms representing the principal groups are studied in cultural and microscopic preparations. Milk, soil and water surveys are conducted by the students.

Prerequisite, Biology 100 or equivalent. Laboratory fee, \$3.00.

Mr. Ostrander.

Second semester, two lectures, two 2-hour laboratory periods
per week.

3 units.

203. Animal Genetics. A study of the elementary principles of heredity and their applications to animal breeding and human welfare.

Prerequisite, Biology 100 or equivalent.

Mr. Ostrander.

First semester, three hours or its equivalent per week of
lecture and observations.

3 units.

DIVISION OF BIOLOGICAL SCIENCES

Dr. Gillespie

Biology 101, 102. General Biology. A study of fundamental life structures and functions in plants and animals, emphasis being placed on similarities rather than differences in the various forms of life. The student is expected to master the most important biological facts and principles, especially as they apply to problems of human affairs. Required of all first year students who do not present entrance credits in biology.

Dr. Gillespie.

Both semesters, two hours lecture, three hours laboratory per week. 3 units.

111. General Botany. A course in elementary botany, designed to give a broad survey of the plant kingdom. The make-up of a typical flowering plant is studied in some detail, as regards its structure and physiology, after which special attention is given to the morphology of the Fungi, Algae, Bryophytes and Pteridophytes. Open to all students.

Dr. Gillespie.

First semester, two hours lecture, and six hours laboratory per week. 4 units.

112. Flowering Plants. The reproductive parts of selected Gymnosperms and Angiosperms are studied in detail. Fundamental principles of classification are given, illustrated by examples from the local flora which the student is required to collect.

Prerequisites, Biology 101, or its equivalent, or Biology 111.

Dr. Gillespie.

Second semester, two hours lecture and six hours laboratory
per week.

4 units.

120. 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.

Mr. Irish.

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

122. General Zoology. A one year course which treats of the principles of animal structure and function; comparative methods of reproduction; introduction to systematic classification; geographical distribution in relation to the origin and development of animal life.

Mr. Ostrander.

Second semester, two hours lecture and six hours laboratory per week. 4 units.

132. Nature Study. Assigned readings and class lectures on material suitable for nature study in this department and methods of presenting it. Campus excursions and local observation trips to discover interesting features and usable nature material.

Dr. Gillespie.

Second semester, two periods per week. 2 units.

202. General Bacteriology. See Agriculture 202.

203. Animal Genetics. See Agriculture 203.

209. Plant Physiology. A study of plant functions, with special reference to agricultural practices. Offered in alternate years, 1932-3.

Prerequisites: Biology 111 and Chemistry 101 or 103.

Dr. Gillespie.

First semester, two hours lecture and six hours laboratory per week. 4 units.

238. Human Anatomy. See Physical Education 238.

DIVISION OF GEOGRAPHY AND GEOLOGY

Mr. Hoover

The courses in geography are offered primarily to meet the needs of grade teachers and special departmental teachers of geography, the demand for which is increasing. The subject is making its way into the larger high schools while the college and university field is rapidly expanding. Geography lies between the domains of natural science and social science, and seeks to explain the relations between man and his natural environment. It is part of the social science teacher's necessary equipment. Other fields than teaching which are demanding training in geography are government research as in certain types of surveys, consular service, and foreign trade.

Lower Division Courses

Geography 100. Elements of Geography. This course aims to give a scientific view of the world as a whole with special problem

studies of type regions. It is aimed to establish principles and procedure which will serve as a foundation for teaching and for further acquisition of geographic knowledge. Text, Huntington and Carlson: *The Environmental Basis of Social Geography*. Required for the elementary teachers' course.

Mr. Hoover.

First year, either semester, three hours a week.

3 units.

110. Map Studies and Location. For those only who are unable to pass satisfactorily a standard test on minimum essentials in map locations which is given upon entrance to all students planning to take the teacher's course. Students who need this special drill must register for it when they enter Geography 100 or before. Prospective students are advised to review the map of the world.

Mr. Hoover.

Either semester, one hour a week until completed.

No credit.

151. Physical Geology. Processes modifying the earth's surface through the agency of water, ice, wind, vulcanism and diastrophism. Structural geology, minerals and rocks. Text, Miller's *Introduction to Physical Geology*. Laboratory work with topographic maps, rocks and minerals. Laboratory and field trip fee, \$4.00.

Prerequisite, Chemistry 101, 102, or 103, 104.

Mr. Hoover.

First semester, three hours lecture, two hours laboratory, and an average of one hour field work a week.

4 units.

152. Historical Geology. Principles of stratigraphy revealing the history of the earth. The development of life through the various geological periods. Text, Miller's *Introduction to Historical Geology*. Laboratory and field trip fee \$5.00.

Prerequisites Geography 151, or equivalent and General Biology.

Mr. Hoover.

Second semester, three hours lecture, two hours laboratory and an average of one hour field work a week.

4 units.

204. Economic Geography. The Land and the Products of the Land. Problems concerning the most efficient utilization and conservation of area; types of agriculture and agricultural products; reclamation projects; forests and lumber; soil geography and soil conservation.

Prerequisite, Geography 100 or equivalent. Offered in alternate years, 1932-33.

Mr. Hoover.

Second semester, three hours a week.

3 units.

206. Economic Geography. Manufactures, Trade and Transportation. The distribution of great industries analyzed with reference to sources of raw materials and power, markets, and transportation facilities. Development of transportation and important trade routes of the world. Comparative advantages in the location of great industrial and commercial centers.

Prerequisite, Geography 100 or equivalent. Offered in alternate years, 1931-32.

Mr. Hoover.
Second semester, three hours a week. 3 units.

242. Geography and Geology of Arizona and the Southwest. Pre-historic, Indian, Spanish, and American cultures in relation to physical features, climate and vegetation. Special attention will be given to physiographic problems of the arid southwest.

Prerequisites, Geography 100, 110. Field trip and laboratory fee \$4.00.

Mr. Hoover.
Second semester, two hours of lecture and three hours of laboratory or field work a week. 3 units.

DIVISION OF PHYSICAL SCIENCES

CHEMISTRY

Dr. Bateman

Lower Division Courses

Chemistry 101, 102. General 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, and to impart a knowledge of the fundamental laws and theories of chemistry. The illustrative material is taken as far as possible from the application of chemistry in everyday life. Laboratory fee \$3.00 per semester and breakage deposit \$2.00

Prerequisite, high school chemistry or equivalent.

Dr. Bateman, with assistants.
Both semesters, three lecture-recitation periods and three hours of laboratory work per week. 4 units each semester.

103, 104. Introductory General Chemistry. This course is similar in content and purpose to Chemistry 101, 102, but it is adapted to the needs of students who have not had high school chemistry. Laboratory fee \$3.00 per semester and breakage deposit \$2.00.

Dr. Bateman, with assistants.
Both semesters, three lecture-recitation periods and three hours of laboratory work per week. 4 units each semester.

131. Qualitative Analysis. A course in the theory and practice of inorganic qualitative analysis. A systematic qualitative separation of the most important metals and acids together with a careful consideration of the theories, principles and laws involved. Laboratory fee \$4.00 and breakage deposit.

Prerequisite, Chemistry 101, 102, or 103, 104.

Dr. Bateman.
First semester, two lecture-recitation periods and six hours of laboratory work per week. 4 units each semester.

142. Elementary Quantitative Analysis. A study of the funda-

mental principles of gravimetric and volumetric analysis with practice in stoichiometry. Analyses of such substances as dolomite, cement, limestone and various ores are undertaken. The course affords practice in the standardization of solutions of acids, bases, and oxidizers. Careful manipulation of apparatus, integrity, and accuracy are stressed in the laboratory. Laboratory fee \$4.00 and breakage deposit.

Prerequisite, Chemistry 101, 102, or 103, 104.

Dr. Bateman.

Second semester, one lecture and two three-hour laboratory periods per week.

3 units.

181. Elementary Organic Chemistry. A brief survey of the compounds of carbon including the aliphatic and aromatic hydrocarbons, alcohols, aldehydes, ketones, organic acids, esters, amines, fats, carbohydrates and proteins. Stereo-isomerism is briefly studied. Special attention is given to compounds having an important relation to the fields of agriculture, biology, home economics, and medicine. Laboratory fee \$4.00 and breakage deposit.

Prerequisite Chemistry 101, 102, or 103, 104.

Dr. Bateman.

First semester, three lectures and three hours of laboratory work per week.

4 units.

Upper Division Courses

Chemistry 201, 202. General Organic Chemistry. A thorough treatment of the chemistry of carbon compounds, including the aliphatic and aromatic hydrocarbons and their derivatives. Emphasis is placed in the theories and reactions of organic chemistry. Laboratory fee \$4.00 per semester and breakage deposit.

Prerequisites, Chemistry 102 or 104 and upper division rank.

Dr. Bateman.

Both semesters, three lectures, one three-hour laboratory per week

4 units.

262. Applied Chemistry. This course includes a brief study of the applications of chemistry in the home and community. Some of the subjects considered are fuels, fire prevention, sanitation, textiles, dyes, paints, cellulose products, varnishes, ceramics, toilet preparations, drugs, foods, and nutrition. Laboratory fee \$3.00 per semester and breakage deposit.

Prerequisite, Chemistry 102 or 104.

Dr. Bateman.

Second semester, three lectures and one three-hour laboratory period per week.

4 units.

282. Biochemistry. A study of the chemistry of animal and plant life; the physical and chemical properties of compounds of biological origin; the chemistry of the tissues, secretions, and excretions of the organisms; the composition of food stuffs and the phenomena of their digestion, absorption and metabolism; and the role of

enzymes in the plant and animal world. Laboratory fee \$4.00 and breakage deposit.

Prerequisite, Biology 120, Physiology, or equivalent, Chemistry 181, or 202.

Dr. Bateman.

Second semester, three lectures and one three-hour laboratory period per week.

4 units.

PHYSICS

Dr. Stoddard

Lower Division Courses

Physics 101, 102. General College Physics. A detailed lecture and laboratory course in elementary physics; including the properties of matter, mechanics of a solid and a fluid, heat, sound, electricity and magnetism, light, and modern physics. Modern concepts of matter will be stressed throughout the course. Laboratory fee \$3.00 per semester.

Dr. Stoddard.

Both semesters, three recitation-lectures and three hours of laboratory per week.

4 units each semester.

105. Descriptive Astronomy. A non-mathematical course. The planets, sun, and stars studied with the object of obtaining a general perspective of modern views of the structure of the stellar universe and of the place of man and of the earth in it. Open to all students.

Dr. Stoddard.

First semester, three lecture periods per week.

3 units.

116. Meteorology, Physics of the Atmosphere. The methods of weather observation, predictions, frost warning and the relationship of climate to man and agriculture.

Prerequisite, Elementary physics.

Dr. Stoddard.

Second semester, three lecture periods per week.

3 units

121. The Physics of Sound and Music. A study of the production and transmission of tone characteristics. Simple, complex, partial, difference and summation tones. Structure of major and minor scales. Temperament, harmonious and dissonant intervals, resonance and resonators. Laws of wind and string instruments.

Dr. Stoddard.

First semester, two lectures per week.

2 units.

131. Physics, Electricity and Magnetism. The intermediate theory of electricity and magnetism. Lectures on the practical uses of direct currents and the fundamental principles underlying them, including the essential principles of electrostatics, electrolysis, and electromagnetism; the theory of alternating currents and their principles so far as they can be treated without the calculus.

Prerequisites, Physics 102, Math. 110, Mathematics 120, (Plane Trigonometry).

Dr. Stoddard,
First semester, three lectures a week. 3 units.

142. Elementary Optics. Lectures and laboratory work on the elementary principles of physical optics, including reflection, refraction, dispersion, interference, diffraction, and polarization of light. Prerequisites, Physics 102, Mathematics 107, (College Algebra), Mathematics 120 (Plane Trigonometry).

(Not given in 1931-32.)

Dr. Stoddard,
Second semester, two lectures and three hours of laboratory. 3 units.

Upper Division Courses

Physics 211. Modern Physics. A course dealing with the discoveries made in the past few decades regarding the nature of matter and energy. Among other topics the following are discussed: the properties of electrons and atomic nuclei; the structure of the atom, the wave and quantum theories of light, the reactions between electrons, atoms and light waves.

Prerequisites, Physics 102, Mathematics 107 (College Algebra), Mathematics 120 (Plane Trigonometry).

(Not given in 1931-1932.)

Dr. Stoddard,
First semester, two lectures each week. 2 units.

222. Radio Communication. This course includes an introduction to high frequency alternating current theory, resonant circuits, a detailed study of the vacuum tube and its use as a detector, amplifier, and oscillator. Practical applications will be particularly stressed.

Prerequisites, Physics 102, 131, Mathematics 107, 110, 120.

Dr. Stoddard,
Second semester, three lectures each week. 3 units.

SOCIAL SCIENCE

HISTORY, ECONOMICS, POLITICAL SCIENCE

Dr. Wyllys (Head of the Department), Mr. Murdock

The Major. Students wishing to specialize in social science will consult the instructors for advice regarding the amount of work to be taken, the appropriate sequence of courses, and the related courses to be included in the major.

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 the course is offered as an elective, it should be taken by those who wish to prepare for the constitution examinations required of all candidates for graduation from the college.

Required of all students majoring in the department.

Mr. Murdock.

Either semester, three hours a week.

3 units.

101. Early Modern Europe. In this course the history of Europe is covered from the latter part of the fifteenth century down to 1815. In something over three centuries, four great revolutions in commerce, religion, politics, and industry changed the whole course of modern life.

Required of all students majoring in the department.

Dr. Wyllys.

First semester, three hours a week.

3 units.

102. Modern European History. This course surveys the history of Europe from the French Revolution to the present time, with stress on the period since 1870. Some of the chief topics covered are: the Congress of Vienna and its results; the era of Metternich; the Industrial Revolution; the development of nationalism and the unification of the states of Central Europe; imperialism and alliances; the World War; and a survey of post-war Europe.

Required of all students majoring in the department.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

103. 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 utter-

ances of public men, party platforms, diplomatic incidents, are used to make clear the growth of our unwritten constitution.

Mr. Murdock.
First semester, three hours a week. 3 units.

104. American Political and Social History Since 1865. American history prior to the Civil War is largely concerned with constitutional questions. The great economic Revolution in this country following the Civil War ushered in economic and social problems which demand our chief attention. This course aims to bring out the significance of the rise of capitalism, the growth of city life, and perplexing intricacies of our commercial and industrial system, and the effect of all this upon our present political institutions.

Mr. Murdock.
Second semester, three hours a week. 3 units.

105. 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.
First semester, three hours a week. 3 units.

106. History of the Ancient Orient and Greece. A survey of the development of ancient culture, including the valley of the Nile, the Euphrates, and the western coast of Asia Minor and the mainland of Greece. Special emphasis will be laid upon the causes and extent of Greek colonization, throughout the Mediterranean region. The growth of Greek art and philosophy are given a fair share of attention.

Mr. Murdock.
Second semester, three hours a week. 3 units.

107. Arizona and the Southwest. The teaching of the Arizona Constitution is required by law throughout the public school system. To understand the constitution and the institutions of the state, it is necessary to be familiar with the history of the commonwealth and of those neighboring communities from which Arizona drew her population and political ideals. This is distinctly a course for teachers, stressing the political history of Arizona but not neglecting the other phases of her remarkable story. Prehistoric man and Spanish explorers and missionaries come in for their part in the narrative.

Required of all students majoring in the department.

Mr. Murdock.
First semester, three hours a week. 3 units.

108. History of Rome. A course designed to give a brief survey of Roman and ancient Italian history. The social and economic factors will be emphasized, and the causes of the rise of the Roman Empire, as well as the reasons for its downfall, are brought out.

Dr. Wyllys.
Second semester, three hours a week. 3 units.

109. History of Modern England. In this course the development of the British people is taken up in the period since 1485. Emphasis is laid on social and economic factors and growth, and on the expansion of the Anglo-Saxon race overseas. Some of the topics discussed are: Elizabethan England; the Puritan Revolution; the agrarian and industrial revolutions; and the rise of the British Commonwealth of Nations.

Required of all students majoring in the department.

Dr. Wyllys.

First semester, three hours a week.

3 units.

112. American Industrial and Economic Development. Analysis of the colonial and Revolutionary periods of American development; economic progress of the West; types of institutions; legislative enactments as to industrial and commercial problems; financial institutions; economic effects of the World War; problems of the present.

Mr. Murdock.

Second semester, three hours a week.

3 units.

113. Medieval Europe. This course carries the story of Europe from the fall of the Roman Empire in the west to the time of the Reformation. This was the germinating period of modern nations. The Church and the Holy Roman Empire are outstanding. Stress is laid on social and economic life.

Dr. Wyllys.

First semester, three hours a week.

3 units.

115. The Colonization of North America. Devoting special attention to the colonial period of our country, this course surveys the history of North America from 1492 to 1783. Social and economic life are subjects of most emphasis. A detailed account of French and Spanish North America, and of the American Revolution, is included. The course is designed to help prospective teachers make our colonial history more vivid and interesting to their pupils.

Dr. Wyllys.

First semester, three hours a week.

3 units.

116. History of Latin America. In view of the increasing relations between the United States and the nations to the south of us, it is felt that this course should lay stress upon the life and traditions of our Latin-American neighbors. The history of Latin America is sketched from colonial beginnings down to the present. A knowledge of Spanish is desirable for students choosing this course.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

201. Comparative National Governments. As a background for understanding current history, this course is considered desirable. Emphasis is laid upon the constitutional structure and political machinery of the governments of Great Britain, France, the German

Republic, Fascist Italy, Switzerland, and Soviet Russia. The course is open to upper division students only.

Dr. Wyllys.

First semester, three hours a week.

3 units.

202. The Period of the French Revolution and Napoleon. This is a special course with its central theme the period from 1789 to 1815, an era that completely changed world history. Stress will be laid upon the Ancient Regime in France, the cause of the French Revolution, its main events, and the career of Napoleon Bonaparte. The course is open to upper division students only.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

203. American Diplomacy. This course deals not only with the machinery of American diplomacy, but with the history and course of American foreign policies. It is designed to enable teachers to understand the underlying currents of our foreign relations and the place of the United States in world politics. The topics especially discussed are: the development of early American foreign policies; the problems of expansion and Manifest Destiny; the Monroe Doctrine and its application; the share of the United States in international conferences; relations with the League of Nations; and relations with other countries of the New World.

Open to upper division students only. Offered in 1932-33.

Dr. Wyllys.

First semester, three hours a week.

3 units.

204. History of the American Frontier. Dealing with the movement of population westward across the United States, this course is designed to show the effect of the West and the frontier upon our national life, and upon the expansion of the United States. Social and economic factors are given most attention, and the advance of the frontier line is traced from about 1763 to 1890. The course is open to upper division students only.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

206. Contemporary Europe. Beginning with a brief survey of the period since 1870 and continuing through the World War, this course then deals with the problem of post-war Europe. Stress is laid on international organization since the War, and some of the problems discussed are: the foreign relations of Soviet Russia; the development of new alliances among the new nations; international conferences and their results; contemporary imperialism; the League of Nations; and the present conditions of most of the European countries. The course is open to upper division students only. Offered in 1932-33.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

208. State and Municipal Government. Although state govern-

ments have been deprived of some of their former functions, yet they are still important in the American governmental scheme. Because of the rapid urbanization of the United States, the study of municipal government and administration is increasingly important. Cities now influence our society far more than rural conditions, and teachers must be more and more familiar with the conduct of city government. In this course, the emphasis is laid on the comparative merits of the three main plans of city government; on problems of the electorate and public opinion; and on municipal administration. Not open to lower division students. Offered in 1932-33.

Mr. Murdock.

Second semester, three hours a week.

3 units.

212. American Political Parties. The course sketches the formation of the two major parties under Hamilton and Jefferson, down to the present day Republican and Democratic parties. Chief emphasis is laid upon the diametrically opposed Hamiltonian and Jeffersonian political philosophies. The object of the course is to trace the Hamiltonian ideals as expressed by political organizations bearing various names down to the present, and how these ideals have found expression in governmental institutions. The same thing is done in tracing Jeffersonian ideals. A dozen or more important third parties will come in for notice. Party movements are directed by outstanding political leaders. The survey includes a study of these leaders. Not open to lower division students.

Mr. Murdock.

Second semester, three hours a week.

3 units.

DIRECTORY OF STUDENTS

Summary of Registration 1930-31

College

Resident

| Students | Freshmen | Sophomore | Junior | Senior | Irregular | Total |
|----------|----------|-----------|--------|--------|-----------|-------|
| Men | 93 | 61 | 54 | 15 | 12 | 235 |
| Women | 147 | 126 | 184 | 29 | 11 | 497 |
| Total | 240 | 187 | 238 | 44 | 23 | 732 |

Extension Courses

| | |
|-------------|-----|
| Men | 19 |
| Women | 103 |

854

Training Schools

| | |
|-------------|-----|
| Boys | 512 |
| Girls | 413 |

Total

925

Total Registration

| | |
|---------------------------|-----|
| In College | 854 |
| In Training Schools | 925 |

Grand Total

1779

Summary of Graduates

Prior to 1931.....2936

Class of 1931

| | | |
|----------------------------|-----|-----|
| Three Year Curriculum..... | 142 | |
| B. A. Degree..... | 34 | 176 |

3112

REGISTER FOR 1930-1931

Achauer, Adrienne Phoenix
 Adair, Susan Douglas
 Adams, Alonzo Central
 Adams, Doris Old Tempe
 Adams, Frank Tempe
 Adams, Nora Tempe
 Albaugh, Florence Michigan
 Alexander, Elma Roosevelt
 Alexander, Randall Roosevelt
 Alexander, Richard Maryland
 Allen, Gladys Globe
 Allen, Marjorie Virginia
 Almand, Marie Mesa
 Anderson, Ethel Phoenix
 Anderson, Frances Mesa
 Anderson, Jack Jerome
 Anderson, Leonora Prescott
 Anderson, Lou Eoline Scottsdale
 Anderson, Louise Kansas
 Anderson, Oliver Mesa
 Anderson, Vivian Phoenix
 Arhelger, Dora Phoenix
 Armstrong, Marian California
 Artibe, Edith Colorado
 Arzberger, Alice Willcox
 Arzberger, Nellie Willcox
 Ashlock, Ethel Kansas
 Avey, George Mesa
 Awrey, Marie Tempe

Baber, James Tempe
 Bachman, Lucy Nash Globe
 Bailey, Lucile Tempe
 Baily, Mary Alice Phoenix
 Baily, Ruth Broady Tempe
 Baker, Alice Glendale
 Ballard, Della Montana
 Balsz, Agnes Tolleson
 Balsz, Emmaline Tolleson
 Balzer, Leona Phoenix
 Barefoot, Forrest Mesa
 Barney, Franklin Safford
 Barrett, Charlotte Tucson
 Barrow, Emma Lou Buckeye
 Bartell, Eric California
 Bartol, Louise Robbins Phoenix
 Basha, Lorice Chandler
 Bateman, Josephine Miami
 Baxter, Berdena Phoenix
 Beamman, Mary Yuma
 Bearden, Vera Jerome
 Beck, Alice Phoenix
 Beck, Thelma Phoenix
 Beebe, Winifred California
 Begay, Marie Phoenix
 Behrman, Fanny Glendale
 Bell, Vivian Phoenix
 Bellamy, Leonard Mesa
 Bemis, Violet Beaton Phoenix
 Benedict, Lois Camp Verde
 Billingsley, Elizabeth Tempe
 Billingsley, James Tempe
 Birchett, George Tempe
 Blankinship, Virgil Tempe
 Bloomfield, Jennie New Mexico
 Blout, Howard Phoenix
 Boggs, Martha Jane Phoenix

Boll, Marian Bowie
 Bosley, Lona Miami
 Bowen, Zillah Houston Phoenix
 Bowers, Mary Mesa
 Bowman, Alice Phoenix
 Bowser, Ruby Casa Grande
 Bracken, Margaret Phoenix
 Braden, Donna Glendale
 Bradshaw, Hermann Phoenix
 Bradshaw, Marguerite California
 Brahm, William Chicago
 Branham, Arthur Douglas
 Brannan, Andreu Phoenix
 Bray, Ruby Phoenix
 Breese, Almedia Jones Glendale
 Brewer, Lyle Mesa
 Bristol, Jeannette Nogales
 Brock, Benita Phoenix
 Brooks, Helen New Mexico
 Brosam, Emma Phoenix
 Brown, Dorothy A Ajo
 Brown, Dorothy M. Phoenix
 Brown, Hazel Curry Phoenix
 Brown, Ray Mesa
 Brown, Ruth Mesa
 Bryant, Anna Mae Phoenix
 Buehman, Philip Yuma
 Burris, Gussie Phoenix
 Burnham, Jean Colorado
 Burrucker, Albert Tempe
 Busby, Luella St. David
 Busby, D. Maitland Phoenix
 Butler, Belle Darden Phoenix
 Butler, Hazel Mesa

Cady, Gilbert Marana
 Calicut, Harold Gilbert
 Califf, Hazel Tempe
 Callahan, Lowell Gilbert
 Camper, Tryphena Phoenix
 Cano, Elsie Phoenix
 Cantinwine, Dorothy Douglas
 Caplinger, Gerald California
 Cardon, Ellen Chandler
 Carman, Theodora Glendale
 Carmichael, Effie Phoenix
 Carnahan, Minnie Glendale
 Carpenter, Helen Phoenix
 Carr, Edward, Jr. Tempe
 Carroll, Hugh D. Phoenix
 Cartwright, Wade C. Phoenix
 Caruthers, Taylor Tempe
 Casanega, Lorraine Tubac
 Caywood, Cleo Tempe
 Chambers, Cornelia Willcox
 Champagne, Paul Mesa
 Chesley, Horace Coolidge
 Cislaghi, Guido Morenci
 Cisney, Florence Phoenix
 Clanton, Gladys Tolleson
 Clark, Janie Miami
 Clark, Joseph Phoenix
 Clark, Raphael Duncan
 Clark, Willa Duncan
 Clements, Norman Globe
 Clevenger, Margaret Miami
 Clifford, Leonore Safford

| | | | |
|---------------------|-------------------|----------------------|-------------|
| Clifford, Marian | Dos Cabezos | Edwards, June | Tempe |
| Clyde, John | California | Edwards, Richard | Texas |
| Cochran, Ada Beth | California | Eisenhart, George | Phoenix |
| Cochran, Onward | California | Eisenhart, James | Phoenix |
| Coeke, Mary | Tempe | Ellis, Elizabeth | Phoenix |
| Coffin, Dorothy | Phoenix | Ellis, Marguerite | Tucson |
| Coffin, Katherine | Phoenix | Ellsworth, Fern | Safford |
| Cole, Benny | Tempe | Ennis, Hugh | Superior |
| Collins, Mary C. | Phoenix | Ensign, La Rue | Tempe |
| Collins, Peggy | Globe | Enyeart, Margaret | Phoenix |
| Colvin, Margaret | Douglas | Espinoza, Robert | Florence |
| Contreras, Caroline | Phoenix | Evans, John Reese | Mesa |
| Cook, Robert | Washington | Evans, Ross | Tempe |
| Coons, Arvilla | Pomerene | Ewan, Margaret Beck | Tempe |
| Cooper, Anson | Buckeye | Ewing, Wilma | Lowell |
| Coor, Lattie | Phoenix | | |
| Cords, Alice | Glendale | Fain, Thelma Lee | Douglas |
| Corn, Mabel May | Bisbee | Fang, Wu San | China |
| Corson, Dorothy | Buckeye | Fattebert, Ellen | Phoenix |
| Coscarart, Amely | Peoria | Faunce, Mrs. Leo | Tempe |
| Coscarart, Emma | Peoria | Feliz, Rachel | Florence |
| Costey, Margie | Warren | Felton, Conway | Tempe |
| Cotner, Naomi | Phoenix | Ferguson, Jamie | Phoenix |
| Cottrell, Gertrude | Tempe | Figueroa, Marion | Jerome |
| Coury, Rose | Sonora | Figueroa, Rupert | Jerome |
| Cowan, Willis | Tempe | Fike, Irene | Phoenix |
| Cowling, Christine | Scottsdale | Fike, Mary Alice | Phoenix |
| Crabtree, Glenn | Colorado | Finagin, Eloise | Ray |
| Craig, Fay | Dragoon | Finley, Ethel Buck | Tempe |
| Crandall, Leona | Mesa | Fiock, Margaret | Phoenix |
| Crismon, Leo | Mesa | Fitzgerald, William | Glendale |
| Cronkite, Genevieve | Phoenix | Flanders, Nellie | Dos Cabezos |
| Crump, Dorothy | Phoenix | Flick, Edna Marie | New Mexico |
| Crump, Elizabeth | Phoenix | Flores, Otila | Morenci |
| Cruz, Albert | Casa Grande | Forchemer, Eleanor | Coolidge |
| Cullumber, James | Gilbert | Ford, Jessie J. | Phoenix |
| Curnow, Leonard | Morenci | Ford, Myrtle | Phoenix |
| Curry, Johnny | Tempe | Forec, Eula Lee | Tempe |
| Cypert, Henderson | Glendale | Foreman, Violet | Florence |
| | | Fortune, Elizabeth | Patagonia |
| Daly, Maud Perry | Phoenix | Foster, Opal | Phoenix |
| Dana, Rachel | Mesa | Fowler, Alice | Phoenix |
| Davenport, Virginia | Tombstone | Francics, Thelma | Maryland |
| Davidson, Arlo | Safford | Frazier, Ben | Tempe |
| Davis, Bonnie | Scottsdale | Frazier, Chauncey | Indiana |
| Davis, Lapreel | Mesa | Freestone, Alfred | Tempe |
| Davis, Mabel Jane | Phoenix | Freestone, Bert | Gilbert |
| Davis, Margarette | Scottsdale | Freestone, Orva Dana | Tempe |
| Davis, William | Globe | Fretz, Clara | Phoenix |
| Dayton, Katherine | Mesa | Frick, Henry | Globe |
| De Rosier, Hazel | Mesa | Fritz, John | Douglas |
| Dettweiler, Dorothy | Phoenix | Fulkerson, Helen | Tempe |
| Dick, Wilburn | Phoenix | Fulkerson, Henry | Missouri |
| Dickey, Lloyd | Phoenix | Fuller, Clara | Pine |
| Diehl, Pauline | Mesa | Fuller, Lee | Mesa |
| Dillon, Thomas | Phoenix | Furrey, Evelyn | Marana |
| Dobyns, Gertrude | Phoenix | Furrey, Meryl | Marana |
| Dodd, Grace | Phoenix | | |
| Doyle, Lucy | Phoenix | Gabbard, Douglas | Kentucky |
| Doyle, Martha | Glendale | Gabbard, Marjorie | Scottsdale |
| Duffen, William | California | Gage, Irene | Phoenix |
| Dumas, Lenore | Phoenix | Galusha, Delia | Laveen |
| Duncan, Irvin | Congress Junction | Gardner, Dorothy | Tucson |
| Dupuis, Jeanette | Tempe | Garner, Marian | Phoenix |
| Durham, Helen | Phoenix | Garver, Myron | Mesa |
| Dyer, Kenneth | California | Garwood, Dorothy | Colorado |
| Dyer, Mary Emma | Phoenix | Garwood, Dorris | Colorado |
| | | Gates, Mary Ellen | Missouri |
| Eagan, Lois Dunn | Phoenix | Geiler, Lenard | Glendale |
| Easchief, Viola | Phoenix | Gerrish, Hermione | Holbrook |
| Edgar, Margaret | California | Gibbons, Bates | Mesa |
| Edmonds, Cora | Phoenix | Gibson, Wilbert | Scottsdale |
| Edwards, Helen | California | Giffin, Mrs. Laurel | Superior |

| | |
|-----------------------|--------------|
| Gilpin, Brenda | Ray |
| Givens, Muriel | Phoenix |
| Goddard, Russell | Tempe |
| Goldsmith, Lorence | Iowa |
| Gooch, Edith | Tempe |
| Good, Martha | Douglas |
| Gooding, Dorothy | Douglas |
| Goodloe, Elsie | Glendale |
| Gorrell, Juanita | Phoenix |
| Graham, Elizabeth | Phoenix |
| Greene, Mrs. Betty | Prescott |
| Greene, Mary Anne | Buckeye |
| Green, Ruby | Phoenix |
| Gregg, Anna | Tempe |
| Grieder, Edna | Phoenix |
| Griffin, Paul | Payson |
| Griffith, Paul | Tempe |
| Griffith, Stella | Duncan |
| Grimm, Garland | Tolleson |
| Grimm, Virgil | Tolleson |
| Gronewald, Marcella | Phoenix |
| Grossmiller, Melvin | Superior |
| Grosso, Josephine | Phoenix |
| Groves, Mrs. R. P. | Tempe |
| Grube, Ona | Phoenix |
| Gulland, Frances | Phoenix |
| Gustin, Florence | Phoenix |
| Haire, Dorothy | Phoenix |
| Hamblin, Veva | Alpine |
| Hamilton, Eve | Jerome |
| Hancock, Elizabeth | Phoenix |
| Hancock, Stella | Thatcher |
| Hand, Mary | Winkelman |
| Hansen, Clarence | Phoenix |
| Hansen, Harry | California |
| Hardesty, Landon | Buckeye |
| Hardin, Sherman | Phoenix |
| Harpham, Robert | New Mexico |
| Harris, Eleanor | Shumway |
| Harrison, Marian | Glendale |
| Hartman, June | Phoenix |
| Hastings, Elmer | Mesa |
| Hatcher, Emma Jean | Bisbee |
| Hatten, Goldie | Clarkdale |
| Haws, Grace | Mesa |
| Hayduke, Helen | Claypool |
| Heaney, Monica | Montana |
| Heberlee, Harriet | Glendale |
| Helfinstine, Vera | Tucson |
| Hendrix, Mrs. Ernest | Tempe |
| Hendrix, Ross | Mesa |
| Hensley, Georgie | Chandler |
| Herold, Mrs. Lula | Tempe |
| Hess, Alfred | Yuma |
| Hezmalha'ch, Robert | California |
| Hibben, Todd | Florence |
| Hicks, Merle | Winkelman |
| Higgins, Clara | California |
| Higgins, Eleanor | Phoenix |
| Hightower, Elizabeth | Tempe |
| Hilkert, Adeline | Phoenix |
| Hill, Easton | Mesa |
| Hill, Mrs. Frances | Phoenix |
| Hill, Zoe | Mesa |
| Hinds, Mable | Yuma |
| Hinton, Houston | Fort Thomas |
| Hinton, John | Fort Thomas |
| Hockett, Marymargaret | Glendale |
| Hockett, Myrtie | Glendale |
| Holbert, Myron | Miami |
| Holt, Margaret | Warren |
| Horne, Frank | Mesa |
| Horne, Mary | Mesa |
| Horner, Ethel | Phoenix |
| House, Mrs. J. B. | Scottsdale |
| Howell, Lucille | Glendale |
| Hoyer, Herbert | Phoenix |
| Hoyt, Joe | Ohio |
| Hoyt, Lucille | Illinois |
| Hubbard, Madeline | Phoenix |
| Huber, Elmer | Miami |
| Huber, Emma | Mesa |
| Huber, Kenneth | Tempe |
| Hudson, Helen | Phoenix |
| Huff, Maxine | Glendale |
| Hughes, Mabel | Phoenix |
| Hughes, Marion | Phoenix |
| Humphrey, Fannie | Phoenix |
| Hunt, Helen | Miami |
| Hunt, Lillian | San Simon |
| Hunter, Virginia | Phoenix |
| Hurtado, Adeline | Dos Cabezos |
| Irvine, Mrs. Mary | Tempe |
| Jackson, Catherine | California |
| Jacobs, Gladys | Glendale |
| Jacobson, Christine | Tempe |
| Jacobson, James | Tempe |
| James, Benton | Phoenix |
| Jarrett, Myrtlebelle | Mesa |
| Jayne, Lucille | Coolidge |
| Jenkin, Doris | Ray |
| Jenkins, Jennie | Globe |
| Jerez, Hilda | Phoenix |
| Jesperson, Ina | Benson |
| Jiminez, Carlos | Clifton |
| Johnson, Clarence | California |
| Johnson, Mrs. Lavon | Mesa |
| Johnson, Lila | Washington |
| Johnson, Melouise | Globe |
| Johnson, Saul | Gilbert |
| Johnston, Elizabeth | Douglas |
| Jones, Esther | Missouri |
| Jones, Glenn | Mesa |
| Jones, Leon | Mesa |
| Jordan, Helen | Phoenix |
| Jordan, Margaret | Phoenix |
| Journigan, Delsie Dee | Phoenix |
| Journagin, Jack | Mesa |
| Joyce, Fred | Tempe |
| Joyce, Opal | Globe |
| Kaler, Miriam | Phoenix |
| Karger, Adelaide | Douglas |
| Keating, Judd | Colorado |
| Keebler, Ellen | Tempe |
| Keen, Ella | Casa Grande |
| Kelly, Catherine | Montana |
| Kelly, Gladys | Phoenix |
| Kely, Mary | Phoenix |
| Kendall, John | Tempe |
| Kendall, Ruth | Tempe |
| Kennedy, Mildred | Warren |
| Kiesz, John | South Dakota |
| Kiesz, Mrs. John | South Dakota |
| Kincaid, Helen | Tolleson |
| King, Mrs. Cretia | Phoenix |
| Kinsey, Claudia | Mesa |
| Kintsel, Olga | Phoenix |
| Kleinman, Jay | Mesa |
| Kloster, Ruth | North Dakota |
| Knipe, Louise | Tucson |
| Knowles, Lillian | Geronimo |
| Kohlhase, Arthur | Phoenix |

| | | | |
|----------------------|-------------|---------------------|-------------------|
| Koontz, Esther | Ohio | Martin, Marguerite | Prescott |
| Kramer, Lee | Indiana | Martinez, Tiff | Miami |
| Krepela, Violet | Chandler | Masilko, Violet | Willeox |
| Kroeger, Edna | Tucson | Matthews, Clyde | Chandler |
| Kroeger, Grace | Tucson | Matthews, Marjorie | Phoenix |
| Kulovich, Anne | Bisbee | Maurel, Lester | Globe |
| Kupecky, Julia | Phoenix | Mead, Leta | Patagonia |
| Laird, Ruby | Tempe | Mendoza, Elena | Mesa |
| La Nier, Dorothy | Phoenix | Meredith, June | Glendale |
| Larson, Phyllis | Colorado | Meritt, Glen | Glendale |
| La Rue, Eldon | Parker | Merkle, Ralph | Phoenix |
| La Rue, Leonard | Parker | Merrill, Boyd | Mesa |
| Lassen, Irene | Kansas | Mever, Edna | Glendale |
| Lawrence, Edwin | Phoenix | Michea, Norman | Florence |
| Le Baron, Francis | Mesa | Middaugh, Helen | Globe |
| Le Baron, Theo | Mesa | Miller, Annetta | Phoenix |
| Lee, Doran | California | Miller, Grace | Congress Junction |
| Leppa, Eloise | Phoenix | Miller, Wilma | Phoenix |
| Lesueur, Nelle | Mesa | Minsch, Evelyn | Phoenix |
| Lewin, Jack | California | Minson, Helen | Tempe |
| Lewis, Mary | Rillito | Mir, Lucille | Colorado |
| Lilloco, Thomas | California | Mitchum, Keels | Tempe |
| Lillywhite, Don | Mesa | Mitchum, Wannamaker | Tempe |
| Lines, Trelva | Pima | Mize, Kittie | Bisbee |
| Lingley, William | California | Moore, Beryl | Glendale |
| Link, Jenice | Ohio | Moore, Helen | Phoenix |
| Lloyd, Ruby | Tempe | Moore, Lee | Glendale |
| Logan, Bernice | Phoenix | Moore, Naomi | Phoenix |
| Lockway, Howard | Globe | Moore, Vella | Texas |
| Lozie, Catherine | Phoenix | Moran, Naomi | Washington |
| Logue, Dorothy | Glendale | Morcomb, Hetty | Morenci |
| Lopez, Lupe | Sonora | Morgan, John | California |
| Loucks, Paris | Glendale | Morgan, Leah | Phoenix |
| Love, Mrs. Elith | Phoenix | Morgan, Markley | Yuma |
| Lowrey, Edna | Fairbank | Morris, Lillian | Hayden |
| Lukin, Helen | Tempe | Morris, Vera | Phoenix |
| Iandquist, Henrietta | Phoenix | Morrison, Maria | Mesa |
| Lyon, Lorraine | Tempe | Moses, Glenn | New Mexico |
| Lyon, Ruth | Wisconsin | Moss, Charles | Tempe |
| McAteer, Erce | Globe | Muffley, Bernard | Phoenix |
| McAulay, Hulda Rose | Phoenix | Munz, Alma | North Dakota |
| McCall, Marion | Phoenix | Munz, Martin | North Dakota |
| McCarty, Tommy | Phoenix | Murphy, Mrs. Eula | Phoenix |
| McComb, Stuart | Tempe | Murphy, Lucy | Glendale |
| McCreary, Elsie | Tempe | Murray, Jo Ella | Bisbee |
| McCullar, Cecil | Superior | Myshne, Dolla | California |
| McCullar, Earle | Superior | Naegle, Marion | Benson |
| McDowell, Fred | Mesa | Naegle, Pauline | Benson |
| McDowell, Olney | Mesa | Nelson, Dorothea | Phoenix |
| McDowell, Rylie | Mesa | Nelson, Dorothy A. | Phoenix |
| McEuen, Edgar | Port Thomas | Nelson, James Homer | Idaho |
| McFrederick, Wayne | Mesa | Nelson, Marguerite | Idaho |
| McHenry, Consuelo | Phoenix | Newland, Minnie | Tennessee |
| McHenry, Joe | Phoenix | Nichols, Bobb | Tempe |
| McKay, Della | Globe | Nichols, Harold | Tempe |
| McKay, Mabel Laney | Mesa | Nichols, Ruth | Tempe |
| McKenna, Grace | California | Nicolay, Raymond | Missouri |
| McKinney, Ruth | Courtland | Nielsen, Anita | Tempe |
| McLendon, Eugenia | Patagonia | Nisbett, Rosa | Phoenix |
| McNatt, Carr | Casa Grande | Nitzkowski, W. | Phoenix |
| McPherson, Florence | Tempe | Noel, Fonda | Glendale |
| Maben, Clarice | Laveen | Noel, Joyce | Glendale |
| Maben, Jack | Laveen | Nolan, Marguerite | Florence |
| Mack, Mozelle | Phoenix | Norris, Ariel | Morenci |
| Magness, Nell | Colorado | O'Dell, James Allen | Winkelman |
| Major, Mae | Buckeye | Odum, Alice | Tucson |
| Marcella, Lucille | Miami | Olden, Mildren | Miami |
| Marcella, Mildred | Miami | Olsen, Glenna | Safford |
| Marsh, Winona | Phoenix | Olsen, William | Tempe |
| Martin, Bina Lee | Bowie | Oney, Cleone | Tempe |
| Martin, Helen | Phoenix | | |

Osmundson, Clare Phoenix
 Osmundson, Helen Phoenix
 Ostler, Rulon Phoenix
 Ostrander, Jessie M. Phoenix
 Ozanne, Ruth Ajo

Pacheco, Stella Mesa
 Packard, Hester Phoenix
 Packard, Rachel Douglas
 Paddock, Francis California
 Padgett, Dorothy Litchfield Park
 Padovan, John California
 Parker, Marguerite Phoenix
 Parker, Miller Laveen
 Parker, Minna Jerome
 Parker, Richard Laveen
 Patterson, Fay Mesa
 Patterson, John Scottsdale
 Patterson, Julia Globe
 Patterson, Louise Glendale
 Pearce, Arthur Mesa
 Pearce, Katherine Mesa
 Penn, Louise Globe
 Percy, Etta Phoenix
 Perkins, Henry Texas
 Peterson, Dorothy Mesa
 Peterson, Mabel Mesa
 Phelps, Wayne Mesa
 Phillips, Irene Phoenix
 Phillips, Louella Douglas
 Pike, Frances Tempe
 Pilcher, Doris Phoenix
 Pine, Callie Tempe
 Pinney, Charles Illinois
 Pirtle, Ruth Phoenix
 Pitts, Ruth California
 Pomeroy, Naomi Mesa
 Pomeroy, Roland Mesa
 Poole, Marie Casa Grande
 Pope, Elma Douglas
 Posey, Leta Tempe
 Powell, Jessie Willcox
 Prather, Clifford Casa Grande
 Pratt, Marian Mesa
 Prenovost, Yvonne Phoenix
 Price, Mary California
 Prince, Binkley California
 Puente, Louis Miami
 Pugh, Claude Tempe
 Pugh, Evelyn Tempe
 Purcell, Thomas Montana

Quaid, Hazel Harvey Tempe

Randall, Esther Morenci
 Rathbun, Harold Colorado
 Read, Wallace Mesa
 Redden, Charlotte Tempe
 Redden, Helen Tempe
 Redding, Eloyce Oklahoma
 Reddoch, Travis Arkansas
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 Reilly, Anna Nebraska
 Reiman, Elmer Phoenix
 Revello, Dominee Jerome
 Rexroat, Harriet Tempe
 Rhoads, Gladys Kentucky
 Rice, Mary Douglas
 Richards, Jeanne Nogales
 Richards, Monty Nogales
 Richardson, Eula New Mexico

Richardson, George Indiana
 Riddle, Mayme Globe
 Ridgway, Ruth Safford
 Riggs, Donna Mesa
 Roach, Elizabeth Tempe
 Roach, Helen Peoria
 Robbins, Louise Phoenix
 Roberts, Ruth Tolleson
 Robertson, Mary Miami
 Robinson, McFraddie Phoenix
 Rogers, Lois Glendale
 Rollins, Thora Mesa
 Root, Jennie Phoenix
 Rork, Ruth Clifton
 Rose, Edgar Mesa
 Ross, Kenneth Phoenix
 Rozan, Margaret Tempe
 Rozan, Virginia Tempe
 Rudd, Clayton Phoenix
 Russell, Inis Tucson

Saba, George Mesa
 Saba, Moses Mesa
 Salazar, Angelita Tempe
 Sams, Viola Phoenix
 Sams, Virdie Phoenix
 Samuels, Cathryn Tempe
 Samuels, James Tempe
 Samuels, Lena Phoenix
 Sandel, Grace Ohio
 Sargent, Maynard Tempe
 Sayer, Antonio Colorado
 Scales, Harry Tempe
 Scarlett, Delsa Mae Safford
 Schirmacher, Stanley Wisconsin
 Schmidt, Henry Phoenix
 Schrey, Henry Glendale
 Schuler, Ellis California
 Schupbach, Lena Phoenix
 Schwab, Margaret Benson
 Scott, Edward California
 Scott, Ethelene Pomerene
 Scott, Helen Buckeye
 Scott, Mattie Phoenix
 Scudder, Nona Tempe
 Seaman, Elizabeth Phoenix
 Seaver, Minnie Webb
 Selleh, Joe Texas
 Semolich, Mary Douglas
 Sertic, Edna Lowell
 Shartzler, Nettie Winkelman
 Shartzler, Winnie Winkelman
 Sheldon, Charlene Miami
 Shil, Lenore Mesa
 Shipley, Constance Phoenix
 Shoecraft, Kathryn Phoenix
 Short, Sara Coolidge
 Shulenberg, Margherita Phoenix
 Sigala, Charles Tempe
 Sikes, Roline Miami
 Silverthorne, Marian Gilbert
 Silverthorne, Nelda Gilbert
 Sims, Cecil Hayden
 Sims, Jewell Hayden
 Sisson, Mac California
 Skaggs, Darcy Mesa
 Smith, David Phoenix
 Smith, George Glendale
 Smith, Hazel Mesa
 Smith, Madalene Glendale
 Smith, Marie Phoenix
 Smith, Robert Globe
 Smitheran, Horace California

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| Snyder, Mamie | Glendale | Waggoner, Beverly | Globe |
| Spain, Clifford | Mesa | Waggoner, Nettie | Peoria |
| Spain, Kathleen | Mesa | Wahl, Emma | Mesa |
| Spalding, Mary | Phoenix | Wakeman, Delbert | Indiana |
| Sparks, Tom | Tempe | Walsh, Florence | Miami |
| Speer, Margaret | Phoenix | Walker, Betty | California |
| Speer, Ruby | Phoenix | Walker, Esther | Ohio |
| Spencer, Marian | Iowa | Walker, Jewel | Phoenix |
| Sprowls, Helen | Phoenix | Walker, Lynda | Tempe |
| Stamps, William | Bowie | Walker, Mary Lee | Glendale |
| Standage, Louise | Mesa | Walker, Sarah | Tempe |
| Standage, Margaret | Mesa | Wallace, Jack | Mesa |
| Stanford, Margaret | Phoenix | Wallace, Lorraine | Mesa |
| Staples, Madeline | Mesa | Wallace, Myron | Tempe |
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| Stephens, Edith | Oklahoma | Walmsley, Helen | Tempe |
| Stephenson, Elizabeth | Douglas | Walmsley, Lewis | Tempe |
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| Stinson, Alice | Phoenix | Webb, Donald | Mesa |
| Stitt, Ruth | Lowell | Webb, Elene | Tombstone |
| Stoddard, Zoraida | Glendale | Webb, Lilla | Phoenix |
| Stover, Alice | Phoenix | Webb, Roberta | Phoenix |
| Stroup, Forrest | Tempe | Webster, Betty | California |
| Stuart, Mary Alice | Phoenix | Weddington, Mary | Glendale |
| Stuby, Margaret | Phoenix | Weger, Katie | Phoenix |
| Swaine, Edna | Phoenix | Weiss, Jim | California |
| Sweet, Gladys | Phoenix | Welch, Charlotte | Tempe |
| Sweet, Helen | Phoenix | Welch, Mildred | Phoenix |
| Swift, Ann | Colorado | Welch, Ruth | Tempe |
| Swift, Gracabel | Phoenix | Welcome, Jennie | Douglas |
| Swift, Harry | Phoenix | Wells, Lo'a | Elfrida |
| | | Wells, Warren | Elfrida |
| Taylor, Carl | Scottsdale | Wentworth, Wylie | Globe |
| Taylor, Helen | Prescott | Werly, Julia | Phoenix |
| Taylor, Lenore | Scottsdale | Wesley, Lenora | Glendale |
| Taylor, Marion | Phoenix | Wheeler, Berenice | Phoenix |
| Taylor, Richard | Scottsdale | White, Eugene | Florence |
| Taylor, Valerie | Phoenix | White, Eula | Tempe |
| Teeter, Nannie | Phoenix | White, Frances | Phoenix |
| Thiel, Florence | Phoenix | White, Glenna | Tempe |
| Thomas, Florence | St. David | White, Gusste | Hayden |
| Thomas, Geraldine | St. David | White, Luke | Washington, D. C. |
| Thompson, Spencer | Mesa | Whitehead, Catherine | Ray |
| Thompson, William | Washington | Whitney, Gladys H. | Glendale |
| Thrasher, Ethel | Wyoming | Whitney, J. H. | Phoenix |
| Thurlo, Ruby | Florence | Wight, Georgia | Superior |
| Titel, Clementine | Phoenix | Wight, Gladys | Superior |
| Tompkins, Dorothy | Phoenix | Wilbur, Alice | Gilbert |
| Townsend, Leona | Phoenix | Wilkins, Zona | Phoenix |
| Trammell, Ruby | Springerville | Willard, Mercier | Phoenix |
| Trappman, Mamie | Cochise | Willard, Roswell | Phoenix |
| Traversi, James | California | Williams, Ellen | Phoenix |
| Traylor, Zenobia | Tempe | Willis, Nash | Fort Thomas |
| Trimble, Ruth | Tempe | Wilson, Evadne | Tempe |
| Trimble, Susie | Tempe | Wilson, Helen | Texas |
| Tucker, Mildred | Prescott | Wilson, Roberta | Alabama |
| Tuckey, Ruth | Glendale | Wilson, Roger | California |
| Tuckey, Vernon | Glendale | Wilson, Rose | California |
| | | Winder, Rena | California |
| Uhl, Winona | Tempe | Wing, Estella | Phoenix |
| Ulmer, Dovie | New Mexico | Wing, W. T. | Phoenix |
| | | Wingar, Helen | Phoenix |
| Vandy, Kathryn | Phoenix | Wingfield, Elva | Camp Verde |
| Van Kirk, Annabel | Texas | Wingfield, Vincent | Camp Verde |
| Vihel, Francis | Jerome | Wise, Iva | Phoenix |
| Voelker, Juanita | Bisbee | Wivel, Mrs. Aubrey | Tempe |
| Voelker, Norita | Bisbee | Wood, Mary | Tolleson |

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| Worth, Grace | Tucson | Yeoman, Ann | Glendale |
| Wright, Bassett | Florence | Yontz, Ralph | Chandler |
| Wright, Mary Emily | Bisbee | Young, Flora | Peoria |
| Wrigley, Mrs. Gertrude | Tempe | Young, Leona | Montana |
| Wyatt, Ruth | Tombstone | | |

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DEGREE OF BACHELOR OF ARTS IN EDUCATION

January 23, 1931

George H. Birchett
Elsie Elliott Cano
Dorothy Dettweiler
Jeanette Marie Dupuis

June Edwards
Ercel Cook McAteer
Sara L. Short
Nancy Wylie Wentworth

June 2, 1931

Lucy Nash Bachman
Dorothy Mae Brown
Caroline L. Contreras
Fern Ellsworth
Margaret Helen Enyeart
Margaret Beck Ewan
Marian Catherine Garner
Ethel L. Groves
Frances Elizabeth Gulland
John W. Hinton
Helen Junia Kincaid

Ruth W. Lyon
Tommy McCarty
Martin H. Munz
Mary Cleone Oney
Marguerite Parker
Clifford J. Prather
Nona May Scudder
Mary Gertrude Stewart
Edna Cluff Swaine
Francis Richard Vihel
Isabel F. MacLennan Waterhouse

August 31, 1931

Martha Jane Boggs
Caroline Elizabeth Hancock

Lavon Hoyt Johnson

STANDARD THREE YEAR DIPLOMA

January 23, 1931

Maud Perry Daly
Elizabeth A. Fortune
Camillo H. Haddad
Caroline Elizabeth Hancock

W. Wannamaker Mitchum
Elene Webb
Ruth Allison Welch

June 2, 1931

Alice Susan Adair
Alonzo D. Adams
Gladys Ralston Allen
Leonora Evelyn Anderson
Oliver I. Anderson
Ethel Ashlock
Ruth Broady Baily

Helen Herzberg Lukin
Louise Lorraine Lyon
Nell Magness
Helen Gertrude Martin
Elene G. Mendoza
Keels M. Mitchum
Hetty K. Morcomb

Vivian V. Bell
 Mary Lois Benedict
 Luella Busby
 Hazel C. Califf
 Dorothy Xura Cantinwine
 Ellen Pauline Cardon
 Cleo Walter Caywood
 Guido Paul Cislaghi
 Rachel M. Clark
 Norman Clements
 Peggy E. Collins
 Marian Mead Boll
 Mary A. Bowers
 Ruby M. Bowser
 Margaret E. Bracken
 Albert L. Burrucker
 E. Lapreel Davis
 Mary Margarette Davis
 Hazel Ann De Rosier
 Marguerite Lucille Ellis
 Mabel La Rue Ensign
 Wilma A. Ewing
 Marion Figueroa
 Rupert William Figueroa
 Sabina Irene Fike
 Mary Alice Fike
 Violet Foreman
 Opal Florence Foster
 Mary Thelma Francies
 Clara Loraine Fretz
 Clara Eliza Fuller
 Mary Evelyn Furrey
 Dorothy Lorana Gardner
 Wilbert Gibson
 Lorence Carl Goldsmith
 Ruby Ellen Green
 Robert Olberg Harpham
 Grace Haws
 Georgie Hensley
 Mrs. Lyle Butler Higginbotham
 Elizabeth Helen Hightower
 Adeline Mary Hilkert
 Mabel Hughes
 Lila May Johnson
 Miriam Laura Kaler
 S. Ellen Keebler
 Ruth Kloster
 Ruby Elna Laird
 Phyllis Theandra Larson
 Eloise M. Leppla
 Mary Lewis

Lillian May Morris
 Pauline Naegle
 Margaret Alexander Colvin
 Lattie Finch Coor
 Mabel May Corn
 Dorothy Corson
 Genevieve Perle Cronkite
 Dorothea M. Nelson
 Ruth Adele Nichols
 Ariel Cicilia Norris
 Stella Ramirez Pacheco
 Henry C. Perkins
 Irene C. Phillips
 Frances Pike
 Roland E. Pomeroy
 Esther Frances Randall
 Irene Marie Reed
 Cynthia Elizabeth Roach
 Cathryn Elaine Samuels
 Lena Samuels
 Harry Hershel Scales
 Delsa Mae Scarlett
 Nettie Elizabeth Shartzter
 Constance Shipley
 Margherita A. Shulenberger
 Roline M. Sikes
 Marian E. Silverthorne
 Mae Elizabeth Sisson
 Clifford L. Spain
 Tom A. Sparks
 Clara Lois Stidham
 Alice B. Stinson
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 Helen Deppe Taylor
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 Nannie Barkley Teeter
 Ruby Purl Thurlo
 Clementine Elizabeth Titel
 Leona Townsend
 Mamie Alice Trappman
 Ruth Lucille Trimble
 Mildren Christine Tucker
 Norita Francella Voelker
 Florence Marie Walin
 Eula Zumala White
 Glenna Ruth White
 Zona Wilkins
 Mary Mason Wood
 Mary Emily Wright
 Leona Mary Young
 Anna Antoinette Reilly

August 31, 1931

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 Dorothy Alice Brown

Merle Ann Hicks
 Marymargaret Hockett

Gussie Burris
Leonard Joseph Curnow
Albert Cruz
Pauline M. Diehl
Grace Edna Dodd
Maryann Green
Stella Crockett Griffith
Stella Mariee Hancock

Maud Eliza House
Adelaide Marie Karger
Lillian Roberta Knowles
Naomi Ruth Moran
Dorothy Alice Nelson
Anna Antoinette Reilly
Alice J. Wilbur
Lynda Howell Walker

INDEX

| | |
|--|--------------|
| Absence from classes, Penalty for | 47 |
| Absence, How excused | 47 |
| Administration, Officers of | 7 |
| Administration, Regulations concerning | 43 |
| Admission to the College | 66 |
| Admission, Time of | 66 |
| Admission of experienced teachers | 67 |
| Admission of students from junior colleges | 69 |
| Advanced standing | 68 |
| Agricultural projects course | 123 |
| Alumni Association | 30 |
| Alumni officers, 1931-1932 | 5 |
| Alumni register | 31 |
| Application for graduation | 77 |
| Art courses | 79 |
| Assistance for worthy students | 31, 33, 48 |
| Athletics | 52, 115, 118 |
| Athletic competitions, Scholarship requirement for | 46 |
| Attendance, Regulations concerning | 47 |
| Auditing courses | 44 |
| Auditors must register | 40 |
| Bacteriology | 123 |
| Band, Instruction in | 114 |
| Biological science courses | 122, 124 |
| Board and room in private homes | 49 |
| Bookstore, The College | 40 |
| Botany, Courses in | 124 |
| Buildings, College | 25-29 |
| Calendar, 1931-1932 | 2 |
| Campfire leadership, Course in | 119 |
| Campus | 24 |
| Certification of teachers | 71 |
| Change of study program, Fee for | 42 |
| Chemistry courses | 127, 128 |
| Classification of students by years and by credits | 76, 77 |
| Coaching courses | 118 |
| College aptitude test | 68 |
| COLLEGIAN staff, The | 54 |
| Commerce courses | 82-87 |
| Competitions, Eligibility for athletic | 46 |
| Constitutions, Courses in | 131 |
| Constitutions, State examination in | 72, 73, 76 |

| | |
|---|------------|
| Correspondence courses, Amount of credit accepted for | 33 |
| Courses offered, Description of | 79 |
| Courses, System of numbering | 79 |
| Credits | 43 |
| Credit, Unit of | 43 |
| Curricula and credentials | 71 |
| Curriculum, Four year | 71, 73, 74 |
| Curriculum, Three year | 71, 72 |
| Degree of Bachelor of Arts in Education | 71 |
| Diplomas | 42, 71 |
| Directory, Official | 5 |
| Directory of Students | 136-145 |
| Disqualification for deficiency in scholarship | 46 |
| Dormitories | 28, 48 |
| Dormitory fees | 40 |
| Dramatics | 53, 94 |
| Dropping courses, Procedure for | 44 |
| Economics, Courses in | 85, 87 |
| Education, Courses in | 87-92 |
| Eligibility for admission to societies | 46 |
| Eligibility for athletic competitions | 46 |
| Employment of students | 42 |
| English and speech, Courses in | 93 |
| Excess load | 43 |
| Expenses of students | 40-42 |
| Experience in teaching, No college credit for | 43 |
| Experienced teachers, Admission of | 67 |
| Extension courses, Amount of credit accepted in | 32, 44 |
| Extension courses offered by the College | 32 |
| Extra-curricular student activities | 51 |
| Faculty personnel | 7-19 |
| Failure in courses | 46 |
| Fees, Diploma | 42 |
| Fees, Dormitory | 40 |
| Fee for late registration | 41 |
| Fee, Registration | 40 |
| Foreign languages | 106-109 |
| French courses | 107 |
| Freshmen, Registration of | 66 |
| Freshman tests | 68 |
| Funds for student assistance | 31, 33, 48 |
| Geography courses | 125-127 |
| Geology | 126 |
| German | 108 |

| | |
|---|------------|
| Glee clubs | 113-114 |
| Government, Student participation in | 51 |
| Graduates, Mid-year | 77 |
| Graduates of the College, 1931 | 143-145 |
| Graduates, Summary of | 136 |
| Graduation, Application for | 77 |
| Health certificate | 50 |
| Heating system | 29 |
| High school units required for admission | 66 |
| History courses | 131-134 |
| History of the College | 21 |
| Home economics courses | 96-98 |
| Honor point system (credit for quality) | 45 |
| Honor society | 63 |
| Industrial arts courses | 100-106 |
| Information, General | 30 |
| Junior colleges, Admission of Students from | 69-70 |
| Kappa Delta Pi, national honor fraternity | 63 |
| Kindergarten-Primary courses | 91 |
| Languages, Foreign | 106-109 |
| Late registration, Fee for | 41 |
| Latin courses | 33 |
| Lectures and entertainments | 33 |
| Library, Children's | 39 |
| Library, General | 38 |
| Library rules | 38 |
| Literary societies | 55-62 |
| Living arrangements for students | 48 |
| Load, Student | 43 |
| Loan funds | 31, 33, 48 |
| Location of the College | 23 |
| Lower division defined | 76 |
| Majors and minors | 75 |
| Major defined, The | 75 |
| Major, Selection of the | 75 |
| Manual training courses | 100-106 |
| Marking system | 45 |
| Mathematics, Courses in | 110-111 |
| Meal tickets | 41 |
| Medical care of students | 50 |
| Mid-year graduates | 77 |
| Music | 114-115 |
| Music, Instrumental | 114-115 |
| Music, Piano | 114-115 |

| | |
|---|--------------------------|
| Musical activities | 53, 114 |
| North Central Association, Membership in | 22 |
| Numbering courses, System of | 79 |
| Officers of administration | 7 |
| Orchestra | 114 |
| Outside campus, Students rooming | 49 |
| Physical education courses | 117-119 |
| Physical education major, The | 116 |
| Physical sciences, Courses in | 127-130 |
| Physics courses | 129 |
| Physiology, Human | 124 |
| Physiology, Plant | 125 |
| Piano, Instruction in | 114, 115 |
| Pianos for practice | 114 |
| Placement of graduates in teaching positions | 35 |
| Practice teaching | 81, 88, 92, 98, 105, 114 |
| Pre-professional curricula | 21, 77 |
| Private homes, Board and room in | 40, 49 |
| Prizes for scholarship | 34 |
| Psychology department | 119 |
| Publications, Student | 54 |
| Purpose of the College | 20 |
| Register of College students | 137-143 |
| Registration fee | 40 |
| Registration statistics | 136 |
| Reinstatement after prolonged absence | 47 |
| Reports of scholarship | 45 |
| Reservation of dormitory room, Deposit for | 41 |
| Residence requirement | 76 |
| Room reservation | 41 |
| Rural training schools | 37, 38 |
| SAHUARO, student annual | 55 |
| Science courses | 120-130 |
| Scholarships | 33 |
| Scholarship regulations | 46 |
| Scouting, Course in | 119 |
| Semester-hour defined | 43 |
| Setting, The College | 23 |
| Social activities | 55, 63 |
| Social sciences, Courses in the | 131-135 |
| Societies, Student | 55-64 |
| Spanish courses | 108, 109 |
| Special curricula (pre-professional) | 21, 77 |
| Special recommendation of graduates | 75 |

| | |
|--|--------|
| Speech, Courses in | 94 |
| Summary of graduates for forty-six years | 136 |
| Summary of registration for 1930-1931 | 136 |
| Teaching experience, Recognition of | 70 |
| Terminal curricula in industrial arts | 99 |
| Test, College aptitude | 68 |
| Tests, Freshman | 68 |
| Textbooks, where procured | 40 |
| Three year curriculum | 71, 72 |
| Time of admission to the College | 66 |
| Training schools | 36 |
| Transcript of high school credits required | 67 |
| Transcripts of record, Fee for official | 42 |
| Tuition, No fee for | 40 |
| Unexcused absences, Penalty for | 47 |
| Unit of credit | 43 |
| Unsatisfactory scholarship | 46 |
| Upper division defined | 76 |
| Welfare, Student life and | 48 |
| Young Women's Christian Association | 64 |
| Zoology, Courses in | 125 |